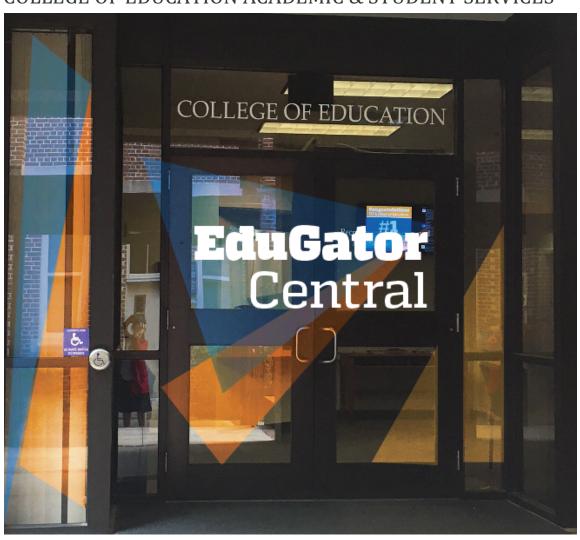# INTERNSHIP HANDBOOK

2022-2023 | TEACHER PREP PROGRAMS

EDUGATOR CENTRAL

COLLEGE OF EDUCATION ACADEMIC & STUDENT SERVICES

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Getting Started

The internship is one of the most important experiences for candidates in an Educator Preparation Program. It is generally regarded as the culminating activity of one's preparation to become a teacher and we are hopeful you will take full advantage of every opportunity presented to you.

Your time as an intern will be the busiest you have had to date, as you will have many responsibilities to your students, mentor teacher, and university supervisor. Be prepared by planning for instruction well in advance, learn from and apply feedback from your mentor teacher and university supervisor, and take advantage of professional development opportunities presented to you by your host school and community.

At the University of Florida, the internship can be a semester or a yearlong, full-time assignment, depending on the educator preparation program you are in. Prospective interns will need to complete an online application via LiveText during the academic semester prior to the actual internship semester. The deadlines for internship applications are as follows unless a district deadline is earlier:

INTERNSHIP APPLICATION	SPRING DEADLINE	FALL DEADLINE
Agricultural Education	October 1	January 30
Art Education	October 1	January 30
Early Childhood Education (BAE)	N/A	February 15
Elementary Education (BAE)	N/A	February 15
Elementary Education – Single Certification	September 15	N/A
Elementary Education – Dual Certification	September 15	N/A
Music Education	October 1	January 30
Secondary Education Certificate Program (English, Math, Science (Biology, Chemistry & Physics), Social Studies)	N/A	June 15

Internship Applications are available by logging into your LiveText by Watermark account at: https://c1.livetext.com/misk5/login/

The Internship Experience

The University of Florida's Educator Preparation Programs are committed to preparing high-quality educators who possess the skills and abilities required for professional practice. We are dedicated to preparing these candidates for the complexities of educational environments. Our interns must follow specific criteria and requirements

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during clinical experiences and throughout the duration of the program. Candidates in the University of Florida's Educator Preparation Programs must perform the Requirements in a manner that does not negatively impact the operation of the placement location, and that supports the learning of the students with whom these candidates are working. In addition to meeting the academic expectations of the requirements, candidates must also be able to perform these Requirements independently. Please refer to **Appendix A: Core Essential Requirements for Educator Preparation Programs.**

The Team

Two of the most important and influential people involved in your internship experience are the mentor teacher and the university supervisor. These people have an important professional responsibility in preparing you for entrance into the teaching profession. It is of the greatest importance that all individuals work together to establish and maintain the highest level of cooperation and communication with each other.

Interns will observe the same policies and expectations as do mentor teachers. The mentor teacher should provide clear directions and closely monitor the intern's behaviors to prevent any misunderstandings from occurring.

A successful internship experience depends largely on the intern's ability to adapt to a new situation and to develop good working relationship with the mentor teacher, university supervisor, and professional peers. The administration and faculty of the school will expect behavior appropriate for a professional and to a large extent, the behavior of the intern will be evaluated as much as teaching ability and knowledge of content area.

The following guidelines are provided to help interns be successful:
• The intern should abide by the internship requirements and policies described in this Internship Handbook and the departmental syllabus and/or handbook specific to their program.
• The intern should recognize that s/he is a guest in the school to which they are assigned.
• The intern should become familiar with and abide by all policies and regulations of the school to which they are assigned.
• The intern should always be punctual and dependable.
• The intern should plan for all activities for which s/he is responsible and have the plans approved by the mentor teacher prior to implementation.
• The intern should accept the mentor teacher's decisions regarding the material to be covered and the method of presentation. This is important because the mentor teacher is ethically and legally responsible for the class.
• The intern should endeavor to establish and maintain effective professional working relationships with students, families, mentor and other teachers, and school administrators.
• The intern is required to handle confidential information in a professional manner at all times. Please refer to FERPA guidelines and policies.
  http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html
• The intern should attend all school activities that are required of classroom teachers.

Policy on Internship Placements

The EduGator Central Office coordinates all internship placements and strives to place all students in a variety of settings. Placements will vary in grade, subject, socio-economic setting, and district schools. The placement process involves collaborating with schools or school district personnel to secure mutually beneficial learning environments in which interns work to gain supervised teaching experience and demonstrate the Florida Educator Accomplished Practices.

Placement sites are selected in a manner to ensure the quality of the internship experience and supervision provided by the mentor teacher and university supervisor. The Field Experience Coordinator receives approved placement requests from program coordinators and communicates those requests to schools or district personnel. A positive dialog will continue until a suitable placement with qualified personnel is secured and confirmed by the exchange of properly executed agreements. **All contact with school districts to arrange placements are made solely by the Field Experience Coordinator, not prospective interns.** Ultimately, the final decision of accepting an intern rests solely with the school or district personnel. The supervision of the intern is facilitated by the program coordinators or other personnel designated by the intern's program faculty. Placements outside of Alachua County will be made when the Field Experience Coordinator, and the intern's program coordinator determines that an appropriate placement site has been established by the district.

Procedures for Alachua County Internship Placements

When your internship application is submitted in LiveText the placement process officially begins. A meeting is held with program coordinators to decide on where you may be placed based on the list of teachers that have volunteered. Those requests are then emailed to the school administration. Once all placements at a school have been confirmed by the administration they will be imported to LiveText. The Field Experience Coordinator will then confirm the placements and an email will be sent to the intern, selected mentor teacher and university supervisor.

Procedures for All Other School Districts

When your internship application is submitted in LiveText the placement process officially begins. The Field Experience Coordinator will email the student any additional application materials required by the specific district. The intern is responsible for meeting ALL district requirements for fingerprinting, drug testing, or other placement requirements. Once all additional district forms are received an internship application packet will be mailed or emailed to the school district. The placement coordinator for each school district has their own timeline for when they will send the application packets to the schools. Once placements are finalized by the administration at the schools, forms are submitted back to the district office, signed and sent to the UF Field Experience Coordinator. These placements are then imported to LiveText. The Field Experience Coordinator will then confirm the placements and an email will be sent to the intern, mentor teacher and university supervisor.

Fingerprint Clearance

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All placements, regardless of the school district they are located in, require current fingerprint clearance. If you will be interning in Alachua County and have not been fingerprinted as part of your admission process to your program, or for a previous field experience, please follow the steps outlined in the Appendix titled "Steps for Fingerprinting for Alachua County Public Schools (ACPS)".

