Abraham S. Fischler College of Education and School of Criminal Justice
NOVA SOUTHEASTERN UNIVERSITY

NSU Florida

INTERNSHIP HANDBOOK

Information and Guidelines for
Cooperating Teachers, University Supervisors, and Interns

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Letter of Welcome

Dear School Administrators, Cooperating Teachers, and University Supervisors of Intern:

Welcome to Nova Southeastern University's Teacher Education Program internship experience! Thank you so much for your willingness to join the professional team that prepares teacher candidates for the classrooms of tomorrow. Your efforts are extremely important in structuring a positive, meaningful, learning experience for the Intern under your supervision. Your encouragement and support create an environment in which the Intern can celebrate successes and learn from mistakes. Your constructive suggestions can contribute toward a significant improvement in the teaching performance of the Intern. Needless to say, your guidance is invaluable in the professional development of the student teacher.

This handbook is designed to help answer questions you may have about the internship experience. The teacher education programs are engaged in a continuous process of self-assessment to improve the quality and consistency in our teacher preparation programs. As a result of feedback from professionals such as you, we will be able to continuously improve the program. Therefore, since we are reliant on your evaluation of our Interns, you are encouraged to communicate comments and questions to our Assistant Director of the Office of Placement Services,

Lillian I. Greico (greico@nova.edu / 954-547-0144).

Again, thank you for your commitment to the development of teachers for the twenty-first century. On behalf of the Abraham S. Fischler College of Education, we convey our best wishes for an exciting and successful academic year.

Sincerely,

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Dean of FCE&SCJ
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Professional Ethics for Interns

Student Interns will meet the conditions of the Code of Ethics at all times. Under the code of professional and ethical behavior standards, it is inappropriate for you to discuss your students with anyone except your Cooperating Teacher or your University Supervisor. As a future teacher you are expected to treat students, parents, and peers in a fair, just manner that shows respect for all people, regardless of their ability, culture, race, or socioeconomic background.

The Florida 1st District Court of Appeals states that teachers are held to a higher standard.

"…it should be noted that educators are held to a more rigorous moral standard than other professionals because of their role in educating children. Adams v. State Professional Practices Council, 406 So. 2d 1170 (Fla. 1st DCA 1981).

"A school teacher holds a position of great trust. We entrust the custody of our children to the teacher. We look to the teacher to educate and to prepare out children for their adult lives. To fulfill this trust, the teacher must be of good moral character; to require less would jeopardize the future lives of our children." Tomerlin v. Dade County School Board, 318 So. 2d 159 (Fla. 1st DCA 1975).

NOVA SOUTHEASTERN UNIVERSITY
TEACHER EDUCATION INTERNSHIP

Introduction

The teacher education program internships at Nova Southeastern University are designed to meet the individual educational needs of the teacher candidate seeking certification. It has the following two components for which the Intern is responsible:

1. Internship Seminar

   The seminar offers a review of educational philosophy, lesson planning, instructional strategies, classroom management, assessment, and the Code of Ethics and Professional Conduct for the Education Profession. The teacher candidate also examines the professional responsibilities involved in student teaching, including a study of the InTASC Principles (Nevada), Florida Educator Accomplished Practices (Florida), ESOL Standards, CAEP Standards, and Florida State Standards. Lesson planning requires use of the Florida Standards, Nevada Academic Content Standards, or other appropriate state academic standards. The seminar class meets eight times throughout the internship. Attendance and punctuality are mandatory at all sessions.

2. Clinical Practice (Student Teaching)

   Clinical practice offers the Intern a 12-week classroom observation and participation experience in a school setting under the direction and supervision of a master teacher who has received clinical education training. The University Supervisor observes the Intern a minimum of four (4) times in the classroom to provide encouragement, support, and helpful suggestions for improvement. The Cooperating Teacher and University Supervisor work together to structure a positive learning experience for the Intern.

   The combination of the internship seminar and the student teaching experience comprise the internship program. ***Successful completion of both components is required to obtain a degree in education from NSU.*** The in-field clinical experience is graded on a pass/fail basis. The seminar grade is based on a point system. The teacher candidate must receive a grade of B or higher for the seminar in order to successfully complete the program.

The Teaching Team

INTERN
An Intern is a teacher candidate who is completing student teaching in a clinical setting under the guidance of a fully certified, experienced teacher/media specialist and a University Supervisor.

This degree-seeking student has completed the required courses in his/her bachelor's program and passed the appropriate tests. Upon completion of a successful internship, the Intern may apply for degree conferral.

The Intern is not a teacher's aide and is not training to become a teacher's aide. This teacher candidate, under the guidance of the Cooperating Teacher, the University Supervisor, and the school principal, will gain valuable experience in the classroom.

The Intern should be considered a professional member of the school staff. However, the Intern is NOT to be used as a substitute teacher. If the Cooperating Teacher is absent, a substitute MUST be in place.

COOPERATING TEACHER
The Cooperating Teacher is an experienced classroom teacher who is responsible for assisting in the development and preprofessional success of the Intern. This Cooperating Teacher will have at least three years of successful teaching experience, excellent classroom management skills, and will have Clinical Education and ESOL training. NSU asks that the Cooperating Teacher introduce the teacher candidate to his or her students as a colleague.

UNIVERSITY SUPERVISOR
The University Supervisor is a representative of the university who serves with the Cooperating Teacher to supervise and evaluate the Intern. The University Supervisor must have had successful classroom teaching experience as well as Clinical Education and ESOL training.

SCHOOL PRINCIPAL
The principal works closely with the county office and is responsible for accepting the Intern. He/she also provides the opportunity for the Cooperating Teacher to accept an Intern in his/her classroom. The principal or vice-principal may wish to play an active role in the student teaching experience, or he/she may wish to delegate that role to others. In any case, the principal will want to meet with the Intern to explain the overall policies of the school and to provide a welcoming environment.

Experiences for the Intern

An effective, successful internship provides the teacher candidate with the opportunity to engage in the following experiences:

1. Obtain background information on the community, school, and student population involved in the teaching experience.
2. Interact with the administrative staff, support staff, professional staff, and resource personnel and to utilize the materials and equipment available in the school.
3. Examine the school handbook in order to become familiar with the school policies and procedures, school board rules and regulations, and the professional responsibilities of teachers.
4. Receive information regarding the academic program and curriculum for each content area included in the teacher candidate's schedule.
5. Develop lesson plans and effective assessments with the assistance of the Cooperating Teacher and gradually assume a greater degree of responsibility for the instructional process.
6. Build a successful instructional repertoire by integrating knowledge of content, methods, and materials with an understanding of individual needs.
7. Accept responsibility for varying aspects and degrees of classroom management.
8. Facilitate and deliver instruction with gradual assumption of the teaching responsibilities of the Cooperating Teacher.
9. Engage in various types of learning assessment with gradual assumption of responsibility for assigning and recording grades as well as the preparation of grade reports.
10. Observe and participate in parent conferences and professional meetings.
11. Observe other successful teachers and programs in the school.
12. Receive daily feedback from the Cooperating Teacher, which includes encouragement, praise, and specific suggestions for improvement.
13. Engage in the reflective process regarding daily events and student and teacher behaviors.
14. Experience a supportive teaching team, including the Intern, Cooperating Teacher and University Supervisor.
15. Apply current and effective ESOL and Reading (Elementary Interns) teaching methods and strategies in lesson delivery.
16. The assessment of classroom performance and achievement of the Florida Educator Accomplished Practices (FEAPs) is completed through the use of two tools. The Marzano model that has been adopted by the Florida Department of Education is the summative evaluation. Because this evaluation system was designed to be used with practicing teachers, and not university Interns, we realize that an acceptable score for pre-service teachers may be 1 (Beginning) or 2 (Developing). In some areas, you may also score a 3 (Applying), but it is not expected that you will score at the 4 (Innovating) level. This is not to discourage you from striving for your very best level possible, but, rather, this is to encourage you and let you know that a score of 2-3 may be target for many of you. A formative Observation Form is also utilized. This tool includes pre-observation and post-observation feedback in addition to the observed FEAP indicators.
17. The evaluations should reflect the Intern's overall performance **up to that date** on the items indicated on the evaluation. The evaluation should accurately reflect the Intern's in-class performance and reflect observations and feedback documented up to that point. **Interns must earn an overall Pass score on all of the FEAP elements. Otherwise, remediation must take place.**
18. Pass/Fail Grading – If the teacher candidate receives an overall Pass score on all indicators, he/she earns a passing grade. If the teacher candidate fails to meet one or more of the standards, the standard(s) must be remediated.
19. Apply the Code of Ethics and the Principles of Professional Conduct of the Education Profession to the teaching experience.
20. Use technology effectively to maximize student learning.

Roles and Responsibilities of the Intern

The Intern works collaboratively with the building administrator, Cooperating Teacher, and the University Supervisor to develop the personal qualities and professional competencies necessary to receive certification. During student teaching, the Intern assumes the important duties and responsibilities of the classroom teacher. In order to have a positive learning experience, the student assumes responsibility for the following behaviors:

1. Calendar
   - The school calendar will be followed by the Intern.
   - The Cooperating Teacher's hours will dictate the length of the school day for the Intern.
   - School duties are to be placed ahead of personal concerns.
   - Any professional interviews will not be allowed to interfere with the Intern's responsibilities in the assigned classroom.

2. Regular Attendance
   - 100% attendance in the designated classroom at the assigned school is expected.
   - If illness occurs or an emergency arises, the Intern must notify the school, Cooperating Teacher, and University Supervisor prior to the start of the school day with an explanation of the absence. A compelling reason must be provided.
   - Only two (2) excused absences (due to illness or a compelling emergency) are permitted.
   - Any additional absences must be made up at the end of the internship.
   - Absence of more than one (1) week will result in the recommended withdrawal from Internship for that semester and is subject to departmental review.

3. Transportation
   - Transportation to and from the teaching assignment is the sole responsibility of the Intern.
   - Money for cab fare should always be available in case of automobile trouble, since it is of vital importance that the Intern assumes the responsibility for a timely arrival.

4. Outside Employment
   - It is strongly recommended that the Intern does not seek / secure / engage in outside employment during the internship.
   - Since the Internship Seminar will produce further demands on the Intern's time, outside employment has proven to be not in the best interest of the successful completion of this clinical experience.

5. Appearance
   - Dress professionally and appropriately for the school setting and specific activity.
   - Maintain a clean and neat appearance at all times.
   - Avoid clothing that is revealing and/or provocative in nature.
   - No visible body piercings are allowed, excluding earrings.
   - Hair should be worn in such a way as that it does not impede the students' view of the mouth.

6. Respect/Loyalty
   - Demonstrate professional behavior by avoiding any and all negative comments about the university, assigned school, administration, staff, and/or Cooperating Teacher.
   - Address administrators, school staff, University Supervisor, students, and parents in a courteous and respectful manner.

7. Professionalism
   - Comply with the (NEA's) Code of Ethics and the Principles of Professional Conduct of the Education Profession at all times.
   - Punctual attendance at the designated school site and internship seminar.

- Timely submission of all documents, forms, lesson plans, and assignments.
- Self-reflective practices.

8. School Board Rules and Regulations
   - Become familiar with the School Board Rules and Regulations and the teacher handbook at the assigned school during the first week in attendance.

9. Priorities
   - Make the personal and academic welfare of students in your classroom the top priority of your internship.
   - Work diligently to facilitate a quality instructional program for the students.
   - Strive to the best of your ability to meet and exceed the expectations of the university, assigned school, and Cooperating Teacher during your internship.

10. Open Communication
    - The Intern is encouraged to initiate a discussion with the Cooperating Teacher when assistance is needed, rather than waiting for the Cooperating Teacher to "sense" that help is needed. A positive receptiveness to constructive criticism is of vital importance to a successful internship!
    - If there is a problem between the Intern and the Cooperating Teacher, the Intern is to first have an open, honest discussion with the Cooperating Teacher. Open communication often will solve the problem. If the problem persists, the Intern should then discuss it with the University Supervisor. At that time, the supervisor will suggest the next step.
    - If a problem arises between the Intern and the University Supervisor, the Intern is to discuss it only with the Assistant Director of the Office of Placement Services.

Candidates living in Georgia: To complete your certification requirements, you must complete the edTPA assessment. For more information on this, contact Lillian Greico (greico@nova.edu). Begin reviewing materials at http://www.edtpa.com/, specifically, the items below:

- *edTPA Elementary Education Handbook (Includes both Elementary Literacy and Elementary Mathematics) https://secure.aacte.org/apps/rl/res_get.php?fid=188&ref=edtpa*

- *Getting Ready for edTPA Part One: Seeing the Big Picture – For pre-service interns, cooperating teachers, and university supervisors - https://vimeo.com/52567817, password edTP@GRpart1*

- *Getting Ready for edTPA Part Two: Understanding the Handbook and Templates – For pre-service interns and university supervisors - https://vimeo.com/53118686, password edTP@GRpart2*

- *Getting Ready for edTPA Part Three: Organizing for Success and Providing Guidance and Support: The Cooperating Teacher's Role – For pre-service interns, cooperating teachers, and university supervisors - https://vimeo.com/52571866, password edTP@GRpart3*

- *edTPA Orientation for Program Leaders, Faculty, and P-12 Partners (recorded webinar) https://secure.aacte.org/apps/rl/resource.php?resid=151&ref=edtpa*

- *Making Good Choices - Guide for faculty and candidates, and discusses in detail additional considerations for assembling the portfolio https://secure.aacte.org/apps/rl/res_get.php?fid=788&ref=edtpa*

Roles and Responsibilities of the University Supervisor (US)

The University Supervisor plays an important role in orchestrating a successful internship experience for the student teacher. He/she makes a valuable contribution by working collaboratively with the school administrator, Cooperating Teacher, and Intern to prepare the student teacher for assuming complete responsibility for classroom instruction and management. He or she assumes the following responsibilities:

1. Serves as a liaison between the placement school and the teacher education programs at Nova Southeastern University and reports to the Director of Placement Services.
2. Mentors a new University Supervisor in training. (When we welcome new University Supervisors, we may reach out to you to ask for your help with coaching a new supervisor).
3. Supports and assists the Cooperating Teacher in the personal and professional development of the Intern. Please help us by encouraging and praising the Cooperating Teacher for helping to prepare the Interns. In addition, please encourage and praise the Intern for completing work that contributes to the development of effective competencies and skills that are needed in the classroom. If you would try to provide encouragement to both the Cooperating Teacher and the Intern each time that you visit the classroom, we know they will look forward to seeing you each time!
4. Obtains copies of the daily classroom schedule and the schedule for the Intern's assumption of responsibility, for the purpose of planning visitations.
5. Attends the Internship Orientation session to meet and greet the Interns. Consider attending a live or online Internship Seminar sessions with your Intern.
6. Sends weekly email messages to teacher candidate(s) informing them of the responsibilities for each week and reminding them of due dates. A copy of the email is also sent to the Cooperating Teacher(s) and the program office.
7. Observes the Intern in the placement school a minimum of four (4) times during the twelve (12)-week internship; the first visit (Meet & Greet) is not an observation and requires only the Orientation Checklist be completed.
8. Verifies the placement is suitable. Alerts NSU of any concerns with the placement.
9. Conducts a minimum of four structured observation(s) following the timeline provided and submits the designated assessments through the adopted platforms: iObservation and Livetext. **More visits may be necessary if warranted by problems documented during the observations. This is up to the discretion of the supervisor and Cooperating Teacher.** Consults with the Cooperating Teacher regarding the progress of the Intern during each visit.
10. Asks the Cooperating Teacher about completed assessments each time you visit the Intern. Because the Cooperating Teacher is very busy, s/he may have forgotten to complete the assessment, or s/he may need additional information to complete the assessment.
11. Discusses and implements the concept and expectations of planned and unplanned visitations with the teacher candidate and the Cooperating Teacher.
12. Reviews the lesson plans, instructional materials, bulletin boards, interest centers, and assessment tools created by the Intern.
13. Observes the Intern in action in the classroom and provides for a post-observation conference in which strengths and goals for improvement are discussed.
14. Communicates (as necessary) with the building administrator who bears responsibility for teacher candidates.
15. Engages in problem solving and provides assistance for Interns who are experiencing difficulty.
16. Informs the Asst. Director/Internship Professor of any problems that arise in the field.
17. Writes a letter of recommendation on official NSU letterhead on behalf of the Intern. Gives original letter to the Intern and sends a copy of the letter to the Office of Placement Services.
18. Writes a personal thank you note to the Cooperating Teacher on behalf of NSU.

IMPORTANT: It is unfair to a developing teacher to make a negative judgment of the individual's teaching abilities and progress in the classroom at the end of the semester if weaknesses were not identified, discussed, and documented on or before the midpoint of the internship. The Professional Development Plan should be designed and implemented to offer assistance to the Intern if the Intern is not progressing as required.

Document Submissions for the University Supervisor (US)

We have provided the following document submission checklist in order to make the completion, collection, and submission of documents more manageable. The checklist below contains a timeline which outlines the required week of submission for each document. If you have any questions or concerns regarding the assessments, please contact the program office. OPS@nova.edu
(Lillian Greico – greico@nova.edu or Jodi Miller jmiller2@nova.edu)

Complete the evaluations for a minimum of four structured observation(s). **At each observation**, the formative Observation Form and the Marzano FTEM tool should be utilized. Please enter and submit the evaluation results after EACH observation.

Observation Form and Rubrics – utilize Livetext app found in Sharklink.nova.edu
Marzano FTEM – iObservation platform to be utilized www,effectiveeducators.com

Document Submission Timeline

_____	Cooperating Teacher Information Sheet: scan copy to greico@nova.edu **and** jmiller2@nova.edu	**ASAP**
_____	**Meet and Greet**: Orientation Checklist	**Week 1-2**
_____	**Observation 1** Observation Form and Marzano FTEM	**Week 3**
_____	**Observation 2** Educator Disposition Assessment, Observation Form, and Marzano FTEM	**Week 6**
_____	**Observation 3** Observation Form and Marzano FTEM	**Week 8-9**
_____	**Observation 4** Educator Disposition Assessment, Observation Form, and Marzano FTEM ESOL Rubric (all interns) Reading Competency Rubric (ELEM & English Interns only)	**Week 11**
_____	**Recommendation Letter**: original presented to Intern, scan copy to greico@nova.edu	**Week 12**
_____	**Thank You Note**: send to the Cooperating Teacher	**Week 12**

Roles and Responsibilities of the Cooperating Teacher (CT)

The Cooperating Teacher plays a vital role in helping the student teacher develop the personal qualities and professional competencies required for successful classroom teaching. He/she makes an invaluable contribution by assisting in the training of candidates seeking certification and assumes the following responsibilities:

1. Completes the Cooperating Teacher Information Sheet and submits it to the program office: OPS@nova.edu
2. Upon receipt of the Cooperating Teacher Information Sheet, a user account for our Teacher Preparation Program Assessment System (iObservation) will be created, and an email will be sent to you with your username and password for the online submission of all evaluation forms and surveys which are required throughout the program.
3. **Conducts a minimum of four structured observation(s) following the timeline provided and submits the designated assessments utilizing the iObservation platform.**
4. Serves as a model of successful teaching by demonstrating effective planning skills, utilizing a variety of instructional strategies, creating developmentally appropriate learning materials, and implementing a positive classroom management system.
5. Introduces the Intern as a colleague and authority figure in the classroom.
6. Demonstrates loyalty and support for the Intern in front of the students. So that the University Supervisor can provide the most accurate and effective feedback possible, please do not correct the Intern on practice during a live observation. We understand that you want your students to receive the best instruction possible, and we also realize that you are helping us to prepare the Intern, but please refrain from this correction during the observation. Our experience shows that this public correction often results in confusion, or embarrassment, on the part of the Intern and may negatively influence the rest of the presentation. We suggest that constructive criticism is provided during a private conference between you and the Intern at the conclusion of any lesson taught.
7. Provides a substitute teacher for the classroom if an absence occurs.
8. Provides a personal work area for the Intern for the storage of textbooks, lesson plans, student papers, and personal items.
9. Creates a schedule which clearly outlines the Intern's gradual assumption of responsibility for classroom activities on a week-by-week basis and gives copies to the University Supervisor.
10. Allows the Intern to have supported independence and full responsibility of teaching a variety of subject matter.
11. Designates a specific time every day for collaborative planning and constructive feedback. Interns benefit greatly from designated planning periods each day. Not only do Interns need time for planning, they also need time for the observation of other teachers in the school (e.g., ESOL instructor, Reading teacher, teachers of other grade levels, etc.). If you, the Cooperating Teacher, teach during every class period each day, please specify one class period for the Intern to use for planning and observation (as appropriate). As a reminder, Interns are not allowed to be in classrooms with students unless they are under the supervision of the Cooperating Teacher. As such, Interns are not allowed to substitute for Cooperating Teachers or other teachers in the school.
12. Conducts observations following the timeline provided and submits the designated assessments online.
13. Consults with the University Supervisor regarding the progress of the Intern during each visit from the University Supervisor.
14. Provides the Intern with student textbooks, teacher's guides, curriculum guides, and Florida Standards for the purpose of instructional planning and preparation.
15. Identifies instructional, management, and professional strengths and deficiencies in the Intern's performance and counsels the teacher candidate to improve teaching strategies.
16. Notifies the University Supervisor immediately if the Intern is failing to meet expectations in any area. (Communication is vitally important!)
17. Writes a letter of recommendation for employment on official school letterhead on behalf of the Intern.

