



Bethune-Cookman University

Teacher Education Program

Dr. Mary McLeod Bethune, Founder

Dr. Trudie Kibbe Reed, President

Dr. Carol B. Johnson, Dean

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CONCEPTUAL FRAMEWORK

REAP



ENTER TO LEARN;

DEPART TO SERVE;

TABLE OF CONTENTS

	PAGE
FORWARD AND APPRECIATION	1
CONCEPTUAL FRAMEWORK: REAP	
Introduction	2
TEACHER EDUCATION PROGRAM GOALS	3
I. DESCRIPTION OF STUDENT TEACHING	
Purpose of the Student Teaching Program	3
Site Selection	3
Monitoring Procedures	3
Suggested Time Schedule for Student Teaching	4
II. ASSIGNMENT TO STUDENT TEACHING	
Application Process	6
Policies and Procedures for Student Teaching	6
III. RESPONSIBILITIES, ROLES AND LEGAL ISSUES	
Responsibilities of the Student Teacher (Intern)	7
Responsibilities of the Cooperating (Classroom) Teacher	10
Responsibilities of the University Supervisor	12
Responsibilities of the Coordinator of Student Teaching	13
Ethical Behavior of Student Teachers	13
IV. PARALLEL TRACKS OF CORE COURSES AND CLINICAL & FIELD EXPERIENCES	14
V. CODE OF ETHICS OF THE EDUCATION PROFESSION IN FLORIDA	15
VI. STATEMENT ON ETHICS AND VALUES	
Responsibility	15
Competence	16
Human Worth and Dignity	16
Spiritual Growth and Development	16
VII. STUDENT APPEALS/DUE PROCESS	16
VIII. EVALUATION OF STUDENT TEACHER	
Guidelines for Evaluating the Student Teacher	17
Observation Evaluation Procedures	18
Mid-Term Evaluation	19
Remediation Plan/Action Plan	19
Final Evaluation	19

IX. STUDENT TEACHER COMPETENCIES

Knowledge Base for Student Teaching..... 20
The Role of the Teacher 20
Student Teaching Competencies 20
Twelve (12) Florida Educator Accomplished Practices (FEAPs)..... 21
Student Teaching Seminar 21

X. EXITING STUDENT TEACHING..... 22

References 23

APPENDIX A – INTERNSHIP CHECKLIST

Items to be Submitted by Intern..... 24

APPENDIX B – EVALUATION FORMS

Fifth Day Report..... 28
Lesson Observation Form 29
Midterm and Final Student Teaching Observation Report 30
Cumulative Portfolio Evaluation 34
Florida Educator Accomplished Practices (FEAPs) 37
Teacher Candidate Dispositions 39
Student Teacher Profile 41

FORWARD

The purpose of the Student Teaching Handbook is to assist Teacher Candidates in the successful completion of the Internship experience. The Student Teaching Program provides professional experiences in a school setting with the guidance of a Cooperating (Classroom) Teacher and a University Supervisor. The Cooperating (Classroom) Teacher and the University Supervisor will provide feedback to the Teacher Candidate as competencies and professional behaviors are developed and enhanced through actual practice. The Teacher Candidate will find the requirements for the Internship in this Handbook.

APPRECIATION

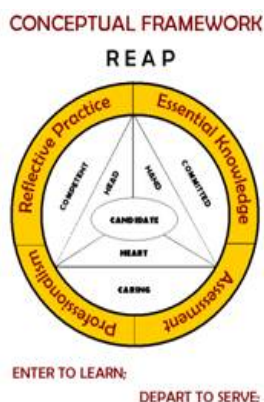
The School of Education at Bethune-Cookman University extends to all who share in this pre-service preparation our full appreciation for your partnership in teacher education. This is an opportunity and a privilege, vested with the profound and immeasurable understanding that undergirds the tasks which we together perform as we continue the induction process of new teachers in the teaching profession. As the Teacher Candidate learns to perform in the classroom, we know that you join us in the hope that this beginning teacher will discover that becoming a teacher is for:

One who is unique and yet able to understand the multiple strategies which must be designed to comply with the patterns that undergird the developmental growth of uniqueness for those who are our chief resources – the children and the youth of the school.



Our special thanks are extended to all who are partners and stakeholders: Cooperating (Classroom) Teachers, University Supervisors, principals, assistant principals, Bethune-Cookman University Alliance Team, and those professionals in guidance counseling, co-curricular activities, special area teachers, librarians, and all other personnel involved in this process.

TEACHER EDUCATION PROGRAM



CONCEPTUAL FRAMEWORK: REAP

The Conceptual Framework establishes the shared vision for the Unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and Unit accountability. The Conceptual Framework(s) is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.

Introduction

Extensive curriculum development, evaluation, performance assessment, and program revisions, development, and implementation have shaped the Unit's continuing commitment to transform its preparation model into its Conceptual Framework for guiding preparation of teachers. The Conceptual Framework consists of the Unit's vision and mission, the philosophy with aims and outcomes, knowledge bases, candidate proficiencies, and the assessment system. The Teacher Education Program faculty solicited and incorporated input from stakeholders during retreats, meetings, and sessions with consultants. The Teacher Education Program's vision can be captured in the following theme:

The Teacher Education Program prepares effective educators committed to **Reflective Practice**, the pursuit of **Essential Knowledge**, qualified to **Assess and Evaluate**, and dedicated to practice **Professionalism (REAP)**.

- R** ➤ **Reflective Practice**
- E** ➤ **Essential Knowledge**
- A** ➤ **Assessment and Evaluation**
- P** ➤ **Professionalism**

The Conceptual Framework is discussed and reviewed in all courses to ensure that candidates understand the four outcomes and their relationship to other candidates' assessments.

TEACHER EDUCATION PROGRAM GOALS

1. Caring, committed, and competent teachers for K-12 schools.
2. Competent in applying instructional strategies learned in multiple and varied field and clinical experiences.
3. Able to use research techniques and apply instructional technology in classroom settings.
4. Able to teach effectively in classrooms with students from diverse backgrounds and experiences.
5. Prepared for successful entrance into graduate studies in education.

I. DESCRIPTION OF STUDENT TEACHING

Purpose of the Student Teaching Program

The purpose of the Student Teaching Program is to assist Teacher Candidates to engage in practical applications of the pedagogical knowledge and competencies that have been part of the academic preparation in the Teacher Education Program. The Student Teaching Program provides professional experiences in a school setting with guidance of Classroom Teacher and a University Supervisor and provides feedback to the Teacher Candidate as competencies and professional behaviors are developed and enhanced through actual practice. The Teacher Candidate is engaged with a diverse student population at the sites chosen throughout Volusia, Flagler, and surrounding County School Districts, including populations with varying exceptionalities, language, races, genders, and classes.