If you will be interning in a school district other than Alachua County, please contact the Field Experience Coordinator for fingerprint instructions and/or drug screening information for that school district. She can be reached at StudentPlacements@coe.ufl.edu or by phone at (352) 273-4379.

Factors Determining Internship Placements

Interns are assigned throughout their programs to different settings to provide diversity in experiences. In addition, an intern's placements provide experiences with students with exceptionalities and students from diverse ethnic, racial, and gender groups. Other variables considered in determining diverse placements are grade/subject levels, city/county schools, rural/urban setting, large/small schools, and differing socioeconomic levels of schools. When placements for internships are coordinated, a review of the previous school-based clinical experiences is conducted, and the placement is usually made in a setting other than the one in which the student has been previously assigned.

All placements are designed to encourage the intern's professional and personal growth. Interns will not be placed in schools where they have children or relatives in attendance or family members employed.

Unless there are extenuating circumstances, interns will not be placed in schools they have attended within the past ten years.

While interns are afforded the opportunity to request specific schools, there is no assurance of placement in a particular school. Once a placement is made, it will only be changed at the request of the building principal and/or your program coordinator.

Should an intern refuse a placement, s/he will not be placed in any school for the semester in which the placement was refused. The intern should notify the EduGator Central Office in writing that they refuse the placement and request a placement for the following semester in a different school. The intern will not be able to request a specific school for their placement. They will only be guaranteed not to be placed in the school in which they were originally placed and they will forfeit any future attempts to an internship should they not be successful, unless they have departmental and Dean's approval.

Placement Guidelines

Agricultural Education (Grade 6 – Grade 12) interns will be placed in a 6th – 12th grade agricultural classroom for one term, typically during the spring semester.

Art Education (Grade K – Grade 12) interns will be placed in a Kindergarten – 12th grade art classroom for one term, typically during the spring semester.

Elementary Education (Grade K – 6th grade) interns will receive a yearlong internship assignment in a Kindergarten – 5th grade classroom. A 6th grade assignment may be a possibility, but must be requested by the student and approved by the program coordinator.

Early Childhood Education (Pre-Kindergarten – 3rd grade) interns will receive a yearlong internship assignment in a Pre-Kindergarten – 3rd grade classrooms.

Music Education (Grade K – Grade 12) interns will receive a split internship assignment. Each placement will last six weeks and both placements will be completed in one term (Fall or Spring).

Secondary Education Certificate Program – English, Mathematics, Science (Biology, Chemistry, Physics) and Social Studies (Grade 6 – Grade 12) interns will be placed in a 6th – 12th grade classroom in the content area for which they have been prepared to teach during the fall term.

Special Education (K - Grade 12) interns will receive a yearlong internship assignment: At least one semester, preferably the first term, must be with a teacher that is ESE Certified. Can be for a full year with one teacher/class if the the teacher is ESE Certified.

Roles and Responsibilities

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

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

Mentor Teacher
The role of the mentor teacher is to work together with the intern, the university supervisor, and the principal to guide and assist the intern in developing knowledge, skills, and dispositions essential to the teaching profession. The collaboration should emphasize the application of understanding developed in university coursework and pre-internship field experiences. The mentor teacher is responsible for providing opportunities through co-teaching with the intern.

The mentor teacher's responsibilities also **include observing and evaluating the effectiveness of the intern's teaching practice.** Review and appropriate discussion of

results of observations are essential to the development of knowledge, skills, and dispositions in teaching practice. The mentor teacher and the university supervisor collaborate on the frequency of observations. However, the mentor teacher must observe and provide feedback to the intern at least once per week. It is recommended that a documented log of communication is kept to demonstrate patterns of progress.

Criteria to serve as a mentor teacher include the following:
1. A minimum of three years of successful teaching experience
2. Hold a professional certificate in-field
3. Must have completed Clinical Educator Training prior to serving as a mentor teacher

University Supervisor
The university supervisor facilitates the experience of the interns with the mentor teacher and students in the classroom. The university supervisor also provides consistent support for the intern and mentor teacher during the course of the internship experience. University supervisors visit schools, observe interns, facilitate seminars on teaching and learning, confer with mentor teachers and interns, and serve as a resource for the internship collaborative team.

Policies, Procedures, and Responsibilities

Absences and Attendance
Interns are expected to follow the same schedule regarding attendance that applies to the mentor teacher. Regular attendance is required of all interns. If interns demonstrate a pattern of reporting late to their placement, mentor teachers should notify the university supervisor. The mentor teacher should be notified if the intern is to be late for any reason – the intern should call the school or mentor teacher's cell phone.
Interns may not leave school without permission of their mentor teacher. Interns are required to be present at all school-related functions that their mentor teachers are expected to attend, regardless of time of day. This includes faculty meetings, in-service days, parent-teacher conferences, and extracurricular activities occurring in the school or school system.

Interns are expected to make up all unexcused absences. Interns must inform the mentor teacher and university supervisor of absences prior to the absence occurring. Interns should discuss and confirm the form in which this communication occurs (email, text, verbal, phone call, etc.) with the mentor teacher and the university supervisor at the beginning of the internship

Holidays and Vacations
Interns must follow the schedule of the public school to which they are assigned. In some cases, school holidays and vacations do not coincide with the University of Florida schedule. In all cases, interns are obligated to adhere to the schedules of their assigned schools. If the assigned school is in session and classes are dismissed at the University of Florida, the intern is required to report to their assigned school.

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

Here are a few suggestions on how to dress while attending your internship:
- **Hair** – Neat, natural styles. No extreme colors or cuts.
- **Tops** – Shirts should be clean and without wrinkles. Avoid tight fitting shirts, tank tops and t-shirts. Do not expose midriffs, undergarments, or cleavage.
- **Pants or Skirts** – Pants should be neatly pressed, clean, and should fit comfortably. Skirts and dresses should be no higher than an inch above the knee. Avoid distressed jeans and pants with rips or tears.
- **Shoes** – Closed toe, closed heel shoes are recommended. No flip flops. Comfort should be a consideration when choosing footwear.
- **Accessories** – Makeup should be natural and jewelry kept to a minimum and tasteful. There should be no visible body piercings or tattoos.
- **Hygiene –** Appropriate grooming and bathing should be reflected in appearance and smell.

School and community standards for attire should be met or exceeded. Teachers are always on stage. Dress the part!

Performance Improvement Plan (PIP)
In situations where the intern is progressing at a rate that will prevent successful completion of the internship, the intern shall be notified by the university supervisor and/or the program coordinator, both verbally and in writing of the specific deficiencies requiring improvement. This notification shall be provided as early as reasonably possible during the internship experience.

After such notification, the university supervisor and the mentor teacher will meet with the intern to discuss the performance concern(s) and shall identify a specific period of time in which the intern must demonstrate the required performance. Very specific identification of the competencies requiring improvement and what the intern must do to bring about such improvement shall be provided both verbally and in writing via a Performance Improvement Plan (PIP). The intern shall confirm receipt and understanding of the improvement plan. During this period, the university supervisor and mentor teacher will regularly provide the intern with assistance and feedback regarding her/his progress in correcting the deficiencies.

If the intern continues to perform unsatisfactorily, continues to demonstrate unacceptable behavior, or is not able to sustain an adequate level of learning on the part of her/his assigned students, as determined by the university supervisor and the mentor teacher, then

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the university supervisor may issue a grade of "unsatisfactory" or in extreme cases, in cooperation with the program coordinator, dismiss the intern before the end of the term.

