



School of Education

UNIVERSITY OF WEST FLORIDA

Undergraduate Guide for Teaching, Leadership, & Research

Elementary Education

Physical Education

UWF-Teach

Exceptional Student Education/Elementary Education

Community Education



Department of Teaching,
Leadership, and Research

PREFACE

The handbook for undergraduate clinical experiences clarifies policies, expectations, and guidelines for individuals involved in clinical experiences, practicum, and student teaching in the teacher education programs at The University of West Florida. This handbook is prepared for teacher education candidates, cooperating teachers, university supervisors, and administrators.

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School of Education

The School of Education (SoE) is dedicated to developing professionals grounded in scholarly frameworks, informed by evidence-based practices, and guided by a clear sense of purpose. Through rigorous coursework, experiential learning opportunities, and strategic community partnerships, our graduates are prepared to address complex challenges and contribute meaningfully to educational and organizational environments. Our seven core values serve as the foundation for preparing candidates who will positively influence students to become productive and compassionate citizens.

SOE Conceptual Framework

The framework is built around three interrelated domains:

Purpose-Driven Leadership	Evidence-Based Practice	Continuous Progress and Innovation
Graduates are prepared to lead with integrity, responsibility, and a deep commitment to service. They understand the social and organizational contexts in which they work and are driven by a desire to make a lasting impact.	Programs emphasize the integration of research and applied knowledge. Graduates use data to inform decisions, solve problems, and improve outcomes in classrooms, organizations, and communities.	The School fosters a mindset of lifelong learning and adaptive expertise. Graduates are prepared to evolve with changing demands in education, technology, and workforce development.
Key Competencies • Informed decision-making • Professional responsibility • Leadership in varied educational and organizational contexts	Key Competencies: • Application of learning and behavioral theories • Use of data for continuous improvement • Instructional and organizational problem-solving • Critical analysis of educational research and policy	Key Competencies: • Reflective practice and self-assessment • Adaptability in changing educational and professional landscapes • Engagement with emerging tools, technologies, and pedagogies • Commitment to professional growth

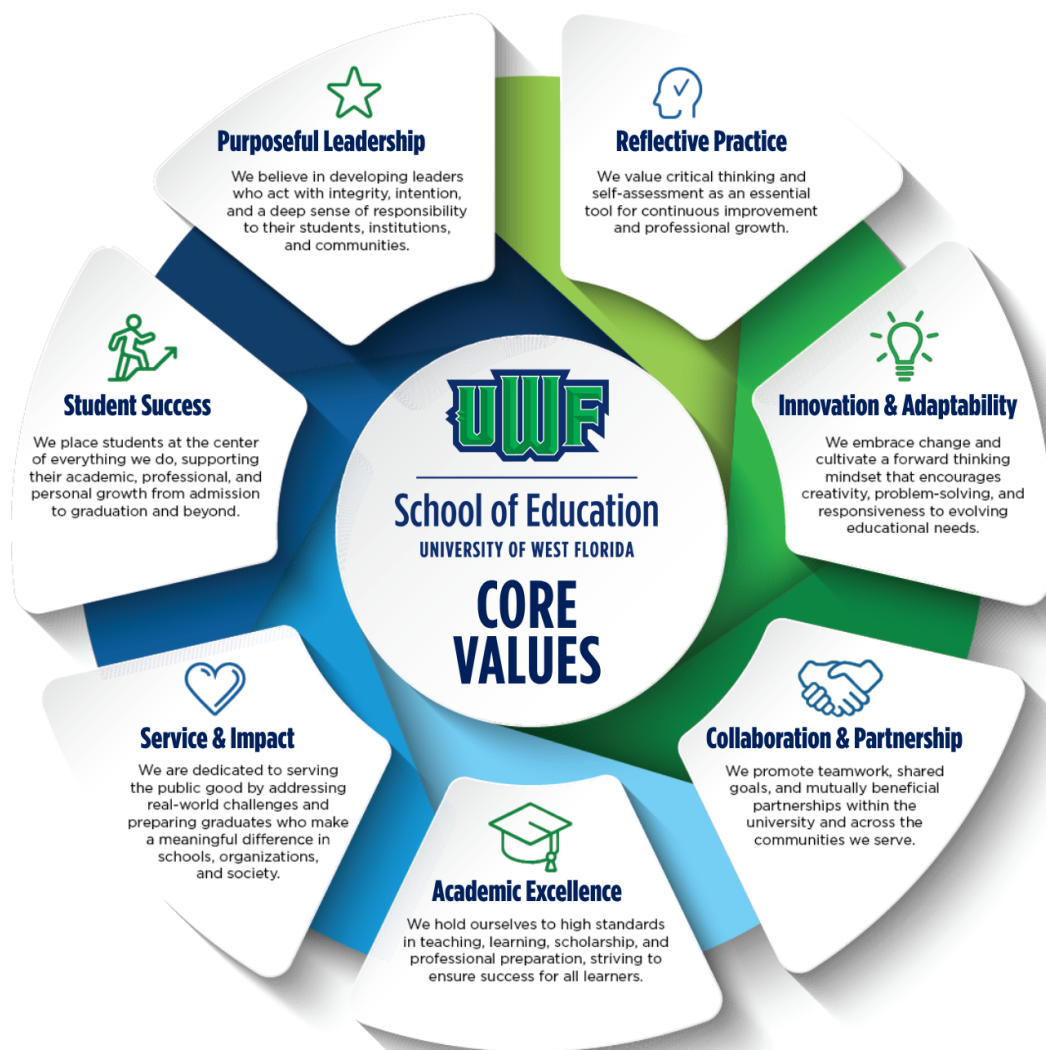
Mission

The School of Education prepares highly effective professionals dedicated to improving lives through education, leadership, and service. We foster academic excellence and professional growth by integrating research, real-world experience, and innovation across a variety of educational, organizational, and community contexts. Through strong partnerships and student-centered programs, we support lifelong learning and contribute to the development of a skilled, responsive educational workforce.

Vision

The School of Education will be a leader in the development of forward-thinking educators, professionals, and practitioners. We envision graduates who shape the future through purposeful leadership, informed decision-making, and a lifelong commitment to growth, service and innovation.

The University of West Florida School of Education has identified a set of seven core values that teacher education candidates must meet based on the conceptual framework and Guiding Principles.



Introduction

Welcome

Welcome to the School of Education (SoE) at the University of West Florida. We are delighted to have you join us and look forward to working together as you complete your program and prepare for your career in education.

We hope that this guide will help you navigate your program and understand some key policies and requirements for the college and university.

Note: This guide is not meant to be the final or sole word on requirements or policies of your program, the college, or the university.

Please read carefully and familiarize yourself with the information in this guide. While SoE faculty and staff will strive to answer questions and advise you on issues as they arise, you are ultimately responsible for ensuring that you meet program requirements and adhere to relevant college and university policies.

Please feel free to contact your academic advisor by phone, email, or to schedule an appointment if you have any questions.

Congratulations

The SoE faculty congratulate and commend you on deciding to dedicate your life to making a difference in the lives of children. We are happy to be a formative part of your journey as you connect theory learned in courses to practices encountered during clinical experiences.

The clinical experiences of your degree program are intentionally designed to provide hands-on learning opportunities intended to maximize your self-confidence, strengthen your knowledge and skills, and develop your professional identity.

With the cooperation and support of partnering school districts and their schools and teachers, SoE strives to provide our teacher candidates with diverse K-12 classroom experiences to develop the pedagogy necessary to become successful teachers. SoE is particularly indebted to the school districts for their help in preparing the teachers of tomorrow.

Florida Educator Accomplished Practices (FEAPs)

Accomplished Practices are defined as the pre-professional competencies you will be expected to demonstrate as a teacher candidate and are established by the Florida Department of Education. The Florida Educator Accomplished Practices (FEAPs) are provided in the appendices. You can find more information on the FEAPs here: [The Florida Educator Accomplished Practices \(FEAP\)](#)

Part I: Program Contacts & Programs

Clinical Director Office

Professor Kelly Aepli-Campbell

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Program Coordinators

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Exceptional Student Education

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UWF-Teach

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Physical Education

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Music Education

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Programs

SoE offers three undergraduate degree programs: one non-teacher certification degree major and two initial teacher certification degree majors.

Community Education

This program may be completed fully online or by combining face-to-face and online courses except for practicum and capstone experiences. *This degree program does not lead to professional certification.*

Exceptional Student Education (K-12)/Elementary Education (K-6)

This program may be completed fully online or by combining face-to-face and online courses, except for clinical experiences and student teaching. Students must successfully complete the following:

Florida Teacher Certification Exams

1. General Knowledge
2. Professional Education
3. Elementary Education K-6 Subject Area
4. Exceptional Student Education Subject Area

Elementary Education (K-6)

This program is offered in a face-to-face format; however, students can register for online courses during the summer semester and if there is a registration conflict with two in-person courses within the same semester. Students must successfully complete the following:

Florida Teacher Certification Exams

1. General Knowledge
2. Professional Education
3. Elementary Education K-6 Subject Area

UWF-Teach

In addition, the [Hal Marcus College of Science and Engineering](#) offers five undergraduate degree programs in mathematics and science teaching, which are known as the UWF-Teach programs:

- Mathematics Teaching, B.A.
- Biology Teaching, B.S.
- Chemistry Teaching, B.A.
- Physics Teaching, B.A.
- Earth and Environmental Science Teaching, B.A.

Degree plans for the SoE can be found here: [Programs Page](#).

Plans for UWF-Teach majors can be found here: [UWF-Teach Page](#).

Health & Physical Education

In the [Usha Kundu, College of Health](#), the [B.S. in Health and Physical Education](#) the B.S. in Health and Physical Education offers a specialization in Physical Education Teacher Education. Refer to page 12 for the program coordinator's contact information.

Music Education

The [Dr. Grier Williams School of Music](#) offers a Bachelor of Music Education with a specialization in K-12 music education methods and pedagogy program. Refer to page 12 for the program coordinator's contact information.

Note: SoE and UWF-Teach Certification programs lead to certification in the state of Florida. Students planning to teach/practice outside of Florida should consult with the agency for that state or contact SoE for further information. Licensure information by state can be found at: [State Authorization Guide](#).

Part II: CAEP Standards

Council for the Accreditation of Educator Preparation (CAEP) Core Teaching Standards

Standard #1: Content and Pedagogical Knowledge.

The provider ensures an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

Standard #2: Clinical Partnerships and Practice.

The provider ensures effective partnerships and high-quality clinical practice are central to candidate preparation. These experiences should be designed to develop candidate's knowledge, skills, and professional dispositions to demonstrate positive impact on diverse students' learning and development. High quality clinical practice offers candidates experiences in different settings and modalities, as well as with diverse P-12 students, schools, families, and communities. Partners share responsibility to identify and address real problems of practice candidates experience in their engagement with P-12 students.

Standard #3: Candidate Recruitment, Progression, and Support.

The provider demonstrates that the quality of candidates is a continuous and purposeful focus from recruitment through completion. The provider demonstrates that development of candidate quality is the goal of educator preparation and that the EPP provides supports services (such as advising, remediation, and mentoring) in all phases of the program so candidates will be successful.

Standard #4: Program Impact.

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Standard #5: Quality Assurance System and Continuous Improvement.

The provider maintains a quality assurance system that consists of valid data from multiple measures and supports continuous improvement that is sustained and evidence based. The system is developed and maintained with input from internal and external stakeholders. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements, establish goals for improving, and highlight innovations.

For detailed information and specific guidelines regarding Standard 6, please visit the official [CAEP Standards webpage](#).

The Florida Educator Accomplished Practices (FEAPs)

1

Instructional Design and Lesson Planning

Professional learning includes multiple opportunities to implement new learning with ongoing support and actionable feedback to continually improve educator practice and student outcomes.

2

The Learning Environment

Creates and maintains a safe, organized, respectful, and supportive learning environment that promotes engagement, collaboration, and positive student behavior.

3

Instructional Delivery and Facilitation

Uses a variety of research-based instructional strategies, technology, questioning techniques, and communication skills to engage students and promote higher-order thinking and learning.

4

Assessment

Uses multiple methods of assessment to monitor student progress, provide timely feedback, and guide instructional decisions to improve student achievement.

5

Continuous Professional Improvement

Reflects on practice, analyzes student data, seeks professional learning opportunities, and implements improvements to enhance instructional effectiveness.