Document Submissions for the Cooperating Teacher (CT)

We have provided the following document submission checklist in to make the completion, collection, and submission of documents more manageable. The checklist below contains a timeline which outlines the required week of submission for each document. With the completion of all forms, we will send you a 3-credit voucher. This voucher will allow you to enroll in any three-credit course at the undergraduate or graduate level offered by the Abraham S. Fischler College of Education free of tuition. The voucher may also be transferred to any immediate family member. If you have any questions or concerns regarding the assessments, please contact the program office. OPS@nova.edu (Lillian Greico – greico@nova.edu or Jodi Miller – jmiller2@nova.edu)

Complete the evaluations for four structured observation(s). At each midpoint and final week, the formative Observation Feedback Form in addition to the Marzano FTEM tool should be utilized. Please enter and submit the evaluation results after EACH observation.

Marzano FTEM (4 times)– iObservation platform to be utilized www,effectiveeducators.com
Observation Feedback Form (2 times - midpoint and final) – link to access the form in Livetext will be provided
Educator Disposition Assessment (1 time – midpoint) – link to access the form in Livetext will be provided

Note: Cooperating Teachers in Broward/Palm Beach/Pinellas and any other district that evaluates educators with Marzano FTEM must utilize a personal email within iObservation to evaluate the intern. Use of a personal email is to avoid any confusion with your professional evaluations within the iObservation platform. Please provide your Intern with an email address.

_____	**Complete Cooperating Teacher Information Link** (link will be sent by Week 2 to your email)	**ASAP**
_____	**Observation 1** Marzano FTEM in iObservation platform	**Week 3**
_____	**Observation 2 (midpoint)** Marzano FTEM in iObservation Educator Disposition Assessment Rubric in Livetext	**Week 6**
_____	**Observation 3** Marzano FTEM in iObservation platform	**Week 8-9**
_____	**Observation 4 (final)** Marzano FTEM in iObservation	**Week 11**
_____	**Recommendation Letter**: original presented to Intern, scan copy to greico@nova.edu	**Week 12**

Procedures to Follow if Problems Should Arise

If the Cooperating Teacher determines that the Intern is experiencing difficulty in any aspect of the internship, he/she should discuss the problem with the Intern and follow up on the Intern's attempts to resolve the problem. If the problem persists, fully document the problem in writing and provide the Intern with a copy. Immediately notify the University Supervisor. The University Supervisor will then contact both the Intern and the Cooperating Teacher in order to provide assistance in resolving the problem. The University Supervisor may also ask another faculty member, school personnel, and/or Assistant Director of the Office of Placement Services to observe the Intern and provide written feedback.

If the problem is not resolved by these means, the University Supervisor will discuss options regarding the Intern's continued placement with the Assistant Director of the Office of Placement Services. Together the Associate Dean and the Assistant Director of the Office of Placement Services will make the final decision as to whether the student will be allowed to continue the internship at another location, extend the Internship, or repeat the student teaching the following semester and the conditions under which this will occur. It may become necessary for further action to be taken in regard to the Intern.

Note to <u>Seminar Instructors</u>: As the Seminar Instructor, please remember that the first point of sharing, or questioning classroom practices begins with the Cooperating Teacher. If there are concerns, try to suggest diplomatic ways for the Intern to communicate with the Cooperating Teacher. Keep in mind that the Cooperating Teacher is very busy with classroom students, in addition to the Intern, and miscommunication may happen during a busy day. We want to encourage the Intern to seek out private, quiet time for discussion of areas of concern with the Cooperating Teacher. To further ensure good communication, it is helpful for some University Supervisors, especially those who are new to the process, to attend the Seminar Instructor sessions. Though this is done at the choice, and invitation of, the Seminar Instructor we do encourage a team approach to Intern preparation.

PLEASE NOTE:
It is unfair to a developing teacher to make a negative judgment of the individual's teaching abilities and progress in the classroom at the end of the semester if weaknesses were not identified, discussed, documented, and assistance provided. It would be necessary to identify problems/concerns by mid-term or sooner (allowing for unusual circumstances) to permit the developing teacher time to address those concerns and adjust practices. The Professional Development Plan should be designed and implemented to offer assistance to the Intern.

It is understood that developing teachers are guests in the school. In some unusual circumstances, a school may request a developing teacher's placement be discontinued. Such requests are honored by the University in its collaboration with school districts. In those instances, the Assistant Director of the Office of Placement Services is notified by the school administrator or University Supervisor. Every effort will be made by both offices to assess the situation and develop a resolution to the benefit of all parties involved.

Intern's Assumption of Classroom Responsibilities

The Cooperating Teacher, as a true professional, is committed to helping the candidate gain the needed practical experience without jeopardizing the classroom learning opportunity offered to his or her students. This requires careful monitoring of the Intern's competencies as increasing classroom responsibility is assumed on a gradual basis.

During the first week of the internship, the Cooperating Teacher and Intern collaborate to develop a tentative schedule for the assumption of classroom responsibility. A copy of this schedule must be given to the University Supervisor. In addition, the Intern is responsible for providing a copy of the daily classroom routine to the University Supervisor.

It is suggested that the first week of internship be devoted to study and observation of the program, students, and instructional methods. Next, the Intern will probably profit from working with a small group of students before finally assuming total class responsibility for planning, instruction, and management. The time schedule for increasing responsibilities may vary somewhat, but the schedule for assumption of classroom duties is hereby provided.

LESSON PLANNING

Clear and complete lesson plans are a key component of a successful and effective classroom. It is imperative that Intern develops effective planning skills and becomes proficient in planning day-to-day, week-long, and unit plans that both meet the academic needs of his/her students and fits within the scope and sequence of the school's academic curriculum. Therefore, **plans should be completed prior to the work week for the entire week and reviewed by the Cooperating Teacher.**

The syllabus provides a departmental template for the comprehensive lesson plan. Interns must demonstrate evidence of mastering the full comprehensive lesson plan format before adapting to the abbreviated format agreed upon with the Cooperating Teacher and University Supervisor. Developing the full comprehensive lesson plan is demanding in both time and effort, so the lesson planning guidelines are designed to transition from comprehensive lesson plans to the abbreviated version. **The comprehensive lesson plan template must be utilized for the first 3 days of instruction for each new subject. The Abbreviated Lesson Plan template may be used thereafter.** This is done for 2 full weeks for each subject. Once this is done the Intern may plan using a format agreed upon with the Cooperating Teacher. **However, each lesson that is observed by either the Cooperating Teacher or the University Supervisor must be presented using the full comprehensive lesson plan format. Please see "Assumption of Duties" for a suggested timeline of lesson planning duties.**

Plan Books

Each Intern is responsible for keeping his/her own plan book. This plan book must document lessons and activities **for each day of the internship experience** and will begin once the Intern begins to resume responsibility for instruction. **Again, the comprehensive lesson plan template must be utilized for the first 3 days of instruction for each new subject. The Abbreviated Lesson Plan template may be used thereafter**. **A minimum number of comprehensive lesson plans may be required.** (See syllabus for Lesson Plan Books requirement.)

Bloom's Taxonomy

Much of the current testing in education is based upon the research of Bloom's Taxonomy. Students must be allowed to experience success at higher levels of thinking. Interns must plan to provide these opportunities. **Therefore, explicit questions representing various levels of the taxonomy must be included in lesson plans**. Even when Interns have transitioned to the abbreviated lesson plan format, they should continue to develop and document explicit questions for their lessons.

Suggested Schedule for Interns

(If modifications are needed, please discuss with Seminar Instructor and University Supervisor.)

First Week - Observation with minimal participation
Active observation of teacher, schedule, and students.

Observe teacher at work:

- Evidence of planning
- Procedures (homework, classwork, transitions, etc.)
- Techniques and strategies employed
- Materials used
- Assessment and evaluation
- Classroom management strategies

Observe schedule in operation:

- Balance
- Organization
- Time management

Observe students at work:

- Names of students
- Grouping system
- Abilities, difficulties, problems, and needs
- Individual folders and records
- Helping individual students
- Checking students' work

Lesson Planning Responsibilities: Begin preparing your lesson plan book. Responsible for lesson plans upon assumption of any instructional responsibilities. Review the Comprehensive Lesson Plan template and the Abbreviated Lesson Plan template with the Cooperating Teacher.

Begin pre-instructional process:

- Plan and prepare for first teaching responsibilities for next week
- Begin setting up plan book (3-ring binder)
- Prepare instructional materials, bulletin boards, and interest centers to enhance learning

Due (to university supervisor):

- Copy of daily classroom schedule
- Schedule for assumption of responsibility (by subject, grade level, etc.)

Second Week – Begin Minimal Instruction
Continue to assume light duties such as:

- Begin helping small groups
- Handling matters pertaining to management
- Checking students' assignments
- Assisting with attendance checking
- Observing and participating in class activities

Instructional Process

- Begin initial teaching responsibilities
- **Have plans ready for entire week for that subject/area**

Lesson Planning Responsibilities: Upon assumption of instructional responsibilities, Week Two should consist of teaching one subject per day. The Comprehensive Lesson Plan template must be utilized for the first 3 days of instruction. The Abbreviated Lesson Plan template may be used thereafter.

- Prepare and plan for following week's instructional responsibilities

Third Week - Begin Responsible Teaching

- Share responsibility for continuously planning and extending teaching time
- Planning, teaching, and assessing two (2) or three (3) classes/ subjects daily
- Cooperating Teacher approves lesson plans and provides constructive feedback on a daily basis
- Begin planning for Impact on Student Learning assignment

Fourth Week - Continue Responsible Teaching

- Cooperating Teacher continues to provide feedback and assistance
- Continue developing Impact on Student Learning assignment
- Planning, teaching, and assessing three (3) or four (4) classes/ subjects daily

Fifth Week - Continue Responsible Teaching

- Planning, teaching, and assessing four (4) or five (5) classes/ subjects daily
- Begin testing and/or teaching Impact on Student Learning assignment
- Cooperating Teacher's assistance diminishing

Sixth through Tenth Week - Total Responsibility

- Assume responsibility for **all** classroom duties
- Cooperating Teacher's assistance is minimal

Eleventh Week - Total Responsibility

- Continue total responsibility
- Invite administrator to observe Intern in action and request summative evaluation from school administrator
- Cooperating Teacher prepares final evaluation and recommendation for employment

Twelfth Week - Observation and Conclusion

- Continue responsibility for light duties
- Gradually drop some planning and teaching
- Observe other teachers and programs at work within the school, yet remain accountable to Cooperating Teacher.
- Evaluate internship experience with Cooperating Teacher
    - ❖ Complete online internship assessments and surveys and review all forms for accuracy.

Lesson Planning Responsibilities: Week Three should consist of teaching responsibility for two subjects/periods. Once again, the Comprehensive Lesson Plan template must be utilized for the first 3 days of the newly added subject/period followed by the Abbreviated Lesson Plan template.

Lesson Planning Responsibilities: Continue adding one subject/period weekly. Each time a new subject/period is added, utilize the Comprehensive Lesson Plan template for the first 3 days of instruction followed with the Abbreviated Lesson Plan template for an additional 7 days.

Lesson Planning Responsibilities: By Week Six, all subject areas should have been assumed. All subject areas should have been planned for utilizing 3 Comprehensive Lesson Plans and 7 Abbreviated Lesson Plans.

After meeting the mandatory lesson planning responsibilities, lesson planning may continue in a format that is agreeable to both your Cooperating Teacher and University Supervisor. Lesson plans must be daily and must continue through the last day of internship.

Important: During week 9 or 10 of internship, inform your NSU academic advisor through email that you anticipate completing your internship and any remaining requirements for degree at the conclusion of the semester. This is the time to be proactive in checking your Degree

Works and financial accounts to avoid any delay your degree conferral.

Appendix A: Enrollment Demographics Form to Be Completed by the Intern

This form is to be completed within the first 3-weeks of internship. Access the form on Livetext.

Collection of Demographic Data for Clinical and Field Experiences

To complete the table below, please refer to the following information.

1. Link to the **National Center for Educational Statistics** at http://nces.ed.gov/globallocator/.
2. Key in the name of your school.
3. The name of your school will appear as the first public school in the results. Click on the link to your school's name.
4. Look at the information for Enrollment Characteristics and enter it into the table below.

a. Enrollment by **Race/Ethnicity**
b. Enrollment by **Gender**
c. **Free lunch eligible** (at the bottom-left of the page)
d. **Reduced-price lunch eligible** (at the bottom-right of the page)

5. After completing the table below, use the Livetext platform to submit data

Enrollment Demographics for School	
Characteristic	**Number in School/Type**
Name of school	
State of school	
County (District) of school	
Grade range (span)	
Enrollment	
Total number of students	
Type of School	
Locale (e.g., urban, suburb, rural)	
Race/Ethnicity	
American Indian / Alaskan	
Asian / Pacific Islander	
Black	
Hispanic	
White	
Unknown	
Gender	
Female	
Male	
Socio-Economic Status	
Students qualifying for free lunch	
Students qualifying for reduced lunch	

Appendix B: Initial Intern Orientation Checklist to be completed by University Supervisor

This form is to be completed within the first 2-weeks of internship. The form is found on Livetext.

Abraham S. Fischler College of Education
NOVA SOUTHEASTERN UNIVERSITY | NSU Florida

School _____

Grade _____

Today's Date _____

Teacher Preparation Programs

Initial Intern Orientation Checklist

Directions to University Supervisors: The purpose of this checklist is to ensure that all areas are discussed with the Intern prior to placement. This orientation visit must be made within the first two weeks of the Intern's placement. Please review the following materials with the intern during the first three weeks of the intern's placement. Please enter this information into the online assessment system.

Intern
Name

Supervisor
Name

Cooperating Teacher
Name

Location of NSU instruction
☐ Off-Campus _____(location)
☐ On-Campus _____(location) ☐ Online
☐ PreK-12 School _____(location)

☐ **The following information was discussed with the Cooperating Teacher and the Intern:**	**Please check the appropriate response:**	
	Yes	**No**
The NSU Internship Handbook		
Verification of appropriate placement		
Orientation of the Intern to the school personnel and physical plant		
Procedures to follow in the event of illness of the Intern or Cooperating Teacher		
Role of the Intern		
Role of the Cooperating Teacher		
Role of the University Supervisor		
Suggested time schedule for the Intern's assumption of duties		
Format of lesson plans—focus and responsibilities /long and abbreviated plans		
Assessing the Intern /informal and formal		
Evaluation Forms (Marzano FTEM)/ submission of all forms (iObservation)		
Policies covered in the school/teacher handbook		
Submission of the school demographics/access to the school's improvement plan (SIP)		
Internship assignments/Seminar meetings		
Additional information discussed:		
Reflections or concerns:		
Cooperating Teacher's Signature		
Intern's Signature		
University Supervisor's Signature		

Appendix C: Observation Feedback Form to be completed by the Cooperating Teacher and University Supervisor

The Observation Feedback Form is completed a minimum of four times throughout the internship. It is utilized by BOTH the Cooperating Teacher and University Supervisor.

University Supervisor – Please complete at each observation (4 times) – Form can be found on Livetext

Abraham S. Fischler College of Education and School of Criminal Justice
NOVA SOUTHEASTERN UNIVERSITY | NSU Florida

Observation Feedback Form

Teacher Candidate:	
Course I.D.	
School Name, Grade, Content:	
Cooperating Teacher:	
University Supervisor:	
Date:	

Observer's Signature: _____

Pre-Observation Conference:
Y / N - Lesson plan submitted prior to observation and reviewed/discussed with observer Areas of focus during this observation (be sure to include at least one recommendation from previous observation and one new area): Summary of pre-conference meeting:

Observations and Feedback

Mark the Florida Educator Accomplished Practice indicators that were addressed during the observation. If an indicator was not addressed, leave blank. Specific and actionable feedback is required for each FEAP.

Instructional Design and Lesson Planning - FEAP 1			
Element/FEAP	Needs Improving	Met	Exceeded
Detailed lesson plan designed with instruction aligned to standards with varying rigor/complexity (1a)	Candidate's lesson plan was not fully aligned with state standards or did not consider varying aspects of rigor and complexity.	Candidate developed a lesson plan aligned with state-adopted standards which reflected consideration of varying aspects of rigor and complexity.	Candidate developed a comprehensive lesson plan aligned with state-adopted standards which incorporated varying aspects of rigor and complexity to challenge and engage students and achieve appropriate learning progressions.
Designed instruction that leads to mastery (1c)	Candidate designed instruction, which included materials, activities, or assignments; however, these aspects do not support students in achieving mastery.	Candidate designed instruction, which incorporated materials, activities, and assignments to support students in achieving mastery	Candidate designed instruction, which incorporated a variety of materials, activities, and assignments that facilitate learning and lead to mastery for all students
Lesson connects learning to real life experiences and requires demonstration of skills (1f)	Within the lesson, candidate does not connect learning to real life and/or does not give students the opportunity to demonstrate learned skills.	Within the lesson, candidate connects learning to real life experience(s) and requires students to demonstrate learned skills.	Within the lesson, candidate connects learning to relevant and engaging real life experiences and requires students to demonstrate of a variety of applicable skills and competencies
Scaffolding and clear step by step procedural learning embedded in lesson design (1b)	Lesson instruction and activities appear out of sequence, such that students are not able to build on prior knowledge. Candidate does not use scaffolding or clear steps in the instructional process to support student learning.	Lesson reflects appropriate sequence of instruction and/or activities. Candidate evidences use of scaffolding to support student learning.	Lesson reflects appropriate sequence of instruction and activities to ensure coherence and required prior knowledge. Scaffolding and step-by-step procedural learning to support student learning are embedded in the lesson design.

Previous content knowledge and/or data utilized to plan instruction (1e)	Candidate accessed student data; however, did not utilize this data to plan instruction	Candidate utilized diagnostic student data to plan a lesson, considering each student's knowledge of the content, ability, and needs.	Candidate designs and implements a lesson based on information regarding each student's background, knowledge of the content, ability, and unique needs. The candidate utilized diagnostic student data, a variety of informal and formal assessments and other data to determine each student's strengths and needs to guide instruction.
Instruction is age and developmentally appropriate (1g)	Instruction is aligned to the state's academic standards; however, candidate did not use information regarding learners' development or assessments to guide the planning of age and/or developmentally appropriate and challenging learning experiences.	Candidate used information regarding learners' development, and/or individual/group assessments to guide the planning of age and developmentally appropriate and challenging learning experiences that are aligned to the state's academic standards.	Candidate used information regarding student academic, cultural, linguistic and socio-economic backgrounds, learners' development, and individual/group assessments to guide the planning of age and developmentally appropriate and challenging learning experiences and environments that consider individual children's strengths and needs and are aligned to the state's academic standards.
Formative assessments are appropriate to monitor learning (1d)	Candidate selects appropriate formative assessments; however, they are not appropriate OR candidate does not use formative assessment to monitor learning.	Candidate selects appropriate formative assessments; however, does not make modifications to meet individual student needs where needed. Candidate uses formative assessment to monitor learning.	Candidate selects a variety of appropriate formative assessments and differentiates assessments using modifications, as needed, based on individual learning needs. Candidate uses formative assessments to identify learner needs and monitor learning and behavior.