In rendering decisions affecting the intern, it is imperative that the intern participate in these decision processes. If the intern does not participate in these decision processes, the university may render a decision without input from the intern.

Performance Improvement Plan (PIP) (PDF forms)
https://education.ufl.edu/student-services/forms/

Administrative Removal
An intern may be removed from the internship, without prior notice, if the school district, principal or the mentor teacher, in their discretion, determine that the presence of the intern is a threat to the health, safety, welfare, or learning of the students with whom the intern is assigned to work.

The university supervisor shall give the intern written notice of the administrative removal within a 24-hour period, or as soon as reasonably possible. The intern has the right to discuss and review such removal with the appropriate program coordinator. Unless instructed otherwise, the intern shall not contact school or district personnel to discuss this removal action. All communication will be handled by university personnel.

Interns removed from a placement shall leave the school promptly without protest and have no further contact with school or district personnel or students.

Disabilities Statement

Gators with Disabilities who anticipate, or are currently experiencing, barriers within their practicum or internship may reach out to the Disability Resource Center (DRC) to discuss the possibility of receiving accommodations within these placements. Students must first register or previously be registered with the DRC in order to discuss accommodations within their placement site with DRC staff. Those who are not registered but would like to be can visit the DRC's website to get started.

https://disability.ufl.edu/students/get-started/

Please note that accommodations and modifications within placement sites may be subject to school and district policies and procedures. Students may be required to share their DRC documentation with their placement site and their UF supervisor (if applicable) if they wish to ask that the placement site consider implementing accommodations/modifications. Documentation supporting the sharing of this information with school and/or district sites is available via the DRC and the students program coordinator(s).

Reassignment
At any point during the internship an intern may be reassigned to another school if such reassignment is deemed necessary by the university supervisor in consultation with all

appropriate parties concerned. Reassignment may be required based on reasons specified by school and university personnel, or as a result of a Performance Improvement Plan (PIP). Such reassignment arrangements will be made through the Field Experience Coordinator.

If a second internship assignment is deemed appropriate after an intern's unsatisfactory performance, the Field Experience Coordinator and the Associate Dean for Student Affairs will work with the intern's program to explore the possibility of a second internship placement. Nothing in this policy should be construed as a guarantee for a second placement attempt.

As part of the exploration process for a possible second placement, the student must:
1. Successfully complete a Performance Improvement Plan which includes sufficient evaluation data to indicate clearly the intern has demonstrated the expected performance to the appropriate level, as determined by the program faculty and consistent with stated standards.
2. Reapply for internship placement.

Intern Evaluation – LiveText by Watermark
Near the end of each semester, the mentor teacher and university supervisor will complete an intern evaluation for each intern assigned to them. To access the Intern Evaluation, they will follow the steps below in LiveText.

Mentor Teachers:
To access your Field Experience activities in LiveText, you will first need to retrieve the message sent to your school/district email address. The message should read like this:

Dear **YOUR NAME,**
Thank you for agreeing to be a field experience mentor. You have been added to tha list of available mentors and will be notified when a placement is made. During this placement, assessments and other activities will be managed through an online application called LiveText. To log in, go to www.livetext.com and enter the following username and password:
User name: [YOUR USERNAME]
Pssword: [YOUR PASSWORD]
Thank you for the contributions you will make to your mentee's professional development.

Visit the website www.livetext.com and log in with the username and password provided to you.

You will be asked to select a security question. This is in case you ever forget your username and/or password and need helping logging in. Your LiveText username will never change, but you have the **OPTION** to change the password by:

1. Clicking **My Account** in the upper right corner

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2. Clicking **Change Password**. You will be asked to enter the old password first, then to enter and confirm the new password.

Under the Placements tab you will see all students assigned to you. Basic details about the placement will appear below each student's name. Click the "View Placement Details" button to see all activities associated with this placement. To fill out your assessment rubric(s), click on the "Begin Assessment" or "Continue Assessment" link.

1. Click the cells to highlight the level of performance achieved in each area.
2. Add comments to any row of the rating guide by clicking the Add Comment icon and typing in the text box.
3. Add overall comments using the text box at the top of the form.
   IMPORTANT NOTES:
   - The option N/A is a built in feature and cannot be deleted from the evaluations. Please make sure you choose a level of performance for each element and do not use N/A.
   - Provide a rationale for each indicator rated as "Unsatisfactory".

University Supervisors:
Visit the website www.livetext.com and log in with the username and password provided to you.
1. When you have been assigned a role of Field Experience supervisor by an administrator, you will see a new Field Experience tab at the top of your account (to the left of Dashboard). Click this tab.
2. Under the Placements tab you will see all students assigned to you. Basic details about the placement will appear below the student's name.
3. Click the "View Placement Details" button to see all activities associated with this placement. This page is a shared workspace, accessible to the student and mentor as well, that is used to manage all the key activities for your Field Experience Placement.
4. To fill out your assessment rubric(s), click on the Begin Assessment or Continue Assessment link.
   a. Click the cells to highlight the level of performance achieved in each area.
   b. Add comments to any row of the rubric by clicking the Add Comment icon and typing in the text box.
   c. Add comments for the entire assessment using the text box at the top of the Intern Evaluation Form.
      IMPORTANT NOTES:
   - The option N/A is a built in feature and cannot be deleted from the evaluations. Please make sure you choose a level of performance for each element and do not use N/A.
   - Provide a rationale for each indicator rated as "Unsatisfactory".
      d. To open any attachment uploaded by the student, click its title in the Attachments area.
      e. You may view the student's Time Log on the right side of the screen. Hours are entered by the student and approved by the mentor.
      f. To return to your LiveText Dashboard, click the tab at the top of the screen.

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For on campus support mentor teachers and university supervisors can contact our College of Education LiveText Coordinator, Kim Roberts at kjf@coe.ufl.edu or by phone at (352) 273-4260.

Appendix A: University of Florida: Core Essential Requirements for Educator Preparation Programs

The University of Florida's Educator Preparation Programs are committed to preparing high-quality educators who possess the skills and abilities required for professional practice. We are dedicated to preparing these candidates for the complexities of educational environments. Certain core essential requirements ("Requirements") must be met during clinical experiences and throughout the duration of the program. Candidates in the University of Florida's Educator Preparation Programs must perform the Requirements in a manner that does not negatively impact the operation of the placement location, and that supports the learning of the students with whom these candidates are working. In addition to meeting the academic expectations of the requirements, candidates must also be able to perform these Requirements independently. The Requirements described below are the <u>minimum standards</u> that allow candidates to perform at a level that is generally acceptable in their fields. Candidates unable to meet these Requirements will be unable to complete the program and are encouraged to pursue alternate career pathways.

<u>Communication</u>: Skills and abilities required for effective oral and written communication, and interaction with others.

In all field and clinical experiences candidates must be able to:

- Provide and follow written and verbal instructions delivered through a variety of modalities
- Adhere to administrative protocols, including timely communications regarding lateness or absence
- Consult/communicate with instructors, colleagues, supervisors, caregivers, administrators, community stakeholders and students in a professional and timely manner
- Apply effective active listening techniques, effectively provide and receive information and sensitively respond to others in written and oral formats
- Recognize and respond to nonverbal cues and communication, and interpret social cues
- Compose well-written, complete lesson plans that meet district/university standards for use in instruction
- Acknowledge and demonstrate respect for individual differences, values, and opinions
- Modulate communication to support effective working relationships.