6

Professional Responsibility and Ethical Conduct

Demonstrates professionalism, collaboration, ethical behavior, and compliance with state laws, district policies, and the Florida Educator Code of Ethics and Principles of Professional Conduct.

Refer to [Florida Educator Accomplished Practices](#) for the full version of FEAPs.

Rule 6A-10.081, Florida Administrative Code, 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 provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by Sections 1003.42(2)(n)3. and 1003.46, F.S.
 - 7) Shall not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in Rule 6A-1.09401, F.A.C., or is part of a reproductive health course or health lesson for which a student's parent has the option to have his or her student not attend.
 - 8) Shall not intentionally violate or deny a student's legal rights.
 - 9) Shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.
 - 10) 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. Discrimination on the basis of race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in Section 1000.05(4)(a), F.S.

- 11) Shall not exploit a relationship with a student for personal gain or advantage.
 - 12) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
 - 13) Shall not violate s. 553.865(9)(b), F.S., which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution.
 - 14) Shall not violate s. 1000.071, F.S., which relates to the use of personal titles and pronouns in educational institutions.
- 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.
- d) A certificate holder serving as a school principal shall not prevent, direct school personnel to prevent, or allow school personnel to prevent students from accessing any material used in a classroom, made available in a school or classroom library, or included on a reading list unless the certificate holder or his or her designee has reviewed the material and determines it violates the prohibitions in Section 1006.28(2)(a)2., F.S., the material is unavailable to students based upon school board policies adopted to implement Section 1006.28(2)(d), F.S., or it was determined under the district's objection process adopted to implement Section 1006.28(2)(a)2., F.S., that the material violated one of the prohibitions in that section.

Rulemaking Authority 1001.02, 1012.795(1)(j), 1012.779 FS. Law Implemented 1012.795 FS. History—New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98, Formerly 6B-1.006, Amended 3-23-16, 11-22-22, 2-21-23, 5-23-23, 8-22-23, 5-30-24, 10-28-25.

Title XLVIII, Chapter 1000, Part 1, 1000.071 of Florida Statutes

1. It shall be the policy of every public K-12 educational institution that is provided or authorized by the Constitution and laws of Florida that a person's sex is an immutable biological trait and that it is false to ascribe to a person a pronoun that does not correspond to such person's sex. This section does not apply to individuals born with a genetically or biochemically verifiable disorder of sex development, including, but not limited to, 46, XX disorder of sex development; 46, XY disorder of sex development; sex chromosome disorder of sex development; XX or XY sex reversal; and ovotesticular disorder.
2. An employee, contractor, or student of a public K-12 educational institution may not be required, as a condition of employment or enrollment or participation in any program, to refer to another person using that person's preferred personal title or pronouns if such personal title or pronouns do not correspond to that person's sex.
3. An employee or contractor of a public K-12 educational institution may not provide to a student his or her preferred personal title or pronouns if such preferred personal title or pronouns do not correspond to his or her sex.
4. A student may not be asked by an employee or contractor of a public K-12 educational institution to provide his or her preferred personal title or pronouns or be penalized or subjected to adverse or discriminatory treatment for not providing his or her preferred personal title or pronouns.
5. The State Board of Education may adopt rules to administer this section.
6. The limitations of this section only apply to the actions of an employee or contractor acting within the scope of their employment duties with the public K-12 educational institution.

Part III: Policies, Expectations, and Student Dispositions

WHY Clinical Placements and Student/Apprenticeship Teaching?

Teaching is a profession that requires both knowledge and practice. Coursework can teach educational theories, lesson planning, child development, and classroom management, but field placements allow candidates to apply those concepts in real classrooms.

Clinical experiences help future teachers prepare in several ways:

- Connecting theory to practice
 - Candidates see how teaching strategies learned in college work with actual students.
 - They learn how to adapt lessons when situations do not go as planned.
- Developing classroom management skills
 - Managing a classroom is difficult to learn from textbooks alone.
 - Clinical experiences provide opportunities to practice establishing routines, maintaining student engagement, and responding to behavioral challenges.
- Understanding the needs of all students
 - Candidates work with students from different cultural, linguistic, and academic backgrounds.
 - This helps them learn how to meet varied learning needs and create a supportive learning environment.
- Building instructional skills
 - Teacher candidates practice planning lessons, delivering instruction, assessing student learning, and providing feedback.
 - They receive guidance from experienced teachers and university supervisors.
- Learning the realities of the profession
 - Candidates observe the daily responsibilities of teachers, including collaboration with colleagues, communication with families, and administrative tasks.
 - This gives them a realistic understanding of the job.
- Receiving feedback and mentoring
 - Cooperating teachers and supervisors observe their teaching and provide constructive feedback.
 - This support helps candidates identify strengths and areas for growth before they become fully responsible for a classroom.
- Increasing confidence and professionalism
 - Repeated practice helps candidates become more comfortable leading instruction and interacting with students.
 - They develop professional habits, decision-making skills, and confidence in their teaching abilities.

Clinical experiences serve as a bridge between learning about teaching and actually teaching. They provide hands-on experience that helps teacher candidates develop the skills, confidence, and professional judgment needed to be effective educators.

Advising

Before registering for coursework, you will need to have your Advising PIN released by an advisor. Make an appointment with your advisor to have your PIN released. This requirement will prevent you from registering for courses without the assistance of your academic advisor. You can make an appointment online through the Navigate app in MyUWF. If you need additional assistance, please contact the SoE Advising Center.

Due to the changing nature of certification and education programs in Florida, it is strongly recommended that you contact an advisor prior to registration each semester. In the end, this could save you time and money!

For assistance, contact your academic advisor either in person, by phone, or by email. Current students, please make an appointment through MyUWF in Navigate. Advising hours are Monday through Friday, 8:30 am to 4:30 pm. If you have questions regarding any of the education programs offered, you can email your advisor. Advisors are listed on page 11.

SoE Advising also has PALS (Personal Availability Links), which allow students to click and schedule an advising appointment.

Academic Advising for the SoE undergraduate students is located in building 85, room 115. You can schedule an appointment online.

Teacher Candidate Support Protocol

Clinical experiences and Student Teaching provide an opportunity for growth, both personally and professionally. Teacher candidates (TC) are held to the highest standards, just as teachers are. In the event there is a concern about a TC's performance and/or professional behavior, the CT, TC, and US must work diligently to resolve the issue in the most expeditious and collaborative manner.

Sometimes, a further review of the issue(s) is needed. If the issues in performance and/or professional behavior cannot be resolved among the CT, TC, and US, the US should immediately issue an alert in Navigate and notify the Director of Clinical (DC) via email. The DC may involve current and past instructors, and will include, as appropriate, a student's academic advisor. The clinical team will review all circumstances and documentation to determine extra support to help the TC succeed, while considering the needs of the school and P-12 students.

Recommendations for improvement may include (but not limited to): establishing a clinical support plan, establishing a dispositional remediation plan, taking additional coursework to build skills, retaking previous courses to ensure mastery of the teaching craft, counseling services, withdrawal from the clinical course, and change of major. Students who wish to appeal the recommendation of the clinical team should follow the university appeal procedures: [Appeal Process](#).

Assessment System

Competencies and Skills

In SoE teacher certification programs, you will be qualified in specific competencies and skills, which the Florida Department of Education has determined as necessary for competency on the Florida Teacher Certification Exams (FTCE) and effective teaching. The FTCE website - www.fl.nesinc.com - has additional information on these competencies and skills.

Assessment System and Academic Learning Compacts

SoE faculty have developed an academic plan for the evaluation of students to ensure that specific student learning outcomes are met through coursework, projects, and clinical experiences. This plan follows students while they are taking their coursework, upon graduation, and in-field two years after graduation. If you find yourself struggling during your first two years in-field, please reach out to your academic advisor for assistance.

EXXAT/Prism

SoE teacher certification programs are state-approved and nationally accredited. This state and national approval/accreditation provides you with the assurances of both a state and nationally recognized set of teaching credentials upon graduation. With these credentials, your prospects for securing a teaching position are greater than those of students who graduate with programs that do not have these accreditations. These assurances are not available from every college or university. To retain our national and state accreditations, which make our programs highly regarded throughout the nation and within Florida, we must provide evidence that the educational experiences we provide our students are relevant, research-based, contextually diverse, and data-driven. Thus, we must collect, maintain, and use data to satisfy the standards of these accrediting bodies. We collect this data through our EXXAT/Prism software program.

The required EXXAT/Prism program for you can be purchased either through the UWF Bookstore or online at the EXXAT/Prism website.

Students are required to purchase EXXAT/Prism and apply to the teacher certification program prior to taking teacher education courses. If you are a transfer student, you must apply as soon as you have access to your UWF email.

If you encounter a problem with EXXAT/Prism, submit a ticket through the Technical Support function in your EXXAT/Prism account. If further assistance is needed, please send an email to exxat@uwf.edu.

If you have a content issue with EXXAT/Prism in a particular class, contact your instructor.

Fingerprints and Background Checks

To comply with the Jessica Lunsford Act, all teacher candidates completing a clinical experience in the State of Florida must be fingerprinted and complete a background check. Each school district is responsible for the

fingerprinting of teacher candidates in that county. Teacher candidates should refer to the local school district website for procedures and costs for fingerprinting and background checks. Teacher candidates will not be allowed entry into a school without completing the fingerprinting and background checks required by that district.

Each Florida school district has different policies, and teacher candidates should follow their specific district's guidance. For instance, in some districts, teacher candidates must be fingerprinted every year whereas in others, they must be fingerprinted every 3-5 years.

Fingerprinting directions for Escambia, Santa Rosa, Okaloosa, and Walton counties will be provided directly by the Clinical Office. Candidates will receive these instructions during the summer months for fall placements, and during November or December for spring placements.

Out of area teacher candidates should check with their local district to ensure their fingerprints are current prior to each clinical experience.

Liability Insurance and Medical Insurance

Student Professional Liability Coverage is provided for claims of UWF students participating in activities required by the academic program. See [UWF Risk Management Information](#) for more information and certificates of insurance.

It is recommended that teacher candidates secure their own health/medical insurance to provide coverage for any illness or injury incurred during any clinical experience, as no such coverage is provided by the University of West Florida. If you are a distance/online student, you should check with the district where you will be doing your clinical experience or student teaching to find out if you need to purchase medical insurance.

Injuries

If you are injured while completing any type of placement, please notify your cooperating teacher, the principal, and your university supervisor immediately. Complete any necessary paperwork as required by the school and/or district.

Smoking and Vaping

You are prohibited from smoking or vaping on school property.

Professionalism

Teacher candidates should always maintain a high level of professionalism, especially while in the schools. Indicators of professionalism include: a willingness to participate in activities, attendance, punctuality, a strong work ethic, and demonstration of a positive attitude. Teacher candidates should maintain a professional stance while participating in clinical experiences as well as away from the school environment. Lack of professionalism may result in the student being removed from a school placement and failing the course.

Dress Code

Teacher education candidates are professionals and models for students. Teacher candidates participating in clinical experiences are expected to dress professionally and follow the faculty dress code for the school where you are placed. This includes expectations for clothing, tattoos, hair color, and piercings. On occasion, a modification to the dress code will be needed for a special function and in these individualized situations, teacher candidates should follow the advice of the school's administration and cooperating teacher. You must always wear your identification badge when on school grounds.

Dates of Attendance

Teacher candidates in Clinical Experience 1, Clinical Experience 2, and Secondary Practicum will begin their clinical work after placements have been confirmed. See information below in the Daily Schedule. Teacher candidates in Student Teaching and Apprenticeship Teaching are strongly encouraged/recommended to be in their assigned classrooms for the semester. All teacher candidates will follow the local school district's schedule instead of the UWF schedule for holidays.

Daily Schedule

Teacher candidates in Clinical Experience 1, Clinical Experience 2, and Secondary Practicum will work with their cooperating teacher to create a set schedule to complete their hours in the classroom. All clinical experience teacher candidates are expected to be present and on time once their schedule has been established.

Clinical Experience 1

Teacher candidates must successfully complete at least 7.5 hours per week over the course of a minimum of 10 weeks. This equates to approximately 2 days per week.

Clinical Experience 2

Teacher candidates must successfully complete approximately 8.5-9 hours per week over a 10–12-week period. This equates to approximately 2 days per week.