Specific and actionable feedback for Instructional Design:

Learning Environment - FEAP 2			
Element/FEAP	Needs Improving	Met	Exceeded
Manages classroom procedures and routines through a well-planned management system; Handles misbehaviors appropriately with minimal or no class disruptions (2b)	Candidate experiences challenges in managing individual or class behaviors and/or planned management system is ineffective. Candidate's attempt to manage misbehavior results in class disruptions.	Candidate manages individual and class behaviors through a well-planned management system. Candidate manages misbehaviors appropriately with minimal or no class disruptions.	Candidate manages individual and class behaviors, through a well-planned management system, using a variety of motivational and instructional interventions. Candidate manages misbehaviors quickly and appropriately with minimal or no class disruptions. Candidate collaborates with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines and organizational structures.
Organizes, allocates, and manages the resources of time, space, and attention; Minimal or no loss of instructional time (2a)	The candidate is disorganized and/or does not effectively manage the resources of time, space, and attention. Candidate's organization and management of the learning environment resulted in significant loss of instructional time.	The candidate organizes, allocates, and manages the resources of time, space, and attention. Candidate's organization and management of the learning environment resulted in some loss of instructional time.	The candidate creates a learning environment that actively and equitably engages learners by organizing, allocating, coordinating and managing the resources of time, space, and attention. Candidate's organization and management of the learning environment resulted in minimal or no loss of instructional time.
High expectations conveyed to students (2c)	Candidate did not convey high expectations to students.	Candidate conveyed high expectations for learning or behavior to all students.	Candidate conveyed high expectations for learning and behavior to all students in a variety of ways.
Respects students' cultural, linguistic, individual, family background, and adapts for differing student needs and diversity (2d)	The candidate is disrespectful of, or does not consider students' cultural, linguistic, individual, family background. Candidate does not take steps to create a safe and	The candidate evidences respect for students' cultural, linguistic, individual, family background and takes steps to create a safe and inclusive learning environment.	The candidate respects students' cultural, linguistic, individual, family background, and adapts for differing student needs and diversity, creating a safe, inclusive, culturally

	inclusive learning environment.		responsive learning environment to engage each learner in a variety of meaningful learning activities and social interactions.
Maintains a climate of openness, inquiry, fairness, and support (2f)	It was not evident that the classroom management approach supported a climate of openness, inquiry, fairness and support.	The classroom management approach supported a climate of openness, inquiry, fairness and support.	It was evident the classroom management approach included strategies to ensure a climate of openness, inquiry, fairness and support.
Creates a classroom environment where students are able to demonstrate resiliency (2j)	Candidate does not create a classroom environment where students are able to demonstrate resiliency, since opportunities were not included for students to engage in critical thinking, problem-solving, responsible decision-making, self-awareness, perseverance, empathy, gratitude and/or responsibility.	Candidate creates a classroom environment where students are able to demonstrate resiliency by incorporating opportunities for students to engage in critical thinking, problem-solving, responsible decision-making, self-awareness, perseverance, empathy, gratitude and/or responsibility.	Candidate creates a classroom environment where students are able to demonstrate and build resiliency by incorporating a variety of opportunities for students to engage in critical thinking, problem-solving, responsible decision-making, self-awareness, perseverance, empathy, gratitude and responsibility.
Models clear, acceptable oral and written communication skills (2e)	Candidate's oral and written communication to students is not clear or is not acceptable (e.g., not grammatically correct, inappropriate).	Candidate models clear, acceptable oral and written communication skills in oral and written feedback to students.	Candidate models clear, acceptable oral and written communication skills via interactions with students, modeling of activities/skills, and oral and written feedback to students.
Adapts the learning environment to accommodate the differing needs and diversity of students (2h)	Candidate does not adapt the learning environment to accommodate the differing needs and diversity of students.	Candidate adapts the learning environment to accommodate the differing needs and diversity of students.	Candidate uses information on individual student differences and developmental needs to accommodate the differing needs of learners, including ESE and ELL students, and plan/adapt an environment for all

			students to participate and learn.
Integrates current information and communication technologies to support learning (2g)	Information and/or communication technologies incorporated into the lesson were outdated or ineffective to support learning.	The candidate integrated current information and communication technologies within the lesson to support learning.	The candidate integrated current information and communication technologies within the lesson based on standards and context of learning, and used a variety of technologies throughout the instructional planning/delivery and assessment process to support learning for students.
Utilizes current and emerging assistive technologies to improve communication as needed (2i)	Candidate neglected to utilize current and emerging assistive technologies, although needed, to enable students to participate in quality communication and achieve educational goals.	With some assistance, candidate utilized current and emerging assistive technologies, as needed, to enable students to participate in high-quality communication interactions and achieve their educational goals.	Candidate demonstrated familiarity with and independently utilized current and emerging assistive technologies, as needed, to enable students to participate in high-quality communication interactions and achieve their educational goals.

Specific and actionable feedback for Learning Environment:

Instructional Delivery & Differentiation - FEAP 3			
Element/FEAP	Needs Improving	Met	Exceeded
Comprehensive knowledge of subject presented leading to enriched/deep student understanding (3b)	Candidate did not use content literacy strategies, verbalization of thought, and application of the subject matter to facilitate students' understanding of the content.	Lesson facilitated students' understanding through content literacy strategies, verbalization of thought, and application of the subject matter.	Lesson deepened and enriched each student's understanding through content literacy strategies, verbalization of thought, and application of the subject matter and lessons included class discussions or activities relating the content to the students' cultural and social settings.
Gaps in students' subject matter identified and properly addressed (3c)	Candidate gathered assessment data or student feedback in the instructional process; however, did not use this	Candidate used assessment data or student feedback in the instructional process to identify and address	Candidate used assessment data and student feedback in the instructional process to determine the student's

	information to identify and address gaps in students' subject matter knowledge.	gaps in students' subject matter knowledge.	strengths and weaknesses, including gaps in each student's subject matter knowledge. Candidate used this information to guide instructional decision-making and adapt instruction where needed to address student needs.
Engaging and challenging lesson delivered (3a)	Candidate delivers a lesson, which does not challenge students sufficiently and/or does not support student motivation and engagement (e.g., does not allow for student choice in texts or tasks nor link academic work to learners' experiences or interests).	Candidate delivers a challenging lesson, which supports student motivation and engagement by enabling choices in texts or tasks and/or linking academic work to learners' experiences or interests.	Candidate plans for and delivers a challenging lesson, which explicitly supports student motivation and engagement through a variety of practices such as linking academic work to learners' experiences and interests, encouraging belief in students' capacity to learn, collaborative activities, and enabling choices in texts or tasks.
Instruction modified and adjusted in response to student learning/misconceptions addressed (3d)	Candidate did not modify instruction to address student preconceptions or misconceptions. Candidate was unable to guide learners to accurate conceptual understanding.	Candidate modified instruction to respond to preconceptions or misconceptions, and guided learners to accurate conceptual understanding.	Candidate delivered a lesson designed to address common misconceptions in learning the discipline, modified instruction to respond to preconceptions or misconceptions, and provided a variety of opportunities through the instructional process to guide learners to accurate conceptual understanding.
Questions push beyond procedural to conceptual and promotes critical thinking (3f)	The candidate did not use questioning that promotes critical thinking and/or did not support learners in developing high level	The candidate employed questioning that promotes critical thinking and helps learners develop high	The candidate integrated a variety of evidence-based practices for developing students' higher order thinking as part of differentiated

	questioning/higher order thinking skills.	level questioning/higher order thinking skills.	instruction, including employing questioning that promotes critical thinking. The candidate evidenced an understanding and ability to guide students in critical thinking processes and help learners develop high level questioning skills/higher order thinking to promote their independent learning.
Support, encourage, and provide immediate and specific feedback to students to promote student achievement (3i)	Candidate did not support and encourage students during lesson delivery OR did not provide immediate or specific feedback to students to promote student achievement.	Candidate supported, encouraged, and provided immediate and specific feedback to students to promote student achievement.	Candidate, on a variety of occasions, provided support and encouragement to students to facilitate student learning. Candidate provided immediate, specific, and actionable feedback to students to promote student achievement.
Used a variety of instructional strategies and resources including technology to facilitate student understanding (3g)	Candidate did not use a variety of strategies and resources in the lesson and/or did not utilize appropriate technology, to provide comprehensible instruction or teach for student understanding.	Candidate used a variety of strategies and resources in the lesson, including appropriate technology, to provide comprehensible instruction, and teach for student understanding.	Candidate planned and implemented a variety of instructional strategies, and current tools and resources, including appropriate technology, to provide comprehensible instruction, teach for student understanding, and maximize content learning in varied contexts. The teacher engaged all learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information. Instructional strategies, resources, and technologies utilized were grounded in research and aligned to learning goals and standards.

Differentiated instruction based on assessment of student learning needs and individual differences (including accommodations or modifications for ELL, ESE, or Gifted students (3h)	Candidate did not use assessment data to identify student learning needs or individual differences and/or did not use assessment data to guide differentiation of instruction. Candidate neglected to provide needed accommodations for ELL, ESE, and/or gifted students.	Candidate analyzed data to identify student learning needs and individual differences and used the results of this analysis to differentiate instruction within the lesson, using strategies and resources to adapt instruction to the needs of individuals and/or groups of learners, including accommodations for ELL, ESE, and gifted students as needed.	Candidate analyzed data to identify student learning strengths, needs, and individual differences, including interests and motivators, and used the results of this analysis to differentiate instruction within the lesson, using a variety of strategies and resources to adapt instruction to the needs of individuals and groups of learners, including accommodations for ELL, ESE, and gifted students as needed. Candidate used a variety of instructional approaches, modifying content, instructional processes, products, and learning environments to address individual student interests and preferences for learning.
Utilize student feedback to monitor instructional needs & to adjust to instruction (3j)	Candidate monitored student progress in learning the identified content; however, did not use student feedback to monitor instructional needs nor to adjust plans to meet each student's learning needs.	Candidate monitored student progress in learning the identified content and used student feedback to monitor instructional needs and adjust plans to meet each student's learning needs and enhance learning.	Candidate monitored student progress in learning the identified content and uses this information to provide guided instruction and practice to support students in addressing challenging learning goals. The candidate evaluated progress on long and short-term goals and used student feedback to monitor instructional needs and to systematically adjust plans to meet each student's learning needs and enhance learning.
Relates/integrates subject matter with other disciplines and life experiences (3e)	Candidate did not relate nor integrate the subject matter with other disciplines or life experiences.	Candidate engaged students with the content by relating and/or integrating the subject matter with other disciplines and life experiences.	Candidate engaged students with the content by relating and integrating the subject matter with other disciplines and life experiences relevant to students' social and cultural backgrounds.

Specific and actionable feedback for Instructional Delivery & Differentiation:

Assessment - FEAP 4			
Element/FEAP	Needs Improving	Met	Exceeded
Analyzes and applies data from multiple assessments & measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process (4a)	Candidate analyzed assessment data; however, did not use this data to diagnose student learning needs to inform instruction.	Candidate analyzed and applied data from multiple assessments to identify student learning needs and to guide the selection of evidenced based strategies to address those needs.	Candidate analyzed and applied data from multiple assessments to diagnose learning needs and guide the selection, development, and adaptation of learning experiences based on student interests, prior knowledge, student learning needs, and cultural and linguistic factors. The candidate used assessment information to guide the selection of evidenced based strategies to differentiate instruction based on student learning needs to facilitate achievement of mastery of the learning objectives.
Formative and summative assessments match the learning objectives and lead to content knowledge and mastery (4b)	Candidate selected formative and summative assessments that do not lead to mastery OR there is misalignment of formative and summative assessments to learning objectives or standards.	Candidate selected formative and summative assessments that lead to mastery. There is alignment of formative and summative assessments to learning objectives and standards.	Candidate selected technically sound formative and summative assessments that minimize bias and lead to mastery. There is alignment of formative and summative assessments to goals, objectives, standards, and instructional activities. Candidate aligns instruction and assessment with learning goals in the planning of the lesson and continued to re-assess alignment throughout the instructional process.
Variety of assessment tools utilized to monitor progress, measure learning gains, and organize assessment information (4c)	Candidate uses assessment tools; however, these assessments are not used to monitor progress, achievement, and/or learning gains.	Candidate uses a variety of assessment tools in the instructional process to monitor progress, student achievement and learning gains.	Candidate plans for and uses a variety of assessment tools to monitor progress, achievement and learning gains. Candidate organizes assessment information

			and utilizes data to assess effectiveness of instruction and make modifications as needed.
Shares outcome of assessment data with student, parent, other educators as appropriate (4e)	Candidate did not share the importance and/or outcomes of assessment data with students or the students' parent/caregiver(s), when needed.	Candidate shared the importance and outcomes of assessment data with students and the students' parent/caregiver(s), as needed to improve student learning.	Candidate shared the importance and outcomes of assessment data with students and the students' parent/caregiver(s), as needed, to guide educational decision-making and improve student learning. Candidate communicated strategies for continued improvement and monitoring of progress.
Modifies assessments and testing conditions as needed to accommodate learning styles and varying levels of knowledge (4d)	Candidate prepares learners for assessments; however, does not modify assessments or testing conditions to accommodate learning styles or varying levels of knowledge. Candidate identifies but does not apply allowable accommodations based on the student's IEP or 504 Plan for assessing the student.	Candidate prepares learners for assessments and modifies assessments or testing conditions to accommodate learning styles or varying levels of knowledge. Candidate applies allowable accommodations based on the student's IEP or 504 Plan for assessing the student.	Candidate prepares learners for assessments and modifies assessments or testing conditions to accommodate learning styles and varying levels of knowledge, including for learners with disabilities and language learning needs, when needed. Candidate demonstrates knowledge of language-appropriate assessments for ELL students and makes modifications which may need to be made to an assessment administered in English to an English learner. Candidate also applies allowable accommodations based on the student's IEP or 504 Plan for assessing the student.
Organizes and integrates assessment information using technology (4f)	The candidate uses technology to integrate assessment information; however, assessment data	The candidate uses technology to organize and integrate assessment information, such that	The candidate uses technology to organize and integrate assessment information, such that

	is not organized or accessible and/or is not readily utilized in the instructional process.	assessment data is accessible and readily utilized in the instructional process to monitor student learning and adjust instruction.	assessment data is accessible and readily utilized in the instructional process to monitor student learning and adjust instruction. Technology is utilized to facilitate sharing of assessment data as needed with colleagues, students, and parents to guide educational decision-making.

Specific and actionable feedback for Assessment:

Continuous Improvement - FEAP 5			
Element/FEAP	Needs Improving	Met	Exceeded
Examines and uses data-informed research to improve instruction and student achievement (5b)	Candidate did not utilize research-based instructional practices. Candidate reflected on student learning data at post-delivery; however, did not use data to identify needed improvements in instruction and student achievement.	Candidate utilized research-based instructional practices. Candidate reflected on student learning data at post-delivery to identify needed improvements in instruction and student achievement.	Candidate uses student assessment data and research to guide the planning and delivery of a variety of evidence-based instructional practices. Candidate reflected on instruction and student learning data at post-delivery to identify needed improvements in instruction and student achievement.
Uses a variety of data independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons (5c)	Candidate collected student data independently, and/or in collaboration with the cooperating teacher; however, did not use data to evaluate students' achievement of learning outcomes, adjust planning or improve the effectiveness of lessons.	Candidate used a variety of student data independently, and/or in collaboration with the cooperating teacher to evaluate students' achievement of learning outcomes, adjust planning and improve the effectiveness of lessons.	Candidate used a variety of student data independently, and in collaboration with the cooperating teacher, or other school professionals, to guide and adjust lesson planning, monitor and evaluate each student's achievement of learning outcomes, adjust instruction, and improve the effectiveness of lessons.

Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement (5d)	Candidate did not collaborate with parent/caregiver(s), school colleagues, or the larger community prior to, or following the lesson to foster communication or to support student learning and continuous improvement	Candidate collaborated with parent/caregiver(s) or school colleagues prior to, or following the lesson to foster communication and/or to support student learning and continuous improvement	Candidate collaborated with parent/caregiver(s), school colleagues, and the larger community prior to, or following the lesson to foster communication and to support student learning and continuous improvement
Reflects upon instruction post-delivery and attends/seeks targeted professional growth opportunities to implement in the teaching and learning process; Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (5a, 5e)	Candidate reflected on instruction; however, did not design purposeful professional goals nor identify targeted professional growth opportunities to strengthen the effectiveness of instruction based on students' needs.	Candidate reflected on instruction and designed purposeful professional goals and identified targeted professional growth opportunities to strengthen the effectiveness of instruction based on students' needs	Candidate reflected on instruction and results of student learning data post-delivery and based on this analysis, designed purposeful professional goals and planned for or engaged in targeted professional growth opportunities to strengthen the effectiveness of instruction based on students' needs
Implements knowledge and skills learned in professional development in the teaching and learning process (5f)	Candidate did not demonstrate knowledge or skills learned via professional development in the teaching and learning process. Candidate does not take steps to use, or plan to use feedback from the mentor teacher or supervisor to improve teaching performance.	Candidate demonstrated knowledge or skills learned via professional development in the teaching and learning process. Candidate plans or takes steps to use feedback from the mentor teacher or supervisor to improve teaching performance.	Candidate evidenced application of knowledge and skills learned via professional development in the teaching and learning process. Candidate utilizes guidance and feedback from the mentor teacher and supervisor to improve teaching performance.

Specific and actionable feedback for Continuous Improvement:

Professional & Ethical Conduct - FEAP 6a			
Element/FEAP	Needs Improving	Met	Exceeded
Fulfills the expected obligations to students, the public, and the education profession	Candidate does not fulfill the expected obligations to students, the public, and/or the	Candidate fulfills the expected obligations to students, the public, and the education profession	Candidate demonstrates knowledge of and fulfills the expected obligations to students,

	education profession and/or does not adhere to guidelines for student welfare OR Candidate does not adhere to the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect.	and adheres to guidelines for student welfare; however, candidate needs additional guidance in one or more areas. Candidate adheres to the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect.	the public, and the education profession and adheres to guidelines for student welfare including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect.
Practices preparedness, punctuality, collaboration, and flexibility within the profession	Candidate evidences needed improvement in more than one of the following areas: preparedness for teaching, punctuality, adhering to school/classroom rules, respectful collaboration with school professionals as needed, and exhibiting a professional, positive, and flexible demeanor in the teaching and learning process.	Candidate demonstrates professionalism as evidenced by the following, with some needed improvement in one area: preparedness for teaching, punctuality, adhering to school/classroom rules, respectful collaboration with school professionals as needed, and exhibiting a professional, positive, and flexible demeanor in the teaching and learning process.	Candidate demonstrates professionalism as evidenced by all of the following: preparedness for teaching, punctuality, adhering to school/classroom rules, respectful collaboration with school professionals as needed, and exhibiting a professional, positive, and flexible demeanor in the teaching and learning process.
Adheres to the Principles of Professional Conduct of the Education Profession of Florida; Values the worth and dignity of every individual	Candidate violates Principles of Professional Conduct of the Education Profession of Florida on one or more occasion(s), and/or candidate is unaware or disparaging of ethical principles.	Candidate adheres to the Principles of Professional Conduct of the Education Profession of Florida, including valuing the worth and dignity of every individual, demonstrating a commitment to professional growth and	Candidate demonstrates knowledge of and adheres to the ethical principles as outlined in the Principles of Professional Conduct of the Education Profession of Florida, including valuing the worth and dignity of every individual,

		exercising ethical conduct, professional judgment and integrity; however, the candidate needed additional guidance on an aspect of ethical conduct to ensure principles/guidelines were followed.	demonstrating a commitment to professional growth and exercising the highest degree of ethical conduct, professional judgment and integrity.