<u>Sensory and Motor</u>: Sensory and physical abilities sufficient to execute, perceive, assess, and monitor, and support classroom instruction, and maintain student safety.

In all field and clinical experiences, candidates must be able to:

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- Physically maneuver in a variety of school settings including, but not limited to, the classroom, media center, cafeteria, gymnasium, hallways and recreational areas
- Efficiently manipulate a variety of equipment for instruction and management of classroom activities;
- Effectively interpret and respond to requests and instructions from instructors, colleagues, supervisors, caregivers, administrators, students and other stakeholders;
- Adequately respond to all safety procedures (fire alarms, tornado drills and emergency signals) and take appropriate actions;
- Effectively monitor the environment in a variety of school settings to ensure student safety.

Behavioral and Social: Social and emotional abilities necessary to interact with others, respect professional boundaries, and maintain ethical conduct consistent with those who work with and are role models for young people.

In all field and clinical experiences candidates must be able to:

- Exercise sound judgement and maintain professional ethical standards to manage professional responsibilities promptly and safely, including maintaining student confidentiality;
- Acknowledge and respect diverse cultural values and opinions, and treat others - including students, colleagues, caregivers, and supervisors - with courtesy, integrity, and maturity;
- Display flexibility and the ability to adapt to changing environments and situations, while maintaining composure;
- Demonstrate a professional demeanor, even under stress; manage the uncertainties and frequent interruptions that are inherent to educational settings with poise.
- Demonstrate the ability to work independently and collaboratively with others;
- Self-reflect and modify behavior in response to constructive feedback;
- Maintain professional demeanor (e.g., control emotions, be punctual, dress professionally, maintain professional relationships with students)
- Be present during entirety of the sites' contract hours;
- Complete and deliver materials and products (e.g., lesson plans, routine paperwork) as required by the site in a timely way.
- Maintain professionalism when in online environments (e.g., on social media and in email communications)

Appendix B: Code of Ethics and Principles of Professional Conduct for Florida Educators

6A-10.081 Principles of Professional Conduct for the Education Profession in Florida.

(1) Florida educators shall be guided by the following ethical principles:

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

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

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

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

(a) Obligation to the student requires that the individual:
1. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
2. Shall not unreasonably restrain a student from independent action in pursuit of learning.
3. Shall not unreasonably deny a student access to diverse points of view.
4. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
6. Shall not intentionally violate or deny a student's legal rights.
7. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
8. Shall not exploit a relationship with a student for personal gain or advantage.

9. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(b) Obligation to the public requires that the individual:
1. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
2. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
3. Shall not use institutional privileges for personal gain or advantage.
4. Shall accept no gratuity, gift, or favor that might influence professional judgment.
5. Shall offer no gratuity, gift, or favor to obtain special advantages.

(c) Obligation to the profession of education requires that the individual:
1. Shall maintain honesty in all professional dealings.
2. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
3. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
4. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
5. Shall not make malicious or intentionally false statements about a colleague.
6. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
7. Shall not misrepresent one's own professional qualifications.
8. Shall not submit fraudulent information on any document in connection with professional activities.
9. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
10. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
11. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

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

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

14. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.

15. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.

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

17. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Appendix C: Florida Educator Accomplished Practices

Florida Educator Accomplished Practices (Rule 6A-5.065)
Source: https://www.flrules.org/gateway/ruleNo.asp?id=6A-5.065

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.

2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons; and,

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students' cultural linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and,

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i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students' subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,

f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. 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;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and,

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code

of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History–New 7-2-98, Amended 2-13-11.

Appendix D: Steps for Fingerprinting for Alachua County Public Schools (ACPS)

ALACHUA COUNTY PUBLIC SCHOOLS (ACPS)
FINGERPRINTING & BACKGROUND CLEARANCE
Contact the student internship coordinator at StudentPlacements@coe.ufl.edu *if you will be a distance education student in another school district; their background check process may be different.*

Your program will include field placements in local schools. To gain access to classrooms, you must clear a Level II criminal background check using only the process outlined below. **Fingerprinting through any other agency or school district will not meet this requirement.**

Step 1: Make an appointment online for fingerprinting at a participating UPS Store (cost
is $49.25). Go to www.fieldprintflorida.com to make an appointment and prepay. Please explore the website's How it Works, Our Locations, and FAQs links first, then choose the Schedule an Appointment link to get started.

- Set up your account with email, username, and password
- On the page labeled "Reasons why you need to be fingerprinted" click on "I know my Fieldprint Code" (**do not** click on the dropdown box) and enter the code: **FPAlachuaIntern**
- Enter your permanent address information and personal attributes as prompted
- For the Attending College or University, from the dropdown list select University of Florida
- If your local address is different from your permanent address, you'll be prompted to enter that address to find a fingerprinting location and make an appointment. (Zip code will suffice.) Click on "Find" to generate a list of locations. Choose a location and click on "Schedule Appointment" then choose the date and time that's convenient for you.
- Enter your credit or debit card information. You will be provided with a registration number and an appointment time at the end of the transaction.

Step 2: Visit your selected UPS Store for fingerprinting

- Note: there is a $12 rescheduling fee if you miss your appointment or do not reschedule more than 24 hours ahead of time.
- Take your IDs and registration number with you to the fingerprinting location you chose.
- Complete the fingerprinting process (electronic fingerprints, no inky smudging).

**Step 3: Pick up results at the ACPS Personnel Office, 620 East University Avenue, Gainesville

- Results usually take 3-5 business days to be reported to the **ACPS Personnel Office** (not UF and not the UPS Store). Call (352) 955-7715 and speak to Lori Hanson to confirm that your background report is available. You must present a photo ID to pick up the report.
- ACPS Personnel Office hours are Monday-Thursday 8:00am-4:00pm, Friday 8:00am-3:30pm.
  They are located in the west wing of the Kirby Smith Center, facing East University Avenue.

Step 4: Mail a copy of your report to EduGator Central, 1002 Norman Hall, PO Box 117042, Gainesville, FL 32611-7042 or email to StudentPlacements@coe.ufl.edu (please black out your SSN if emailing a copy)

- Keep a copy to retain for your records before submitting the original to EduGator Central. It's okay to open the envelope – there will be two copies in there; please only send one copy.
- Fingerprint results that indicate criminal history may require you to provide arrest or court documents to ACPS before a clearance can be determined. Conviction of certain offenses would make you ineligible for access to a classroom and enrollment in a teacher preparation program. EduGator Central will contact you if further information is needed.

Appendix E: Internship Evaluation Form

Intern Evaluation

UF | UNIVERSITY of FLORIDA | College of Education

Candidate Name (Last, First): UFID:_____   Name of Evaluator: _____

Submitted by (Check One): ○ Directing ○ Teacher ○ UF Supervisor Other:_____

Placement Location and Grade Level(s): _____

This form is to serve as a permanent record of the summative evaluation of a teacher candidate's performance and demonstration of competence on the Florida Educator Accomplished Practices as part of the culminating field experience. Please rate the candidate's performance on each indicator, as well as an overall domain rating, when applicable.