Site Selection

School site selection is made by district personnel in collaboration with the TEI Coordinator. Teacher Candidates are placed in schools where students come from a variety of ethnic, socioeconomic, and linguistic backgrounds.

Monitoring Procedures

Teacher Candidates are monitored on site by the Cooperating (Classroom) Teacher. The University Supervisor visits Teacher Candidates a minimum of four (4) times during the semester. The initial visit occurs within the first two (2) weeks of the Teacher Candidate's placement. Additional visits may be made at the discretion of the University Supervisor and the Cooperating (Classroom) Teacher. Teacher Candidates are formally evaluated at mid-semester and at completion of internship. The Cooperating (Classroom) Teacher, the Teacher Candidate, and the University Supervisor confer to provide feedback and specific strategies as the need occur. The University Supervisors also conduct conferences at the University on an individual basis, as needed, to guide the Teacher Candidate and discuss specific areas needing improvement. The Dean of the School of Education and the Coordinator of the Teacher Education Institute are an integral part of the team that meets with Teacher Candidates to develop a success plan when needed. Teacher Candidate forms, checklists, and evaluation instruments are included in the Appendix Section of this handbook.

BETHUNE-COOKMAN UNIVERSITY

SUGGESTED STUDENT TEACHING SCHEDULE

Teacher Candidates participate in a seminar on all issues pertinent to the beginning professional. Bethune-Cookman University, School Districts and community stakeholders jointly sponsor this seminar prior to the internship.

FIRST WEEK

The Teacher Candidate visits the assigned school, greets the cooperating teacher and participates in school and teacher pre-planning.

SECOND WEEK

The Teacher Candidate will begin teaching with observation and limited participation in assisting the Cooperating Teacher. The Teacher Candidate's responsibility with the supervisor's assistance is to plan for and teach a small group or individual instruction.

THIRD WEEK

The Teacher Candidate will continue observing with increased participation and teaching assistance in addition to primary responsibility for planning.

FOURTH WEEK

The Teacher Candidate will assume the full responsibility with the Cooperating Teacher's assistance, for planning and teaching one class or approximately one hour of teaching daily.

FIFTH WEEK

The Teacher Candidate will retain previous responsibilities and assume the primary responsibility for planning and teaching approximately two classes or two hours of teaching daily.

SIXTH WEEK – SEVENTH WEEK

The Teacher Candidate will retain previous responsibilities and assume the primary responsibility for planning and teaching approximately three classes or three hours of teaching daily.

EIGHTH WEEK

The Teacher Candidate will assume responsibility for full-time teaching.

NINTH WEEK, TENTH WEEK, ELEVENTH WEEK, TWELFTH WEEK

The Teacher Candidate will continue full-time teaching responsibilities.

BETHUNE-COOKMAN UNIVERSITY

SUGGESTED STUDENT TEACHING SCHEDULE (Continued)

THIRTEENTH WEEK

The Teacher Candidate will begin to gradually return teaching responsibilities to the Cooperating Teacher.

FOURTEENTH WEEK

The Teacher Candidate will be free of prior teaching responsibilities. The Teacher Candidate will observe various grade levels, subject matter, exceptional student education classes, special areas, and complete a five-hour teaching experience with an ESOL student or with an ESOL-endorsed Cooperative Teacher.

NOTES –

- ◆ It is the responsibility of the Teacher Candidate to adhere to the schedule of the Cooperating Teacher and attend faculty meetings, planning sessions, professional development and school activities.
- ◆ The Student Teaching experience may extend beyond fourteen weeks.

II. ASSIGNMENT TO STUDENT TEACHING

Application Process

Teacher Candidates who apply for admission to Student Teaching must be formally admitted to the Teacher Education Program. Guidelines for the Application for Admission to the Teacher Education Program are included in this document. Application for Student Teaching for Fall and Spring must be filed by January 15th of each academic year. Students must qualify by February 1st for placement during the Fall Term and by September 30th for the Spring Term (all passing scores on FTCE tests, all courses completed and the 2.50 required GPA). The Student Teaching Application is available in the Teacher Candidate's LiveText account.

Policies and Procedures for Student Teaching

Teacher Candidates who apply for Student Teaching must meet the following requirements prior to assignment:

1. All Teacher Candidates **MUST** complete a BCU Application, District Application, and an Intern Application for background check and be fingerprinted and drug screened in the County in which they are assigned for the Internship. Applications are provided by the TEI Office. It is the Teacher Candidate's responsibility to meet requirements in a timely manner. A fee may be required.
2. Teacher Candidates must complete the application for Student Teaching by February 1st for the Fall Term and by September 30th for the Spring Term of each year.
3. Present passing documentation of scores on the professional and subject area tests of the Florida Teacher Certification Examination (FTCE).
4. Submit passing documentation of scores on all four subtests of the General Knowledge (GK) Test. CLAST scores earned after July 1, 2002 will not be acceptable for certification or program completion.
5. All General Education course requirements must be successfully completed. Successfully complete all required courses in the Program of Study with a grade "C" or higher. Grades of D, F or I are not permitted.
6. Attain a cumulative grade point average (CGPA) of 2.5 or above on a 4.0 scale.
7. Transfer Teacher Candidates have additional requirements which are described in the University Catalog.

III. RESPONSIBILITIES, ROLES AND LEGAL ISSUES

Responsibilities of the Student Teacher (Intern)

The Teacher Candidate must understand the responsibilities of a professional level assignment. The following suggestions and/or comments are made:

- ◆ The Teacher Candidate is expected to be present and on time every day the assigned school is in session and is equally responsible to the University personnel and the school personnel for making arrangements in advance for any anticipated absence. In case of emergency, the school principal and the Teacher Education Institute (TEI) Coordinator/Field Experience Coordinator at Bethune-Cookman University should be notified. All absences must be made up before the final day of internship.
- ◆ The Teacher Candidate is expected to be knowledgeable about the School Improvement Plan, administration, routines for reporting, parking, and other school functions.
- ◆ The Teacher Candidate must keep in confidence any information pertaining to assigned schools, teachers, and pupils.
- ◆ The Teacher Candidate must respect the Cooperating (Classroom) Teacher as an experienced professional.
- ◆ The Teacher Candidate must willingly accept various assignments.
- ◆ The Teacher Candidate must have a receptive attitude toward suggestions and criticisms.
- ◆ The Teacher Candidate is expected to participate along with the Cooperating (Classroom) Teacher in assigned teaching duties – playground, lunchroom, field trips, clubs, etc.
- ◆ The Teacher Candidate must dress professionally, in good taste, neat in appearance, and be well-groomed.
- ◆ The University prohibits Teacher Candidates from serving as substitute teachers during Student Teaching.
- ◆ Teacher Candidates are expected to assist the Cooperating (Classroom) Teacher in chaperoning activities during their senior internship experience.
- ◆ The Teacher Candidate must use methods and materials consistent with the philosophy and practices of the assigned school.
- ◆ The Teacher Candidate must accept the premise that the assigned school is dedicated first and foremost to the well-being of the students in attendance.
- ◆ The Teacher Candidate must abide by all the rules that apply to students and teachers.
- ◆ The Teacher Candidate is obliged to learn about students as completely as possible through observations, conferences, test scores, and examinations of school records.
- ◆ The Teacher Candidate must observe the Cooperating (Classroom) Teacher's techniques in conducting classes.