Specific and actionable feedback for Professional & Ethical Conduct:

Post-Observation Conference:
Teacher Candidate Self-Rating of Lesson: (add five stars) Observers Rating of Lesson: (add five stars) Teacher Candidate Strengths: Teacher Candidate Areas of Improvement: Actionable Goals & Recommendations (minimum of two): Additional Comments:

Teacher Candidate's Reflection/Action Plan:

_____

_____

_____

_____

Teacher Candidate's Signature: _____ Date:_____

Appendix D: Marzano FTEM to be completed by the Cooperating Teacher and University Supervisor

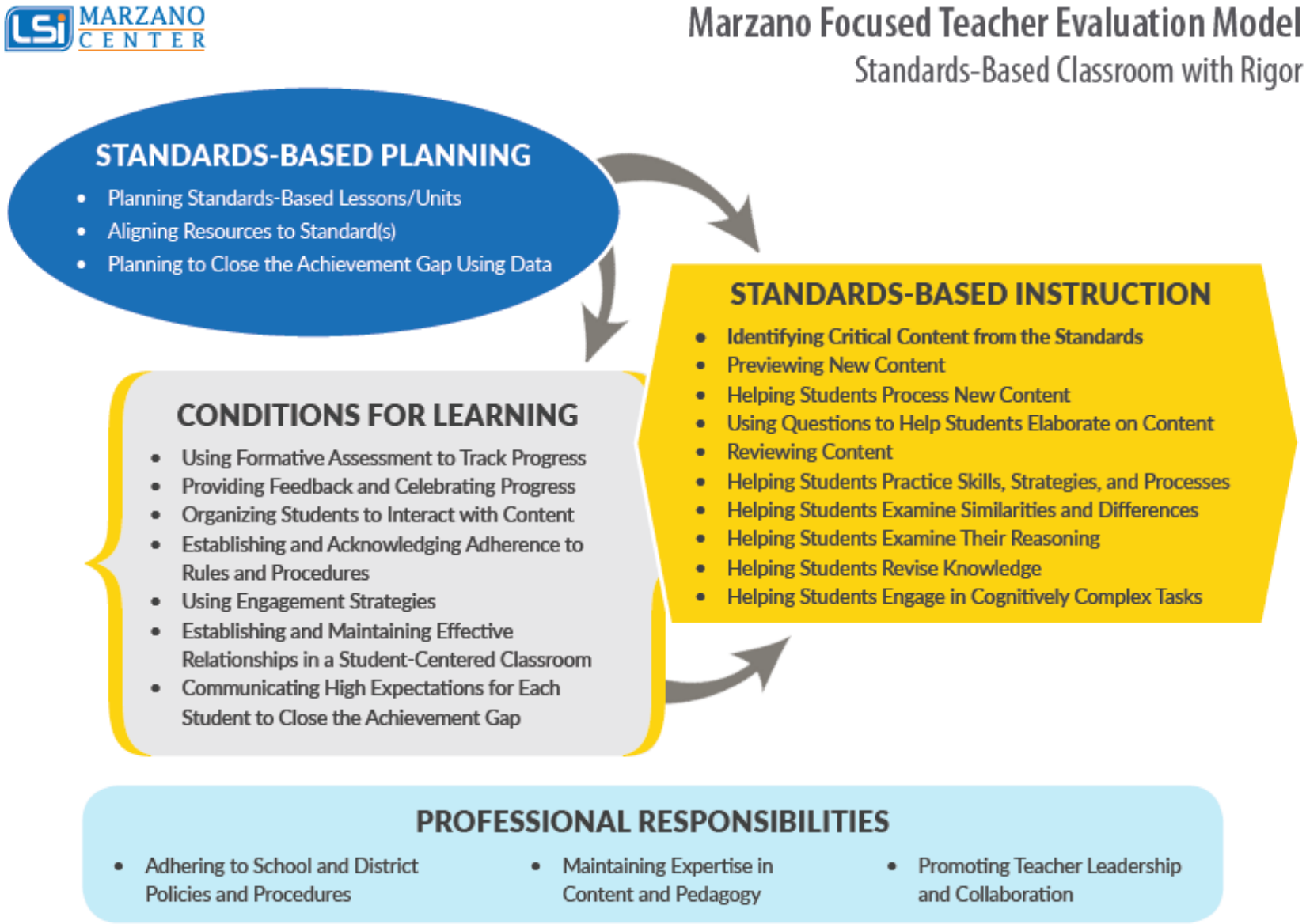
The FTEM is addressed a minimum of four times throughout the internship. It is utilized by BOTH the Cooperating Teacher and University Supervisor at each observation. The evaluation is completed on the iObservation platform (www.effectiveeducators.com).

Cooperating Teachers & University Supervisors - please provide FTEM entries on Week 3, Week 6, Week 9, and Week 12. You may select which indicators to focus at each observation, however…

All indicators NEED to be rated at minimum one time by the Week 9 entry. Any area marked Emergent or Needed should be an area of focus during the Week 12 evaluation to ensure an opportunity for growth.

Note: Because this evaluation system was designed to be used with practicing teachers, and not university interns, we realize that an acceptable score for pre-service teachers will often include scores of 1 (Emergent) and 2 (Proficient). A score of 3 (Accomplished) could be observed in some areas and is considered exceptional. It is **not** expected that a pre-professional educator earns a score of 4 (Exemplary), but on a rare occasion, it may be achieved.

All indicators must be addressed a minimum of once at Emergent or above to PASS internship.



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MARZANO
Evaluation Center

Marzano Focused Teacher Evaluation Model

Success Map and Protocols with FEAPs Indicators

Prepared by Marzano Evaluation Center,

a division of Instructional Empowerment, Inc.

175 Cornell Road | Suite 18 | Blairsville, PA 15717
www.MarzanoEvaluationCenter.com

Update

Marzano Focused Teacher Evaluation Model
Florida Model

STANDARDS-BASED PLANNING	N	E	P	A	EX
Planning Standards-Based Lessons/Units					
Aligning Resources to Standard(s)					
Planning to Close the Achievement Gap Using Data					

STANDARDS-BASED INSTRUCTION	N	E	P	A	EX
Identifying Critical Content from the Standards *(Required evidence in every lesson)*					
Previewing New Content					
Helping Students Process New Content					
Using Questions to Help Students Elaborate on Content					
Reviewing Content					
Helping Students Practice Skills, Strategies, and Processes					
Helping Students Examine Similarities and Differences					
Helping Students Examine Their Reasoning					
Helping Students Revise Knowledge					
Helping Students Engage in Cognitively Complex Tasks					

CONDITIONS FOR LEARNING	N	E	P	A	EX
Using Formative Assessment to Track Progress					
Providing Feedback and Celebrating Progress					
Organizing Students to Interact with Content					
Establishing and Acknowledging Adherence to Rules and Procedures					
Using Engagement Strategies					
Establishing and Maintaining Effective Relationships in a Student-Centered Classroom					
Communicating High Expectations for Each Student to Close the Achievement Gap					

PROFESSIONAL RESPONSIBILITIES	N	E	P	A	EX
Adhering to School and District Policies and Procedures					
Maintaining Expertise in Content and Pedagogy					
Promoting Teacher Leadership and Collaboration					

Domain: Standards-Based Planning

Element: Planning Standards-Based Lessons/Units

Focus Statement: Using established content standards, the teacher plans rigorous units with learning targets that demonstrates a progression of learning.

Desired Effect: Teacher provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets that may be embedded in a performance scale.

Example Planning Evidence

- ❑ Plans exhibit a focus on the essential standards required at the appropriate age or grade level
- ❑ Plans include a scale or learning progression that builds a progression of knowledge from simple to complex
- ❑ Plans identify learning targets aligned to the rigor of required standards
- ❑ Plans identify specific instructional strategies appropriate for the learning target
- ❑ Planned instruction and student tasks are aligned to both the content and the level of cognitive complexity of the learning target
- ❑ Lessons are planned with teachable chunks of content
- ❑ When appropriate, learning targets and unit plans include district scope and sequence
- ❑ Plans illustrate how the needs of all students are addressed in the classroom
- ❑ When appropriate, plans illustrate how Individualized Education Plans (IEPs)/personal learning plans and EL strategies are addressed in the classroom

Example Implementation Evidence

- ❑ Completed student assignments/work demonstrate that lessons are aligned to grade level standards/targets at the appropriate taxonomy level
- ❑ Completed student assignments/work demonstrate development of applicable mathematical practices
- ❑ Completed student assignments/work demonstrate grounding in real-world application
- ❑ Completed student assignments/work demonstrate how the needs of all students have been addressed in the lesson/unit
- ❑ Completed student assignments/work demonstrate how Individualized Education Plans (IEPs)/personal learning plans and EL strategies have been addressed in the lesson/unit
- ❑ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing lesson/unit plans aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

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Evidenced	FEAP Indicator(s)
	Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity (A1a)
	Sequences lessons and concepts to ensure coherence and required prior knowledge (A1b)
	Designs instruction for students to achieve mastery (A1c)
	Selects appropriate formative assessments to monitor learning (A1d)
	Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C., and is consistent with s. 1001.42(8)(c)3., F.S. (A1g)
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to use established content standards to plan rigorous units with learning targets that demonstrates a progression of learning.	**Attempts** to use established content standards to plan rigorous units with learning that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets that demonstrates a progression of learning *and* **provides evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning targets.**	Helps others by sharing evidence of implementing lesson/unit plans aligned to grade level standard(s) using learning *and* the impacts on student learning.

Element: **Aligning Resources to Standard(s)**

Focus Statement: Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.

Desired Effect: Teacher implements traditional and/or digital resources to support teaching standards-based units and lessons.

Example Planning Evidence

- ❑ Plans identify how to use traditional resources such as textbooks, manipulatives, primary source materials, etc. at the appropriate level of text complexity to implement the unit or lesson plan
- ❑ Plans integrate a variety of text types (structures) and both fiction and non-fiction text as appropriate
- ❑ Plans identify Standards for Mathematical Practice to be applied
- ❑ Plans identify how available digital resources will be used
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - Social networking sites, blogs, discussion boards
- ❑ When appropriate, plans identify how to use human resources, such as a co-teacher, paraprofessional, one-on-one tutor, mentor, etc. to implement the unit or lesson plan
- ❑ When appropriate, plans identify resources within the community that will be used to enhance students' understanding of the content (i.e. cultural and ethnic resources)

Example Implementation Evidence

- ❑ Resources are implemented throughout the lesson as planned
- ❑ Planned traditional resources are utilized by students to engage in the lesson
- ❑ Traditional resources are appropriately aligned to grade level standards
  - Textbooks
  - Manipulatives
  - Primary source materials
- ❑ Planned digital resources are used by students to engage in the lesson
  - Interactive whiteboards
  - Response systems
  - Voting technologies
  - Social networking sites, blogs, discussion boards
- ❑ Planned resources include ones to which students can relate
- ❑ Artifacts demonstrate the teacher helps others by sharing evidence of planning and implementing supporting resources aligned to grade level standards (e.g. PLC notes, emails, blogs, sample units, discussion group)

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Evidenced	FEAP Indicator(s)
	Utilizes current and emerging/assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals (A2i)
	Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding (A3g)

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to include traditional and/or digital resources for use in standards-based units and lessons in teacher plan.	**Attempts** to include traditional and/or digital resources for use in standards-based units and lessons in teacher plan.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons.	Teacher plan includes traditional and/or digital resources for use in standards-based units and lessons *and* **provides evidence of implementing traditional and/or digital resources to support teaching standards-based units and lessons.**	Helps others by sharing evidence of including and implementing traditional and/or digital resources to support teaching standards-based units and lessons.

Element: Planning to Close the Achievement Gap Using Data

Focus Statement: Teacher uses data to identify and plan to meet the needs of each student in order to close the achievement gap.

Desired Effect: Teacher provides data showing that each student makes progress toward closing the achievement gap.

Example Planning Evidence

- ❑ Plans are based on diagnostic data results
- ❑ Plans include potential instructional adjustments that will or could be made based on student evidence/data
- ❑ Plans show modifications made to assessments and accommodations used when testing based on students learning styles
- ❑ Plans include a process for how students will track their individual progress on learning targets
- ❑ A coherent record-keeping system is developed and maintained on student learning
- ❑ Plans take into consideration student needs (i.e. family resources for assisting with homework and/or providing other resources required for class)
- ❑ Plans take into consideration how to communicate with families with specific needs

Example Implementation Evidence

- ❑ Data collection is implemented as planned
- ❑ Planned student assignments/work reflect accommodations and/or adaptations used for individual or groups of students at the appropriate grade level targets
- ❑ Formative and summative measures indicate individual and class progress towards learning targets and modifications made as needed
- ❑ Completed student assignments/work reflect accommodations and/or adaptations for individual or groups of students at the appropriate grade level targets
- ❑ Completed student assignments/work show students track their individual progress on learning targets
- ❑ Communication about student progress is regularly sent home
- ❑ Artifacts demonstrate the teacher helps others by sharing evidence of how to use data to plan and implement lessons/units that result in closing the achievement gap (e.g. PLC notes, emails, blogs, sample units, discussion group)

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Evidenced	FEAP Indicator(s)
	Uses diagnostic student data to plan lessons (A1e)
	Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S. (A2h)
	Identifies gaps in students' subject matter knowledge (A3c)
	Modifies instruction to respond to preconceptions or misconceptions (A3d)
	Differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students (A3h)
	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 (A4a)
	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge (A4d)

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	**Attempts** to use data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap.	Uses data to identify and plan to meet the needs of each student in order to close the achievement gap *and* **provides evidence of data showing that each student makes progress toward closing the achievement gap.**	Helps others by sharing evidence of using data showing that each student makes progress toward closing the achievement gap.

Domain: Standards-Based Instruction

Element: Identifying Critical Content from the Standards (Required evidence in every lesson)

Focus Statement: Teacher uses the progression of standards-based learning targets (that may be embedded within a performance scale) to identify accurate critical content during a lesson or part of a lesson.

Desired Effect: Evidence (formative data) demonstrates students know what content is important and what is not important as it relates to the learning target(s).

Example Teacher Instructional Techniques

- ❑ Identify a learning target aligned to the grade level standard(s)
- ❑ Begin and end the lesson with focus on the learning target to indicate the critical content of the lesson
- ❑ Provide a learning target embedded in a scale or learning progression that specify critical content from the standard(s)
- ❑ Relate classroom activities to the target and/or scale throughout the lesson
- ❑ Identify and accurately teach critical content
- ❑ Use a scaffolding process to identify critical content for each 'chunk' of the learning progression
- ❑ Use verbal/visual cueing, storytelling, and other techniques to bring attention to the critical content
- ❑ Ensure text complexity aligns to the critical content
- ❑ When appropriate, use cultural examples to connect learning activities to the learning target/critical content

Example Teacher Techniques for Monitoring for Learning

- ❑ **Use a Group Activity** to monitor that students know what content is important
- ❑ **Use Student Work** (Recording and Representing) to monitor that students know what content is important
- ❑ **Use Response Methods** to monitor that students know what content is important
- ❑ **Use Questioning Sequences** to monitor that students know what content is important

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know what content is important. Student evidence is obtained as the teacher uses a monitoring technique.)

- ❑ Student conversation in groups focus on critical content
- ❑ Generate short written response (i.e. summary, entrance/exit ticket)
- ❑ Create nonlinguistic representations (i.e. diagram, model, scale)
- ❑ Student-generated notes focus on critical content
- ❑ Responses to questions focus on critical content
- ❑ Explain purpose and unique characteristics of key concepts/critical content
- ❑ Explain applicable mathematical practices in critical content
- ❑ When appropriate, responses involve explanatory content specific to their culture

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ❑ Reteach or use a new teacher technique
- ❑ Reorganize groups
- ❑ Utilize peer resources
- ❑ Modify the task
- ❑ Provide additional resources

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Evidenced	FEAP Indicator(s)
	Models clear, acceptable oral and written communication skills (A2e)
	Use of this element contributes to delivering engaging and challenging lessons (A3a)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses the progression of standards-based learning targets to identify accurate critical content during a lesson or part of a lesson. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Element: **Previewing New Content**

Focus Statement: Teacher engages students in previewing activities that require students to access prior knowledge as it relates to the new content.

Desired Effect: Evidence (formative data) demonstrates students make a link from what they know to what is about to be learned.

Example Teacher Instructional Techniques

- ❑ Facilitate identification of the basic relationship between prior ideas and new content (purpose for the new content)
- ❑ Use preview questions before instruction or a teacher-directed activity
- ❑ Use K-W-L strategy, anticipation guide, student brainstorming, preview questions or a variation
- ❑ Provide advanced organizer (e.g. outline, graphic organizer)
- ❑ Use motivational hook/launching activity (e.g. anecdote, short multimedia selection, simulation/demonstration, manipulatives)
- ❑ Use digital resources and/or other media to help students make linkages to new content
- ❑ Facilitate identification of previously seen mathematical patterns or structures
- ❑ Use cultural resources to facilitate students making a link from what they know to the new content

Example Teacher Techniques for Monitoring for Learning

- ❑ **Use a Group Activity** to monitor that students can make a link from prior learning to the new content
- ❑ **Use Student Work** (Recording and Representing) to monitor that students can make a link from prior learning to the new content
- ❑ **Use Response Methods** to monitor that students can make a link from prior learning to the new content
- ❑ **Use Questioning Sequences** to monitor that students can make a link from prior learning to the new content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can make a link from prior learning to the new content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ❑ Identify basic relationship between prior content and new content
- ❑ Explain linkages with prior knowledge in individual or group work
- ❑ Make predictions about new content
- ❑ Summarize the purpose for new content
- ❑ Explain how prior standards or learning targets link to the new content
- ❑ Explain linkages between mathematical patterns and structure from previous grades/lessons and current content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ❑ Reteach or use a new teacher technique
- ❑ Reorganize groups
- ❑ Utilize peer resources
- ❑ Modify the task
- ❑ Provide additional resources

Evidenced	FEAP Indicator(s)
	Use of this element contributes to delivering engaging and challenging lessons (A3a)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in previewing activities that require students to access prior knowledge as it relates to the new content. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Element: **Helping Students Process New Content**

Focus Statement: Teacher systematically engages student groups in processing and generating conclusions about new content.

Desired Effect: Evidence (formative data) demonstrates students can summarize and generate conclusions about the new content during interactions with other students.

Example Teacher Instructional Techniques

- ❑ Break content into appropriate chunks
- ❑ Employ formal group processing strategies
  - Jigsaw
  - Reciprocal teaching
  - Concept attainment
- ❑ Use informal strategies to engage group members in active processing
  - Predictions
  - Associations
  - Paraphrasing
  - Verbal summarizing
- ❑ Facilitate group members in summarizing and/or generating conclusions
- ❑ Facilitate recording and representing new knowledge
- ❑ Facilitate quantitative and qualitative reasoning of key mathematical concepts
- ❑ Stop at strategic points to appropriately chunk content based on student evidence and feedback

Example Teacher Techniques for Monitoring for Learning

- ❑ **Use a Group Activity** to monitor that students can summarize and generate conclusions about the content
- ❑ **Use Student Work** (Recording and Representing) to monitor that students can summarize and generate conclusions about the content
- ❑ **Use Response Methods** to monitor that students can summarize and generate conclusions about the content
- ❑ **Use Questioning Sequences** to monitor that students can summarize and generate conclusions about the content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students can summarize and generate conclusions about the content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ❑ Discuss, answer questions, and/or generate conclusions about the new content in groups
- ❑ Summarize or paraphrase the just learned content
- ❑ Record and represent new knowledge
- ❑ Make predictions about what they expect to learn next
- ❑ Summarize or draw conclusions from complex text and its academic language
- ❑ Use repeated reasoning and abstract, quantitative, or qualitative reasoning

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ❑ Reteach or use a new teacher technique
- ❑ Reorganize groups
- ❑ Utilize peer resources
- ❑ Modify task to appropriate chunk of content
- ❑ Provide additional resources

Evidenced	FEAP Indicator(s)
	Use of this element contributes to delivering engaging and challenging lessons (A3a)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Systematically engages student groups in processing and generating conclusions about new content, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Systematically engages student groups in processing and generating conclusions about new content. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

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Element: **Using Questions to Help Students Elaborate on Content**

Focus Statement: Teacher uses a sequence of increasingly complex questions that require students to critically think about the content.

Desired Effect: Evidence (formative data) demonstrates students accurately elaborate on content.

Example Teacher Instructional Techniques

- ❑ Use a sequence of increasingly complex questions (i.e. detail, category, elaboration- inferences, predictions, projections, definitions, generalizations) as it relates to the content (text) with appropriate wait time
- ❑ Ask students to provide evidence (i.e. prior knowledge, textual evidence) for their elaborations
- ❑ Present situations or problems that involve students analyzing how one idea relates to ideas that were not explicitly taught
- ❑ Model the process of using evidence to support elaboration
- ❑ Model processes and proficiencies to support mathematical elaboration

Example Teacher Techniques for Monitoring for Learning

- ❑ **Use a Group Activity** to monitor that students accurately elaborate on content
- ❑ **Use Student Work** (Recording and Representing) to monitor that students accurately elaborate on content
- ❑ **Use Response Methods** to monitor that students accurately elaborate on content
- ❑ **Use Questioning Sequences** to monitor that students accurately elaborate on content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students accurately elaborate on content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ❑ Answer detail and category questions about the content
- ❑ Answer elaborative questions about the content and provide evidence to support elaborations
- ❑ Identify basic relationships between ideas and how one idea relates to another
- ❑ Discussions and student work demonstrate students can make well-supported elaborative inferences
- ❑ Discussions are grounded in evidence from text, both literary and informational
- ❑ Discussions and student work provide evidence of mathematical elaboration

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ❑ Rephrase questions/scaffold questions
- ❑ Modify task
- ❑ Provide additional resources

Evidenced	FEAP Indicator(s)
	Employs questioning that promotes critical thinking (A3f)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Uses a sequence of increasingly complex questions that require students to critically think about the content, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses a sequence of increasingly complex questions that require students to critically think about the content. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

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Element: **Reviewing Content**

Focus Statement: Teacher engages students in brief review of content that highlights the cumulative nature of the content.

Desired Effect: Evidence (formative data) demonstrates students know the previously taught critical content.