Secondary Practicum

Teacher candidates are encouraged to successfully complete approximately 10 hours per week over 10 weeks. This equates to approximately 2 days per week.

CE1, CE2, and SP - *Students who are employed as paraprofessionals or other school employees may NOT use their scheduled work hours towards their required clinical experience hours. Clinical experience hours must be completed in addition to any scheduled paraprofessional hours.*

Student Teaching

Teacher candidates must follow the same contractual requirements as those of the cooperating teacher and are expected to be present for the same hours as their cooperating teacher for the 15 weeks of the semester. Typically, schools require teachers to arrive 30-40 minutes before the first bell and leave 30-60 minutes after the dismissal bell.

In Student Teaching and Apprenticeship Teaching, it is strongly recommended that candidates begin their placement when the teachers return from summer or winter break to maximize their learning of how to establish effective classroom routines, to begin building rapport with the CT, and to meet faculty members, students, and families of students.

Illness/Absences

If a teacher candidate must be absent for any reason, they are responsible for notifying their cooperating teacher immediately, so the teacher has time to make appropriate plans. Once the cooperating teacher has been notified, the teacher candidate must then immediately notify their university supervisor(s) the very same day.

For **Clinical Experience 1, Clinical Experience 2, and Secondary Practicum**, teacher candidates are responsible for the execution of advanced planning of any anticipated absences (e.g., a trip that is scheduled to occur during a clinical experience but was committed to prior to the start of the clinical experience). These types of absences must be addressed by the teacher candidate with their university supervisor as soon as the teacher candidate is aware that their trip will conflict with clinical experience hours or assignments.

For **Student Teaching and Apprenticeship Teaching**, trips/vacations should not be taken during these culminating clinical experiences. Through the degree plan, application, and advising appointments, you are made aware well in advance that you must be in the classroom the full semester.

When considering a teacher candidate's absences, the university supervisor will apply UWF's policy regarding excused absences:

- Students will be excused from class to observe religious holidays of their faith in accordance with UWF REG 3.041 Religious Observances.
- Absences for imposed legal responsibilities (e.g., jury duty, court appearance) and military obligations.
- Absences resulting from participation in extracurricular activities in which students are official representatives of the University.
- Absences for serious illness, death or serious illness within the student's immediate family, or other sound reasons offered by the student may be accepted as excused absences.
- According to UWF, these excused absences include the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Note that the Director of Clinical Experiences and Partnerships and the SoE Dean reserve the right to terminate or extend the length of student teaching or apprenticeship teaching assignments, in instances where the teacher candidate misses more than five days.

Time Management, Course Load, Work, and Life

Think about the number of hours you can contribute to your studies. There are only 168 hours in a week. The minimum amount of time you should spend on your coursework weekly is 3 hours per semester hour. This means that if you are taking 15 semester hours, you should be spending at least 45 hours (3 x 15) per week on your courses. This does not include the 15 hours you are in class. Bottom line = a total of 60 hours for your studies. Online courses often take more time than courses that are face-to-face. Carefully consider what you can physically and mentally do before attempting too many courses in one semester.

Student Teaching requires a full-time schedule (roughly 40–50 hours per week). To help make this transition as smooth as possible, please take time early on to consider how this commitment might affect your personal schedule—including work adjustments, family responsibilities, and financial planning.

Email Netiquette

- Check/access your UWF email account each day.
- Sign your email with your full name and UWF student I.D. number.
- Include the class you are referencing in the subject line.
- Use a greeting (e.g., “Good morning”) and salutation (e.g., “Sincerely”).
- Be polite and maintain a professional tone in your emails.
- Remember, email is not “real time.” Emails may not be returned immediately.

Laptops and Cell Phones

In face-to-face courses, be sure to turn your cell phone on “silent” before class begins. Laptops should be used for taking notes or participating in technology-based activities assigned by the instructor. We want you to have the best possible education, and laptops should not be used for any other reason during class (e.g., social media, shopping). When you are in a clinical placement, your cell phone should be on “silent” and stored out of sight. You will refrain from using your cell phone in a K-12 classroom except for emergencies or instructional purposes approved by your cooperating teacher (e.g., Class Dojo, Kahoot, etc.).

Student Code of Academic Conduct

The University is dedicated to the highest principles and standards of academic integrity. An academic violation by a student can negatively impact a class, program and/or college in ways that are unique to each discipline. Therefore, the University believes that the severity of an academic infraction is best evaluated by the faculty of the institution. The University seeks to offer students an opportunity to respond to allegations of academic misconduct before a decision is rendered. This regulation seeks to provide faculty and students with a fair process for addressing allegations of academic misconduct. Please see the [Full regulation](#).

Placement

Teacher education candidates will be placed in schools that are identified as partnership sites. A list of these schools may be provided by the Director of Clinical Experiences office.

Teacher Education Candidates will not be placed in a school building if an immediate family member is attending or employed in the school building being considered. Parents, spouses, children (including stepchildren) and in-laws are considered immediate family members. If the relative is a central office employee, the candidate may be placed in another district. Candidates will not be placed in the high school from which they graduated.

All candidates must be assigned a clinical instructor by the Clinical Office before beginning any clinical experience requirements. Failure to complete the clinical experience application and/or background check in a timely manner will result in a disposition infraction.

Placement Changes

If the cooperating teacher, student teacher, university supervisor, or principal feels that any other member of the student teaching triad is not meeting individual role responsibilities, that concern should be discussed promptly. Should this discussion not clarify or resolve the problem, the concerned individual should contact the Clinical Director as well as the Teacher Education Department Chair. Sometimes a mismatch occurs, and an alternative placement may be needed; however, all consequences of this change should be considered. This should not be looked upon as a failure by those involved.

Changes in student teaching placements are only made by the Department Chair. The Clinical Director will get permission from the Department Chair and will formally make any placement changes.

School Policies

Teacher education candidates are expected to adhere to the same rules and regulations practiced by the school personnel in the school to which they are assigned. Candidates must become familiar with all school policies and regulations for field experience placements.

Teacher candidates are expected to adhere to the same daily schedule as the cooperating teachers. In regard to holidays and other special scheduling, candidates should adhere to the K-12 school schedule. In addition to observing, tutoring and teaching, candidates are expected to share duties with the cooperating teachers as requested.

Teacher candidates must not use cell phones or any other personal communication device for any purpose during the time they are in the school and/or classroom. Personal email communication or text messaging must not take place while in your assigned clinical experience classroom.

Confidentiality

Be aware that anything said, written or heard in a school site about colleagues, teachers, students or a student's family should not be discussed outside the school. Be discreet in your own comments. Negative statements, whether consciously or unconsciously made, can be seriously damaging to all parties concerned and are inappropriate.

Termination of Clinical Experiences

The School of Education reserves the right to terminate any teacher education candidate whose behavior is not consistent with the professional standards embodied in the teacher education program. The chair of the Department of Teaching, Leadership, and Research (TLR), clinical director, university supervisor, principal and the cooperating teacher of the candidate concerned are responsible for making such determinations. Should termination of clinical experience occur, the candidate has the right to appeal the decision to the Dean of the School of Education.

Professional Dispositions for Candidates

As beginning professionals, teacher education candidates are expected to fulfill many requirements and responsibilities during their clinical experience placements. In the following sections, both general and specific guidelines are detailed.

Teacher Candidate Expectations

As a teacher candidate at UWF's School of Education, you must demonstrate appropriate professional behaviors during your clinical experiences.

What are dispositions?

Dispositions are the professional values, ethics, and behaviors that guide how you interact with students, families, colleagues, and communities. Defined by a belief in all students, empathy and respect, integrity, professionalism, and reflective practice, these core traits foster caring, fair, and responsible educators while driving both student learning and your own professional growth. Refer to dispositions chart .

Consequences

If you receive **two disposition infractions**, a Disposition Committee will meet with you to review your status in the program. A meeting may occur after just one infraction, depending on the nature of the event or significance of behavior.

UWF Dispositions

By the end of the semester: Student teachers must score "**Meets Expectations**" for respecting learners, valuing learners, fostering effective communication, accepting responsibility for learning, and committing to ethical behavior—and at least "**Partially Meets Expectations**" on all remaining dispositions. Meanwhile, CE1, CE2, and SP candidates must achieve at least "**Partially Meets Expectations**" across every disposition.

Short Disposition	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
Respects Learners (InTASC 1h)	The teacher candidate respects learners with differing strengths and needs and is committed to using this information to further each learner's development.	The teacher candidate respects some learners with differing strengths and needs and is attempting to use this information to further each learner's development.	The teacher candidate does not display respect for learners with differing strengths and needs and does not use this information to further each learner's development.
Values Learners (InTASC 2m)	The teacher candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests	The teacher candidate respects some learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The teacher candidate does not respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
Fosters Effective Communication (InTASC 3q and 3r)	The teacher candidate seeks to foster respectful communication among all members of the learning community, and is a thoughtful and responsive listener and observer.	The teacher candidate seeks to foster respectful communication among some members of the learning community, and is sometimes a thoughtful and responsive listener and/or observer.	The teacher candidate does not seek to foster respectful communication among all members of the learning community, and is not a thoughtful and responsive listener/observer.
Commits to Critical Thinking (InTASC 4o)	The teacher candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	The teacher candidate inconsistently realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he only partially keeps abreast of new ideas and understandings in the field.	The teacher candidate does not realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and even evolving. S/he does not keep abreast of new ideas and understandings in the field.
Displays Flexibility (InTASC 5s)	The teacher candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	The teacher candidate inconsistently values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	The teacher candidate does not value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Accepts Responsibility for Student Learning (InTASC 6t)	The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.	The teacher is inconsistently committed to using multiple types of assessment processes to support, verify, and document learning.	The teacher is not committed to using multiple types of assessment processes to support, verify, and document learning.
Commits to Planning and Preparation (InTASC 7p)	The teacher candidate takes professional responsibility to use long- and short-term planning as a means of assuring student learning.	The teacher candidate inconsistently takes professional responsibility to use long- and short-term planning as a means of assuring student learning.	The teacher candidate does not take professional responsibility to use long- and short-term planning as a means of assuring student learning.
Values Technology (InTASC 8r)	The teacher candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.	The teacher candidate is minimally committed to exploring the use of new and emerging technologies to support and promote student learning.	The teacher candidate is not committed to exploring how the use of new and emerging technologies can support and promote student learning.
Seeks Continuous Learning (InTASC 9n)	The teacher candidate sees themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	The teacher candidate sees themselves as a learner but seeks few opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	The teacher candidate does not see themselves as a learner and does not seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
Engages in Collegiality (InTASC 10r)	The teacher candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	The teacher candidate takes minimal advantage of opportunities to grow and develop with colleagues through interactions that enhance practice and support student learning.	The teacher candidate does not take advantage of opportunities to grow and develop with colleagues through interactions that enhance practice and support student learning.
Commits to Ethical Behavior (InTASC 9o)	The teacher candidate understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.	The teacher candidate has limited understanding of the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy, and therefore, does not display this understanding consistently through their actions.	The teacher candidate does not understand the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy, and therefore, engages in unethical behavior.

Part IV. The Professional Triad for Clinical Placements - Roles and Responsibilities

Supervision of teacher candidates is a responsibility shared by the cooperating teacher and the university supervisor. University of West Florida's supervisory program is based on the principle that the cooperating teacher is responsible for classroom instruction, and the university supervisor is a liaison between the cooperating teacher, school, and the university. In addition, university supervisors evaluate the teacher candidate on planning, teaching, assessment, and professionalism in consultation with the cooperating teacher.

Roles

Teacher Candidate (TC)

A student accepted into a Teacher Education program who is working toward an education degree and enrolled in a clinical experience or student/apprenticeship teaching course.

Cooperating Teacher (CT)

A fully certified teacher who is responsible for guiding the professional growth and expertise of a teacher candidate. CTs are the professionals with whom teacher candidates are most closely associated during their clinical experiences. The CT provides guidance and support and serves as both a mentor and a coach. For our purposes, these are the definitions we will use for these terms:

- **Mentor:** an experienced and capable teacher who supports, encourages, and nurtures a clinical experience student. This relationship-based process is designed to help the clinical experience student grow both personally and professionally to become a highly effective teacher.
- **Coach:** a knowledgeable teacher who identifies and works to develop specific skills in a clinical experience student. This relationship-based process is designed to set goals regarding specific dispositions, knowledge, skills and behaviors on which the clinical experience student may need to focus in order to maximize his or her potential.