Part 1: Florida Educator Accomplished Practices (FEAP)

FEAP 1: INSTRUCTIONAL DESIGN AND PLANNING

1a. Aligns instruction with state-adopted standards at the appropriate level of rigor:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
Instructional plans lack alignment with the standards. Rigor of the learning goals and outcomes are not suitable for most students in the class.	Instructional plans demonstrate alignment with the standards. Learning goals/outcomes are based on a global assessment of student learning.\n\nRigor is not suitable to account for the needs of diverse learners.	The teacher candidate demonstrates a thorough understanding of the concepts and skills s/he is teaching and what students are to learn (the Florida Standards). Learning goals/outcomes created align with the standards and student needs and represent rigorous and important learning in the discipline.	The teacher candidate demonstrates deep understanding of the concepts and skills s/he is teaching, what students are to learn, and interconnectedness with other disciplines and/or standards (the Florida Standards). Learning goals/outcomes created align with the standards and student needs and represent rigorous and important learning in the discipline.

1b. Sequences lessons and concepts to ensure coherence and required prior knowledge:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
Lessons are disorganized, chaotic, and/or do not follow a recognizable progression. Prior knowledge is not accounted for in the structure of lesson(s).	Lessons have a recognizable structure that progress in a logical manner in accordance with the standards. Lessons adequately account for students' prior knowledge.	Lessons lead toward mastery of standards in a logical and coherent manner. Lessons access and expand upon prior knowledge with an understanding of prerequisite relationships within the content area, building upon each other in preparation for future learning.	Lessons lead toward mastery of the standards in a logical and coherent manner. Lessons access and expand upon prior knowledge with an understanding of prerequisite relationships within the content area and across the curriculum, building upon each other in preparation for future learning.

1c. Designs instruction for students to achieve mastery:

Unsatisfactory	Developing	Accomplished	Exceptional
The teacher candidate articulates an inappropriate threshold for mastery. There is insufficient evidence that the design of instruction will lead to mastery.	The teacher candidate articulates the threshold for mastery and develops lessons that result in meaningful student learning. There is insufficient evidence that mastery is plausible for all students.	The teacher candidate articulates the threshold for mastery and develops lessons that facilitate achievement of mastery. The teacher candidate considers the varying learning needs of individual students or groups in planning documents.	The teacher candidate articulates the threshold for mastery and develops lessons that will result in achievement of mastery for all students. The teacher candidate incorporates strategies to support the varying learning needs of individual students or groups in planning documents.

1d. Selects appropriate formative assessments to monitor learning:

Unsatisfactory	Developing	Accomplished	Exceptional
The candidate presents a plan without incorporating opportunities for formative assessment of learning outcomes.	Formative assessments are referenced by the teacher candidate. The plan for use of assessments during instruction is vague and not carefully tied to the lesson sequence. The plan addresses monitoring for only some instructional outcomes. Actual formative assessments are not identified or developed.	The teacher candidate presents a well-considered plan for using formative assessments to track student progress toward learning outcomes. Planned formative assessments clearly align with all learning outcomes. The assessments are developed and/or identified. The teacher candidate articulates the value and purpose of continuous monitoring via formative assessments.	The teacher candidate presents a well-considered plan for using formative assessments to track student progress toward learning outcomes. Planned formative assessments are presented and adaptable for individual learners. Planned formative assessments clearly align with all learning outcomes and use by the teacher candidate, and possibly by students, is intentionally planned throughout the instructional process. The teacher candidate articulates the value and purpose of continuous monitoring.

1e. Uses diagnostic student data to plan lessons:

Unsatisfactory	Developing	Accomplished	Exceptional
The teacher candidate has not explicitly considered specific diagnostic data and articulates little knowledge of students' prior knowledge, skills, and life experiences and the role it plays in lesson/unit planning.	The teacher candidate recognizes students have varied backgrounds and experiences. Diagnostic data is used in a minimal and rudimentary manner. The teacher candidate tends to plan for the "whole classroom" and not individuals or groups of students.	The teacher candidate plans lessons that are appropriate and differentiated to meet individual student needs based on analysis of student data. Lesson plans may indicate options within an instructional sequence clearly tied to student data.	The teacher candidate systematically examines information from several sources regarding students' prior achievement and experiences. Data are explicitly used to plan lessons and options within lessons that meet the needs of all students. The teacher candidate expresses thorough understanding of the variations present in the class based on concrete data.

UF Student Teaching Evaluation

1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. (Add Resources, Technology):

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
Learning experiences are not designed to engage students in higher level skills that lead to mastery.	Learning experiences engage students in limited opportunities for higher level thinking with no differentiation for varying student needs. No plans exist for extension and application of skills and competencies that lead to mastery.	Learning experiences are designed to allow students opportunities for higher level thinking in a manner that is appropriate based on student needs. There are provisions for continued learning through expansion using a variety of skills and competencies that lead to mastery of academic standards.	Learning experiences engage students in higher-level cognitive activities, appropriately differentiated for individual learners. The lessons provides a variety of opportunities for students to apply and extend skills and understandings in related areas of the curriculum.

OVERALL FEAP 1 RATING: Instructional Design and Planning

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional

FEAP 2: THE LEARNING ENVIRONMENT

2a. Organizes, allocates, and manages the resources of time, space, and attention:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
There is little evidence that the teacher candidate helps students understand routines and procedures that keep them focused and on task. Students are confused or unclear about simple procedures like lining up or how to transition from one activity to another. Time is not used efficiently. Physical classroom environment is poorly organized or unsafe, which inhibits developmentally appropriate instruction or movement. Teacher candidate is unaware of when students need attention.	The teacher candidate attempts to use routines to minimize loss of instructional time, but routines are not practiced or rehearsed enough and the classroom appears chaotic or poorly organized. Time is lost in transitions, and teacher candidate spends too much time reminding students of routines and procedures. Use of routines is uneven or inconsistently used throughout the day.	The teacher candidate reviews and monitors established classroom routines and procedures, rehearses routines and procedures with students, assesses students' understanding and proficiency in demonstrating routines and procedures, and employs routines and procedures, devoting more time to instruction and providing for a safe environment that promotes student learning.	Physical space is designed to be safe and well organized to minimize distractions and create a site conducive to learning. Students need little direction to perform routine tasks and procedures. The teacher candidate minimizes transition time by putting clear routines in place and maximizing every moment possible for learning. Resources and materials are clearly available and ready for all classroom activities to minimize time lost.

2b. Manages individual and class behaviors through a well-planned management system:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
Classroom rules and expectations are not clearly posted or are not reinforced at all.	Classroom rules and expectations may be clearly posted, but there is limited evidence of follow through or consistent use of the plan with individuals or groups of students.	Classroom rules and expectations are clearly posted, communicated, and reinforced. The teacher candidate utilizes classroom management techniques to provide for appropriate structure, order, and predictability on the part of students. Students can articulate the behavioral expectations.	Classroom rules and expectations are evident and rarely referenced because the expectations are internalized for the whole classroom community. There is evidence of positive supports and reciprocal caring by all classroom members. Students can articulate the behavioral expectations and describe the management system.

2c. Conveys high expectations to all students:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
Teacher candidate does not convey the belief that all students can learn, and communicates that some students are not capable. These low expectations are communicated through words or tone, or some students are secluded or removed from the learning environment.	Learning goals may be evident, but are rarely referenced or reinforced, leading to confusion or lack of momentum in learning. Students are only rewarded for correct answers, not for effort or perseverance. Teacher candidate does not communicate equal expectations for all learners, conveying that some can achieve and others are not capable.	The teacher candidate, through words or actions, communicates high expectations for all students while providing the means for students to achieve such expectations including monitoring and scaffolding students' efforts and behaviors and praising hard work and accomplishments.	Teacher candidate consistently encourages students through words and actions and provides scaffolding to ensure that all students can achieve. Teacher candidate explicitly conveys high expectations in a respectful tone, consistently for all learners. Candidate consistently provides encouragement for completion, effort, and accuracy.