RESPONSIBILITIES, ROLES AND LEGAL ISSUES (Continued)

Responsibilities of the Student Teacher (Intern) – Continued

- ◆ The Teacher Candidate must assume responsibilities for or help with the physical environment (i.e., proper lighting, ventilation, various audio-visual equipment, bulletin boards, and supplementary materials).
- ◆ The Teacher Candidate must be available for impromptu conferences with the Cooperating (Classroom) Teacher and /or University Supervisor at a time convenient for the other professionals.
- ◆ The Teacher Candidate is responsible for forms and reports which must be completed promptly in accordance with the specifications of this handbook.

RESPONSIBILITIES, ROLES AND LEGAL ISSUES (Continued)

Responsibilities of the Student Teacher (Intern) – Continued

The Teacher Candidate is responsible for completing University assignments, end-of-semester surveys and a portfolio that contains the (pre-professional) twelve (12) Florida Educator Accomplished Practices (FEAPs). The portfolio should include:

- a. The written discipline plan used during Student Teaching;
- b. Philosophy of Education;
- c. The Teacher Candidate's reflections on each accomplished practice; (a minimum of four (4) artifacts per FEAP with reflection for each artifact.)
- d. Examples of their students' work (homework, seat work, etc.) to demonstrate student learning;
- e. Sample tests used for assessment of academic performance;
- f. Lesson plans and unit plans used in the senior internship;
- g. Impact on P-12 Learning Project;
- h. Internship Reflection;
- i. Professional Development Plan;
- j. Introduction Letter to Cooperating Teacher;
- k. Additional portfolio requirements outlined in course syllabus.



III. RESPONSIBILITIES, ROLES AND LEGAL ISSUES (Continued)

Responsibilities of the Cooperating (Classroom) Teacher

The Cooperating (Classroom) Teacher is in a key position to decide the success or failure of the Teacher Candidate's teaching experience. The following responsibilities are outlined for the Cooperating (Classroom) Teacher in order to assist in the training of the Teacher Candidate during the student teaching experience:

- ◆ The Cooperating (Classroom) Teacher is to provide a warm welcome for the Teacher Candidate and introduce the Student Intern to classes in a manner which is dignified and effective in establishing leadership stature.
- ◆ The Cooperating (Classroom) Teacher is to provide an atmosphere of emotional security and stability.
- ◆ The Cooperating (Classroom) Teacher is to make a conscious effort to be the best possible example of a professional teacher.
- ◆ The Cooperating (Classroom) Teacher is to emphasize the importance of thorough mastery of subject matter.
- ◆ The Cooperating (Classroom) Teacher is to demonstrate that the success of a teacher necessitates constant effort toward self-improvement.
- ◆ The Cooperating (Classroom) Teacher is to assist the Student Intern, by example and guidance, to acquire the necessary poise in establishing an effective professional relationship with fellow teachers, administrators, parents, and students.



III. RESPONSIBILITIES, ROLES AND LEGAL ISSUES (Continued)

Responsibilities of the Cooperating (Classroom) Teacher – Continued

- ◆ The Cooperating (Classroom) Teacher is to give constructive criticism to the Student Intern throughout the student teaching experience.
- ◆ The Cooperating (Classroom) Teacher is to share the philosophy of the school district governing discipline and classroom management, methods and materials which will assist the Student Intern in developing a personal philosophy.
- ◆ The Cooperating (Classroom) Teacher is to make an effort to eliminate or adjust factors to ensure the Student Intern's success.
- ◆ The Cooperating (Classroom) Teacher is to familiarize the Student Intern with school facilities and equipment. These include the school office, student records, gymnasium, lunchroom, photocopy machine, audio-visual equipment, etc.
- ◆ The Cooperating (Classroom) Teacher is to provide and discuss administrative procedures and policies which the Student Intern will be expected to follow.
- ◆ The Cooperating (Classroom) Teacher is to familiarize the Student Intern with the school's policies on grading and reporting pupil progress.



III. RESPONSIBILITIES, ROLES AND LEGAL ISSUES (Continued)

Responsibilities of the University Supervisor

- ◆ Assists the Coordinator of TEI/Field and Clinical Experience in establishing and maintaining collaborative relationships with affiliated schools, districts, and community organizations.
- ◆ Participate each semester in the University Supervisor's Training Workshop and serve as a liaison to facilitate training for Cooperating Teachers who are unable to attend the Teacher Education Institute's "Meet and Greet."
- ◆ Assumes responsibility for supervising the Teacher Candidate's activities in the cooperating school and makes regular observations (a minimum of 4) in the classroom.
- ◆ University Supervisors engage Teacher Candidates in pre- and post-conferences, identifying specific issues for the Teacher Candidate to work on in the pre-conference and assessing growth in that particular area during post-conference. The pre-and post-conference model is used for each lesson observation.
- ◆ Works to strengthen the partnership of the University and cooperating school personnel and encourage activities that aid professional growth by assisting the Coordinator of TEI/Field and Clinical Experience in establishing and maintaining relationships with affiliated schools, districts and community organizations.
- ◆ Shares responsibility with the Coordinator of TEI/Field and Clinical Experience and the local administration for recommending cooperating teachers, when appropriate, and the assignment of interns.
- ◆ Consults with the Cooperating (Classroom) Teacher and the Teacher Candidate to evaluate personal and professional growth.
- ◆ Completes the final performance assessment and submits to the TEI office by the designated deadline.
- ◆ Assists the Coordinator of TEI/Field and Clinical Experience and stakeholders in planning, implanting, and evaluating all aspects of the program of professional experiences.
- ◆ Participates and serves as liaison to stakeholders.