Example Teacher Instructional Techniques

- ❑ Begin lesson with a brief review of previously taught content
- ❑ Use a scaffolding process to systematically show the cumulative nature of the content
- ❑ Use specific strategies to help students identify basic relationships between ideas and consciously analyze how one idea relates to another
  - Brief summary
  - Problem that must be solved using previous information
  - Questions that require a review of content
  - Warm-up or bell-ringer activity
- ❑ Ask students to demonstrate increased fluency and/or accuracy of previously taught processes

Example Teacher Techniques for Monitoring for Learning

- ❑ **Use a Group Activity** to monitor that students know the previously taught critical content
- ❑ **Use Student Work** (Recording and Representing) to monitor that students know the previously taught critical content
- ❑ **Use Response Methods** to monitor that students know the previously taught critical content
- ❑ **Use Questioning Sequences** to monitor that students know the previously taught critical content

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students know the previously taught critical content. Student evidence is obtained as the teacher uses a monitoring technique.)

- ❑ Identify basic relationships between current and prior ideas and consciously analyze how one idea relates to another
- ❑ Summarize the cumulative nature of the content
- ❑ Response to class activities demonstrates students recall previous content (e.g. artifacts, pretests, warm-up activities)
- ❑ Explain previously taught concepts
- ❑ Demonstrate increased fluency and/or accuracy of previously taught processes

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ❑ Reteach or use a new teacher technique
- ❑ Reorganize groups
- ❑ Utilize peer resources
- ❑ Modify task
- ❑ Provide additional resources

Evidenced	FEAP Indicator(s)
	Use of this element contributes to delivering engaging and challenging lessons (A3a)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Engages students in a brief review of content that highlights the cumulative nature of the content, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in a brief review of content that highlights the cumulative nature of the content. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

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Element: **Helping Students Practice Skills, Strategies, and Processes**

Focus Statement: When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures.

Desired Effect: Evidence (formative data) demonstrates students develop automaticity with skills, strategies, or processes.

Example Teacher Instructional Techniques

- ❑ Review and model how to execute the skill, strategy, or process
- ❑ Engage students in massed and distributed practice activities that are appropriate to their current ability to execute a skill, strategy, or process
  - Guided practice if students cannot perform the skill, strategy, or process independently
  - Independent practice if students can perform the skill, strategy, or process independently
- ❑ Employ "worked examples" or exemplars
- ❑ Provide opportunity for practice immediately prior to assessing skills, strategies, and processes
- ❑ Provide opportunity for students to refine and shape knowledge by encountering a task or problem in a different context
- ❑ Provide opportunity for purposeful homework that focuses on practice of a skill, strategy, or process

Example Teacher Techniques for Monitoring for Learning

- ❑ **Use a Group Activity** to monitor that students develop automaticity with skills, strategies, or processes
- ❑ **Use Student Work** (Recording and Representing) to monitor that students develop automaticity with skills, strategies, or processes
- ❑ **Use Response Methods** to monitor that students develop automaticity with skills, strategies, or processes
- ❑ **Use Questioning Sequences** to monitor that students develop automaticity with skills, strategies, or processes

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students develop automaticity with skills, strategies, or processes. Student evidence is obtained as the teacher uses a monitoring technique.)

- ❑ Execute or perform the skill, strategy, or process with increased confidence and competence
- ❑ Artifacts (i.e. worksheets, written responses, formative data) show fluency and accuracy are increasing
- ❑ Explanation of mental models reveals understanding of the strategy or process
- ❑ Use problem-solving strategies based on their purpose and unique characteristics
- ❑ Demonstrate deepening of knowledge and/or increasing accuracy through group interactions
- ❑ Explain how the use of a problem-solving strategy increased fluency and/or accuracy

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ❑ Reteach or use a new teacher technique
- ❑ Reorganize groups
- ❑ Utilize peer resources
- ❑ Modify task
- ❑ Provide additional resources

Evidenced	FEAP Indicator(s)
	Use of this element contributes to delivering engaging and challenging lessons (A3a)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When the content involves a skill, strategy, or process, the teacher engages students in practice activities that help them develop fluency and alternative ways of executing procedures. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

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Element: **Helping Students Examine Similarities and Differences**

Focus Statement: When presenting content, the teacher helps students deepen their knowledge of the critical content by examining similarities and differences.

Desired Effect: Evidence (formative data) demonstrates student knowledge of critical content is deepened by examining similarities and differences.

Example Teacher Instructional Techniques

- ❑ Use comparison, classifying, analogy, and/or metaphor activities to examine similarities and differences
- ❑ Use activities to identify basic relationships between ideas that deepen knowledge to examine similarities and differences
- ❑ Ask students to summarize what they have learned from the activity
- ❑ Ask students to linguistically and nonlinguistically represent similarities and differences
- ❑ Ask students to make conclusions after the examination of similarities and differences
- ❑ Ask students to look for and make use of mathematical structure to recognize similarities and differences
- ❑ Facilitate the use of digital and traditional resources to find credible and relevant information to support examination of similarities and differences

Example Teacher Techniques for Monitoring for Learning

- ❑ **Use a Group Activity** to monitor that student knowledge of content is deepened by examining similarities and differences
- ❑ **Use Student Work** (Recording and Representing) to monitor that student knowledge of content is deepened by examining similarities and differences
- ❑ **Use Response Methods** to monitor that student knowledge of content is deepened by examining similarities and differences
- ❑ **Use Questioning Sequences** to monitor that student knowledge of content is deepened by examining similarities and differences

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that student knowledge of content is deepened by examining similarities and differences. Student evidence is obtained as the teacher uses a monitoring technique.)

- ❑ Student work on similarities and differences includes student summary of learning (e.g. making conclusions and/or responding to questions) to indicate deeper understanding of content
- ❑ Response to questions indicate examining similarities and differences has deepened understanding of content
- ❑ Make conclusions after examining evidence about similarities and differences
- ❑ Present evidence to support their explanation of similarities and differences
- ❑ Artifacts/student work indicate students have used digital and traditional resources to provide evidence of similarities and differences

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ❑ Reteach or use a new teacher technique
- ❑ Reorganize groups
- ❑ Utilize peer resources
- ❑ Modify task

Evidenced	FEAP Indicator(s)
	Use of this element contributes to delivering engaging and challenging lessons (A3a)
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	When presenting content, the teacher helps students deepen their knowledge of critical content by examining similarities and differences. **The desired effect is displayed in the majority of student (51% to 100%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

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Element: **Helping Students Examine Their Reasoning**

Focus Statement: Teacher helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures.

Desired Effect: Evidence (formative data) demonstrates students identify and articulate errors in logic or reasoning and/or provide clear support for a claim (assertion of truth or factual statement).

Example Teacher Instructional Techniques

- ❑ Analyze errors to identify more efficient ways to execute processes or procedures
- ❑ Model the process of making and supporting a claim
- ❑ Model constructing viable arguments and critiquing the mathematical reasoning of others
- ❑ Ask students to examine logic of a response (e.g. group talk, peer revisions, debated, inferences)
- ❑ Use specific strategies (e.g. faulty logic, attacks, weak reference, misinformation) to help students examine and analyze information for errors in content or their own reasoning
- ❑ Ask students to examine and analyze the strength of support presented for a claim in content or in their own reasoning
  - Statement of a clear claim
  - Evidence for the claim presented
  - Qualifiers presented showing exceptions to the claim
- ❑ Involve students in taking various perspectives by identifying the reasoning behind multiple perspectives

Example Teacher Techniques for Monitoring for Learning

- ❑ **Use a Group Activity** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ❑ **Use Student Work** (Recording and Representing) to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim
- ❑ **Use Questioning Sequences** to monitor that students identify and articulate errors in logic or reasoning and/or provide clear support for a claim

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect to identify and articulate errors in logic or reasoning and/or provide clear support for a claim. Student evidence is obtained as the teacher uses a monitoring technique.)

- ❑ Analyze errors or informal fallacies (i.e. in individual thinking, text, processing, procedures)
- ❑ Articulate support for a claim and/or errors in reasoning within group interactions
- ❑ Summarize new insights resulting from analysis
- ❑ Artifacts/student work indicate students can identify errors in reasoning or make and support a claim
- ❑ Artifacts/student work indicate students have used textual evidence to support their claim
- ❑ Mathematical arguments and critiques of reasoning are viable and valid
- ❑ Artifacts/student work indicate identification of common logical errors, how to support claims, use of resources, and/or how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ❑ Reorganize groups
- ❑ Utilize peer resources
- ❑ Modify task
- ❑ Provide additional resources

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Evidenced	FEAP Indicator(s)
	Use of this element contributes to delivering engaging and challenging lessons (A3a)
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Helps students produce and defend a claim (assertion of truth or factual statement) by examining their own reasoning or the logic of presented information, processes, and procedures. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

Element: **Helping Students Revise Knowledge**

Focus Statement: Teacher helps students revise previous knowledge by correcting errors and misconceptions as well as adding new information.

Desired Effect: Evidence (formative data) demonstrates students make additions, deletions, clarifications, or revisions to previous knowledge that deepen their understanding.

Example Teacher Instructional Techniques

- ❑ Engage groups or the entire class in an examination of how deeper understanding changed perceptions of previous content
- ❑ Guide students to identify alternative ways to execute procedures
- ❑ Guide students to use repeated reasoning and make generalizations about patterns seen in the content
- ❑ Utilize reflection activities to cultivate a growth mindset
- ❑ Prompt students to summarize and defend how their understanding has changed based on new learning
- ❑ Prompt students to update previous entries in their notes or digital resources to correct errors after activities such as examining their reasoning or examining similarities and differences
- ❑ Guide students in a reflection process

Example Teacher Techniques for Monitoring for Learning

- ❑ **Use a Group Activity** to monitor that students deepen understanding by revising their knowledge
- ❑ **Use Student Work** (Recording and Representing) to monitor that students deepen understanding by revising their knowledge
- ❑ **Use Response Methods** to monitor that students deepen understanding by revising their knowledge
- ❑ **Use Questioning Sequences** to monitor that students deepen understanding by revising their knowledge

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students deepen understanding by revising their knowledge. Student evidence is obtained as the teacher uses a monitoring technique.)

- ❑ Explain what they are clear about and what they are confused about
- ❑ Corrections are made to written work (e.g. reports, essay, notes, position papers, graphic organizers)
- ❑ Groups make corrections and/or additions to information previously recorded about content
- ❑ Explain previous errors or misconceptions about content
- ❑ Revisions demonstrate repeated reasoning and generalizations about patterns seen in the content
- ❑ Reflections show clarification in thinking or processing

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ❑ Reteach or use a new teacher technique
- ❑ Utilize peer resources
- ❑ Modify task
- ❑ Provide additional resources

Evidenced	FEAP Indicator(s)
	Use of this element contributes to delivering engaging and challenging lessons (A3a)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Engages students in revision of previous knowledge by correcting errors and misconceptions as well as adding new information. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91% to 100% of the student evidence at the taxonomy level of the critical content.

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Element: **Helping Students Engage in Cognitively Complex Tasks**

Focus Statement: Teacher coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis.

Desired Effect: Evidence (formative data) demonstrates students prove or disprove the proposition, theory, or hypothesis.

Example Teacher Instructional Techniques

- ❑ Based on the prior content and learning, model, coach, and support the process of generating and testing a proposition, proposed theory, or hypothesis
- ❑ Ask students to design how they will test and analyze the strength of support for their proposition, theory, or hypothesis
- ❑ Provide prompt(s) for students to experiment with their own thinking
- ❑ Observe, coach, and support productive student struggle and perseverance
- ❑ Coach students as they engage with an explicit decision-making, problem-solving, experimental inquiry, or investigation task that requires them to
  - Generate conclusions
  - Identify common logical errors
  - Present and support propositions, theories, or hypotheses

Example Teacher Techniques for Monitoring for Learning

- ❑ **Use a Group Activity** to monitor that students prove or disprove the proposition, theory or hypothesis
- ❑ **Use Student Work** (Recording and Representing) to monitor that students prove or disprove the proposition, theory, or hypothesis
- ❑ **Use Questioning Sequences** to monitor that students prove or disprove the proposition, theory, or hypothesis

Example Student Evidence of Desired Effect (Percent of students who demonstrate achievement of the desired effect that students prove or disprove the proposition, theory, or hypothesis. Student evidence is obtained as the teacher uses a monitoring technique.)

- ❑ Explain the proposition, theory, or hypothesis they are testing
- ❑ Present evidence to explain whether their proposition, theory, or hypothesis was confirmed or disconfirmed and support their explanation
- ❑ Justify the process used to support the proposition, theory, or hypothesis
- ❑ Artifacts/student work indicate that while engaged in generating and testing a proposition, proposed theory, or hypothesis, students can
  - Generate conclusions
  - Identify common logical errors
  - Present and support the proposition, theory, or hypothesis
  - Navigate digital and traditional resources
  - Identify how multiple ideas are related

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired learning

- ❑ Utilize different coaching/facilitation techniques
- ❑ Reorganize groups
- ❑ Utilize peer resources
- ❑ Modify task
- ❑ Provide additional resources

Evidenced	FEAP Indicator(s)
	Use of this element contributes to delivering engaging and challenging lessons (A3a)
	Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter (A3b)
	Relates and integrates the subject matter with other disciplines and life experiences (A3e)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory and/or a hypothesis, but less than the majority of students (0% to 50%) are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Coaches and supports students in complex tasks that require experimenting with the use of their knowledge by generating and testing a proposition, a theory, and/or a hypothesis. **The desired effect is displayed in the majority of student (51% to 90%) evidence at the taxonomy level of the critical content.**	Based on student evidence, implements adaptations to achieve the desired effect in 91%to 100% of the student evidence at the taxonomy level of the critical content.

Domain: Conditions for Learning

Element: Using Formative Assessment to Track Progress

Focus Statement: Teacher uses formative assessment to facilitate tracking of student progress on one or more learning targets.

Desired Effect: Evidence (formative data) demonstrates students identify their current level of performance as it relates to standards-based learning targets that may be embedded in the performance scale.

Example Teacher Instructional Techniques

- ❑ Help students track their individual progress toward the learning target (i.e. charts, graphs, data notebooks)
- ❑ Ask students to provide evidence of and explain their progress toward the learning target
- ❑ Facilitate individual conferences regarding use of data to track progress
- ❑ Use formative measures to chart individual and/or class progress toward learning targets
- ❑ Use formative assessment that reflects awareness of a variety of differences represented in the classroom
- ❑ Use technology to organize and review data
- ❑ Use a variety of assessments to determine students' progress toward the learning target and/or standard

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students identify their current level of performance. Student evidence is obtained during group activities and/or student work.)

- ❑ Systematically update their status on the learning targets using a chart, graph, or data notebook
- ❑ Describe their status relative to learning targets and unit standards (e.g. exit ticket, summary)
- ❑ Individual conferences document that students provide artifacts and data regarding their progress toward learning targets
- ❑ Demonstrate autonomy in providing evidence of progress on learning targets

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ❑ Utilize peer resources
- ❑ Modify task
- ❑ Provide additional resources

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Evidenced	FEAP Indicator(s)
	Identifies gaps in students' subject matter knowledge (A3c)
	Utilizes student feedback to monitor instructional needs and to adjust instruction (A3j)
	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery (A4b)
	Uses a variety of assessment tools to monitor student progress, achievement and learning gains (A4c)
	Applies technology to organize and integrate assessment information (A4f)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students (0% to 50%) are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Element: **Providing Feedback and Celebrating Progress**

Focus Statement: Teacher provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals.

Desired Effect: Evidence (formative data) demonstrates students continue learning and making progress towards learning targets as a result of receiving feedback.

Example Teacher Instructional Techniques

- ❑ Provide specific feedback to students regarding formative and/or summative data as it relates to learning targets
- ❑ Celebrate individual student progress when formative/summative data indicate gains in achieving learning targets
- ❑ Celebrate as groups make progress toward learning targets
- ❑ Implement a systematic, ongoing process to provide feedback
- ❑ Use a variety of ways to celebrate progress toward learning targets (not general praise)
    - Show of hands
    - Certificate of success
    - Round of applause
    - Academic praise
    - Digital media
- ❑ Share assessment data with student and student's family

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students continue learning and make progress towards learning targets. Student evidence is obtained during group activities and/or student work.)

- ❑ Use feedback to revise or update work to help meet their learning target
- ❑ Show signs of pride regarding their accomplishments in the class (e.g. body language, work production, quality of work)
- ❑ Show signs of pride regarding development of mathematical practices
- ❑ Initiate celebration of individual success, group success, and that of the whole class
- ❑ Surveys indicate students want to continue making progress

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ❑ Utilize new methods to celebrate success
- ❑ Provide additional opportunities to give feedback

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Evidenced	FEAP Indicator(s)
	Supports, encourages, and provides immediate and specific feedback to students to promote student achievement (A3i)
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students (0% to 50%) are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

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Element: **Organizing Students to Interact with Content**

Focus Statement: Teacher organizes students into appropriate groups to facilitate the learning of content.

Desired Effect: Evidence (formative data) demonstrates students process content (i.e. new, going deeper, cognitively complex) as a result of group organization.

Example Teacher Instructional Techniques

- ❑ Organize students into pre-planned or ad hoc groups during individual lessons
- ❑ Establish routines for student grouping and interaction for the expressed purpose of processing content
- ❑ Provide guidance regarding group interactions and critiquing the reasoning of others
- ❑ Provide guidance on one or more cognitive skills appropriate for the lesson
- ❑ Utilize assignments or tasks at the appropriate taxonomy level of content
- ❑ Provide guidance on one or more interpersonal skills, such as
    - Taking various perspectives
    - Interacting responsibly
    - Handling controversy and conflict resolution
- ❑ Use various group processes and activities to reflect the taxonomy level of the learning targets

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students process content as a result of group organization. Student evidence is obtained during group activities and/or student work.)

- ❑ Work within groups with an organized purpose
- ❑ Interact responsibly and respectfully critique the reasoning of others
- ❑ Actively ask and answer questions about the content (i.e. assignments or tasks)
- ❑ Add their perspectives to discussions
- ❑ Explain individual student and/or group thinking about the content
- ❑ Take responsibility for the learning of peers and self

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ❑ Reorganize groups
- ❑ Utilize peer resources
- ❑ Modify task
- ❑ Provide additional resources

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Evidenced	FEAP Indicator(s)
	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies (A1f)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students (0% to 50%) are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Element: **Establishing and Acknowledging Adherence to Rules and Procedures**

Focus Statement: Teacher establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures.

Desired Effect: Evidence (formative data) demonstrates students know and follow classroom rules and procedures (to facilitate learning) as a result of teacher acknowledgment.

Example Teacher Instructional Techniques

- ❑ Involve students in designing classroom routines and procedures to develop a student-centered classroom
- ❑ Use classroom meetings to review and process rules and procedures to ensure adherence
- ❑ Remind students of rules and procedures
- ❑ Ask students to restate or explain rules and procedures
- ❑ Provide cues or signals when a rule or procedure should be used
- ❑ Recognize potential sources of disruption and deal with them immediately
- ❑ Consistently exhibit "withitness" behaviors
- ❑ Recognize and/or acknowledge students or groups who follow rules and procedures
- ❑ Organize physical layout of the classroom to facilitate work in groups and easy access to materials

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students know and follow classroom rules and procedures. Student evidence is obtained during group activities and/or student work.)

- ❑ Follow clear routines during class
- ❑ Explain and/or model classroom rules and procedures
- ❑ Respond appropriately to teacher direction and/or guidance regarding rules and procedures
- ❑ Recognize and comply with cues and signals by the teacher
- ❑ Self-regulate behavior while working individually and in groups
- ❑ Describe the classroom as an orderly and safe environment
- ❑ Describe the teacher as fair and responsive to individual students
- ❑ Move purposefully about the classroom and efficiently access materials

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ❑ Modify rules and procedures
- ❑ Seek additional student input
- ❑ Reorganize physical layout of the classroom

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Evidenced	FEAP Indicator(s)
	Manages individual and class behaviors through a well-planned management system (A2b)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures, but less than the majority of students (0% to 50%) are displaying the desired effect.	Establishes classroom rules and procedures that facilitate students working cooperatively and acknowledges students who adhere to rules and procedures. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

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Element: **Using Engagement Strategies**

Focus Statement: Teacher uses engagement strategies to engage or re-engage students with the content.

Desired Effect: Evidence (formative data) demonstrates students engage or re-engage as a result of teacher action.

Example Teacher Instructional Techniques

- ❑ Take action or use specific strategies to re-engage students
- ❑ Use academic games
- ❑ Manage response rates
- ❑ Use physical movement
- ❑ Maintain a lively pace
- ❑ Demonstrate intensity and enthusiasm for the content
- ❑ Use friendly controversy
- ❑ Provide opportunities for students to talk about themselves as it relates to the content
- ❑ Present unusual or intriguing information about the content

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that students engage or re-engage as a result of teacher action. Student evidence is obtained during group activities and/or student work.)