2d. Respects students' cultural, linguistic and family background:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
The teacher candidate does not create an inclusive, welcoming environment where all students are respected. Students are visibly ignored or singled out due to race, culture, ethnicity, gender, sexual orientation, ability, SES level, native language, or any other variable.	While the teacher candidate expresses respect for all students, some students are left out or made to feel less important because the teacher candidate organizes the classroom based on the norms of his/her own culture without consideration for students of varying backgrounds and cultures.	The teacher candidate, demonstrates that all students are valued by providing a safe, supportive atmosphere where students articulate feeling comfortable, respected, and a part of the classroom community.	The teacher candidate creates an environment where students not only feel appreciated and valued, but express appreciation and value for each other within the community. There is evidence that the teacher candidate recognizes strengths of students and families and includes those in the curriculum and in the classroom community.

2e. Models clear, acceptable oral and written communication skill:

Unsatisfactory	Developing	Accomplished	Exceptional
The teacher candidate does not communicate in a clear, concise manner. Written and oral communication contains errors or is unclear.	The teacher candidate attempts to communicate but oral and/or written communication contains errors or lacks a logical sequence. There is limited evidence that oral and written communication is conveyed and received clearly.	The teacher candidate models clear, concise, and logical oral and written communication when providing directions, leading and engaging in discussions, and producing written forms of communication.	The teacher candidate makes the purpose of learning clear to students, provides clear, concise, and logical directions for classroom activities, and monitors students' understanding of the expectations. Use of language is vivid, rich, and error free, affording the opportunity for students to hear language used effectively and to extend their own vocabularies.

2f. Maintains a climate of openness, inquiry, fairness and support:

Unsatisfactory	Developing	Accomplished	Exceptional
There is no evidence that the teacher candidate attempts to create an environment where students can take risks and engage in rigorous learning.	There is limited evidence that the teacher candidate creates an environment where all learners feel accepted and safe. There is limited evidence of support or scaffolding.	The teacher candidate creates and sustains a culturally responsive classroom community where all students feel accepted and safe and that encourages student inquiry and rigorous learning.	Teacher candidate creates an atmosphere of rigorous learning in a risk free environment, using students' interests and backgrounds to produce a climate of acceptance and community. The teacher candidate monitors the impact of the environment on student learning.

2g. Integrates current information & communication technologies:

Unsatisfactory	Developing	Accomplished	Exceptional
There is no evidence of technology use to support learning.	Technology is used in a routine manner to display information without enhancing learning.	The teacher candidate utilizes a variety of resources and technologies that serve to enhance student engagement, understanding, and learning.	A variety of technologies are used in innovative ways by the teacher candidate and students to enhance engagement, understanding, and learning outcomes.

2h. Adapts the learning environment to accommodate the differing needs and diversity of students:

Unsatisfactory	Developing	Accomplished	Exceptional
There is no evidence that the teacher candidate makes adaptations to the learning environment to adjust to learning differences, abilities, or needs.	The teacher candidate articulates and attempts to adapt and differentiate learning, but there is evidence that some learners' needs are not accommodated. The teacher candidate intermittently checks to see that accommodations are in place.	The teacher candidate adapts the learning environment to accommodate the diverse needs of their students through implementation of multiple supports. The teacher candidate consistently checks to see that accommodations are in place and effective.	Multiple tiers of support implemented in the learning environment. Students with diverse and unique needs provided with resources that ensure understanding. Adaptations to lessons based on evidence of student progress helps to meet the needs of diverse learners.

UF Student Teaching Evaluation

2i. Utilizes current & emerging assistive technologies that enable students to participate in high-quality communication interactions & achieve their educational goals:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
There are students with significant learning needs who are not being served with current and emerging assistive technology to support their learning.	The teacher candidate utilizes some technology to meet the needs of students with significant needs, but in other instances, student needs are not being met.	The teacher candidate identifies and uses current and appropriate assistive technologies for students to enhance students' understanding of the content.	The teacher candidate identifies and uses innovative assistive technologies to meet the needs of learners. Students can articulate how they are using assistive technologies to enable classroom interactions and learning.

OVERALL FEAP 2 RATING: The Learning Environment

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional

FEAP 3: INSTRUCTIONAL DELIVERY AND FACILITATION

3a. Deliver engaging and challenging lessons:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
There is no evidence that the teacher candidate is able to deliver engaging and challenging lessons.	The teacher candidate attempts to deliver engaging lessons but at least some learners are distracted or otherwise not engaged in the lessons. The teacher candidate delivers lessons that lack appropriate rigor for the level of learners in the room (may be designed at a level too high or low for the audience).	The lessons are structured and delivered appropriately to engage all students in active, rigorous learning.	The teacher candidate implements lessons that are appropriate to the levels and needs of students and organized in a manner that ensures students are active in intellectually rigorous learning. Students can discuss the challenge and engagement of the lessons delivered by the teacher candidate.

3b. Deepen & enrich students' understanding through content area literacy strategies, verbalization of thought, & application of the subject matter:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
There is no evidence that the teacher candidate is able to convey appropriate content nor connections to literacy strategies. Students are not given opportunities to apply content to real world applications, and are not given time to reflect on learning.	While the teacher candidate may have a grasp of the content, he or she is not able to convey that content clearly to the learners. Some attempt is made to incorporate content area literacy strategies and application, but there are missed opportunities to make explicit connections.	The teacher candidate uses content area literacy strategies in the lessons to allow for students to gain an understanding of content as well as the connections with and among other content areas and real–world applications. The teacher candidate allows students the opportunity to process and reflect on learning through application.	Literacy and thinking skills are applied across the grades and curriculum. The teacher candidate includes strategies that allow students to gain an understanding of content as well as the connections with and among other content areas and real-world applications. Students process and reflect on learning through application. Students can articulate the application of subject matter to other content areas.

3c. Identify gaps in students' subject matter knowledge:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
There is no evidence that the teacher candidate is able to identify gaps in student knowledge. Lessons are taught in sequence without any modification for gaps in knowledge.	There is some evidence that the teacher candidate modifies curriculum or instruction to meet the needs of some learners, but other learners have serious knowledge gaps that are evident in their lack of progress.	The teacher candidate uses both formal and informal assessment strategies to understand student misconceptions and/or content that should be addressed and retaught.	The teacher candidate uses multiple forms of data to identify gaps in knowledge and challenges with student ability to apply concepts.

3d. Modify instruction to respond to preconceptions or misconceptions:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
There is no evidence that the teacher candidate is able to modify instruction to respond to misconceptions or faulty preconceptions. Lessons are taught in sequence without any modification for student learning challenges.	Teacher candidate attempts to gather student preconceptions prior to lessons but does not clearly modify instruction during the lesson to address differences or problems.	The teacher candidate monitors student understanding through formative and summative evaluation, assessment results, and data and adjusts instruction in current and future lessons to address students' areas of need.	The teacher candidate clearly makes instructional decisions based on collection of multiple forms of formal and informal data. There is strong evidence that the teacher candidate has planned for student misconceptions or gaps in knowledge and modifies instruction in the moment to address gaps. Teacher candidate identifies ways to modify future instruction based on current challenges.