University Supervisor (US)

The US works collaboratively with the CT in providing meaningful reflection experiences and evaluations of the teacher candidate.

Responsibilities

Responsibilities of Teacher Candidate

The relationship between the teacher candidate and cooperating teacher is of critical importance. An open and positive relationship must exist from the outset. The teacher candidate should take the initiative in establishing communication with the cooperating teacher. If at any point the teacher candidate is having difficulty or senses a problem with the relationship, he or she should bring up the issue immediately with the cooperating teacher. If the issue is not resolved, the teacher candidate should inform the university supervisor. Any barriers to open communication must be resolved quickly. To establish a productive working relationship with the cooperating teacher, the teacher candidate should:

- Display an interest in becoming an effective teacher by conveying a sincere desire to learn, a willingness to cooperate, and an appreciative attitude towards any suggestions and constructive criticism.
- Keep in mind that the cooperating teacher is considered the “expert” and as such has specific knowledge of the subject matter, students and their needs, teaching strategies, planning, and assessment. You are the novice and are there to learn. Seek the advice of the cooperating teacher and be open to any suggestions and feedback.
- Strive for insights from the observation and participation phases of the clinical experiences.
- Take an early initiative in assuming responsibility by asking the CT how you can participate in the classroom activities.
- When teaching, attempt alternate teaching techniques to discover and develop an individual teaching style.
- Realize that classroom pupils are the ultimate responsibility of the cooperating teacher and that variations from standard procedure should be discussed in advance with the cooperating teacher. (The teacher candidate and cooperating teacher are encouraged to be innovative in ensuring the student is able to apply research-based strategies in the classroom.)
- Schedule and hold regular conferences to discuss planning.
- Always conduct him/herself professionally (see “Expectations,” Part III).
- Dress professionally (see “Expectations,” Part III).
- Communicate directly and honestly with the cooperating teacher and university supervisor
- Have the cooperating teacher approve all schedules, lesson plans, activities, and materials.
- Immediately inform the cooperating teacher and university supervisor of any changes in the agreed-upon clinical experience schedule, tardies, or absences.
- Review teacher’s editions and curriculum guidelines for the assigned grade level.
- Be prompt and thoroughly plan lessons.
- Submit assignments in a timely manner to both the cooperating teacher and course instructors. Submit designated assignments to EXXAT/Prism.
- Complete an evaluation on your CT.
- **CE1 teacher candidate:** Demonstrate weekly teaching skills focused on the best practices for that week. Comprehensively plan one lesson that will be formally evaluated by the university supervisor. Make a C- or better on the content.

- **CE2 teacher candidate:** Comprehensively plan at least three lessons delivered in a variety of instructional formats. All lessons will be evaluated by the cooperating teacher; the first and last lessons will be formally evaluated by the university supervisor. Make a C- or better on the content. Earn an Effective score on all ESOL elements.
- **SP teacher candidate:** Demonstrate weekly teaching skills focused on the best practices for that week. Comprehensively plan two lessons that will be formally evaluated by the university supervisor.
- Maintain a paper copy of attendance using the Daily Attendance Record or a form approved by the university supervisor. The cooperating teacher should initial each day the teacher candidate is in the classroom. The university supervisor will verify hours at the end of the semester.

Responsibilities of Cooperating Teacher

The CT is in a key position in determining the success or failure of a teacher candidate's clinical experience. The CT is the primary mentor and guide for candidates during their clinical experience. The specific responsibilities of the cooperating teacher for teacher candidates in Clinical Experience 1 and 2 are described in more detail below:

- Facilitate introduction of the teacher candidate to the school administration, staff, parents, and students and provide guidelines on dress code (refer to p.23) requirements specific to your district or school.
- Instruct teacher candidate on professional etiquette and dispositions.
- Provide leadership, direction, and assistance to the TC.
- Allow the TC time for initial classroom observations and orientation to curriculum, instructional materials, and students. As soon as the CT and teacher candidate are ready, the CT should begin giving the candidate tasks in the classroom. These tasks may include but are not limited to individual student support, leading small groups, leading morning work, transporting class to lunch or special areas, reviewing student work, helping to organize/create classroom materials, etc.
- Allow the teacher candidate sufficient time to plan/develop lessons and/or activities to be taught in the classroom.
- Provide the following suggested activities:
 - Teaching reading
 - Planning, adapting, delivering, and evaluating units that include curriculum materials, activities, and assessments with ELL students
 - Parent-teacher conferences
 - Faculty meetings and team meetings
 - Additional duties: cafeteria/bus/library/etc.
 - Field trips
 - Resource classroom
 - IEP and/or 504 Screening
 - RtI/MTSS Meetings
- Complete the Dispositions Form in collaboration with the Teacher Candidate at the midterm point in the semester.
- Observe and informally evaluate the clinical experience or secondary practicum teacher candidate's performance, providing frequent, targeted, and constructive feedback. For clinical experience 1 and 2, at least 2 of the student's lessons and activities will be formally evaluated by the cooperating teacher

with feedback provided. The CT may use any observation tool they feel is appropriate. All feedback should be based on evidence gathered.

- CE1, CE2, and SP, complete the CT Feedback Form after week 5 and the end of the term. Student/Apprenticeship Teaching, complete the Feedback Form at weeks 4 and 8, and end of the semester - located in the appendices.
- Work with the clinical experience student to establish a designated day and time each week for focused reflection and feedback.
- Assist the teacher candidate in developing any remedial plans necessary to help the student develop instructional and/or behavior management skills.
- Arrange a pre-observation conference with the candidate prior to lesson(s) and approve all lesson plans.
- Contact the university supervisor immediately if concerned about the clinical experience student's performance or behavior.

Key Things to Remember

- UWF students are not allowed to chaperone any type of activity alone during the placement.
- The University prohibits the use of UWF students as substitute teachers during the placement.
- UWF teacher candidates are expected to know their pupils as well as possible through observations, conferences, test scores, and examination of school records.
- UWF teacher candidate behavior during school days and non-school days should be governed by the fact that they are now a professional.
- Teacher candidates must be available for scheduled or impromptu conferences with the cooperating teacher and/or university supervisor.

Responsibilities of University Supervisor

The US is the instructor of the course and is responsible for collecting and submitting all assignments, observations, and feedback relevant to the candidate's performance in the clinical course. The university supervisor is also responsible for providing needed support to the student and the cooperating teacher. The university supervisor's final evaluation submission in EXXAT/Prism must reflect input from the candidate and cooperating teacher.

Specific responsibilities include:

- Meet with the cooperating teacher and clinical experience student for introductions and an outline of upcoming activities.
- Review all lesson plans.
- **CE1** – Observe and formally evaluate two instructional sessions, providing feedback.
- **CE2** – Observe and formally evaluate two instructional sessions, providing feedback. Complete informal observations as necessary.
- **SP** - Observe and formally evaluate two instructional sessions, providing feedback. Complete informal observations as necessary.
- Be readily available to discuss problems that may arise.
- Assist the CT and the clinical experience student in developing any remedial plans

necessary to help the student develop instructional and/or management skills.

- Complete Dispositions Form (appendices). Submit to EXXAT/Prism.
- Complete a final review conference with candidate and CT to complete EXXAT/Prism evaluation together.
- Submit the EXXAT/Prism Clinical Experience Binder at the end of the semester. (When completing evaluations in EXXAT/Prism, please do not leave any item unmarked. Leaving items unmarked causes errors in the reporting of the evaluations.)

Part V: Clinical Experience, Practicum, and Student/Apprenticeship Teaching

Overview

The clinical experiences are planned so that the knowledge, theories and practices taught in the university classroom are applied in meaningful ways at selected points in the program. During the professional education core coursework, teacher education candidates are required to observe and teach in selected classrooms, interview teachers and reflect on lessons taught. Candidates develop and refine understanding of teaching and learning as a facilitative process and begin to apply principles of developmental/ constructivist theory through instructional practice. Learning about effective teaching, developing professional dispositions and participating in clinical-based experiences provide candidates the opportunity to work directly with practitioners and school students at varying grade and developmental levels.

Clinical Experiences

SoE teacher candidates participate in a clinical-intensive program of study that allows them to engage in extensive reflection and writing about their classroom practice. Since Florida schools vary in the student populations they serve, the state requires teacher candidates to have clinical experiences in diverse school settings. Except for those enrolled in the Para to Teacher program, candidates will be expected to serve in multiple school settings for all clinical experiences.

Clinical experience courses cannot be taken together; they are sequential. Each placement you receive will be in a different school. Placements are made by the Director of Clinical Experiences and Partnerships in collaboration with each district or school. Please do NOT reach out to a school or a school district to negotiate your placement. **Once a placement is made, it will not be changed.**

There are two clinical experience courses for **Elementary and ESE/Elementary majors**: Clinical Experience 1 and Clinical Experience 2. For **Clinical Experience 1 and 2**, your program GPA must be 2.5 or higher to be eligible for placement. Additionally, you must be admitted to the program and have passed the FTCE General Knowledge Exam before taking CE1. Work with your advisor to learn the details of each course.

Clinical Experience 1

CE1 the first of three clinical experiences required for Elementary and ESE/Elementary majors. Over 10-12 weeks, teacher candidates are expected to be in the classroom for a minimum of 75 hours.

Clinical Experience 2

CE2 is the second of three clinical experiences required for Elementary and ESE/Elementary majors. Over 10-12 weeks, teacher candidates are expected to be in the classroom for a minimum of 100 hours; 15 hours of their placement must be working with an ESOL student. The CE2 student should be in his/her assigned classroom a minimum of 2 days each week of the clinical experience.

Student Teacher (ST)

ST is the culminating clinical experience for Elementary and ESE/Elementary majors, student teaching. Student teachers are required to be in the classroom full-time for a minimum of 15 weeks. It is strongly recommended that student teachers begin their placement when the teachers return from summer or winter break to maximize their learning of how to establish effective classroom routines, to begin building rapport with the CT, and to meet faculty members, students, and families of students.

Courses & Clinical Experiences

Elementary Education and ESE/Elementary Program Courses

The following is a required **prerequisite** course for all teacher certification majors:

- EDF 1005 Introduction to Education (or EDG2041 Exploring Inquiry Teaching for UWF-Teach programs)

The following courses are **common** for Elementary and ESE/Elementary majors:

- EEX 3070 Methods of Inclusion and Collaboration
- EDE 4200 Planning and Curriculum
- LAE 3314 Literacy for the Emergent Learner
- EDF 3234 Applied Foundations of Education
- EDG 4373 Integrated Arts and Contemporary Educational Tools
- EDG 3945 Clinical Experience 1
- EDG 4442 Effective Learning Environments
- TSL 4080 ESOL Principles and Practices
- TSL 4081 Teaching English to ESOL Students
- RED 3310 Literacy Instruction for the Elementary Learner
- EDG 4949 Clinical Experience 2
- EDG 4936 Senior Seminar and Reading Practicum
- EDG 4940 Student Teaching
- SCE 4310 Teaching Science in Elementary Schools
- SSE 4413 Social Studies for Elementary Teachers
- MAE 4310 Teaching Mathematics in Elementary Schools
- RED 4542 Assessment and Differentiated Instruction in Reading
- EDG 4351 Educational Assessment

In addition, ESE/Elementary majors take:

- EEX 4141 Teaching Students with Language and Communication Disorders
- EEX 4254 Instructional Strategies for Teaching Students with Exceptionalities
- EEX 4255 Curriculum for Teaching Students with Exceptionalities
- EEX 4474 Curricula for Teaching Students with Severe Disabilities
- EEX 4772 Personal, Social and Employment Skills for Exceptional Students

See individual degree plans located at [SoE Undergraduate Programs](#) for coursework to complete after completing the above courses. See your degree plan in DegreeWorks for a personalized degree plan. Please contact your advisor with any questions about your plan.

For **UWF-Teach majors**, there is one clinical experience course: Secondary Practicum.

Clinical Practicum for Secondary Education (SP)

SP one clinical experience for a secondary education minor, or a student enrolled in the first of two clinical experiences required for UWF-Teach majors. The SP student is expected to be in the classroom for 100 hours over 10-12 weeks, a minimum of 2 days each week.