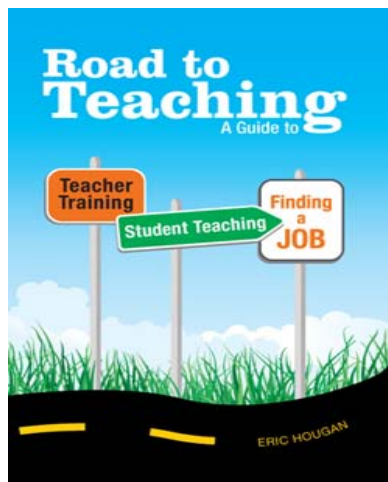
III. RESPONSIBILITIES, ROLES AND LEGAL ISSUES (Continued)

Responsibilities of the Coordinator of Student Teaching

- ◆ Establishes and maintains channels of communication between representatives of the public schools and the University.
- ◆ Secures and processes application for Student Teaching, assists with necessary schedule adjustments, and confers with school administrators in placement of Teacher Candidates.
- ◆ Maintains an official copy of Teacher Candidates' FTCE test scores.
- ◆ Establish and secure a clinical placement site that is carefully selected in cooperation with public school administrators to ensure that all students are provided experiences which are consistent with the Mission of the University, goals of the Teacher Education Program, and provides culturally diverse settings, including exceptional and ESOL populations.
- ◆ Maintains an official file of Teacher Candidates who complete the Student Teaching Program.
- ◆ Coordinates the Student Teacher Reception each semester.
- ◆ Plans, implements and evaluates EDX 462 (Student Teaching Seminar) and ED 462 (Student Teaching).
- ◆ Assists the School of Education with the Teacher Recruitment Fair during Spring Semester.

Ethical Behavior of Student Teachers

Student Teachers adhere to the code of ethics as set forth in the Principles of Professional Conduct for the Education Profession in Florida, the Florida State Board of Education rule 6B- 1.001, FAC.



IV. Parallel Tracks of Core Courses and Clinical & Field Experiences

Clinical & Field Experiences

Level I & Level II

Observation and Tasks

ED 231 Introduction to Education	10 hours
ESE 200 Survey of Exceptional Students	10 hours
ED 352 Contemporary Teaching Methods	
EDA 352 Contemporary Teaching Practicum*	45 hours
TSL 370 Principles and Issues in TESOL	10 hours
*Co-requisite with ED 352 Contemporary Teaching	
EDB 352 Teaching Practicum**	30 hours
TSL 440 Methods in teaching ESOL	10 hours
**Co-requisite with special methods courses	

Level III

Observation, Participate

And Tasks

Teaching

ED 462X Student-Teaching Seminar	2 weeks
ED 462 Student Teaching	14 weeks

V. CODE OF ETHICS OF THE EDUCATION PROFESSION IN FLORIDA

- ◆ 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 is the freedom to learn, to teach, and to guarantee an equal opportunity for all.
- ◆ 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 judgment and integrity.
- ◆ Aware of the importance of maintaining the respect and confidence of one's colleagues, students, parents, and other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Teacher Candidates in the Teacher Education Program become increasingly knowledgeable of the code of ethics and principles as they matriculate through their program.

VI. STATEMENT ON ETHICS AND VALUES

The Board of Trustees of Bethune-Cookman University's statement on ethics and values is to be followed by all Teacher Candidates who must set an example for all students in the University, in the University community, as well as in the public school while they are Student Teachers.

Responsibility

Bethune-Cookman University seeks to develop graduates who are honorable, democratic citizens capable of making worthwhile contributions to society. The University expects its Teacher Candidates to uphold the highest moral and ethical standards by practicing self-discipline. Teacher Candidates are held accountable for their behavior. The University believes that commitment, perseverance, and high regard for the value and quality of work should be demonstrated with pride as tasks are completed with accuracy and timeliness. Bethune-Cookman University further affirms that Teacher Candidates should respect the environment – including the University's property, grounds, and buildings.



VI. STATEMENT ON ETHICS AND VALUES (Continued)

Competence

Bethune-Cookman University seeks to develop graduates who demonstrate academic excellence. Graduates are expected to show competence in their academic careers and vocations through mastery of verbal and written communication skills, research, scholarly pursuit of knowledge, and major areas of study. Bethune-Cookman University believes that competent individuals will enter the future with confidence and self-esteem.

Human Worth and Dignity

Based on the premise that all human beings are worthy of respect, honor, and dignity, Bethune-Cookman University propounds the concept of human worth that is embodied in its founding and purpose. In communicating this fundamental belief, the University seeks to define those characteristics that reflect honesty, tolerance and genuine sincerity in all phases of human worth and to show justice, compassion, and fairness toward all.

Spiritual Growth and Development

Bethune-Cookman University, founded in the Christian tradition, strives to instill spiritual growth by nurturing a continuous understanding and appreciation of the universal and traditional heritage of our school. The study and acceptance of other religious cultures is conducted with tolerance, understanding, acceptance, and love toward others. Teacher Candidates will be able to make wholesome decisions for themselves and contribute to their communities.

VII. STUDENT APPEALS/DUE PROCESS

The Teacher Education Program adheres to the Teacher Candidate Academic Appeal Process as set forth in the Bethune-Cookman University Catalog and Student Handbook. Any Teacher Candidate has the right to appeal a decision regarding academic performance or academic requirements, including senior internship.

VII. EVALUATION OF STUDENT TEACHER

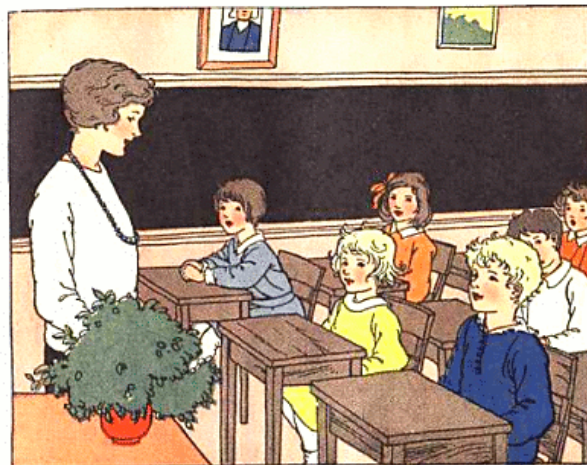
Guidelines for Evaluating the Student Teacher

The Student Teaching experience serves as the culmination of the Teacher Candidate's University preparation program. The goal of the University and the district is to provide an environment that encourages the maximum growth of the Teacher Candidate. In evaluating the Student Teacher, it is suggested that the ultimate focus or purpose of supervision be the promotion of personal and professional growth. To provide the Student Teacher with an appraisal of professional strengths and weaknesses, as well as total performance as an employee, the evaluation system used in the Teacher Education Program at Bethune-Cookman University is anchored to the Teacher Education Program's Conceptual Framework competencies. In addition, successful completion of Student Teaching and graduation from the Teacher Education Program ensures that candidates possess appropriate dispositions and demonstrate proficiency in the Uniform core curriculum which includes the FEAPs, subject matter competencies and skills, Florida Reading competencies and additional content as defined by Florida state statute and state board of education rule.

The assessment documents and forms are managed through the LiveText web-based program. The evaluation forms are completed on-line in LiveText, and the data are aggregated immediately by the Assessment Coordinator in the School of Education. Training sessions are provided each semester for Teacher Candidates, University Supervisors, and Cooperating (Classroom) Teachers. A checklist of forms is included in the appendix. In addition, Cooperating Teachers are trained each semester as part of our "Meet and Greet." In the event that a Cooperating Teacher is unable to attend, University Supervisors, who serve as liaisons, facilitate the training.