- ❑ Behaviors show the engagement strategy increases engagement
- ❑ Student-centered tasks and processes produce high levels of engagement
- ❑ Engage in the critical content with enthusiasm
- ❑ Actions show students are motivated and/or inspired by the teacher's engagement strategies
- ❑ Multiple students or the entire class respond to questions posed by the teacher
- ❑ Artifacts/student work indicate students are engaged in the critical content

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ❑ Vary engagement technique
- ❑ Reorganize groups
- ❑ Modify task
- ❑ Utilize peer resources
- ❑ Vary resources

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Evidenced	FEAP Indicator(s)
	Organizes, allocates, and manages the resources of time, space, and attention (A2a)
	Integrates current information and communication technologies (A2g)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Uses engagement strategies to engage or re-engage students with the content, but less than the majority of students (0% to 50%) are displaying the desired effect.	Uses engagement strategies to engage or re-engage students with the content. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

Element: Establishing and Maintaining Effective Relationships in a Student-Centered Classroom

Focus Statement: Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student.

Desired Effect: Evidence (student action) shows students feel valued and part of the classroom community.

Example Teacher Instructional Techniques

- ❑ Encourage students to share their thinking, input, and perspectives
- ❑ Relate content-specific knowledge to students' lives
- ❑ Use students' interests to highlight or reinforce interpersonal skills (e.g. cultivating a growth mindset)
- ❑ Compliment students regarding academic and personal accomplishments
- ❑ Engage in conversations with students about events in their lives outside of school
- ❑ When appropriate, use humor and/or playful dialogue with students
- ❑ Permit opportunities for students to demonstrate perseverance
- ❑ Use nonverbal signals (e.g. smile, nod, "high five", pat on shoulder, thumbs up, fist bump, silent applause, eye contact)
- ❑ Remain calm and objective in response to inflammatory situations or student misconduct

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their actions show they feel valued and part of the classroom community. Student evidence is obtained during group activities and/or student work.)

- ❑ Contribute to a positive classroom community through interactions with peers
- ❑ Demonstrate willingness to engage in discussion and answering questions in class
- ❑ Demonstrate verbal and nonverbal behaviors that indicate they feel accepted by their teacher
- ❑ Respond positively to verbal and/or nonverbal interactions with the teacher
- ❑ Readily share their perspectives and thinking with the teacher
- ❑ Describe their teacher as respectful and responsive to the specific needs of each student

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ❑ Seek additional input from students
- ❑ Seek additional resources for self and students
- ❑ Utilize peer resources

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Evidenced	FEAP Indicator(s)
	Respects students' cultural linguistic and family background (A2d)
	Maintains a climate of openness, inquiry, fairness and support (A2f)
	Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C. (A2j)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student, but less than the majority of students (0% to 50%) are displaying the desired effect.	Teacher behaviors foster a sense of classroom community by acknowledging and respecting each student. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

MARZANO Evaluation Center

Element: **Communicating High Expectations for Each Student to Close the Achievement Gap**

Focus Statement: Teacher exhibits behaviors that demonstrate high expectations for each student to achieve academic success.

Desired Effect: Evidence (student surveys, interviews, work) shows the teacher expects each student to perform at their highest level of academic success.

Example Teacher Instructional Techniques

- ❑ Use methods to ensure each student is held responsible for participation in classroom activities
- ❑ Ask all levels of questions of each student at the same rate and frequency
- ❑ Probe each student to correct inaccurate answers and to provide evidence of their conclusions
- ❑ Chart questioning patterns to ensure each student is asked questions with the same frequency
- ❑ Track grouping patterns to ensure each student has the opportunity to work and interact with other students
- ❑ Does not allow negative or sarcastic comments about any student
- ❑ Identify students for whom expectations are different and the various ways in which these students have been treated differently
- ❑ Allow students who become frustrated during questioning to collect their thoughts and have an opportunity to answer at a later point in the lesson
- ❑ Require perseverance and productive struggle in solving problems and overcoming obstacles

Example Student Evidence of Desired Effect (Percent of students that demonstrate achievement of the desired effect that their teacher expects each student to perform at their highest level of academic success. Student evidence is obtained during group activities and/or student work.)

- ❑ Artifacts/student work show the teacher holds each student to the same level of expectancy as others for drawing conclusions and providing sources of evidence
- ❑ Treat each other with care and respect
- ❑ Actions show students avoid negative thinking about personal thoughts and actions
- ❑ Take risks by offering incorrect or alternative answers
- ❑ Participate in classroom activities and discussions
- ❑ Demonstrates perseverance and productive struggle in solving problems and overcoming obstacles

Example Adaptations a teacher can make after monitoring student evidence and determining how many students demonstrate the desired effect

- ❑ Modify questioning techniques and patterns
- ❑ Reorganize seating patterns and groups
- ❑ Reflect on student interactions and change teacher behaviors

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Evidenced	FEAP Indicator(s)
	Conveys high expectations to all students (A2c)

Needed	Emergent	Proficient	Accomplished	Exemplary
Strategy **was called for but not exhibited.**	Strategy **was used incorrectly or with parts missing.**	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success, but less than the majority of students (0% to 50%) are displaying the desired effect.	Exhibits behaviors that demonstrate high expectations for each student to achieve academic success. **The desired effect is displayed in the majority of students (51% to 90%).**	Based on student evidence, implements adaptations to achieve the desired effect by 91% to 100% of the students.

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Domain: Professional Responsibilities

Element: Adhering to School and District Policies and Procedures

Focus Statement: Teacher adheres to school and district policies and procedures.

Desired Effect: Teacher adheres to school and district rules and procedures.

Example Teacher Evidence

- ❑ Perform assigned duties
- ❑ Fulfill responsibilities in a timely manner
- ❑ Follow policies, regulations, and procedures (e.g. bullying, HR plans, sexual harassment)
- ❑ Maintain accurate records (e.g. student progress, attendance, parent conferences)
- ❑ Understand legal issues related to colleagues, students, and families (e.g. special needs, equal rights)
- ❑ Maintain confidentiality of colleagues, students, and families
- ❑ Demonstrate personal integrity and ethics
- ❑ Use social media appropriately

Evidenced	FEAP Indicator(s)
	Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S. (B2a)
	The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S (B2b)
	The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C. (B2c)

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to adhere to school and district policies and procedures.	**Attempts** to adhere to school and district policies and procedures, but adherence is inconsistent.	Adheres to school and district policies and procedures.	Adheres to school and district policies and procedures *and* **articulates how they adhere to school and district policies and procedures.**	Helps others by sharing evidence of how to support school and district policies and procedures.

Element: Maintaining Expertise in Content and Pedagogy

Focus Statement: Teacher continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).

Desired Effect: Teacher provides evidence of developing expertise in content area and classroom instructional strategies.

Example Teacher Evidence

- ❑ Participate in professional development opportunities
- ❑ Demonstrate content expertise and knowledge in the classroom
- ❑ Consistently implement instructional elements at or above the teacher's demonstrated competency level
- ❑ Engage with mentors from subject area experts or highly effective teachers
- ❑ Actively seek help and input from appropriate school personnel to address issues that impact instruction
- ❑ Demonstrate a growth mindset and/or seeks feedback
- ❑ Implement a deliberate practice or professional growth plan
- ❑ Identify new ways to improve student achievement
- ❑ Uses a reflection process for analysis of specific strengths and weaknesses of individual lessons and units
- ❑ Explains the differential effects of specific classroom strategies on closing the achievement gap
- ❑ Reflect on how teacher observational data is correlated to student achievement data
- ❑ Identifies specific areas of strengths and weaknesses within instructional strategies or conditions for learning
- ❑ Keeps track of identified focus areas for improvement within instructional strategies or conditions for learning

Evidenced	FEAP Indicator(s)
	Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs (B1a)
	Examines and uses data-informed research to improve instruction and student achievement (B1b)
	Engages in targeted professional growth opportunities and reflective practices (B1e)
	Implements knowledge and skills learned in professional development in the teaching and learning process (B1f)

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to deepen knowledge in content area and classroom instructional strategies.	**Attempts** to deepen knowledge in content area and classroom instructional strategies.	Continually deepens knowledge in content (subject area) and classroom instructional strategies (pedagogy).	Continually deepens knowledge in content and classroom instructional strategies *and* **provides evidence of developing expertise in content area and classroom instructional strategies.**	Helps others by sharing evidence of how to develop expertise in content area and classroom instructional strategies.

Marzano Focused Teacher Evaluation Model **Evaluation Center**
(Florida Model)

Element: Promoting Teacher Leadership and Collaboration

Focus Statement: Teacher promotes teacher leadership and a culture of collaboration.

Desired Effect: Teacher provides evidence of teacher leadership and promoting a school-wide culture of professional learning.

Example Teacher Evidence

- ❑ Contribute and share expertise and new ideas with colleagues to enhance student learning in formal and informal ways
- ❑ Actively participate in Professional Learning Community meetings
- ❑ Serve as an appropriate role model (i.e. mentor, coach, presenter, researcher) regarding specific classroom strategies and behaviors
- ❑ Work cooperatively with appropriate school personnel to address issues that impact student learning
- ❑ Promote positive conversations and interactions with teachers and colleagues
- ❑ Foster collaborative partnerships with parents to enhance student success in a manner that demonstrates integrity, confidentiality, respect, flexibility, fairness, and trust
- ❑ Encourage parent involvement in classroom and school activities
- ❑ Use multiple means and modalities to communicate with families
- ❑ Serve as a student advocate in the classroom, school, and community
- ❑ Participate in school and community activities as appropriate to support students and families
- ❑ Serves on school and district-level committees
- ❑ Works to achieve school and district improvement goals

Evidenced	FEAP Indicator(s)
	Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s) (A4e)
	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons (B1c)
	Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement (B1d)

Needed	Emergent	Proficient	Accomplished	Exemplary
Makes no attempt to promote teacher leadership and a culture of collaboration.	**Attempts** to promote teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration.	Promotes teacher leadership and a culture of collaboration *and* **provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.**	Helps others by sharing evidence of how to promote teacher leadership and a culture of collaboration.

Appendix E: Educator Disposition Form to be completed by the Cooperating Teacher

University Supervisor, and Intern

The Educator Disposition Form is completed by the Cooperating Teacher, the University Supervisor, and the Intern. A link to access the form with be provided

University Supervisor – Please complete at the midterm and final (2 times) – Form found in Livetext

Cooperating Teacher – Please complete at the midterm (1 time) – A link will be provided

Intern – Please complete a self-evaluation at the conclusion of Internship (1 time) – Form found in Livetext

Abraham S. Fischler College of Education and School of Criminal Justice
NOVA SOUTHEASTERN UNIVERSITY | NSU Florida

Educator Disposition Assessment (EDA) – Appendix E

Name:_____Date:_____

Evaluator:_____

Directions: Please use the following numbers to rate the individual on each disposition based on the following scale by marking
the corresponding number in the cell. Please note that italicized constructs are further explained in the technical manual. Indicators for each disposition are found in the cells. Scores for each of the nine dispositions will be averaged to calculate an overall composite score. Lastly, please add comments to support ratings as needed.

0-Needs Improvement: minimal evidence of understanding and commitment to the disposition
1-Developing: some evidence of understanding and commitment to the disposition
2-Meets Expectations: considerable evidence of understanding and commitment to the disposition

Disposition **Associated Indicators**

1. Demonstrates Effective Oral Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Does not consistently model Standard English as evidenced by making *major* errors	☐ Models Standard English and makes *common* and *noticeable* errors	☐ Models Standard English with a high level of competence as evidenced by no errors
	☐ Does not vary oral communication to motivate students as evidenced by monotone voice with visible lack of student participation	☐ Strives to vary oral communication as evidenced of some students demonstrating a lack of participation	☐ Varies oral communication as evidenced by encouraging participatory behaviors
	☐ Choice of vocabulary is either too difficult or too simplistic	☐ Occasionally uses vocabulary that is either too difficult or too simplistic	☐ Communicates at an age appropriate level as evidenced by explaining content specific vocabulary

Disposition **Associated Indicators**

2. Demonstrates Effective Written Communication Skills	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Communicates in tones that are harsh or negative as evidenced by fostering negative responses	☐ Communicates respectfully and positively but with some detectable negative undertones, evidenced by unproductive responses	☐ Communicates respectfully and positively with all stakeholders as evidenced by fostering cordial responses

	☐ Demonstrates *major* spelling and grammar errors or demonstrates frequent common mistakes	☐ Demonstrates *common* errors in spelling and grammar	☐ Demonstrates precise spelling and grammar

Disposition	Associated Indicators		
3. Demonstrates professionalism Danielson: 4f; InTASC: 9(o)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Does not respond to *communications* and does not submit all assignments	☐ Delayed response to *communications* and late submission of assignments	☐ Responds promptly to *communications* and submits all assignments
	☐ Fails to exhibit punctuality and/or attendance	☐ Not consistently punctual and/or has absences	☐ Consistently exhibits punctuality and attendance
	☐ Crosses *major* boundaries of ethical standards of practice	☐ Crosses *minor* boundaries of ethical standards of practice	☐ Maintains professional boundaries of ethical standards of practice
	☐ Divulges inappropriate *personal* life issues at the classroom/workplace as evidenced by uncomfortable responses from others	☐ Occasionally divulges *inappropriate* personal life issues into the classroom/workplace, but this is kept to a minimum	☐ Keeps *inappropriate* personal life issues out of classroom/workplace
	☐ Functions as a group member with no participation	☐ Functions as a collaborative group member as evidenced by minimal levels of participation towards productive outcomes or monopolizes conversation	☐ Functions as a collaborative group member as evidenced by high levels of participation towards productive outcomes

Disposition	Associated Indicators		
4. Demonstrates a positive and enthusiastic attitude Marzano: 29	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Often complains when encountering problems and rarely offers solutions	☐ Seeks solutions to problems with prompting	☐ Actively seeks solutions to problems without prompting or complaining
	☐ Resists change and appears offended when suggestions are made to try new ideas/activities	☐ May tentatively try new ideas/activities that are suggested yet is often unsure of how to proceed	☐ Tries new ideas/activities that are suggested
	☐ Demonstrates a flattened affect as evidenced by lack of	☐ Overlooks opportunities to demonstrate positive affect	☐ Demonstrates an appropriately positive affect with students as

	expressive gestures and vocal expressions		evidenced by verbal and non-verbal cues

Disposition	Associated Indicators		
5. Demonstrates preparedness in teaching and learning Danielson: 1e, 3e, 4a; InTASC: 3(p)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Rejects constructive feedback as evidenced by no implementation of feedback	☐ Somewhat resistant to constructive feedback as evidenced by a lack of follow through on some suggestions	☐ Accepts constructive feedback as evidenced by implementation of feedback as needed
	☐ Possesses an inaccurate perception of teaching/learning effectiveness as evidenced by limited concept of how to improve	☐ Reflection contains inaccuracies as evidenced by needing assistance for corrective measures of improvement	☐ Learns and adjusts from experience and reflection as evidenced by improvements in performance
	☐ Comes to class unplanned and without needed materials	☐ Comes to class with some plans and most needed materials	☐ Comes to class planned and with all needed materials
	☐ Does not have awareness to alter lessons in progress as evidenced by activating no changes when needed	☐ Aware that lesson is not working but does not know how to alter plans to adjust	☐ Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

Disposition	Associated Indicators		
6. Exhibits an appreciation of and value for cultural and academic diversity Danielson: 1b, 2a, 2b; Marzano: 36, 39; InTASC: 2(m), 2(n), 2(o), 3(o), 9(m), 10(q)	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Demonstrates inequitable embracement of all *diversities*	☐ Goes through the *expected and superficial motions* to embrace all *diversities*	☐ Embraces all *diversities* as evidenced by implementing *inclusive activities and behaviors* with goals of *transcendence*
	☐ Is challenged to create a *safe classroom* as evidenced by ignoring *negative* behaviors by students	☐ Strives to build a *safe classroom* with zero tolerance of *negative* behaviors towards others but needs further development in accomplishing this task	☐ Creates a *safe classroom* with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors

Disposition	Associated Indicators		
7. Collaborates effectively with stakeholders Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1(k), 3(n), 3(q), 7(o)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Is inflexible, as evidenced by inability to work well with others and does not accept majority consensus	☐ Demonstrates some flexibility	☐ Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus
	☐ Tone exhibits a general lack of respect for others as evidenced by interruptions and talking over others	☐ Maintains a respectful tone in most circumstances but is not consistent	☐ Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others
	☐ Rarely collaborates or shares strategies and ideas even when prompted	☐ Shares teaching strategies as evidenced by some effort towards collaboration	☐ Proactively shares teaching strategies as evidenced by productive collaboration

Disposition	Associated Indicators		
8. Demonstrates self-regulated learner behaviors/takes initiative Danielson: 4e; Marzano: 57; InTASC: 9(l), 9(n), 10(r), 10(t)	**Needs Improvement** **0**	**Developing** **1**	**Meets Expectations** **2**
	☐ Is unable to self-correct own weaknesses as evidenced by not asking for support or overuse of requests for support	☐ Is beginning to recognize own weaknesses and asks for support making some effort to become involved in professional growth	☐ Recognizes own weaknesses as evidenced by seeking solutions before asking for support
	☐ Does not conduct appropriate research to guide the implementation of effective teaching as evidenced by a lack of citations in work	☐ Level of research needs further development to acquire fully and integrate resources leading to implementing different and effective teaching styles	☐ Researches and implements most effective teaching styles as evidenced by citing works submitted

Disposition	Associated Indicators		
9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability Marzano: 37, 38	**Needs Improvement 0**	**Developing 1**	**Meets Expectations 2**
	☐ Demonstrates immaturity and lack of self-regulation as evidenced by overreacting to sensitive issues	☐ Demonstrates level of maturity to self–regulate after initial response is one of overreaction to sensitive issues	☐ Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues
	☐ Does not demonstrate perseverance and resilience (grit) as evidenced by giving up easily	☐ Demonstrates perseverance and resilience (grit) most of the time	☐ Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations
	☐ Demonstrates insensitivity to feelings of others as evidenced by a lack of compassion and empathetic social awareness	☐ Demonstrates sensitivity to feelings of others most of the time	☐ Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

AVERAGE COMPOSITE SCORE ACROSS NINE DISPOSITIONS:

COMMENTS:

Appendix F: ESOL Rubric to be completed by University Supervisor

The ESOL Rubric is completed by the University Supervisor ONLY. The form can be found in Livetext.

Observation of ESOL Competencies			
Statement	**Not Met**	**Met**	**Exceeded**
Standard 1.1: Candidates will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Candidates will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.	The candidate neither applies understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds nor applies knowledge of the nature and role of culture, cultural groups, and individual cultural identities.	The candidate marginally applies understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds and marginally applies knowledge of the nature and role of culture, cultural groups, and individual cultural identities.	The candidate both applies understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds and applies knowledge of the nature and role of culture, cultural groups, and individual cultural identities.
Standard 2.1: Candidates will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.	The candidate neither demonstrates understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; nor supports ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.	The candidate marginally demonstrates understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; marginally supports ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.	The candidate both demonstrates understanding of language as a system, including phonology, morphology, syntax, semantics, and pragmatics; and supports ELLs' acquisition of English in order to learn and to read, write, and communicate orally in English.
Standard 2.2: Candidates will understand and apply theories and research on second language acquisition and development to support ELLs' learning.	The candidate neither understands and nor applies theories and research on second language acquisition and development to support ELLs' learning.	The candidate marginally understands and applies theories and research on second language acquisition and development to support ELLs' learning.	The candidate understands and applies theories and research on second language acquisition and development to support ELLs' learning.
Standard 2.3: Candidates will demonstrate an understanding of the components of literacy and will understand and apply theories of second language literacy development to support ELLs' learning.	The candidate neither demonstrates an understanding of the components of literacy, nor understands nor applies theories of second language literacy development to support ELLs' learning.	The candidate marginally demonstrates an understanding of the components of literacy, and marginally understands or applies theories of second language literacy	The candidate demonstrates an understanding of the components of literacy and understands and applies theories of second language literacy development to support ELLs' learning.