Apprenticeship Teacher (AT)

AT is the culminating clinical experience for UWF-Teach majors, apprenticeship teaching. Apprenticeship teachers are required to be in the classroom halftime for a minimum of 15 weeks. It is strongly recommended that apprenticeship teachers begin their placement when the teachers return from summer or winter break to maximize their learning of how to establish effective classroom routines, to begin building rapport with the CT, and to meet faculty members, students, and families of students.

Before placements can be made, students must first submit a clinical placement application in EXXAT/Prism by the following deadlines. A new application must be submitted each semester.

UWF-Teach Program Education Courses

- EDF 3234 Applied Foundations of Education
- EDG 4323 General Methods in K-12 Reading Instruction
- ESE 4322 Instruction, Management, and Assessment: Secondary Education
- TSL 4080 ESOL Principles and Practices
- MAE/SCE 4320 Teaching Mathematics/Science in Middle and Secondary Education
- ESE 4940 Clinical Practicum for Secondary Education
- EDG 4948 Apprenticeship Teaching

See individual degree plans located at [SoE Undergraduate Programs](#) for coursework to complete after completing the above courses in your individual content area. See your degree plan in DegreeWorks for a personalized degree plan. Please contact your advisor with any questions about your plan.

Applications for CEs

Absolutely no applications are carried forward to the next semester regardless of the reason. Instructions will be provided via your advisor on how to submit your application.

Application deadlines for Clinical Experience 1 & 2 and Secondary Practicum are as follows:

Fall

- Application window is April 1-May 1.

- **Deadline is May 1.**
- CE1 candidates: FTCE General Knowledge scores must be received by May 1 to secure a placement.

Spring

- Application window is October 1-November 1.
- **Deadline is November 1.**
- CE1 candidates: FTCE General Knowledge scores must be received by November 1 to secure a placement.

Teacher candidates are responsible for applying within the application window. If you miss the application window, your clinical experience will be delayed until the following semester.

Placements for clinical experiences and secondary practicum are made by the Director of Clinical Experiences and Partnerships. **Once a placement is made, it will not be changed.**

Applications for Student Teaching and Apprenticeship Teaching

During your culminating clinical experience, you will gradually assume full responsibility for all classroom and instructional duties under the supervision of high-performing and highly qualified educators. Throughout the experience, your cooperating teacher and university supervisor will closely monitor and measure your teaching skills to ensure you demonstrate the highest standards of excellence.

To meet the state requirement that teacher candidates encounter diverse settings, Student Teaching/Apprenticeship Teaching will be completed in different schools and at different grade levels from prior clinical experiences except for those in the UWF (state) Para to Teacher program.

Placements are made by the Director of Clinical Experiences and Partnerships in collaboration with each district or school. Please do NOT reach out to a school or a school district to negotiate your placement. Once a placement is made, it will not be changed.

Student Teaching and Apprenticeship Teaching applications (in EXXAT/Prism) and all passing FTCE scores must be received by the deadline, or your culminating clinical experience will be delayed until the next semester. Student Teaching and Apprenticeship Teaching application deadlines are as follows:

Fall

- Application window is April 1- May 1.
- **Deadline is May 1.**
- All test (FTCE) scores must be received by May 1 to secure a placement.

Spring

- Application window is October 1- November 1.
- **Deadline is November 1.**
- All test (FTCE) scores must be received by November 1 to secure a placement.

In addition to passing all exams by the designated deadline and the application being submitted on time, teacher candidates must also earn a C- in all required courses and maintain a minimum program GPA of 2.5.

Placements for Student Teaching and Apprenticeship Teaching are made by the Director of Clinical Experiences and Partnerships. **Once a placement is made, it will not be changed.**

Teacher candidates completing student teaching outside of Florida should view “[UWF State Authorization Status](#)” to determine if the state you are in allows UWF to place students for clinical experiences or internships. It is also suggested that you contact the district where you are seeking placement to verify availability.

ESOL Endorsement

Students in the Elementary and ESE/Elementary programs will complete the ESOL endorsement through selected program courses and in TSL4080 and TSL4081. The performance component for your ESOL endorsement is required in CE 2. For more information, go to [FL ESOL Standards](#).

Reading Endorsement

Students in the Elementary and ESE/Elementary programs will complete Competencies 1-4 in LAE 3314, RED 3310, and RED 4542. Competency 5, Demonstration of Accomplishment, is part of Senior Seminar and Student Teaching. For more information, go to [Reading Endorsement](#).

Clinical Experience 1 and 2 and Secondary Practicum CT and US Roles and Responsibilities

Collaborate with teacher candidate

Cooperating Teacher

- Communicate with candidate and US regularly.
- Commit to mentoring and coaching teacher candidate.
- **CE1:** Meet with US and teacher candidate (virtually or in person) **at least two times:** once for orientation and once at the end for summative evaluation.
- **CE2:** Meet with US and teacher candidate (virtually or in person) **at least three times:** once for orientation, once for feedback for teacher candidate and once at the end for summative evaluation.
- **CE1 and 2:** Evaluate lesson(s) taught by the teacher candidate utilizing the feedback form that corresponds with your district evaluation system and share feedback with the teacher candidate.
- Model and instruct candidate on professional dispositions
- Monitor progression of teacher candidate’s teaching and learning.

University Supervisor

- Organize meetings with the teacher candidate, cooperating teacher (CT), and university supervisor (US).
- Communicate with candidate and CT regularly:

- **CE1 & SP:** 4-8 times/semester, more if necessary
- **CE2:** 6- 8 times/semester, more if necessary.
- Explain expectations regarding coaching teacher candidate to the classroom teacher
- **CE1 & SP:** Meet at least 2 times with classroom teacher and teacher candidate (virtually or in person).
- **CE2:** Meet at least 3 times with the classroom teacher and teacher candidate (virtually or in person).
- **CE1:** Evaluate two lessons taught by the student and share with the CT.
- **CE2 & SP:** Evaluate two lessons taught by the teacher candidate and share with the CT.
- **CE1 & SP:** Provide instruction on professional dispositions and ethics.
- Monitor progression of teacher
- candidate's teaching and learning.
- **CE1:** Assist teacher candidate with understanding instrument and rubric for teacher performance expectation (i.e. Danielson).
- **CE1:** Use the teacher performance rubric to provide feedback to teacher
- candidate on identified elements after observation.

Scaffold teacher candidate's experiences

Cooperating Teacher

- **CE1:** Assist teacher candidate with understanding and applying research based best practices.
- **CE2:** Assist teacher candidate with a deeper understanding and applying research based best practices.
- Assist teacher candidate in identifying strengths and areas for improvement.
- Support teacher candidate in completing requirements for clinical experience.
- **CE2:** Observe teacher candidate working with ESOL students and provide feedback.
- **CE2:** Observe teacher candidate seeking ESE certification working with students with special needs and provide feedback.
- Observe and provide targeted, actionable feedback to the teacher candidate working with P-12 students.

University Supervisor

- **CE2 & SP:** Assist teacher candidate with a deeper understanding (why and how) of the instrument and rubric for teacher performance expectation (i.e. Danielson).
- **CE2 & SP:** Use the entire teacher performance rubric to provide feedback to teacher candidate (at least two observations) and more if necessary for teacher candidate to at least meet minimum expectations.
- Work with teacher candidates to identify artifacts to upload to EXXAT/Prism for program evaluation as evidence to support rubric ratings.
- **CE2:** Provide feedback and support to teacher candidate working with ESOL students
- **CE2:** Observe teacher candidate seeking ESE certification working with students with special needs and provide feedback.
- Observe teacher candidate seeking ELE certification working with students and provide feedback.
- Review lesson plans and provide feedback.

Link theory to practice

Cooperating Teacher

- Assist teacher candidate in connecting clinical practice to theory learned during previous coursework.
- Use pre and post lesson meetings as an opportunity to link theory to practice (pre) and practice to theory (post).

University Supervisor

- Assist teacher candidate in designing and teaching lesson(s) and activities to explicitly connect clinical practice to theory learned during previous coursework.
- Use pre and post lesson meetings as an opportunity to link theory to practice (pre) and practice to theory (post).

Develop teacher candidate's critical reflection abilities

Cooperating Teacher

- Encourage self-reflection throughout the clinical experience.
- Support teacher candidate's growth by providing feedback and encouraging analysis and critical reflection.

University Supervisor

- Encourage self-reflection throughout the clinical experience.
- Support teacher candidate's growth by providing feedback and encouraging analysis and critical reflection.

Final Evaluation of CE 1 & 2 and Secondary Practicum

The **university instructor** will make the final decision for the teacher candidate's final grade for clinical experiences 1 and 2 and secondary practicum.

- **To pass CE1**, the candidate must not make below an "emerging/needs improvement" on the 12 Critical Components of the Danielson Framework on his/her summative evaluation or less than a "partially meets expectations" on any of the Dispositions.
- **To pass CE2**, the candidate must earn a minimum rating of "Developing" for 16 or more components of the Danielson Framework with no "Unsatisfactory" ratings and a minimum rating of "Partially Meets" on all the SoE Dispositions. The candidate must also earn a minimum of "Meets" for all ESOL tasks.
- **To pass SP**, the candidate must earn a "Needs Improvement" or above rating on all components of the Danielson Evaluation Rubric as well as "partially meets expectations" on all dispositions.

Evaluation Instrument

UWF uses the Danielson Evaluation Instrument, which is aligned to the FEAPs. for all clinical experiences. The evaluation instrument employs a four-level rating scale: Effective, Developing, Emerging/Needs Improvement, and Unsatisfactory. See the appendices for the evaluation.

Students who receive an unsatisfactory grade, withdraw, or are administratively removed from a clinical course may apply for a second placement though one is not guaranteed. If a second placement is secured and the candidate fails to achieve the required performance by the specified time frame, under no circumstances will a third placement be attempted.

When there are significant/ongoing issues in performance and/or professional behavior, a clinical support and/or dispositional remediation plan will be initiated. If the support/remediation plan is completed successfully, you may receive a second placement. If the plan is not successfully completed, you will not be placed for a second CE or Student Teaching.

Student Teaching CT and US Roles and Responsibilities

Collaborate with teacher candidate

Cooperating Teacher

- Communicate with candidate and US regularly.
- Meet at least 4 times with teacher candidate. Meet with the US and ST for orientation and summative evaluation.
- Commit to mentoring and coaching teacher candidate.
- Evaluate lessons taught by the teacher candidate utilizing the feedback form that corresponds with your district evaluation system and share feedback with the teacher candidate and US.
- Complete feedback forms for US.

University Supervisor

- Communicate with candidate and CT regularly (6-10 times/semester, more if necessary).
- Meet at least 4 times with teacher candidate (virtually or in person). Meet with the CT and ST for orientation and summative evaluation.
- Explain expectations regarding coaching teacher candidate to the classroom teacher.
- Evaluate a minimum of three lessons taught by the teacher candidate.

Scaffold teacher candidate's experiences

Cooperating Teacher

- Monitor progression of teacher candidate's teaching and learning.
- Assist teacher candidate with a deeper understanding and application of research-based practices.
- Work with teacher candidate to identify strengths and areas for improvement.

- Support teacher candidate in completing requirements for student teaching.

University Supervisor

- Monitor progression of teacher candidate's teaching and learning.
- Assist teacher candidate with a deeper understanding (why and how) of the instrument and rubric for teacher performance expectation (i.e. Danielson).
- Use the teacher performance rubric at least three times, to provide feedback to teacher candidate, more if necessary for teacher candidate to at least meet minimum expectations.
- Work with teacher candidates to identify artifacts to upload to EXXAT/Prism for program evaluation as evidence to support rubric ratings.
- If not certified or endorsed in reading, collaborate with a university supervisor who is certified or endorsed in reading for observing and evaluating the teacher candidate's reading assignment.

Link theory to practice

Cooperating Teacher

- Assist teacher candidate in connecting clinical practice to theory learned during previous coursework.
- Use pre and post lesson meetings as an opportunity to link theory to practice (pre) and practice to theory (post).

University Supervisor

- Use pre and post lesson meetings as an opportunity to link theory to practice (pre) and practice to theory (post).

Develop teacher candidate's critical reflection abilities

Cooperating Teacher

- Encourage self-reflection throughout student/apprenticeship teaching.
- Support teacher candidate's growth by providing feedback and encouraging analysis and critical reflection.
- Support teacher candidate's growth by providing feedback and encouraging analysis and critical reflection.