3e. Relate & integrate the subject matter with other disciplines and life experiences:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
There is no evidence that the teacher candidate is able to help students make connections across content and to life experiences. Learning is approached as a discrete skill disconnected from other subjects or application.	Teacher candidate attempts to make connections across content, but there is limited evidence that students grasp the connections. The teacher candidate might help students think about connections to life experiences, but does not provide application opportunities.	The teacher candidate designs learning experiences that promote connections between and among various content areas and subjects, provide students with the opportunity to gain understanding through practical and life experiences, and to apply and reflect on what was learned.	There is a variety of evidence that indicates the teacher candidate is able to design learning experiences that allow students to make connections between and among various content areas and subjects. Teacher candidate not only provides students the opportunity to gain understanding through practical experiences, but scaffolds them through reflection on learning through application. Students can describe connections between content of lessons and other disciplines or life experiences.

3f. Employ higher-order questioning techniques:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
The teacher candidate only asks questions that are focused on recall or comprehension.	The teacher candidate asks some higher order questions, but the balance is weighted toward lower order questions that do not advance the thinking of all learners.	The teacher candidate includes questioning techniques that are appropriate for students and their needs and include higher-order questioning, prompting students to synthesize and apply the content in various ways.	There is strong and ample evidence that the teacher candidate prompts students to think critically and engage in meaningful discussions through teacher guidance and facilitation via a variety of questioning techniques to challenge thinking. There is clear evidence of P–12 student learning as a result.

3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
There is no evidence that the teacher candidate attempts to vary instruction or use engaging resources in order to improve learning for students.	There is some evidence that the teacher candidate attempts to vary instruction and resources, but most lessons follow the same structure with little variation and over reliance on worksheets and seatwork.	The teacher candidate includes a variety of instructional strategies and resources as appropriate to students and their needs. Student understanding is confirmed through formative and summative assessments.	The teacher candidate implements and assesses the impact of varied instructional strategies for the success of all learners. There is clear evidence of P–12 student learning from formative and summative assessment data.

3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in student:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
All learners receive similar instruction without any attempt to vary content, process, or context for different learner needs based on assessment student learning needs.	There is some attempt to differentiate instruction for different learners, but it is not clear how these decisions were made and how they are based on assessment of student learning.	The teacher candidate utilizes appropriate student data to determine individual student needs and adjusts instruction accordingly to meet those needs.	The teacher candidate plans, implements, and assesses the success of adaptations to instruction based on multiple data forms in order to meet the needs of all learners. There is clear evidence of P–12 student learning as a result.

3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
There is limited evidence that the teacher candidate provides any feedback to learners about their responses or their success on tasks.	The teacher candidate may provide some feedback to students, but it is not always supportive, consistent, immediate, or specific.	The teacher candidate provides feedback to students in a supportive, consistent, timely, and specific manner, allowing students to gain an understanding of their own progress and work toward meeting goals and achieving mastery.	The teacher candidate creates an environment where all learners are supported using a variety of feedback techniques in order to maximize learning and to help learners self-regulate their own progress toward achieving goals.

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3j. Utilize student feedback to monitor instructional needs & to adjust instruction:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
There is no evidence of collection of student feedback or data for use in adjusting instruction.	The teacher candidate collects student data, but does not use it to modify or adjust instruction based on student learning or student needs.	The teacher candidate utilizes student feedback and data, both formal and informal, to make instructional decisions and accommodations within the lesson as it is being taught.	The teacher candidate utilizes formal and informal feedback and data to adjust instruction and plan for future instruction. There are also strategies for students to self-monitor their own learning.

OVERALL FEAP 3 RATING: Instructional Delivery and Facilitation

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional

FEAP 4: ASSESSMENT

4a. Analyzes and applies data from multiple assessments to diagnose students' learning needs and inform instruction based on those needs:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
The teacher candidate has not collected or adequately analyzed critical assessment data that are needed to inform instructional decision-making.	The teacher candidate collects limited assessment data, and there is some evidence that the data are used to identify student learning needs or inform instruction based on student need.	The teacher candidate analyzes assessment data from multiple assessments, demonstrates an understanding of students' backgrounds and prior knowledge, and uses this information to inform instructional decision-making.	The teacher candidate analyzes assessment data and additional information, demonstrates an understanding of students' backgrounds and prior knowledge, and uses this information to explicitly inform instructional decision-making. The teacher candidate applies assessment data by differentiating instruction for all students that is aligned with rigorous learning goals that drive instruction.

4b. Designs & aligns formative & summative assessments that match learning objectives and lead to mastery:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
The teacher candidate designs or uses assessments but cannot communicate the difference between formative or summative assessments. Alignment to stated learning objectives and standards is not clearly articulated.	The teacher candidate designs and uses formative and summative assessments, but alignment to stated learning objectives and standards is not clearly articulated.	The teacher candidate designs valid formative and summative assessments that are clearly aligned with learning objectives and standards.	The teacher candidate designs and uses valid formative and summative assessments that are clearly aligned with stated learning objectives and standards to purposively monitor student learning and mastery of rigorous learning goals.

4c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
The teacher candidate does not appropriately select assessment tools that can be used to monitor student learning and achievement. The candidate is not able to articulate the importance of tracking student progress and/or learning gains over time.	The teacher candidate appropriately uses a limited set of assessment tools to monitor student achievement. The candidate cannot clearly articulate the importance of tracking student progress and/or does not demonstrate the use of the assessment tools to monitor student progress toward learning goals over time.	The teacher candidate uses of a variety of assessment tools to monitor student progress and achievement. The candidate explains the importance of tracking student progress toward learning goals over a designated time period or unit of instruction.	The teacher candidate uses a variety of assessment tools to monitor student progress and mastery of stated learning objectives. The candidate explains the importance and rationale of tracking student progress toward learning goals over a designated time period or unit of instruction and can identify pros and cons for different assessment tools.

4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
The teacher candidate implements one-size-fits-all assessments with no evidence that modifications are considered or made in testing materials or conditions that are appropriate to meet student needs and requirements of individual student learning plans.	The teacher candidate modifies some assessments and/or testing conditions in response to identified individual student needs and requirements. There is limited evidence that the modifications are done systematically or consistently.	The teacher candidate modifies formative assessments in response to student learning styles and varying levels of knowledge. Instruction is differentiated based on the formative assessment data. Testing conditions are modified for an individual and/or a small group of students to provide an environment conducive to student success.	The teacher candidate modifies formative assessments intentionally in response to student learning styles and varying levels of knowledge and skills. Instruction is differentiated based on the formative assessment data. The teacher candidate demonstrates flexibility and responsiveness in the design and use of testing materials and conditions that respond to student needs and preferences.

4e. Shares the importance and outcomes of student assessment data with the student and the student's parent / caregiver(s):

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
The teacher candidate does not share the results of classroom and state assessments with students and/or parents/caregivers.	The teacher candidate shares the results of classroom and state assessments with students and parents/caregivers. Assessment data may not be communicated in an accessible format, in a timely manner, or connected to the students' learning objectives.	The teacher candidate regularly shares the results of classroom and state assessments with students and parents/caregivers. The assessment feedback is directly connected to priority learning targets and student progress toward mastery of the learning objectives. Assessment data and outcomes are clearly communicated in an timely and accessible format that promotes understanding and shared decision-making.	The teacher candidate regularly shares the results of classroom and state assessments with students and parents/caregivers. The assessment feedback is directly connected to priority learning targets and student progress toward mastery of the learning objectives. Assessment data and outcomes are clearly communicated in an accessible format that promotes understanding and shared decision-making. The teacher candidate engages in opportunities for students and parents/caregivers to provide feedback and make suggestions for how to maximize student learning.