Faculty review instruments and rubrics, where applicable. These discussions provide faculty with opportunities to understand and interpret and increase interrater reliability. Adjunct faculty members are informed of expectations and assessment by Faculty, Department Heads, the Coordinator of Teacher Education Institute, and the Assessment Coordinator.

The following steps are suggested as a guide in helping Teacher Candidates use the evaluation forms. It is suggested that a minimum of four (4) observation and evaluation periods be conducted over the course of the Student Teaching experience.



VIII. EVALUATION OF STUDENT TEACHER (Continued)

Observation Evaluation Procedures

Orientation: Weeks One and Two

The Student Teacher, University Supervisor, and Cooperating (Classroom) Teacher meet to discuss and clarify roles and become familiar with evaluation procedures and reports.

Cooperating (Classroom) Teacher and Student Teacher

- ◆ First Observation/Evaluation Period
- ◆ Pre- Observation Conference
Student Teacher and Cooperating (Classroom) Teacher meet to discuss and determine the lessons that are to be observed and evaluated.
- ◆ Observation Period
The Supervising Teacher completes the observation and provides feedback to the intern.
- ◆ Post-Observation Conference
Student Teacher and Cooperating (Classroom) Teacher meet to identify strengths and weaknesses revealed during teaching.

University Supervisor and Student Teacher

- ◆ Periodic Observations (required minimum of 4 visits)
University Supervisor and the Student Teacher agree on the day, time, and lesson to be observed. University Supervisor and the Student Teacher review lesson plans. University Supervisor observes in the classroom as the Student Teacher completes a lesson.
- ◆ Pre- Observation Conference
Student Teacher and University Supervisor meet to discuss and determine the lessons that are to be observed and evaluated.
- ◆ Post- Observation Conference
The Student Teacher and the University Supervisor meet to evaluate the instructional delivery. The Classroom Teacher may attend if the school schedule permits. The Student Teacher meets with the University Supervisor and the Cooperating (Classroom) Teacher who provide assistance through sharing feedback.



VIII. EVALUATION OF STUDENT TEACHER (Continued)

Mid-Term Evaluation

The Cooperating (Classroom) Teacher and the Student Teacher meet to discuss and complete a mid-term evaluation form, Florida Educator Accomplished Practices (FEAPs), in the LiveText account with a hard copy submitted to TEI. The University Supervisor meets with the Student Teacher to review the ratings and to note perceived strengths and weaknesses. The University Supervisor and Student Teacher draft a plan of action which provides continuation of practices perceived as strengths and modification of practices perceived as weaknesses.

Remediation Plan (Action Plan)

Student Teachers demonstrating unsatisfactory progress will be monitored through a remediation plan by the TEI Coordinator, University Supervisor, and Cooperating Teacher. Failure to successfully complete a prescribed remediation/action plan may jeopardize graduation. If necessary, a Student Teacher may be removed from Student Teaching and provided with concentrated coaching. The Student Teacher must then repeat Student Teaching the following semester.

Final Evaluation

The University Supervisor, Cooperating (Classroom) Teacher, and the Student Teacher meet to discuss the total experience and identify strengths and weaknesses which reflect the total program and those which appear to reside with the individual Student Teacher. The University Supervisor, Cooperating (Classroom) Teacher, and Student Teacher share perceptions and recommendations. The final grade is then assigned by the University Supervisor in collaboration with the Cooperating (Classroom) Teacher.



IX. STUDENT TEACHER COMPETENCIES

Knowledge Base for Student Teaching

The knowledge base of Student Teaching is built on effective teaching behaviors as prescribed by recent research and the wisdom of practice. The Teacher Education Program at Bethune-Cookman University has incorporated these premises into the Conceptual Framework. The Conceptual Framework rests on institutional, state and national standards. Contained within the Conceptual Framework are our four (4) Institutional Standards: Reflective Practice, Essential Knowledge, Assessment and Evaluation, and Professionalism (REAP). Also included in the knowledge base are pre-professional competences identified in the twelve (12) Educator Accomplished Practices (FEAPs). The Student Teaching experience allows Teacher Candidates to demonstrate their ability to integrate the knowledge base in their daily instructional activities. This experience allows the Teacher Candidates to create and maintain productive classrooms for all the students.

The Role of the Teacher

A teacher is a professional who is capable of guiding students in the development of knowledge, skills, and dispositions resulting in critical thinking, positive self-esteem, ethical behavior, and human dignity. Rather than a “dispenser of knowledge,” the teacher is an active participant in the student’s development, transforming the classroom into a learning environment that is humane, joyous, and open to discovery and growth of both students and teachers. The teacher creates a learning environment where teaching and learning is meaningful, purposeful, and engaging (Morrison, 2000).

Student Teaching Competencies

The fourteen (14) weeks (490 hours) minimum of the Student Teaching experience provide the Student Teacher a gradual opportunity to become a facilitator in the classroom, initially observing student and teacher behaviors, and progressively initiating teaching behaviors, which ultimately leads to executing lessons in the classroom. A major feature of the Student Teaching experience is the implementation of the skills developed by the Teacher Education Program as presented by the twelve (12) Florida Educator Accomplished Practices (FEAPs).

Teacher Candidates have the opportunity to enhance their mastery of their various specialty competencies (subject specific competencies) and also practice effective teaching behaviors as depicted in the twelve (12) Florida Educator Accomplished Practices (FEAPs).

IX. STUDENT TEACHER COMPETENCIES (Continued)

Twelve (12) Florida Educator Accomplished Practices (FEAPs):

- 1. Assessment**
- 2. Effective Communicators**
- 3. Continuous Improvement**
- 4. Critical Thinking**
- 5. Diversity**
- 6. Ethical Behavior**
- 7. Human Development and Learning**
- 8. Knowledge of Subject Matter**
- 9. Learning Environment**
- 10. Planning**
- 11. Role of Teacher**
- 12. Technology**

Teacher Candidates are expected to complete an electronic portfolio in LiveText that is anchored in the twelve (12) Florida Educator Accomplished Practices (FEAPs). This portfolio contains artifacts documenting the Teacher Candidate's proficiency with the twelve (12) FEAPs. Teacher Candidates who are experiencing difficulty in demonstrating competency in the FEAPs are provided assistance to determine an action plan for improving performance in the specified area.

If necessary, a Teacher Candidate may be removed from Student Teaching and provided with concentrated coaching. The Student Teaching must then repeat Student Teaching the following semester.