University Supervisor

- Encourage self-reflection throughout student/apprenticeship teaching.
- Work with teacher candidate by providing feedback for revising a professional learning plan, which should be a critical reflection of progress, to be used as an artifact demonstrating professional growth.

ST Timeline Guideline

Weeks 1 and 2

During the first two weeks of the semester, the teacher candidate should observe and complete any duties assigned by the cooperating teacher. The teacher candidate should also work with individuals and small groups. The teacher candidate may begin to teach lessons during the second week.

Weeks 3 and 4

During weeks 3 & 4, the teacher candidate should move from the observation/assistant phase of student teaching to playing a more active role in daily student supervision tasks (such as taking over attendance, morning work, lunch count, etc.). The teacher candidate should continue to work with individuals and small groups in addition to taking over small routine tasks such as attendance, morning work, lunch count, and additional tasks as assigned by the cCooperating teacher.

By the end of the fourth week, the cooperating teacher will submit the first feedback form to the university supervisor.

Weeks 5 thru 7

In week five, the teacher candidate should continue managing the daily tasks. The teacher candidate should begin to assume the primary responsibility (with the cooperating teacher's guidance) for planning and teaching one subject/class period (or approximately one hour of the day's instruction each day for weeks 5, 6, and 7. During weeks five through seven, the teacher candidate should add a subject/class period for each week until the teacher candidate has assumed all of the cooperating teacher's duties.

By the end of the sixth week, teacher candidate, cooperating teacher and university supervisor will discuss the teacher candidate disposition form.

Weeks 8 thru 13

The teacher candidate should be responsible for planning and teaching the entire day for six weeks (weeks 8-13). The teacher candidate should retain the responsibilities assumed in the previous weeks and complete a minimum of six weeks of full-time teaching. Full-time teaching responsibility includes planning and duty stations assigned to the cooperating teacher. For Elementary Education and ESE/EL Ed programs, the student must also submit a reading unit plan and be observed by a reading evaluator (i.e., certified reading teacher). See your Senior Seminar schedule for due dates.

The TC and US will meet for a post conference after observations. CT post conference participation is optional. At least four observations will be completed.

By the end of the 8th week, the cooperating teacher will submit the second feedback form to the US.

Weeks 14 and 15

The teacher candidate should gradually return primary responsibility of planning and teaching the class to the cooperating teacher.

The teacher candidate is encouraged to observe other classes during the last 1-2 weeks. The cooperating teacher must approve.

At the end of the semester, the teacher candidate, cooperating teacher, and university supervisor will meet for a summative evaluation. During this meeting, the final summative evaluation will be completed.

The cooperating teacher will submit the final feedback form to the university supervisor.

Final Evaluation of Student Teaching

While the university instructor determines the final grade for Student Teaching, passing the course requires meeting several baseline benchmarks. Candidates must score at least 'Developing' across all Danielson components. Additionally, candidates must earn 'Meets Expectations' for Dispositions 1h, 2m, 3q, 3r, 6t, and 9o, and at least 'Partially Meets' (PM) for all remaining Dispositions. Finally, a minimum score of 'Developing' is required on both the Unit Plan and the Analysis of Student Impact.

Evaluation Instrument

UWF uses the Danielson Evaluation Instrument for all clinical experiences. The evaluation instrument employs a four-level rating scale: Effective, Developing, Emerging/Needs Improvement, and Unsatisfactory. See the appendices for the evaluation.

Teacher candidates who receive an unsatisfactory grade, withdraw, or are administratively removed from a clinical course may apply for a second placement though one is not guaranteed. If a second placement is secured and the candidate fails to achieve the required performance by the specified time frame, under no circumstances will a third placement be attempted.

When there are significant/ongoing issues in performance and/or professional behavior, a clinical support plan (CSP) will be initiated. If the CSP is completed successfully, the candidate may receive a second clinical or student teaching placement. If the plan is not successfully completed, the student will not be placed again.

Teacher Certification

Accreditation

UWF is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). SoE is a part of UWF's Professional Education Unit (PEU), which is accredited by the Council for the Accreditation of Educator Preparation (CAEP). Additionally, UWF teacher certification programs are reviewed and approved by the Florida Department of Education (FLDOE).

Florida Teacher Certification Exams

General Knowledge Exam (GKE)

There are four subtests of this exam: Mathematics, Reading, English Language Skills, and Essay. This exam must be passed prior to admission to one of the certification degree education majors.

Professional Education Test (PEd)

This exam is based on educational theories and foundations as well as knowledge of general instructional strategies. This exam must be passed prior to student teaching or apprenticeship teaching. It is recommended that the student take this exam early in the SoE program after passing EDF3234, EDG 4442/ESE 4322, and TSL 4080. The deadline for submitting passing scores is May 1st for fall placements and November 1st for spring placements.

Subject Area Exams (SAE)

These exams are based on the content and methods of your major. All required subject area exams must be passed prior to student teaching or apprenticeship teaching. We recommend students take the subject area exams early, after completing most of the methods and content courses, to leave time to retake if necessary. The deadline for submitting passing scores is May 1st for fall placements and November 1st for spring placements.

Registration for the computer-based FTCE GK, PEd, or SAE is by appointment only at various testing sites.

Go online to the FTCE website to [register for your FTCE certification exams](#). The cost of these tests (and retakes) varies so please refer to the above website for the most up-to-date information about this.

Out-of-state students: You may have to plan to travel to take the exams or make arrangements at a remote testing facility where available. View test center locations in Florida and throughout the United States at the [Test Center Locations](#).

FTCE test scores must be earned no more than ten (10) years prior to the date of application for certification. You must wait 31 calendar days after taking a test/subtest/section to retake an exam. Otherwise, the score for your retake will be invalidated and no score report will be issued. It may take up to 6 weeks to get exam scores back.

FTCE Information: [SoE Resources](#) and [UWF LibGuides](#)

Graduation

Pre-Graduation Audit

SoE undergraduate majors are required to meet with their academic advisor to complete a Pre- Graduation Audit before graduation. This audit is intended to advise the student of all courses needed for graduation and to confirm that all remaining requirements are included in the degree plan.

Graduation Process

SoE majors are responsible for understanding and meeting all UWF and SoE graduation requirements. Having met all requirements for an undergraduate degree major, a student is expected to graduate.

Student responsibilities include:

1. Meeting with a SoE undergraduate academic advisor each semester to discuss degree progression,
2. Completing the Graduation Application online: [Apply to Graduate](#), and
3. Meeting all requirements for the degree (see below).

UWF Bachelor's Degree Requirements

Requirements include, but are not limited to:

- 120 semester hours in an approved program to meet state law requirements
- UWF cumulative 2.00 GPA with a major GPA of 2.00 for SoE undergraduate non- certification track programs
- Overall GPA of 2.50 with a major GPA of 2.50 for SoE undergraduate certification track programs
- 48 semester hours in upper-level coursework
- 25% of degree program credits must be earned at UWF
- The last 30 semester hours of credit for a degree must be earned at UWF
- 24 semester hours of upper-level work in the major field with a minimum of 18 upper- level semester hours in the major field at UWF
- Fulfillment of Communication and Computation Skills Requirements
- Completion of all General Education requirements
- Completion of the Civic Literacy requirements
- Completion of all program-specific lower division common prerequisites
- Completion of admissions foreign language requirement
- Nine hours of summer semester enrollment at an SUS institution (students who entered UWF with less than 60 semester hours)
- Admitted and enrolled at UWF in a degree-seeking status for a minimum of one semester in the degree program for which a degree is awarded
- Admitted and enrolled at UWF in a degree-seeking status within the last five years of the date the degree is awarded. SoE undergraduate students should contact their academic advisor to determine the minimum hours and courses in which to enroll.
- Students who need to be readmitted will be required to meet the degree requirements of the current catalog.

Note: A degree will not be awarded for a student who is on academic probation or suspension.

After Graduation

Upon graduation with a major in a **teacher certification program (Elementary Education, ESE/Elementary Education, or one of the UWF Teach programs)**, students are eligible for a five-year professional certificate

in their subject area(s) from the State of Florida. To secure this, they are required to submit an application to the FLDOE. For more information go to [Educator Certification](#).

Part VI: Support Services and Resources

Academic Assistance

Center for Academic Success

The Center for Academic Success provides free tutorial assistance and academic support services to all students, including distance learners enrolled at the University of West Florida.

UWF Writing Lab

The UWF Writing Lab assists with learning proper grammar and writing papers. This service is available to online students as well as local students.

UWF Library Access

Students who are taking any classes on the UWF main campus are required to obtain a Nautilus Card. On-campus students can access library materials from the UWF John C. Pace Library (Building 32) and Education Library (Building 86/Room 105) with the use of the Nautilus Card.

If all of your classes are online you may request a Library Access Number as follows:

- Go to the [Library Home Page](#)
- Click on “Services” (a link on the right)
- Click on “Online Learner” (a link on the right)

If you have any additional questions regarding access to library materials, contact the Circulation Department at 850.474.2414.

UWF Bookstore

Students can purchase textbooks online at [UWF Bookstore](#). In addition to books, students can purchase UWF apparel and gifts, school supplies, and computer products.

Once you register for classes, go to Classmate in MyUWF, then click on Purchase Textbooks. This link shows what books your instructors have ordered for your various classes, both required and recommended. You can pay for them online and have them shipped to you, or you can pay for them online and have the books held by the bookstore until you can pick them up in person.

UWF Online

As a UWF student, you will be expected to access your MyUWF and Gmail accounts daily. MyUWF is a “one-stop shop” for all the information you need as a student. Your student records, registration and course search, graduation dashboard, eLearning online courses, financial aid and account balance, hold information, grades, and your degree audit can all be found in MyUWF. To access your MyUWF account, go to our home page at <https://my.uwf.edu/>. If you have difficulties signing up or understanding this website, please contact the

UWF Informational Technology Services (ITS) at 850.474.2075 or visit their website found here: [ITS Help Desk](#).

Your DegreeWorks audit is a list of each requirement you will need to complete to graduate from UWF. Your academic advisor can help you read your audit; however, you should review it frequently on your own to maintain accuracy.

Gmail is your student email account that you may access by going to the Gmail login at <http://gmail.students.uwf.edu> using your MyUWF username and password.

Student Support and Wellness Services

Student Advocate

In addition to the Student Ombudsperson, a Student Advocate is available to assist students with information regarding university policies, grievance procedures, and appeal procedures. The Student Advocate may also serve as a facilitator in the resolution of disagreements, grievances, or otherwise unsatisfactory conditions. The Student Advocate, a UWF student, is appointed by the Student Government Association (SGA) President. Students wishing to speak with the Student Advocate should go to the SGA Office located in the University Commons in Building 22, Room 227, or call (850) 474-2393. Additional information can be found here: [Student Ombuds](#).

Financial Aid

Students attending on-campus or online classes may apply for eligibility to receive financial aid. The financial aid home page is located at [Financial Aid](#).

Please familiarize yourself with this site, which contains information, applications, additional forms, as well as the steps to follow in the financial aid process. Please read the information found in the “Scholarship” link if you are interested in applying for scholarships.

Note: Scholarship application deadlines apply.

Students attending UWF online who are non-Florida residents may apply for an out-of-state tuition waiver online at [Cost & Fees](#).

Any questions regarding financial aid should be directed to the Financial Aid Office. To find your financial aid counselor, go to: [F.A. Team](#).

Military and Veterans Resource Center

The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for military, dependents, and veteran students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center assists with the following:

- VA education benefits
- Active-duty tuition assistance
- Out of state fee waiver

- Coordinating academic advising
- Tutoring
- Counseling
- Disability accommodations
- Referral to state and federal resources and services

Additional information on the MVRC can be found at [MVRC](#).

Disability Services for Students

The Student Accessibility Resources office provides assistance for eligible students with disabilities by ensuring that appropriate academic accommodations are made. Accommodations vary by individual and may include interpretive services, testing accommodations, assistive technology, and note taking assistance. Appropriate academic accommodations will be determined based on the documented needs of the individual. For more information can be located at , please contact the Student Accessibility Resources (SAR), Building 19, Room 100D, (850) 474-2387, or go to: [SAR](#).