4f. Applies technology to organize and integrate assessment information:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
There is no use of technology for organizing and integrating assessment information for use.	The teacher candidate keeps records of assessments, but does not have a system for tracking progress over time or integrating multiple forms of assessment from varied sources using appropriate technology.	The teacher candidate uses technology tools when planning, monitoring, analyzing, and communicating assessment data with students, parent/caregivers, and colleagues.	The teacher candidate uses technology tools to support planning, monitoring, analyzing, and integrating various sources of data. There is evidence of regular and effective communication with parents/caregivers and integrating feedback that results in improved outcomes and student learning based on use of the technology system.

OVERALL FEAP 4 RATING: Assessment

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional

FEAP 5: CONTINUOUS PROFESSIONAL DEVELOPMENT

5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
Teacher candidate cannot identify areas for professional growth and does not reference improving instruction based on students' needs	Teacher candidate identifies areas for professional improvement but does explicitly link goals to the learning needs of individuals or student subgroups.	Teacher candidate sets professional goals to improve instruction for the learning needs of individuals or student subgroups based on outcomes of lessons and evidence of student learning.	Teacher candidate engages in cycles of systematic reflection and actions toward improving all student learning, some of which is self-guided.

5b. Examines and uses data-informed research to improve instruction and student achievement:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
Teacher candidate references personal experience and does not use data-informed research to improve instruction.	Teacher candidate references data-informed research but does not explicitly indicate how the research will improve instruction.	Through planning and actual teaching, the candidate explicitly uses data-informed research to improve instruction and student learning.	The teacher candidate has an action plan to improve student achievement derived from both published and self-collected data. Teacher candidate may engage in systematic teacher inquiry or action research as a means to collect data to drive and improve instruction.

5c. 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:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
Teacher candidate references personal experience and does not identify and analyze a variety of data (e.g., formative and summative data) to evaluate whether a lesson was effective in improving student learning outcomes, inform instruction or adjust planning for future lessons.	The teacher candidate is building skill in using data sources beyond summative measures. Generally the candidate shows accurate perceptions of whether a lesson was effective in improving student learning outcomes and can use data to adjust lessons for the purpose of improving learning outcomes.	The teacher candidate accurately assesses the success of a lesson, can point to specific formative and summative data used in that determination, independently and in collaboration with other professionals. The teacher candidate can speak to ways to adjust instruction and planning based on the analysis of data for the purpose of improving effectiveness.	Teacher candidate thoughtfully and accurately assesses the success of a lesson citing a variety of formative and summative data sources that focus on student learning, independently and in collaboration with other professionals. The teacher candidate can several ways to improve the effectiveness of the lesson based on the data.

5d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
Teacher candidate does not have a clear plan or policy for communicating with families and other educators to improve student learning.	Teacher candidate is able to communicate when problems arise, but there is no systematic effort for communication with families and other educators.	Teacher candidate communicates and collaborates with families and other educators about student progress toward learning targets.	There is evidence that the teacher candidate not only has a system for communicating and collaborating with families, but also creating a two-way communication system for information to flow both ways between families and classroom.

5e. Engages in targeted professional growth opportunities and reflective practices:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
Teacher candidate expresses the value for professional learning but cannot offer examples for opportunities to enhance knowledge and skill of practice tied to one's own teaching, even with prompting by a supervisor or mentor.	Teacher candidate offers examples of growth opportunities but does not reflect on one's own practice as a means to form broad or targeted professional learning goals, even with prompting by a supervisor or mentor.	The teacher candidate reflects on a specific example or two from practice to create a professional learning goal that has the potential to improve a specific aspect of practice for individuals or group of students. The candidate can elaborate when prompted by a supervisor or mentor.	The teacher candidate cites many examples from practice to create a continuous cycle of professional learning that the explicitly connects to improving a specific aspect of practice for individuals or group of students. The candidate typically does not require prompting from supervisors or mentors.

5f. Implements knowledge and skills learned in professional development in the teaching and learning process:

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
New learning from professional development is not visibly incorporated into planning, teaching, assessing, or reflecting on practice.	The teacher candidate attempts to incorporate new professional learning into practice. The new knowledge and skills are not consistently implemented or sustained over time.	The teacher candidate plans, implements, and reflects on the use of new professional learning into the classroom. The new knowledge and skills are consistently implemented and sustained over time..	There is evidence of a cycle of continuous learning where professional development is brought into instruction and continuously adapted to impact student learning. The new knowledge and skills are systematically and consistently sustained over time.

OVERALL FEAP 5 RATING: Continuous Professional Development

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional

FEAP 6: PROFESSIONAL RESPONSIBILITY & CONDUCT

6. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional
The teacher candidate is aware of the Florida Code of Ethics but has not demonstrated in practice or discussion the implications for professional practice, or has committed infraction(s) of the Code of Ethics.	The teacher candidate is aware of the Florida Code of Ethics, engages in ethical behavior, and adheres to professional standards.	The teacher candidate acts in accordance with Florida Code of Ethics and adheres to professional standards and can cite laws and policies regarding learners' rights and teachers' responsibilities. The teacher candidate can describe a process for resolving ethical dilemmas.	The teacher candidate acts in accordance with Florida Code of Ethics and adheres to professional standards, anticipates potential ethical issues regarding learners' right and teachers' responsibilities, and proactively addresses them. In addition to overtly maintaining a safe and non-discriminatory classroom environment conducive to learning and well-being of students, the candidate might assist peers in making decisions and analyzing educational practices that adhere to professional and ethical standards.

OVERALL FEAP 6 RATING: Continuous Professional Development

☐ Unsatisfactory	☐ Developing	☐ Accomplished	☐ Exceptional

Part 2: UF Teacher Professional Behaviors Indicators

RATING	Never	Sometimes	Frequently	Always
PB.1 Portrays confidence and competence when interacting with learners and colleagues	☐	☐	☐	☐
PB.2 Demonstrates initiative and active engagement in assigned teaching and learning opportunities	☐	☐	☐	☐
PB.3 Displays self-advocacy, including asking for help when needed	☐	☐	☐	☐
PB.4 Demonstrates responsiveness to feedback and supervision (e.g., ability to accept constructive criticism and incorporate suggestions into teaching performance)	☐	☐	☐	☐
PB.5 Articulates responsibility for maintaining accurate and confidential student records and other important information	☐	☐	☐	☐
PB.6 Adheres to attendance expectations and is prepared and organized each day	☐	☐	☐	☐
PB.7 Presents a professional appearance in alignment with the placement guidelines	☐	☐	☐	☐
PB.8 Builds professional relationships with colleagues to foster collegiality, share teaching insights, and coordinate learning activities for P-12 students	☐	☐	☐	☐
PB.9 Respects diversity of colleagues and supervisors and models culturally responsive interactions with others	☐	☐	☐	☐

PB.10 Engages with social media and other technology appropriately, responsibly, and consistent with placement guidelines (e.g., confidentiality of students, use of personal devices in class or with students)	☐	☐	☐	☐
PB.11 Fosters respectful communication among all members of the learning community and respects boundaries within professional relationships	☐	☐	☐	☐
Comments:				