Observation of ESOL Competencies			
Statement	**Not Met**	**Met**	**Exceeded**
		development to support ELLs' learning.	
Standard 3.1: Candidates will demonstrate knowledge of history, public policy, research, and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.	The candidate neither demonstrates knowledge of history, public policy, research, and current practices in the field of ESL/ESOL teaching nor applies this knowledge to improve teaching and learning for ELLs.	The candidate marginally demonstrates knowledge of history, public policy, research, and current practices in the field of ESL/ESOL teaching and marginally applies this knowledge to improve teaching and learning for ELLs.	The candidate demonstrates knowledge of history, public policy, research, and current practices in the field of ESL/ESOL teaching and applies this knowledge to improve teaching and learning for ELLs.
Standard 3.2: Candidates will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The candidate will support ELLs' access to the core curriculum by teaching language through academic content.	The candidate does not know, manage, or implement a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The candidate does not support ELLs' access to the core curriculum by teaching language through academic content.	The candidate marginally knows, manages, and implements a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The candidate marginally supports ELLs' access to the core curriculum by teaching language through academic content.	The candidate knows, manages, and implements a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The candidate supports ELLs' access to the core curriculum by teaching language through academic content.
Standard 3.3: Candidates will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.	The candidate is neither familiar with nor able to select, adapt and use a wide range of standards-based materials, resources, and technologies.	The candidate is marginally familiar with and is marginally able to select, adapt and use a wide range of standards-based materials, resources, and technologies.	The candidate is familiar with and is able to select, adapt and use a wide range of standards-based materials, resources, and technologies.
Standard 4.1: Candidates will know, understand, and apply concepts, research, best practices, and evidenced-based strategies	The candidate does not know, understand, or apply concepts, research, best practices, and evidenced-based	The candidate marginally knows, understands, or applies concepts, research, best practices, and evidenced-based	The candidate knows, understands, or applies concepts, research, best practices, and evidenced-based strategies to plan

Observation of ESOL Competencies			
Statement	**Not Met**	**Met**	**Exceeded**
to plan classroom instruction in a supportive learning environment for ELLs. The candidate will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.	strategies to plan classroom instruction in a supportive learning environment for ELLs. The candidate does not plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.	strategies to plan classroom instruction in a supportive learning environment for ELLs. The candidate marginally plans for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.	classroom instruction in a supportive learning environment for ELLs. The candidate plans for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.
Standard 4.2: Candidates will know, select, and adapt a wide range of standards-based materials, resources, and technologies.	The candidate does not know, select, or adapt a wide range of standards-based materials, resources, and technologies.	The candidate marginally knows, selects, and adapts a wide range of standards-based materials, resources, and technologies.	The candidate knows, selects, and adapts a wide range of standards-based materials, resources, and technologies.
Standard 5.1: Candidates will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Candidates will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and	The candidate neither understands nor applies knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). The candidate does not understand issues around accountability. This includes the implications	The candidate marginally understands and applies knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). The candidate also marginally understands issues around accountability. This	The candidate understands and applies knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). The candidate also understands issues around accountability. This includes the

Observation of ESOL Competencies			
Statement	**Not Met**	**Met**	**Exceeded**
issues of accommodations in formal testing situations.	of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.	includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.	implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.
Standard 5.2: Candidates will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Candidates will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Candidates will articulate the appropriateness of ELL assessments to stakeholders.	The candidate does not appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. The candidate does not understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. The candidate does not articulate the appropriateness of ELL assessments to stakeholders.	The candidate marginally and appropriately uses and interprets a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. The candidate marginally understands their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. The candidate marginally articulates the appropriateness of ELL assessments to stakeholders.	The candidate appropriately uses and interprets a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. The candidate understands their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. The candidate articulates the appropriateness of ELL assessments to stakeholders.
Standard 5.3 Candidates will identify, develop, and use a variety of standards- and performance-based, formative, and summative assessment tools and	The candidate does not identify, develop, or use a variety of standards- and performance-based, formative, and summative assessment	The candidate marginally identifies, develops, and uses a variety of standards- and performance-based, formative, and	The candidate identifies, develops, and uses a variety of standards- and performance-based, formative, and summative assessment

Observation of ESOL Competencies			
Statement	**Not Met**	**Met**	**Exceeded**
techniques to inform instruction and assess student learning. Candidates will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Candidates will articulate the appropriateness of ELL assessments to stakeholders.	tools and techniques to inform instruction and assess student learning. The candidate does not understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. The candidate does not articulate the appropriateness of ELL assessments to stakeholders.	summative assessment tools and techniques to inform instruction and assess student learning. The candidate marginally understands their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. The candidate marginally articulates the appropriateness of ELL assessments to stakeholders.	tools and techniques to inform instruction and assess student learning. The candidate understands their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. The candidate articulates the appropriateness of ELL assessments to stakeholders.

Appendix G - Reading Rubric to be completed by University Supervisor

The Reading Rubric is completed by the University Supervisor for **Elementary** & **Secondary English** Interns only. The form can be found in Livetext.

Reading Competency 5 Rubric

Indicator	Exceeded	Met	Not Met
5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.	Candidate demonstrated the ability to independently administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.	Candidate demonstrated the ability, with some guidance/support, to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.	Candidate was not able to demonstrate the ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.
5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate analyzed a variety of assessment data to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate used assessment data to monitor student progress and inform instruction to ensure an increase in learning for students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate did not evidence the ability to use assessment data to monitor student progress and inform instruction to ensure an increase in learning for students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.3 Demonstrate evidence-based practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate applied a variety of evidence-based practices in the instructional process for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate demonstrated use of evidence-based practice(s) for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate was not able to demonstrate use of evidence-based practice(s) for developing oral/aural language development for students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.4 Demonstrate evidence-based	Candidate applied a variety of evidence-	Candidate demonstrated use of	Candidate was not able to demonstrate use of

practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	based practices in the instructional process for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	evidence-based practice(s) for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	evidence-based practice(s) for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.5 Demonstrate evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate applied a variety of evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate demonstrated use of evidence-based practice(s) for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate was not able to demonstrate use of evidence-based practice(s) for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.6 Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia.	Candidate applied a variety of evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia.	Candidate demonstrated use of evidence-based practice(s) for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia.	Candidate was not able to demonstrate use of evidence-based practice(s) for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia.
5.7 Demonstrate evidence-based practices for developing both academic and domain-specific vocabulary for all students, including	Candidate applied a variety of evidence-based practices for developing both academic and domain-specific vocabulary for all students, including	Candidate demonstrated use of evidence-based practice(s) for developing both academic and domain-specific vocabulary for	Candidate was not able to demonstrate use of evidence-based practice(s) for developing both academic and domain-specific vocabulary for

students with identified reading deficiencies and those with characteristics of dyslexia.	students with identified reading deficiencies and those with characteristics of dyslexia.	all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.8 Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate applied a variety of evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate demonstrated use of evidence-based practice(s) for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate was not able to demonstrate use of evidence-based practice(s) for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.9 Demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate applied a variety of evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate demonstrated use of evidence-based comprehension practice(s) for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate was not able to demonstrate use of evidence-based comprehension practice(s) for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.10 Demonstrate evidence-based practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate applied a variety of evidence-based practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate demonstrated use of evidence-based practice(s) to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.	Candidate was not able to demonstrate use of evidence-based practice(s) to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.

5.11 Demonstrate evidence-based practices for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia.	Candidate applied a variety of evidence-based practices for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia.	Candidate demonstrated use of evidence-based practice(s) for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia.	Candidate was not able to demonstrate use of evidence-based practice(s) for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia.
5.12 Demonstrate differentiation of instruction for all students utilizing increasingly complex text.	Candidate differentiated instruction, which was guided by assessment data and other information and based on individual student needs, for all students utilizing increasingly complex text.	Candidate demonstrated differentiation of instruction for students utilizing increasingly complex text.	Candidate was not able to demonstrate differentiation of instruction for students utilizing increasingly complex text.
5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.	Candidate demonstrated the ability to utilize assessment data to guide instructional strategies appropriate for English learners from diverse backgrounds and at varying English proficiency levels.	Candidate demonstrated the ability to utilize assessment data and instruct English learners from diverse backgrounds and at varying English proficiency levels.	Candidate was not able to demonstrate the ability to utilize assessment data and instruct English learners from diverse backgrounds and at varying English proficiency levels.
5.14 Create an information intensive environment that includes print, non-print, multimedia and digital texts.	Candidate on a variety of occasions was able to create an information intensive environment that included print, non-print, multimedia and digital texts.	Candidate evidenced the ability through lesson planning and/or delivery to create an information intensive environment that includes print, non-print, multimedia and digital texts.	Candidate did not evidence the ability to create an information intensive environment that includes print, non-print, multimedia and digital texts.
5.15 Use a variety of instructional practices	Candidate independently selected	Candidate used a variety of instructional	Candidate was not able to use a variety of

to provide relevant and purposeful instruction to students in reading.	and used a variety of evidence-based instructional practices to provide relevant and purposeful instruction to students in reading.	practices to provide relevant and purposeful instruction to students in reading.	instructional practices to provide relevant and purposeful instruction to students in reading.
5.16 Demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.	Candidate demonstrated the ability to engage and support caregivers and families in their children or adolescents' reading development. Candidate engaged with families in two-way reciprocal communication to share information regarding students' progress and well-being and provided resources and support when needed.	Candidate demonstrated the ability to engage and support caregivers and families in their children and adolescents' reading development.	Candidate was not able to demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.
5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.	Candidate demonstrated the ability to independently communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders. Communication of assessment data was appropriate for the audience and used to facilitate student learning and well-being.	Candidate, with guidance, demonstrated the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.	Candidate was not able to demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.
5.18 Demonstrate intentional explicit, systematic and sequential writing	Candidate independently planned and implemented intentional explicit, systematic and sequential writing	Candidate demonstrated the ability to use intentional explicit, systematic and sequential writing	Candidate was not able to demonstrate intentional explicit, systematic and sequential writing

instruction to improve decoding skills.	instruction to improve decoding skills.	instruction to improve decoding skills.	instruction to improve decoding skills.

Appendix H: Cooperating Teacher Contact Information to be completed by the Cooperating Teacher

The Cooperating Teacher Contact Information form is completed online by the Cooperating Teacher.

Intern - Please request that your CT complete the form. This should be completed Week 1 of internship.

Directions to Cooperating Teacher:

The NSU internship office requests that you complete this form **within the first two weeks** of the internship. This information is used solely by our office to create the links/accounts necessary for access to the evaluation tools. If you have any questions or concerns, please contact us at OPS@nova.edu

THANK YOU FOR HOSTING A NSU INTERN THIS SEMESTER!

https://forms.office.com/Pages/ResponsePage.aspx?id=MS0rLD4u8U21cfs3wEL_G-SIaUzu7YtGuJ_tDuScczxUQzdRT1FOV1FRU0JOWDhCMDVWTzhNUU1TSy4u

Appendix I: Student's Assessment of the Intern (Grades 6-12) to be completed by secondary students taught by the Intern.

To the Cooperating Teacher:

We are asked by our accrediting group (NCATE/CAEP) to collect data on Intern performance. This includes providing data from the students in class. To achieve this, we ask students in Grades 6 and above to rate the Intern. Please ask your students to complete this survey individually and submit/scan to OPS@nova.edu

Directions to the Secondary Student: Please rate your Extern/Intern for the following areas by circling the appropriate response based on the Key to Rating (below). Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree					
FEAP a.2 1. My Extern/Intern kept my attention while teaching the lesson.	1	2	3	4	5
FEAP a.2 2. My Extern/Intern got me involved in the lesson.	1	2	3	4	5
FEAP a.2 3. My Extern/Intern treated everyone in the class with respect.	1	2	3	4	5
FEAP a.2 4. My Extern/Intern maintained control of the classroom.	1	2	3	4	5
FEAP a.2 5. My Extern/Intern made me feel safe in this classroom.	1	2	3	4	5
FEAP a.3 6. My Extern/Intern taught me how to be a better student.	1	2	3	4	5
FEAP a.3 7. My Extern/Intern encouraged us to think "outside the box."	1	2	3	4	5
FEAP a.3 8. My Extern/Intern expected us to do the right amount of work in this class.	1	2	3	4	5
FEAP a.3 9. My Extern/Intern was knowledgeable about the subject s/he taught.	1	2	3	4	5
FEAP a.3 10. My Extern/Intern was able to answer my questions or find answers to them.	1	2	3	4	5
FEAP a.3 11. My Extern/Intern was prepared in advance to teach the lesson.	1	2	3	4	5
FEAP a.3 12. My Extern/Intern made learning fun with computers and technology.	1	2	3	4	5
FEAP a.4 13. My Extern/Intern graded me based on different activities, not just tests.	1	2	3	4	5
FEAP a.4 14. My Extern/Intern checked to see if I understood the material presented.	1	2	3	4	5
FEAP a.4 15. My Extern/Intern provided me with feedback that helped me to improve.	1	2	3	4	5
FEAP a.4 16. My Extern/Intern accurately reported my progress in school to my parents.	1	2	3	4	5
FEAP b.6 17. My Extern/Intern was professional in appearance and conduct.	1	2	3	4	5

Appendix J: Intern's Assessment of the Cooperating Teacher to be completed by Intern

This form is completed twice by Intern, at the midpoint and during the final week of internship.

Interns – this form can be found in Livetext

Abraham S. Fischler College of Education NOVA SOUTHEASTERN UNIVERSITY NSU Florida	Teacher Preparation Programs **Extern's/Intern's Assessment of the Cooperating Teacher** **Directions: Complete form and send to program office.**	Extern/Intern Name Cooperating Teacher's Name On-Site Supervisor's Name
Today's Date Term		Location of NSU instruction ☐ Off-Campus _____(location) ☐ On-Campus _____(location) ☐ Online ☐ PreK-12 School (location)

Directions to the Extern/Intern: Please rate the effectiveness of your Cooperating Teacher/Field Supervisor with the following responsibilities by circling the appropriate response that demonstrates the Florida Educator Accomplished Practices (FEAP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree

Intern please submit twice

Midpoint submission: **During the <u>observational component</u> of my Internship, the Cooperating Teacher/Field Supervisor modeled the following:**	**Final week submission:** **During the <u>teaching component</u> of the Internship, the Cooperating Teacher/Field Supervisor modeled and provided support for the following:**

Item 1. Plans or recommends instructional activities based upon well-established human development/learning theories and a variety of information sources about students. **InTASC #1(b)**	1	2	3		4	5
Item 2. Designs, adapts, and delivers instruction for all learners. **InTASC #2(a)**	1	2	3		4	5
Item 3: Provides a safe and interactive learning environment that is respectful of all cultures and diverse backgrounds. **InTASC #3(a)**	1	2	3		4	5
Item 4: Manages the learning environment to equitably engage all learners by organizing and allocating time and resources to minimize distraction and promote positive behavior. **InTASC #3(d)** TPI Framework #2.2	1	2	3		4	5
Item 5: Develops learning experiences that encourage learners to critically analyze and reflect on prior content knowledge and make connections with new concepts. **InTASC # 4(d)**	1	2	3		4	5

Item 6: Differentiates the curriculum and instruction to meet the needs of all learners. **InTASC #4(f)** TPI Framework #2.2	1	2	3	
Item 7: Communicates subject knowledge and understands that the subject matter is linked to other disciplines and can be applied to real-world situations. **InTASC #5(b)** TPI Framework #2.3	1	2	3	
Item 8: Developed formative and summative assessments as appropriate to verify and document student learning. **InTASC #6(a)** TPI Framework #2.2	1	2	3	
Item 9: Supports the integration of a variety of sources for student assessment, which include both traditional and alternative assessment strategies, to plan for students. **InTASC #6(g)** TPI Framework #2.2	1	2	3	
Item 10: Creates learning experiences for all learners that align to appropriate state and national content standards and curriculum goals. **InTASC #7(a)**	1	2	3	
Item 11: Engages learners in discourse that includes higher order questioning to promote metacognition and critical analysis. **InTASC #8(f)** TPI Framework #2.2	1	2	3	
Item 12: Integrates technology skills to assist students and teachers to facilitate access to the use of electronic resources in my content area. **InTASC #8(g)**	1	2	3	
Item 13: Adheres to the code of ethics and principles of conduct of state and professional organizations within the classroom. **InTASC #9(f)**	1	2	3	
Item 14: Engages in effective verbal and written communication with students, parents, and members of the school community, and varies communication techniques according to need. **InTASC #10(d)**	1	2	3	
Item 15: Identifies principles and strategies for affecting changes relating to overall school improvement and engages in continuous professional self-improvement. **InTASC #10(j)**	1	2	3	

Appendix K: Intern's Assessment of the University Supervisor to be completed by Intern

This form is completed by the Intern during the final week of internship.

Interns – this form can be found in Livetext

Abraham S. Fischler College of Education NOVA SOUTHEASTERN UNIVERSITY NSU Florida	Teacher Preparation Programs **Extern's/Intern's Assessment of the University Supervisor** **Directions: Directions: Complete form and send to program office.**	Extern/Intern Name Cooperating Teacher's Name On-Site Supervisor's Name
Today's Date Term		Location of NSU instruction ☐ Off-Campus _____(location) ☐ On-Campus _____(location) ☐ Online ☐ PreK-12 School _____(location)

Directions to the Extern/Intern: Please rate the University Supervisor on the following items that demonstrate the Accomplished Practices (AP) that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.

Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree

1. The University Supervisor effectively served as a liaison between the University and placement site.	1	2	3	4	5
2. The University Supervisor supported and assisted me in developing my personal and professional skills as an extern/intern.	1	2	3	4	5
3. The University Supervisor monitored my progress through consultations or observations.	1	2	3	4	5
4. The University Supervisor reviewed my lesson plans prior to observation.	1	2	3	4	5
5. The University Supervisor assisted with problem solving and provided assistance whenever I experienced difficulty.	1	2	3	4	5
6. The University Supervisor provided me with a midpoint summary of my progress.	1	2	3	4	5
7. The University Supervisor communicated effectively with me throughout the externship/internship experience.	1	2	3	4	5
8. The University Supervisor reviewed my strengths and suggested areas for growth throughout my internship.	1	2	3	4	5
9. The University Supervisor facilitated awareness/access to digital resources in my content area.	1	2	3	4	5
10. The University Supervisor is knowledgeable of the Accomplished Practices that are based on the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards.	1	2	3	4	5
11. The University Supervisor is knowledgeable of the state's curriculum standards.	1	2	3	4	5
12. The University Supervisor provided me a written record of the supervised observations.	1	2	3	4	5
13. The University Supervisor obtained copies of the daily classroom schedule and the schedule of my assumption of responsibility for the purpose of planning visitations.	1	2	3	4	5
14. The University Supervisor performed scheduled and unscheduled visits to the placement school a minimum of four (4) times during the twelve (12) week internship; the first visit occurring by Week 2 of the internship.	1	2	3	4	5
15. The University Supervisor provided feedback on lesson plans, instructional materials, bulletin boards, interest centers, and assessment tools I created.	1	2	3	4	5
16. The University Supervisor adequately observed my actions in the classroom and provided a post-observation conference in which actionable feedback was provided and goals for improvement were discussed.	1	2	3	4	5
17. The University Supervisor provided effective and consistent feedback after each observation at the placement school..	1	2	3	4	5
18. The University Supervisor wrote a letter of recommendation for employment on the appropriate forms provided by the university.	1	2	3	4	5
19. Comments					

Appendix L: Internship Survey - Intern's Assessment of Internship & Placement to be completed by Intern

This form is to be completed by the Intern during the final week of the internship.

Interns – this form can be found on Livetext

Abraham S. Fischler College of Education NOVA SOUTHEASTERN UNIVERSITY | NSU Florida	Teacher Preparation Programs **Intern's Assessment of Internship & Placement**	Extern/Intern Name
		Cooperating Teacher's Name
		On-Site Supervisor's Name
Today's Date		Location of NSU instruction ☐ Off-Campus _____(location) ☐ On-Campus _____(location) ☐ Online ☐ PreK-12 School _____(location)
Term		

Directions: Please complete this information on the placement and internship through the link provided

Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree

1. I incorporated technology within my internship experience.	1	2	3	4	5
2. I am learning from my Cooperating Teacher/on-site supervisor.	1	2	3	4	5
3. I am learning from my NSU supervisor.	1	2	3	4	5
4. I am satisfied with my placement.	1	2	3	4	5
5. My placement could be improved.	1	2	3	4	5
6. My externship/internship has been a productive experience	1	2	3	4	5
7. I am able to apply the Florida Educator Accomplished Practices/InTASC Standards to my school practice.	1	2	3	4	5
8. There are Accomplished Practices upon which I need to improve. (Specify those that need improvement in the comments section.)	1	2	3	4	5
9. I am satisfied with my externship/internship seminar/course.	1	2	3	4	5
10. My externship/internship seminar needs improvement. (Specify improvements needed in the comments section.)	1	2	3	4	5
11. Overall, I am satisfied with my externship/internship experience.	1	2	3	4	5
12. I feel prepared to accept a full-time teaching position.	1	2	3	4	5

14. Please provide any additional comments on the externship/internship that may serve to strengthen the program.

Directions: Please complete this information on the placement and internship through the link provided

Key to Rating: 1=Strongly Disagree 2=Disagree 3=Neutral, Neither Agree Nor Disagree 4=Agree 5=Strongly Agree

Appendix M: Internship Professional Development Plan

This Professional Development Plan must be used when the progress of the Intern does not meet program expectations and requires closer monitoring by the Cooperating Teacher and the University Supervisor.