Health Services

Student Health Services, located in Building 960, Suite 106, provides primary care for all currently enrolled students. While the cost to see a provider is covered by the student health fee, there are nominal charges for labs, immunizations, and certain exams, procedures, and treatments. Students are seen by appointment only. The clinic is open Monday through Friday from 8 a.m. to 5 p.m. Appointments can be made in person or by calling (850) 474-2172.

Immunization records are required for all students attending class on campus. Please submit these records to Health Services. You will not be able to register for classes until Health Services has your immunization records. Go to Immunization Status in MyUWF for more information.

Counseling & Psychological Services

Counseling & Psychological Services (CAPS) is located in Building 960, Suite 200A. “CAPS offers counseling and therapy to help students address how to manage, cope and grow with the stress associated with school and life.” For more information, see [Counseling and Psychological Services](#).

Recreation and Wellness

The Recreation and Wellness Center provides a wide variety of recreational activities. For more information, please see their website: [Recreation and Wellness](#).

Appendix

Appendix A – [Transition Points](#)

Appendix B – [FTCE Information](#)

Appendix C - [Dispositions](#)

Appendix D – [Danielson Evaluation and Framework](#)

Appendix E – [Lesson Planning Guide](#)

Appendix F – [Reflection Guide](#)

Appendix G – [Post Observation Conference Guide](#)

Appendix H – [Professional Development Planning Guide and Template](#)

Appendix I – [Cooperating Teacher Feedback Form \(Danielson\) Clinical Experience 1](#)

Appendix J – [Cooperating Teacher Feedback Form \(Danielson\) Clinical Experience 2/Secondary Practicum/Student Teaching/Apprenticeship](#)

Appendix A – Transition Points

Elementary Education and Exceptional Student/Elementary Education Candidate Requirements for Completion



Checkpoint 1

Admissions to Program

- Minimum GPA 2.5
- EDF 1005—minimum C-
- Pass the FTCE General Knowledge Exam



Checkpoint 2

Prior to FE2

- Minimum GPA 2.5 in education coursework overall
- Minimum C- in all education classes



Checkpoint 3

Prior to Student Teaching

- A cumulative GPA of 2.50 in all previously attempted college work
- Minimum C- in all education classes
- Pass the FTCE Professional Education Exam and the FTCE Subject Area Exam



Checkpoint 4

Graduation

- Minimum GPA 2.5
- Minimum grade of C- or better required in all courses in the program to include all Core, Elective, Education, Major-Related, and Common Prerequisites

CONTACT

School of Education

Contact: 850.474.2893
Email: soe@uwf.edu

SOE Clinical Office

Contact: Holly James
Email: hjames@uwf.edu

Contact: Kelly Aeppli-Campbell
Email: kaepplicampbell@uwf.edu

Academic Advisor

Contact: Susan Martin
Phone: 850.474.3088

RESOURCES

FTCE Registration



FTCE LibGuides



FDOE: Licensure



Post Graduation

- 1 Year post-graduation survey
- 3 Year post-graduation survey

Appendix A – Transition Points

UWF-Teach Program Candidate Requirements for Completion



Checkpoint 1



Checkpoint 2



Checkpoint 3

Admissions

- Minimum GPA 2.5
- Completion of EDG 2041— or equivalent with a grade of minimum C- or higher
- Pass the FTCE General Knowledge Exam

Prior to Apprenticeship Teaching

- A cumulative GPA of 2.50 in all previously attempted college work
- Minimum C- in all education classes
- Pass the FTCE Professional Education Exam
- Pass the FTCE Subject Area Exam

Graduation

- Minimum GPA 2.5
- Minimum grade of C or better required in all courses in the program to include all Core, Elective, Education, Major-Related, and Common Prerequisites

CONTACT

UWF College

**Hal Marcus College of
Science & Engineering**

Contact: 850.474.2688

SOE Clinical Office

Contact: Holly James
Email: hjames@uwf.edu

Contact: Kelly Aepli-Campbell
Email: kaepplcampbell@uwf.edu

Academic Advisor

Contact: Please see your
assigned HMCSE advisor

Consult: Susan Martin
Phone: 850.474.3088

RESOURCES

FTCE Registration



UWF LibGuides



FDOE: Licensure



Includes the following programs:

- Biology Teach
- Chemistry Teach
- Earth and Environmental Science Teach
- Mathematics Teach
- Physics Teach



Post Graduation

- 1 Year post-graduation survey
- 3 Year post-graduation survey



Appendix A – Transition Points

Physical Education Teacher Education Candidate Requirements for Completion



Checkpoint 1



Checkpoint 2



Checkpoint 3



Checkpoint 4

Admissions

- Minimum GPA 2.5
- EDF 1005—minimum C-
- Pass the FTCE General Knowledge Exam

Prior to Field Experience

- Minimum GPA 2.5 in education coursework overall
- Minimum C- in all PETE and education classes

Prior to Student Teaching

- A cumulative GPA of 2.50 in all previously attempted college work
- Minimum C-in all PETE and education classes
- Pass the FTCE Professional Education and FTCE Subject Area Exams

Graduation

- Minimum GPA 2.5
- Minimum grade of C- or better required in all courses in the program to include all Core, Elective, Education, Major-Related, and Common Prerequisites

CONTACT

UWF College

Usha Kunda College of Health
Contact: 850.474.2050

SOE Clinical Office

Contact: Holly James
Email: hjames@uwf.edu

Contact: Kelly Aeppli-Campbell
Email: kaepplicampbell@uwf.edu

Academic Advisor

Contact: Jennifer Rather
Email: jrather@uwf.edu

RESOURCES

FTCE Registration



FTCE LibGuides



FDOE: Licensure



Post Graduation

- 1 Year post-graduation survey
- 3 Year post-graduation survey

Appendix A – Transition Points

Music Education, BME Candidate Requirements for Completion



Checkpoint 1



Checkpoint 2



Checkpoint 3



Checkpoint 4

Admissions

- Students must audition least one semester prior to enrollment.
- Pass the FTCE General Knowledge Exam

Prior to FE2

- Minimum Major GPA of 3.0 in the program
- Minimum C- in all major courses
- Pass the UWF Piano Proficiency Exam
- Pass MUT 2117 or the UWF Music Theory Placement Exam

Prior to Student Teaching

- Minimum Major GPA of 3.0
- Minimum C- in all courses
- Pass the FTCE Professional Education Exam
- Pass the FTCE Subject Area Exam

Graduation

- Minimum GPA 3.0
- Minimum C- in all major courses
- Pass the UWF Piano Proficiency Exam
- Pass MUT 2117 or the UWF Music Theory Placement Exam

CONTACT

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RESOURCES

FTCE Registration



FTCE Music Prep



FDOE: Licensure



Post Graduation

- 1 Year post-graduation survey
- 3 Year post-graduation survey

Appendix B – FTCE Information

Important Links

- [FTCE Information](#)
- [FTCE Registration](#)
- [FTCE Resources available at UWF](#)
- [UWF Library Guides](#)
- FTCE and 240 Tutoring:
 - [Create your 240 Tutoring Account](#) (there is a \$25 fee for unlimited access for a month)

A Note About Studying

You must study the content! Simply taking practice tests will not be enough to prepare you. Study the content first, utilize the many resources available to you, and then take a practice test. The Education Library, located in building 86/room 105, has FTCE study guides which can be borrowed with your Nautilus card. Contact your advisor to access free FTCE prep Canvas courses (General Knowledge, K-6, and Professional Education).

UWF FTCE Prep Example Schedule

Elementary Education K-6 SAE

August

- **Study and learn about K-6 mathematics**
 - Student thinking and instructional practices
 - Operations, algebraic thinking, counting and number in base ten
 - Fractions, ratios, and integers
 - Measurement, data analysis, and statistics
 - Geometric concepts

October

- **Study and learn about K-6 science**
 - Effective science instruction
 - The nature of science
 - Physical sciences
 - Earth and space
 - Life science

November

- **Study and learn about K-6 social science**
 - Effective instructional practice and assessment of the social sciences
 - Time, continuity, and change (i.e., history)
 - People, places, and environment (i.e., geography)
 - Government and the citizen (i.e., government and civics)
 - Production, distribution, and consumption (i.e., economics)

December

- **Study and learn about K-6 language arts and reading**
 - The reading process
 - Literary analysis and genres
 - Language and the writing process
 - Literacy instruction and assessments
 - Communication and media literacy

January-February

- **Take FTCE K-6 Exam**

March-April

- **Didn't pass a sub-test?** Study more! Use different resources! Contact your methods instructor for help!
- Retake the sub-test.

Appendix C - UWF Dispositions

By the end of the semester: Student teachers must score **"Meets Expectations"** for respecting learners, valuing learners, fostering effective communication, accepting responsibility for learning, and committing to ethical behavior—and at least **"Partially Meets Expectations"** on all remaining dispositions. Meanwhile, CE1, CE2, and SP candidates must achieve at least **"Partially Meets Expectations"** across every disposition.

Short Disposition	Meets Expectations	Partially Meets Expectations	Does Not Meet Expectations
Respects Learners (InTASC 1h)	The teacher candidate respects learners with differing strengths and needs and is committed to using this information to further each learner's development.	The teacher candidate respects some learners with differing strengths and needs and is attempting to use this information to further each learner's development.	The teacher candidate does not display respect for learners with differing strengths and needs and does not use this information to further each learner's development.
Values Learners (InTASC 2m)	The teacher candidate respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The teacher candidate respects some learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	The teacher candidate does not respect learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
Fosters Effective Communication (InTASC 3q and 3r)	The teacher candidate seeks to foster respectful communication among all members of the learning community, and is a thoughtful and responsive listener and observer.	The teacher candidate seeks to foster respectful communication among some members of the learning community, and is sometimes a thoughtful and responsive listener and/or observer.	The teacher candidate does not seek to foster respectful communication among all members of the learning community, and is not a thoughtful and responsive listener/observer.
Commits to Critical Thinking (InTASC 4o)	The teacher candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.	The teacher candidate inconsistently realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he only partially keeps abreast of new ideas and understandings in the field.	The teacher candidate does not realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he does not keep abreast of new ideas and understandings in the field.

Displays Flexibility (InTASC 5s)	The teacher candidate values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	The teacher candidate inconsistently values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.	The teacher candidate does not value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
Accepts Responsibility for Student Learning (InTASC 6t)	The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.	The teacher is inconsistently committed to using multiple types of assessment processes to support, verify, and document learning.	The teacher is not committed to using multiple types of assessment processes to support, verify, and document learning.
Commits to Planning and Preparation (InTASC 7p)	The teacher candidate takes professional responsibility to use long- and short-term planning as a means of assuring student learning.	The teacher candidate inconsistently takes professional responsibility to use long- and short-term planning as a means of assuring student learning.	The teacher candidate does not take professional responsibility to use long- and short-term planning as a means of assuring student learning.
Values Technology (InTASC 8r)	The teacher candidate is committed to exploring how the use of new and emerging technologies can support and promote student learning.	The teacher candidate is minimally committed to exploring the use of new and emerging technologies to support and promote student learning.	The teacher candidate is not committed to exploring how the use of new and emerging technologies can support and promote student learning.
Seeks Continuous Learning (InTASC 9n)	The teacher candidate sees themselves as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	The teacher candidate sees themselves as a learner but seeks few opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.	The teacher candidate does not see themselves as a learner and does not seek opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
Engages in Collegiality (InTASC 10r)	The teacher candidate takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	The teacher candidate takes minimal advantage of opportunities to grow and develop with colleagues through interactions that enhance practice and support student learning.	The teacher candidate does not take advantage of opportunities to grow and develop with colleagues through interactions that enhance practice and support student learning.
Commits to Ethical Behavior (InTASC 9o)	The teacher candidate understands the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy.	The teacher candidate has limited understanding of the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy, and therefore, does not display this understanding consistently through their actions.	The teacher candidate does not understand the expectations of the profession including codes of ethics, professional standards of practice and relevant law and policy, and therefore, engages in unethical behavior.