Student Teaching Seminar

The School of Education has designed seminars which provide the Teacher Candidate enrolled in Student Teaching an opportunity to meet professional educators within and outside of the University. These professionals present a variety of topics that add to the Teacher Candidate's knowledge and pedagogical skills.

Professional seminars cover a broad range of competencies with the purpose of enhancing the Student Teacher's experiences as well as instilling in Teacher Candidates a sense of professionalism. Seminars are conducted at the beginning of the semester.



X. EXITING STUDENT TEACHING

A quality Teacher Education Program depends on the type of assessment/evaluation, collaboration and feedback it receives from its constituents: students, stakeholders, cooperating teachers, and University Supervisors. Continuous program improvement requires a variety of assessment instruments to improve the quality of services and programs for our graduates to compete nationally and internationally. The School of Education has different forms of assessment to assist in ensuring that we continue to graduate top-notch teachers.

We offer various opportunities for informal and formal feedback. We need our prospective graduates during their senior year to assist us by participating in the Student/Cooperating (Classroom) Teacher Reception (Fall and Spring) and Teacher Recruitment Fair (Spring).

In addition, we ask that all prospective graduates complete the LiveText End-of-Semester Surveys/Graduate Surveys and have a Program Satisfaction Graduate Interview with the TEI Coordinator. We want to know what happens to you after graduation. E-mail the Teacher Education Institute Office and let us know of your accomplishments!



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Appendix A

Internship Checklist



**Bethune-Cookman University
ED462 Student Teaching**

INTERNSHIP CHECKLIST

Items to be submitted by Intern

_____ Fifth Day Report

_____ Impact Project (LiveText & TEI Office)

_____ Lesson Plan # 1 and initiate First Lesson Observation Form (LiveText)

_____ Lesson Plan # 2 and initiate Second Lesson Observation Form (LiveText)

_____ Lesson Plan # 3 and initiate Third Lesson Observation Form (LiveText)

_____ Lesson Plan # 4 and initiate Fourth Lesson Observation Form (LiveText)

_____ LiveText Portfolio w/Reflections and Artifacts (LiveText/U.S., & TEI)

_____ Final “Critical Task” Assignments

- Letter of Introduction (LiveText)
- Final Philosophy Reflection (LiveText)
- Impact Project LiveText & TEI
- Professional Development Plan (LiveText)
- Student Teaching Experience Reflection (LiveText)

_____ End of semester surveys (TEI)

- Graduate Exit Interview
- Final Portfolio Review
- Student Satisfaction Survey

Evaluations to be completed and submitted by Cooperating Teacher

_____ Cooperating Teacher Candidate Disposition Rating Form (Public LiveText Link)

_____ Cooperating Teacher Lesson Observation Form (Public LiveText Link)

_____ Cooperating Teacher FEAP Evaluation Mid & Final (Public LiveText Link)

**Bethune-Cookman University
ED462 Student Teaching**

INTERNSHIP CHECKLIST (Continued)

Evaluations to be completed and submitted by University Supervisor

- _____ University Supervisor Teacher Candidate Disposition Rating Form (LiveText)
- _____ University Supervisor FEAP Evaluation (Mid-Term)
- _____ University Supervisor FEAP Evaluation (Final)
- _____ University Intern Profile Assessment
- _____ University Cumulative Portfolio Evaluation
- _____ 1st Lesson Observation completed (LiveText)
- _____ Pre & Post Observation Forms (paper)
- _____ 2nd Lesson Observation completed (LiveText)
- _____ Pre & Post Observation Forms (paper)
- _____ 3rd Lesson Observation completed (LiveText)
- _____ Pre & Post Observation Forms (paper)
- _____ 4th Lesson Observation completed (LiveText)
- _____ Pre & Post Observation Forms (paper)

Appendix B

Evaluation Forms



BETHUNE-COOKMAN UNIVERSITY
School of Education
640 Dr. Mary McLeod Bethune Blvd.
Daytona Beach, Florida 32114-3099

FIFTH DAY REPORT
(Must Be Typewritten)

Student Teacher _____
(Last) (First) (Middle)

Residence Address While Student Teaching

School _____
(Name) (Address) (Phone #)

Supervising Teacher _____
 (Ms., Mrs., Mr., Dr.) _____
(Last) (First) (Middle)

Principal _____
(Last) (First) (Middle)

Schedule, including lunch and planning period (give time to the minute, if possible).

Period	Time	Grade Level	Class	Room
	From: To:			
	From: To:			
	From: To:			
	From: To:			
	From: To:			
	From: To:			
	From: To:			
	From: To:			
	From: To:			

Schedules may change from day to day. Attach an extra sheet for explanation of changes.

BETHUNE-COOKMAN UNIVERSITY

Lesson Observation Form

Name of Student _____

Please rate the student on each item. Place check in appropriate column.

S = Satisfactory

I= In Progress

N=No opportunity to observe

Accomplished Practices Alignment	Lesson Checklist	S	I	N
10	Lesson plan provided prior to implementation			
9	Attention grabber			
9	Logical sequence			
10	Materials prepared			
9	Activities provided to accomplish lesson			
8	Accuracy of subject matter			
9	Transitions in lesson			
4	Questions (variety and higher order)			
5, 7	Accommodations for diverse populations.			
5	Specific modifications for ESOL			
7	Enrichment/remediation			
9	Review/closure			
1	Assessment of students			
9	Control of off-task behavior			
9	Proximity control			
9	Movement about the room			
2	Appropriate response to students			
9	Enthusiasm			
12	Technology			
6, 9	Overall environment conducive to learning			
8, 9	Evidence of curriculum integration			

Behaviors to Maintain/Increase

Suggestions for Improvement

University Supervisor

Date

or

Cooperating Teacher

Date

BETHUNE-COOKMAN UNIVERSITY
Pre-Professional Accomplished Practices
Midterm and Final Student Teaching Observation Report

Name of Student _____ Date _____

University Supervisor or _____ Date _____

Classroom Supervisor _____

Please rate each Accomplished Practice. 0=unsatisfactory, 1= basic, 2=proficient, 3=exemplary, N=no opportunity to observe.

Complete a copy of this form at Midterm and during the final week of Student Teaching. Student **must** receive an at least basic rating on one of the indicators for each FEAP.

Accomplished Practices	Indicators* *Please use accompanying rubric to assess.	Midterm Ratings					Final Ratings					Suggestions
		0	1	2	3	N	0	1	2	3	N	
Assessment 1.1	Analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.											
Assessment 1.2	Attempts to interpret, with assistance, data from various informal and standardized assessment procedures.											
Communication 2.1	Establishes positive interactions between the teacher and students that are focused upon learning.											
Communication 2.2	Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.											
Continuous Improvement 3.1	Participates in and supports the overall school improvement process.											