Nova Southeastern University
Internship Professional Development Plan

This development plan must be utilized as a tool for remediating identified areas of weakness in collaboration with the Cooperating Teacher, University Supervisor, and Assistant Director of the Office of Placement Services.

Student Name:	Cooperating Teacher:
School:	University Supervisor:

GOALS: WORK TO BE ACCOMPLISHED/COMPETENCY TO BE DEVELOPED	ACTION STEPS	RESOURCES NEEDED	TIME-LINE	ASSESSMENT
1.				
2				
3.				

Signature of Intern: _____ Date: _____
Signature of Supervisor: _____ Date: _____
Signature of Cooperating Teacher: _____ Date: _____

Appendix N:

COMPREHENSIVE LESSON PLAN TEMPLATE

Instructions*: Use this lesson plan template as a guide in creating your lesson. Be sure to answer all questions and prompts within each section completely. Collaborate with your instructor and cooperating teacher as needed in the development of your lesson plan.*

Teacher Candidate Name:	**Date:**
School:	**Cooperating Teacher's Name:**
Age/Grade Level:	**Subject Area:**
Lesson Title and Standard(s):	**Length of Time and Date(s):**
# of ESE Students _____	**# of ELL Students _____**
# of Gifted Students _____	**Total # of Students _____**
Standard Targeted for this lesson:	
Objective Targeted for this lesson:	

Contextual Background

- Describe your placement classroom/community context, and students' cultural backgrounds and characteristics/demographics (i.e., race/ethnicity, students eligible for free or reduced lunch, students with exceptionalities, and English language learners). Access demographic data at https://nces.ed.gov/ccd/schoolsearch/.
- What beliefs about teaching and learning, and/or classroom practices produce equitable or inequitable learning for students?
- In what way(s) will you create a more inclusive and equitable learning environment?
- Describe students' strengths (including socio-cultural assets) and how you will use those strengths to plan instruction that supports meaningful participation and learning for every student.
- How will you connect instruction to students' cultural and linguistic backgrounds and individual differences to plan culturally responsive instruction?
- What is your plan for collaborating with families to support student learning?

Content/Standards/Grade Level Expectations

- What is the subject area and topic?
- What are the applicable standards (e.g., https://www.fldoe.org/academics/standards/; https://www.cpalms.org/search/Standard) you will use for this content? Make sure to clearly identify the standard(s) by code *and* description.
- According to the standards, what knowledge and skills are expected at the grade level you are teaching?
- What are the Big Ideas/Themes/Competencies, Benchmarks, and State-adopted Standard(s) as applicable?

- What misconception(s) about the skill/subject/topic you are teaching may students have going into your lesson? How will you handle these misconceptions?

Long Term Learning Goal(s)- Standards
Grade-level standard goals are broad and long-term.

- What is the big picture? How does this lesson fit in with prior and future lessons?
- What benchmarks are listed under the standard for your lesson? How do these benchmarks help you scaffold the skill development for the students? *Tool: https://www.cpalms.org/PreviewIdea/Preview/3425 click on "Related Benchmarks" on webpage.*

Objective(s)
Objectives are usually short-term and must connect to established goal(s). A learning objective is a specific, measurable statement that describes what a learner should be able to do after engaging in a learning activity. What do you want the students to learn by the end of the lesson? Indicate if your objective is a cognitive, affective, psychomotor, interpersonal or intrapersonal objective. Use the tool below to choose verbs (Bloom's Taxonomy) that are behavioral and measurable (you may consider the verb in the standard). The standard for your lesson plan should be represented in your objective (this includes the standard's verb + the skill/goal).

Tool: *https://learning-objectives.easygenerator.com/*

Example:

Standard – ELA.3. R.2.2: Identify the central idea and explain how relevant details support that idea in a text.

Cognitive Objective – The student will be able to identify **(verb)** the central idea and explain how relevant details support that idea in a text (skill/goal) using a graphic organizer (condition).

Note: The "condition" is the activity you will use to evaluate their learning.

Assessment

- How will you determine that the students mastered the objective(s) within each standard? Describe the plan for both formative and summative assessment. Formative assessments should provide opportunities to practice skills and prepare for demonstration of mastery on the summative assessment (formative and summative assessments must be aligned).
- Indicate what type of assessment practices you are targeting in your assessment for this lesson (formative, summative, diagnostic). Also include your grading criteria and what type of grading you will implement (absolute, relative, etc.). Describe strategies and practices you will use to support effective, research-based assessment and grading practices aligned to the state's academic standards.
- How will you differentiate the product of your lesson for students with diverse learning needs and varying levels of knowledge?
- Responsive Teaching: What data will you use to guide/inform your teaching (i.e., assessment data, student responses, previous lesson observations, etc.)? Tool: http://learningforaction.com/lfa-blogpost/data-matters-framework
- Progress Monitoring: How will the formative assessment for this lesson help you monitor the student's progress toward achieving the goal or mastering the skill outlined in the standard? What formative questions will you ask throughout the lesson and how will you scaffold them? What are you doing to check for understanding and extend students' thinking?

High Quality Academic Feedback
Providing high quality academic feedback specific to student learning outcomes is a critical component to learning and continuous improvement. To ensure that you provide high quality oral and written feedback to

your students as they engage in the various activities you have planned as part of your lesson, please provide an example of what your feedback would sound and look like as you encourage and motivate students who may be struggling to master the standards identified so they will continue to put forth their best effort.

- Give an example of high-quality oral feedback specific to the learning outcome you have identified that will help guide your student to success in your lesson.
- Give an example of high-quality written feedback specific to the learning outcome that will help guide your student to success in your lesson.

Proactive Classroom Management Planning

- What will you do to optimize classroom management to prevent potential problems? What teacher and student strategies will you use that are specific to this particular lesson?
- What are your expected student behaviors during this lesson? Explain your expectations/class norms for direct instruction, collaborative work, and independent work?

Anticipatory Set

- How can you connect what you will be teaching to students' prior knowledge? How will you motivate the students to learn the skill/subject area you will teach them? What stories or experiences can you share to promote students' understanding?

Resources and Instructional Strategies

*Use the Gradual Release Model below to describe how you will teach your lesson. Be specific in each section. Demonstrate **STRATEGIES/STEPS**. Use this section as your "script" for your lesson. Here, you must also include all formative questioning, including your DOK questions, where you see fit. (This is a suggested framework. You may use a different framework with instructor approval).*
Tool: https://www.youtube.com/watch?v=eqrEQe9t6-A

- Describe what you will DO at each step in the Gradual Release Model for your lesson. ("I Do, We Do, You Do Together, You Do Alone).

    i. **Direct Instruction / Model/ Demonstrate: "**I do it – you watch."

    ii. **Shared Instruction / Guided: "**We do it – together (with the teacher)"

    iii. **Collaborative Learning (Consider if appropriate for this lesson): "**You do it together – I watch/facilitate"

    iv. **Independent Practice / Independent Learning: "**You do it alone"

- What activities and materials and technologies will you share with your students to assist them in meeting the objectives?
- How do the activities empower learners to act strategically and express themselves?
- Critical Thinking: To assess and promote higher-order thinking in your lesson, apply the Depth of Knowledge framework. What will your Depth of Knowledge (DOK) questions be during this lesson? Include at least 1question **and** possible student answer for each of the 4 DOK levels; **be sure to label** each level of questioning (e.g., Level 1: Recall). Tool: https://www.windham-schools.org/docs/DOK%20Wheel%20Slide%20for%20Teachers-0.pdf

Technology

- Describe at least one current and effective technology resource you will use in the instructional process to enhance and support students' learning before, during, and/or after instruction. The inclusion of technology should be considered and implemented in an effective way for your lesson.

- Consider any assistive technologies that may be included to assist students who may need them (e.g. text-to-speech software, screen readers, audio books, etc.)

Responsive Teaching and Differentiation

- How will you respond to students' needs (i.e., using assessment data, student responses, etc.) to differentiate instruction during your instruction? What multi-sensory strategies, content-based vocabulary, and suitable assessment instruments will you use?
- How can you differentiate the content/context, process and the product for your lesson. ***Tool*: https://enjoy-teaching.com/differentiation/**
    1. Describe 1 general way you can differentiate the CONTENT/CONTEXT for **your specific** lesson.
    2. Describe 1 general way you can differentiate the PROCESS for **your specific** lesson.
    3. Describe 1 general way you can differentiate the PRODUCT for **your specific** lesson.
- How will you incorporate *student interests and learning preferences*, as they relate to content, process, or product of the lesson?
- What are the instructional strategies you will implement for your specific diverse learners?
    - ELL – List at least 1 strategy for a student who only speaks Spanish, Creole, or another language (Your strategy should be **specific** to their native language, your objective and student individual goals).
    - ESE - List at least 2 accommodations for a student who is identified as ESE (Your accommodation should be **specific** to their diverse learning needs (inc. Gifted), your objective and student individual goals).

Accommodations and IEP Information

- How will you use each student's IEP, 504 plan, or ELL plan to inform/guide accommodations?
- Who are some of the professionals you can reach out to if you need to gather information about your students in ESE?
- If applicable, what goals are set for your students in ESE? How will they be targeted in your lesson?
- Describe how the student's disability (or Giftedness) would impact their learning experience during your lesson.

Closure

- How will you involve students in a review of and reflection on the lesson? How will you promote students' learning connections to future lessons (e.g., homework, family activities)?
- How will you describe to your students the coherence/connection across standards, instructional activities, and assessments within your lesson plan, as well as the relevance for the grade level and classroom context?

Home Learning

- Explain how you can include the families of the students in your lesson. What higher level DOK question can you have the students ask their families about the topic of your lesson? What activity can families do at home that would reinforce the skill you are teaching in this lesson?

Reflections – *If the lesson was taught*

- What aspects of the lesson were successful? What evidence do you have that the standard(s) and learning objectives were met?
- What learning gains were evident? What aspects of the lesson could be enhanced to improve the impact on student learning?

- What, if anything, would you do differently?

Reflections – If the lesson was only developed but not taught

- What aspects of the lesson are you the proudest of? What aspects of the lesson do you wish you could spend more time on?
- Discuss your decision-making process regarding choices for materials, technologies, instructional steps, questioning, assessment choices, classroom management choices, etc.
- As you developed this specific lesson plan, what new knowledge did you gain about teaching and learning?

References

Using APA format, list all of the instructional resources, materials, texts, websites, etc. that were utilized to plan this lesson.

ABBREVIATED LESSON PLAN TEMPLATE

I. General Information:

Teacher Candidate Name:	**Date:**
School:	**Cooperating Teacher's Name:**
Age/Grade Level:	**Subject Area:**
Lesson Title and Standard(s):	**Length of Time and Date(s):**
# of ESE Students _____	**# of ELL Students _____**
# of Gifted Students _____	**Total # of Students _____**

II. Standard(s): (*Include the complete standard(s), as appropriate for the grade level, subject area, and teaching strategies; **do not just provide the code, write out the standard***) (Tool: https://www.cpalms.org/public/search/Standard)

III. Objective(s): *(list your objective(s) for your students here. Tool: https://learning-objectives.easygenerator.com/)*

1.

If Applicable: Student in ESE's individual goal(s) related to your lesson plan (consider Gifted students as well):

1.

IV. Content Planning (Use bullets when thinking about your responses for this section. Use these ideas throughout the instructional framework of this lesson plan, section V.)

1. **Anticipatory Set**
   a. *How can you relate what you will be teaching to students' prior knowledge?*
   b. *What skill(s) should students know BEFORE they can be successful in your lesson?*
   c. *How will you motivate students to participate in your lesson?*
   d. *What misconception(s) about the skill/subject/topic you are teaching may students have going into your lesson? How will you handle these misconceptions?*
2. **Beginning with the END in mind:**
   a. *What are the big ideas/themes/competencies you want to implement/target?*
   b. *Identify the SKILLS you are teaching (this should come from your standard).*

c. *Critical Thinking: What will your Depth of Knowledge (DOK) questions be during this lesson (include questions **and** possible student answers; **be sure to label** each level of questioning, ex., Level: Recall) Tool: https://www.windham-schools.org/docs/DOK%20Wheel%20Slide%20for%20Teachers-0.pdf*

d. *Responsive Teaching: What data will you use to guide your teaching (i.e., assessment data, student responses, previous lesson observations, etc.)? Tool: http://learningforaction.com/lfa-blogpost/data-matters-framework*

e. *What formative questions will you ask throughout the lesson and how will you scaffold them?*

3. **Proactive Class Management Plan/Monitoring:**

a. *What are your expected student behaviors during this lesson? Explain your expectations/class norms for direct instruction, collaborative work, and independent work?*

V. Instructional Framework:

*Use the Gradual Release Model below to describe how you will teach your lesson. Be specific in each section. Demonstrate **STRATEGIES/STEPS**. Use this section as your "script" for your lesson. Here, you must also include all formative questioning, including your DOK questions, where you see fit. (This is a suggested framework. You may use a different framework with instructor approval).*
Tool: https://www.youtube.com/watch?v=eqrEQe9t6-A

b. **Anticipatory Set**: (*What will you DO to **introduce** the content/SKILL of the lesson, build student interest, activate background knowledge, etc.?*)

c. **Body of the lesson**:

j. **Direct Instruction / Model/ Demonstrate: "**I do it – you watch."

ii. **Shared Instruction / Guided: "**We do it – together (with the teacher)"

iii. **Collaborative Learning (Consider if appropriate for this lesson): "**You do it together – I watch/facilitate"

iv. **Independent Practice / Independent Learning: "**You do it alone"

d. **Closure**: (How will you **summarize** the content of the lesson and what they have learned in your lesson?)

VI. Materials: *Include all materials needed for your lesson (before, during and after), including a screenshot of worksheets, titles of any texts used, supplies/technology needed for activities, etc. *A technology resource appropriate for your lesson, should be considered and implemented. Consider and include any assistive technologies that may assist students who may need them (e.g. text-to-speech software, screen readers, audio books, etc.)*

VII. Differentiated Instruction Strategies (*Tool*: https://enjoy-teaching.com/differentiation/)

*1. Describe 1 general way you can differentiate the CONTENT/CONTEXT for **your specific** lesson.*

*2. Describe 1 general way you can differentiate the PROCESS for **your specific** lesson.*

*3. Describe 1 general way you can differentiate the PRODUCT for **your specific** lesson.*

Culturally Responsive Teaching:

1. How will you connect instruction to students' cultural and linguistic backgrounds and individual differences to plan culturally responsive instruction for this lesson?
2. What is your plan for collaborating with families to support students learning for this lesson?

SPECIFIC instructional STRATEGIES for Diverse Learners to learn YOUR LESSON:

1. *ELL – List at least 1 strategy for a student who only speaks Spanish, Creole, or another language (Your strategy should be **specific** to their native language, your objective and student individual goals).*

2. *ESE - List at least 2 accommodations for a student who is identified as ESE (Your accommodation should be **specific** to their diverse learning needs (inc. Gifted), your objective and student individual goals).*

VIII. Assessment(s): *Indicate what type of assessment practices you are targeting in your assessment for this lesson (formative, summative, diagnostic). Also include your grading criteria and what type of grading you will implement (absolute, relative, etc.).*

IX. Home Learning: (*Explain how you can include the families of the students in your lesson. What higher level DOK question (level 3 or 4) can you have the students ask their families about the topic of your lesson? What activity can families do at home that would reinforce the skill you are teaching in this lesson?) Describe your question or activity here.*

X. References*: (Using APA format, list all the instructional resources, materials, texts, websites, etc. that were utilized to plan this lesson.)*

XI. Reflection: (*To be completed after lesson has been taught. Reflection prompts are found in the assignment directions on Canvas).*

Appendix O: Post Internship Resources - BECOMING A TEACHER

Many resources are available to help teacher candidates obtain a professional teaching position upon successful completion of the internship. Beneficial to candidates seeking employment at prospective school districts are a teaching portfolio, which includes a recent résumé, as well as proficient interviewing skills.

There are several approaches to organizing a portfolio, and nearly all contain the following:

1. A title page with your name and contact information
2. A table of contents
3. A statement of your teaching philosophy.
4. Your most recent résumé with references, which should include your internship as well as any other related experience such as substitute teaching.
5. Artifacts and evidence of effective teaching such as lesson plans and a video of you teaching.
6. Data that demonstrate your effectiveness as a teacher such as your Cooperating Teacher (e.g., your assignment on Impact on P-12 Learning) and University Supervisor evaluations.
7. Awards and recognition. This can include letters and notes of praise from parents.

There are countless online examples, tips, and videos available for creating a teaching portfolio. However, when reviewing these materials, keep in mind that a portfolio should have the right amount of contents. Principals and other hiring managers are very busy and need to assess prospective teachers efficiently. Consider asking the principal at the school where you completed your internship about what s/he would like to see in a portfolio when hiring new teachers. Additionally, even if no positions are available at your assigned school, or you have no interest in teaching there, consider asking the principal to observe one of your lessons and provide written feedback to include in your portfolio. This observation can also serve as a way to ask if you can add her/him to your list of references.

Also consider using the resources available from Nova Southeastern University's Office of Career Development (http://www.nova.edu/career/index.html), where you will find tips and training for writing effective résumés, performing well in interviews and identifying job postings. The Alvin Sherman Library, Research, and Information Technology Center's Career Campus Guide also provides resources and tips to help you, including a link to the Testing & Education Reference Center database (http://nova.campusguides.com/careers). Be sure to click on the tabs for ***Resume Resources***.

Finally, employers are increasingly conducting credit checks on future employees. If you have taken out loans or other forms of credit to help pay for your education, be mindful how that may affect your credit score. Special programs for loan repayment and even forgiveness are available to those who chose a career in public service careers such as teaching. The Office of Student Financial Assistance has provided a Webpage (http://www.nova.edu/financialaid/debt-management/index.html) to help students understand debt management, as well as inform them of the different opportunities that may be available. We suggest that you call 954-262-3380 and schedule an appointment with a counselor to discuss ways that new teachers may reduce, or possibly even receive "forgiveness" for some student loans.

Appendix P: GoReact Parent Permission Letter

Teacher Candidates will utilize GoReact to video record lessons for the purpose of academic growth and skill development. Before any use of GoReact, the intern must obtain permission from parents.

Intern – Collaborate with your Cooperating Teacher on the best day to send the permission letter home. Letters should be sent/collected within the first two weeks of internship as the first recording is expected during Week 3 of internship. All letters must be scanned into Canvas and kept as part of the lesson plan book.

NOTE: The letter is available in Spanish if needed and can be translate into other languages upon request.

NSU Florida
NOVA SOUTHEASTERN UNIVERSITY

ABRAHAM S. FISCHLER COLLEGE OF EDUCATION
SCHOOL OF CRIMINAL JUSTICE
3301 College Avenue
Fort Lauderdale, Florida 33314-7796
PHONE: (954) 262-8500
800-986-3223, ext. 28500
WEB: *education.nova.edu*

Dear Parent/Guardian:

I am a student teacher at Nova Southeastern University, participating in a state approved teacher preparation program to fulfill requirements for my institution and/or a state teacher certification requirement. My program materials will be submitted to and scored by my instructors in a secure system operated by GoReact. GoReact is an observation platform that is secure, and both FERPA and HIPAA compliant.

The performance assessment documents a series of lessons I teach in your child's classroom and includes short video recordings. Although the video recordings involve both the teacher and various students, the primary focus is on my instruction, not on the students in the class. In the action of recording my teaching, your child may appear on the video. Also, I will collect samples of student work as evidence of my teaching practice, and that work may include some of your child's work.

No student's name will appear on any materials that are submitted, and materials will be kept confidential at all times. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed only by my program at Nova Southeastern University. The attached form will be used to document your permission for these activities.

Sincerely,

_____

(Teacher Candidate Name)

_____ _____

(Teacher Candidate Signature) **(Date)**

NSU Florida
NOVA SOUTHEASTERN UNIVERSITY

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WEB: *education.nova.edu*

Student Release Form

(to be completed either by the parents/legal guardians of minor students involved in this project, or by students who are 18 or more years of age involved in this project)

PERMISSION SLIP

Student Name: _____

I am the parent/legal guardian of the child named above. I have read and understand the project description given in the letter provided with this form, and agree to the following:

(Please check the appropriate box below.)

☐ I DO give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in a state approved Teacher Preparation Program.

I understand that my child's name and any other personally identifiable information about my child will not appear on any of the submitted materials.

☐ I DO NOT give permission to you to include my child's student work and/or image on video recordings as part of video(s) showing your classroom performance, to be used for the purpose of participating in a state approved Teacher Preparation Program.

Signature of Parent or Guardian: _____ Date: _____

Student's Date of Birth: _____/_____/____ (MM/DD/YY)