Appendix D – University Supervisor Evaluation (Danielson Summative)

Candidate: _____
 Date and time of observation: _____
 Subject: _____
 Cooperating teacher/University Supervisor: _____
 Grade level: _____

Key

Effective = E Developing = D
 Emerging/Needs Improvement = NI Unsatisfactory = U

Domain 1: Planning and Preparation	E	D	NI	U
1a1: Demonstrating knowledge of content				
1a2: Demonstrating knowledge of pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessments				
Domain 2: Classroom Environment				
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
Domain 3: Instruction				
3a1: Communicating content with students				
3a2: Communicating procedures with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				
Domain 4: Professional Responsibilities				
4a: Reflecting on teaching				
4b: Maintaining accurate records				
4c: Communicating with families				
4e: Growing and developing professionally				
4f: Showing professionalism				

Comments:

Charlotte Danielson's Framework for Teaching

DOMAIN 1: Planning and Preparation

1A DEMONSTRATING KNOWLEDGE OF CONTENT AND PEDAGOGY

- Content and the structure of the discipline • Prerequisite relationships
- Content-related pedagogy

1B DEMONSTRATING KNOWLEDGE OF STUDENTS

- Child and adolescent development • Learning process • Special needs
- Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage

1C SETTING INSTRUCTIONAL OUTCOMES

- Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

1D DEMONSTRATING KNOWLEDGE OF RESOURCES

- For classroom use • To extend content knowledge and pedagogy • Resources for students

1E DESIGNING COHERENT INSTRUCTION

- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1F DESIGNING STUDENT ASSESSMENTS

- Congruence with instructional outcomes • Criteria and standards
- Design of formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2A CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

- Teacher interaction with students, including both words and actions
- Student interaction with students, including both words and actions

2B ESTABLISHING A CULTURE FOR LEARNING

- Importance of content and of learning
- Expectations for learning and achievement • Student pride in work

2C MANAGING CLASSROOM PROCEDURES

- Instructional groups • Transitions • Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2D MANAGING STUDENT BEHAVIOR

- Expectations • Monitoring student behavior
- Response to student misbehavior

2E ORGANIZING PHYSICAL SPACE

- Safety and accessibility
- Arrangement of furniture and use of physical resources

DOMAIN 3: Instruction

3A COMMUNICATING WITH STUDENTS

- Expectations for learning • Directions for activities
- Explanations of content
- Use of oral and written language

3B USING QUESTIONING AND DISCUSSION TECHNIQUES

- Quality of questions/prompts • Discussion techniques
- Student participation

3C ENGAGING STUDENTS IN LEARNING

- Activities and assignments • Grouping of students
- Instructional materials and resources • Structure and pacing

3D USING ASSESSMENT IN INSTRUCTION

- Assessment criteria • Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3E DEMONSTRATING FLEXIBILITY AND RESPONSIVENESS

- Lesson adjustment • Response to students
- Persistence

DOMAIN 4: Professional Responsibilities

4A REFLECTING ON TEACHING

- Accuracy • Use in future teaching

4B MAINTAINING ACCURATE RECORDS

- Student completion of assignments • Student progress in learning
- Noninstructional records

4C COMMUNICATING WITH FAMILIES

- Information about the instructional program • Information about individual students
- Engagement of families in the instructional program

4D PARTICIPATING IN A PROFESSIONAL COMMUNITY

- Relationships with colleagues • Participation in school and district projects
- Involvement in culture of professional inquiry • Service to the school

4E GROWING AND DEVELOPING PROFESSIONALLY

- Enhancement of content knowledge and pedagogical skill
- Receptivity to feedback from colleagues • Service to the profession

4F SHOWING PROFESSIONALISM

- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school and district regulation

Appendix E – SoE Lesson Plan Template

Note: This template is used for all clinical experiences. However, contact your Instructor for the template used in your specific clinical experience.

Important: Email your draft lesson plan to your university supervisor 72 hours before observation. Submit your final lesson plan and critical reflection within 48 hours after observation.

Candidate				Date	
Content Area		Grade Level		Projected Duration	
Florida Standard(s): List the Florida standards covered in your lesson below.					
Lesson Student Learning Outcome(s): Outcomes must be measurable (e.g., describe, explain, evaluate)					
Lesson Focus/Essential Question:					
Relevance/Connections to Real Life:					

UDL Strategies			
Identify 2-3 possible learning barriers in your lesson	UDL Principle	Guideline and Checkpoint	Aligned Strategies

Differentiation Strategies	
a. Describe students with IEP(s) or other identified needs and explain the differentiation strategies that you will use to meet the needs of these students. b. Based on student data, describe the differentiation strategies you will implement for specific achievement groups of students.	

Detailed Instructional Plan (sequential order)	
Lesson SLO(s)-Copy and paste from above.	

Describe your instructional plan. a. Explain in detail what the teacher and students will do during each stage of the lesson. Include a full description of instructional strategies utilized: student/teacher call and response, discussion groups (e.g. individual, paired or group), collaborative learning, worksheets, manipulatives, etc. b. Your lesson must have an opening, main body and closing or you may use another structured lesson plan format such as Inquiry (Bybee 5E); Launch, Explore/Investigate/Instruct and Summarize; Direct Instruction (I do, we do, you do), etc. c. Include a full description of classroom management strategies you will use for groups, materials, routines and transitions. Include a description of any behavior management issues you anticipate and plans you have to address them such as proximity or positive behavior support. d. Include and highlight all questions within the lesson plan that are utilized for instruction, discussion and formative assessment. Label all questions using Bloom's Taxonomy or Webb's Depth of Knowledge. Make sure to include higher-order questions (e.g., creating,	
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evaluating, analyzing). Include anticipated student responses as appropriate.	
---	--

Assessment for and of Learning	
a. How will you formatively assess <i>during</i> instruction? (checks for understanding-Thumbs Up/Thumbs Down; Red/Yellow/Green cards) What are your “look fors?” How will you use these assessments to “inform” further instruction? b. How will you provide mastery-oriented feedback (written and oral) to students? c. What summative assessment will be used? (if applicable-insert at end)	

Materials/Resources/Technology	
a. What materials and resources will be used? Insert any worksheets or assessments at the end of this lesson. b. What technology* will be used?	

** Resources for you to explore new technology:*

1. Talk to your teacher and check out your district's website for technology!
2. [Common Sense Education: Teachers' Essential Guide to Teaching with Technology](#)
3. [Common Sense Education: Introduction to the SAMR model](#)
4. [PBS Learning Media for Florida Educator](#)

Appendix F – Candidate Reflection Guide

These questions will be answered at the end of all clinical experiences and uploaded to EXXAT/Prism. Individual instructors may add additional questions.

A. Reflecting on an individual lesson:

1. Identify the strengths and areas for improvement in the lesson. What caused the strengths and weaknesses of the lesson?
2. To what extent were the instructional goals/objectives met? What is the evidence that they learned what you intended? Did all the students reach mastery of the content? If not, what would you do next to ensure they did?
3. Did you make any modifications to your plan during the lesson to accommodate various student needs?
4. How did you use technology in your lesson? How could you use various forms of technology to enhance your lesson?

B. Reflecting on the semester-long experience:

1. How did you and/or your cooperating teacher maintain information on student assignments, student progress, and non-instructional records?
2. Describe ways you and/or your cooperating teacher used student data to inform your instruction and provide feedback throughout the semester.
3. Describe ways you and/or your cooperating teacher address the needs of your diverse population of students (i.e. exceptional, ESOL, multicultural, varied socio-economic students, etc.)? How did you apply UDL principles and/or differentiation?
4. What did you learn about including families in educational decisions? What are some ways that you observed teachers gathering and giving families information related to their students? Give examples
5. What did you do to enhance your professional knowledge and practice? Describe what you have done and/or plan to do.
6. How did you and/or your cooperating teacher strive to collaborate with other teachers and school personnel? What are some opportunities you saw to provide services to the school or district
7. How did you and/ or your cooperating teacher strive to support the emotional well being and mental health of students in your care?
8. How have you applied and/or plan to apply Florida Code of Ethics for educators? Please refer to [Principles of Professional Conduct for the Education Profession in Florida](#).
9. Describe how you used technology to design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
10. Describe how you used technology to design and implement assessments that support learner needs, provide feedback, promote reflection, and inform instruction.

Appendix G – Post Observation Conference Guide

- Candidate's areas of strength (self-assessment): What do you think your areas of strength are?
- Candidate's areas for growth (self-assessment): What do you think your areas for growth are? Why?

Follow up questions based upon the evidence gathered:

- Did P-12 students meet objectives set in pre-observation meeting? What is the evidence?
- How did you do on observation target area(s):
- How did you do on core teaching methods:
 - Management
 - Assessment
 - Differentiation
 - Questioning and feedback

Appendix H – Teacher Candidate Development Plan Template

Directions: Each candidate will complete this form and the reflection at the end in order to submit to EXXAT/Prism. Your goals will relate to the areas for improvement identified through self-reflection and conferences with your cooperating teacher and university supervisor.

Part 1: Candidate Strengths

We have identified my strengths to be:

- 1.
- 2.

Part 2: Goals for Improvement

We have identified two goals for improvement and planned for how I will achieve these goals.

	Teaching Skill (Choose one component from Danielson Domains 1,2, 3, or 4)	Professional Disposition (Choose one from the UWF dispositions)
Identified Goals: Identify at least one specific teaching skill and professional disposition you need to focus on for improvement.		
Relationship to rubrics:	Specific Danielson component:	Specific Disposition:
Rationale: Explain why you have chosen these goals.		

Measurable Objective: Tied to your self- assessment-How will you know you have improved? “I want to get better at classroom management” is <u>not</u> measurable.		
Assessment: How will you know that you have improved?		
Resource: Identify a minimum of one resource you will use to improve in this area.	Research-based written educational resource.	Written or personal resource or personal practice.

Part 3: Reflection

At the end of the semester, reflect on what you learned and what you still need to accomplish. (Write a minimum of two paragraphs.) After the reflection is completed, the document should be uploaded into EXXAT/Prism.

Appendix I – Cooperating Teacher Feedback (Form 1)

Clinical Experience 1 – (Danielson)

Complete form after week 5 of the placement and at the end of the semester.

Candidate's Name _____ Subject _____ Date _____

Cooperating Teacher _____ School _____ Grade _____

Key:

Effective = E, Developing = D, Emerging/Needs Improvement = NI, Unsatisfactory = U

Domain 1: Planning and Preparation	E	D	NI	U
1a1: Demonstrating knowledge of content				
1a2: Demonstrating knowledge of pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1f: Designing student assessments				
Domain 2: Classroom Environment				
2a: Creating an environment of respect and rapport				
2c: Managing classroom procedures				
2d: Managing student behavior				
Domain 3: Instruction				
3a1: Communicating content with students				
3a2: Communicating procedure with students				
Domain 4: Professional Responsibilities				
4a: Reflecting on teaching				
4f: Showing professionalism				

Comments:

Appendix J – Cooperating Teacher Feedback (Form 2)

Clinical Experience 2/Secondary Practicum/Student Teaching/Apprenticeship Teaching (Danielson)

Candidate's Signature: _____ Date _____

Cooperating Teacher Signature: _____ Grade _____

Using the scale provided, please rate the student in the critical elements listed below:

Key: 3- Effective 2-Developing 1- Needs Improvement 0- Unsatisfactory

Number	Danielson Component	E	D	N/I	U
1a1	Demonstrating knowledge of content	3	2	1	0
1a2	Demonstrating knowledge of pedagogy	3	2	1	0
1b	Demonstrating knowledge of students	3	2	1	0
1c	Setting instructional outcomes	3	2	1	0
1d	Demonstrating knowledge of resources	3	2	1	0
1e	Designing coherent instruction	3	2	1	0
1f	Designing student assessments	3	2	1	0
2a	Creating an environment of respect and rapport	3	2	1	0
2b	Establishing a culture for learning	3	2	1	0
2c	Managing classroom procedures	3	2	1	0
2d	Managing student behavior	3	2	1	0
3a1	Communicating content with students	3	2	1	0
3a2	Communicating procedures with students	3	2	1	0
3b	Using questioning and discussion techniques	3	2	1	0
3c	Engaging students in learning	3	2	1	0
3d	Using assessment in instruction	3	2	1	0
3e	Demonstrating flexibility and responsiveness	3	2	1	0
4a	Reflecting on teaching	3	2	1	0
4b	Maintaining accurate records	3	2	1	0
4c	Communicating with families	3	2	1	0
4d	Participating in a professional community	3	2	1	0
4e	Growing and developing professionally (taking and applying feedback)	3	2	1	0
4f	Showing professionalism (at all times)	3	2	1	0

Strengths:

Areas for growth:

Concerns:

If needed, add a second page.