Accomplished Practices	Indicators *Please use accompanying rubric to assess	Midterm Ratings					Final Ratings					Suggestions	
		0	1	2	3	N	0	1	2	3	N		
Continuous Improvement 3.2	Develops short- and long-term personal and professional goals relating to continuous professional development.												
Critical Thinking 4.1	Identifies strategies, materials, and technologies that she/he will use to expand students' thinking abilities.												
Critical Thinking 4.2	Demonstrates and models the use of higher-order thinking abilities.												
Diversity 5.1	Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.												
Diversity 5.2	Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.												
Ethics 6.1	Makes reasonable effort to protect students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.												
Ethics 6.2	Maintains honesty in all professional dealings.												
Human Development and Learning 7.1	Uses multiple activities to engage and motivate students at appropriate developmental levels.												
Human Development and Learning 7.2	Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.												

Accomplished Practices	Indicators *Please use accompanying rubric to assess	Midterm Ratings					Final Ratings					Suggestions	
		0	1	2	3	N	0	1	2	3	N		
Knowledge of Subject Matter 8.1	Communicates knowledge of subject matter in a manner that enables students to learn.												
Knowledge of Subject Matter 8.2	Increases subject matter knowledge in order to integrate the learning activities.												
Learning Environments 9.1	Recognizes cognitive, linguistic, and affective needs of individual students and arranges learning environments and activities to meet these needs.												
Learning Environments 9.2	Uses learning time effectively, maintains instructional, momentum, and makes effective use of time for administrative and organization activities												
Planning 10.2	Plans activities to promote high standards for students through a climate which enhances and expects continuous improvement.												
Planning 10.2	Provides comprehensible instruction based on performance standards required of students in Florida public schools.												
Role of The Teacher 11.1	Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.												
Role of The Teacher 11.2	Uses continuous quality improvement techniques in school improvement efforts.												
Technology 12.1	Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).												

Accomplished Practices	Indicators *Please use accompanying rubric to assess	Midterm Ratings					Final Ratings					Suggestions
		0	1	2	3	N	0	1	2	3	N	
Technology 12.2	Uses technology in lesson and material preparation.											
Total Ratings Score												

**Bethune-Cookman University
Teacher Education Program**

Cumulative Portfolio Evaluation

Purpose

The **Electronic Cumulative Portfolio** will contain records, artifacts and reflections on learning that will provide meaningful documentation to instructors and administrators that Teacher Candidates successfully met performance outcomes of required courses and State Standards consisting of the **Twelve (12) Florida Educator Accomplished Practices (FEAPs)**.

Student Teacher: _____ ID: _____

Major: _____ Advisor: _____

Semester: _____

Portfolio will be evaluated using the following scale

Exemplary (3)	Proficient (2)	Basic (1)	Unsatisfactory (0)
----------------------	-----------------------	------------------	---------------------------

Portfolio reviewer writes comments if criterion is rated unsatisfactory.

Portfolio Must Have:	Rating	Comments:
<p><i>Introduction</i></p> <ul style="list-style-type: none"> • About Me • Letter of Introduction (CT) <ul style="list-style-type: none"> Practicum A Practicum B Student Teaching 		
<p><i>Credentials</i></p> <ul style="list-style-type: none"> • Resume • Transcript • Why I Chose Teaching Essay (CT) 		
<p><i>Philosophy of Education</i></p> <ul style="list-style-type: none"> • Philosophy of Education (CT) • Post Student Teaching Philosophy of Education Reflection (CT) • Classroom Management Plan (CT) • Self-Disposition • Disposition Ratings 		
<p><i>Field Experiences</i></p> <ul style="list-style-type: none"> • List of Placements • Field and Clinical School Demographics 		
<p><i>Benchmark 1</i></p> <ul style="list-style-type: none"> • Satisfaction of Criteria • Level 1 Field Experience • Critical Task Assignments Multi-media Presentation (CT) • Analysis of Standardized Test Results (CT) • Content Reading Activity Resource File (CT) • Reading Thematic Unit (CT) 		

Benchmark 2: Practicum A <ul style="list-style-type: none"> Satisfaction of criteria 1 Artifact with Reflection for each Florida Educator Accomplished Practice and ESOL Competency for Practicum A Practicum A Critical Task Assignments <ul style="list-style-type: none"> Teacher Interview (CT) Ethics Reflection (CT) 		
Educational Technology Portfolio <ul style="list-style-type: none"> Web Quest (CT) Web Page (CT) Emerging Technology Research Project (CT) 		

Students must earn at least a “C”

Practicum A Evaluation:

___ Exemplary ___ Proficient ___ Basic ___ Unsatisfactory

- 19-21 A (Exemplary) 90%
- 17-18 B (Proficient) 80%
- 14-16 C (Basic) 70%
- 13 and below (Unsatisfactory)

Portfolio Must Have:	Rating	Comments:
Benchmark 2: Practicum B <ul style="list-style-type: none"> Satisfaction of Criteria 2 Artifacts with 2 Reflections for each Florida Educator Accomplished Practice and ESOL Competency for Practicum B Practicum B Critical Task Assignments <ul style="list-style-type: none"> Ethics Reflection (CT) Teacher Introduction Letter (CT) 		
ESOL Portfolio		
Practicum B Impact on P-12 Learning Project (CT)		
Critical Task Assignments from Coursework <ul style="list-style-type: none"> EDP 499 Lesson Plan (CT) EDP 499 Code of Ethics Reflection (CT) 		

Students must earn at least a “C”

Practicum B Overall Evaluation:

___ Exemplary ___ Proficient ___ Basic ___ Unsatisfactory

- 11-12 A (Exemplary) 90%
- 9-10 B (Proficient) 80%
- 7-8 C (Basic) 70%
- 6 and below (Unsatisfactory)

Portfolio Must Have:	Rating	Comments:
<i>Benchmark 3: Student Teaching</i> <ul style="list-style-type: none"> • 2 Artifacts with 2 Reflections for each Florida Educator Accomplished Practice and ESOL Competency for Internship Portfolio • Critical Task Assignments EDS 499 Senior Research paper (CT) • Final Reflective Essay (CT) • Student Teaching Highlights 		
<i>Senior Internship Impact on P-12 Learning Project (CT)</i>		
<i>Future Professional Development</i> <ul style="list-style-type: none"> • Goals • Professional Development Plan (CT) 		
<i>Letters of Reference</i> <ul style="list-style-type: none"> • 3 Letters of Recommendation 		
<i>Appropriate grammar, sentence structure & spelling</i>		

The Student Teaching score includes a total score for all components of the portfolio plus Benchmark 3: Student Teaching section.

Sr. Internship Overall Evaluation:

___ Exemplary ___ Proficient ___ Basic ___ Unsatisfactory

Students must earn at least a “C”

44-48	A (Exemplary)	90%
39-43	B (Proficient)	80%
33-38	C (Basic)	70%
32 and below	(Unsatisfactory)	

Florida Educator Accomplished Practices

Portfolio will be evaluated using the following scale:

Exemplary (3)	Proficient (2)	Basic (1)	Unsatisfactory (0)
----------------------	-----------------------	------------------	---------------------------

Accomplished Practices	Artifacts	Ratings (0-3)	Comments
1. Assessment	Evidence /Reflection 1		
	Evidence /Reflection 2		
2. Communication	Evidence /Reflection 1		
	Evidence /Reflection 2		
3. Continuous Improvement	Evidence /Reflection 1		
	Evidence /Reflection 2		
4. Critical Thinking	Evidence /Reflection 1		
	Evidence /Reflection 2		
5. Diversity	Evidence /Reflection 1		
	Evidence /Reflection 2		
6. Ethics	Evidence /Reflection 1		
	Evidence /Reflection 2		
7. Human Development & Learning	Evidence /Reflection 1		
	Evidence /Reflection 2		
8. Knowledge of Subject Matter	Evidence /Reflection 1		
	Evidence /Reflection 2		
9. Learning Environments	Evidence /Reflection 1		
	Evidence /Reflection 2		
10. Planning	Evidence /Reflection 1		
	Evidence /Reflection 2		
11. Role of Teacher	Evidence /Reflection 1		
	Evidence /Reflection 2		
12. Technology	Evidence /Reflection 1		
	Evidence /Reflection 2		

Overall Evaluation

Practicum A:

33-36	A (Exemplary)	90%
29-32	B (Proficient)	80%
25-28	C (Basic)	70%
24 and below	(Unsatisfactory)	

____ Exemplary ____ Proficient ____ Basic ____ Unsatisfactory

Practicum B

65-72	A (Exemplary)	90%
59-64	B (Proficient)	80%
50-58	C (Basic)	70%
49 and below	(Unsatisfactory)	

____ Exemplary ____ Proficient ____ Basic ____ Unsatisfactory

Sr. Internship

65-72	A (Exemplary)	90%
59-64	B (Proficient)	80%
50-58	C (Basic)	70%
49 and below	(Unsatisfactory)	

____ Exemplary ____ Proficient ____ Basic ____ Unsatisfactory

Students must earn at least a “C”

Reviewer’s Name: _____

Date: _____

Bethune-Cookman University
Daytona Beach, Florida
School of Education

Teacher Candidate Dispositions

Name of Teacher Candidate _____ ID#: _____ Major: _____

Course: _____ Date: _____ Person Completing Form: _____

Indicate the rating below that best describes the teacher candidate.

Rating Scale: 0 – Unsatisfactory (mostly inconsistent); 1 - Basic (rarely inconsistent);
2 – Proficient (meets expectation consistently) 3 – Exemplary (role model for others)

1. _____ Attending – Attended regularly
2. _____ Punctuality – Always on time
3. _____ Diversity – Demonstrates respect for cultural diversity and individual differences
4. _____ Reliability, dependability – Completes assignments, tasks, and duties on time
5. _____ Appearance – Dresses appropriately; presents a professional appearance
6. _____ Caring interaction with (Pre P-12) – Is comfortable interacting with students; show concern for students
7. _____ Self-confidence – Demonstrates “witnes: and professional poise in presentations/teaching
8. _____ Self-control – Demonstrates a professional countenance even when experiencing personal challenges
9. _____ Responsive to feedback – Is reflective; responsive to feedback; willing to revise plans and implement suggestions
10. _____ Commitment to profession – Exhibits an enthusiasm for teaching and a lifelong commitment to learning
11. _____ Collaborative and cooperative – Willing to collaborate and partner with others; works effectively with peers, supervisors, and other professionals
12. _____ Attitude toward students (Pre P-12) – Expresses or demonstrates a belief that all students can learn
13. _____ Motivation for Learning – Demonstrates self-management of personal learner strategies for successful academic performance; models high motivation to “learn how to learn”
14. _____ Problem-solver – Demonstrates critical and creative thinking for problem-solving; exhibits confidence in seeking solutions
15. _____ Seeker of knowledge – Demonstrates active inquiry to understand the broad implications of knowledge
16. _____ Flexible; open-minded – Is able to reflect on and continually evaluate the effects of ideas, choices and actions on others and actively seeks out opportunities to grow professionally
17. _____ Fairness – Is fair in dealing with students
18. _____ Belief – believes that all students can learn

Revised Fall 2009

**Bethune-Cookman University
Daytona Beach, Florida
School of Education**

Teacher Candidate Dispositions

Name of Teacher Candidate _____ ID#: _____
Major:: _____

Total Rating Score: _____

Comments: (Place additional comments about any of the dispositions that were rated below 0 or 1.)

Recommendations:

Signature

Date

Please accept our sincere appreciation for your contribution to our teacher education program.

**BETHUNE-COOKMAN UNIVERSITY
SCHOOL OF EDUCATION
TEACHER EDUCATION INSTITUTE**

Student Teacher Profile

Student Teacher: _____ Grade/Subject: _____

Cooperating Teacher: _____ County: _____

School: _____ Address: _____

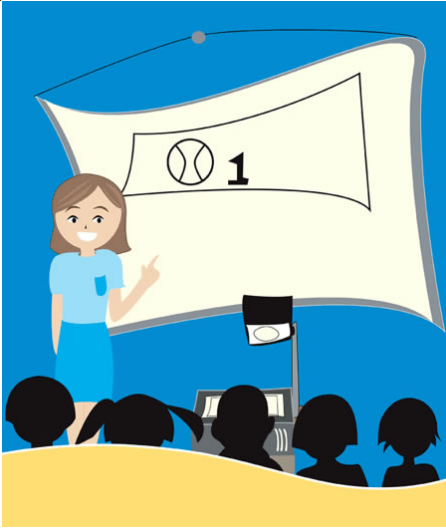
Please comment on the **QUALITY** of each of the following with a narrative statement reflecting the intern's observed strengths and/or areas in need of improvement. Indicate the evaluation level by circling the number that is appropriate.

5=Outstanding 4= Above Average 3=Average 2=Below Average 1=Inferior

COMPETENCIES	LEVELS	COMMENTS
1. Planning	5 4 3 2 1	
2. Management of Student Conduct	5 4 3 2 1	
3. Instructional Organization and Development	5 4 3 2 1	
4. Presentation of Subject Matter	5 4 3 2 1	
5. Verbal and Nonverbal Communication	5 4 3 2 1	
6. Measurement and Evaluation Strategies	5 4 3 2 1	
7. Rapport with Students	5 4 3 2 1	
8. Professionalism	5 4 3 2 1	

Summarizing Statement (please provide a descriptive statement of the intern's demonstrated competencies and potential for the teaching profession)

R



Diversity and Education

Managing the Classroom



Motivating Students



Teaching Strategies

Assessing Student Learning