Student Teaching Handbook: 
A Guide for Internship and 
Clinical Practice

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WWW.EDUCATION.UCF.EDU/CLINICALEXP
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Dear Colleagues:

On behalf of the University of Central Florida’s College of Education and Human Performance, I thank you for engaging in the internship process. Our interns have been prepared by distinguished faculty through our state-approved, nationally accredited programs. Our teacher preparation programs are among the best in the nation. Now more than ever, it is an important time in our profession to collaborate and work together to attain student success. The internship experience is an exciting and special opportunity for pre-service teachers to demonstrate the research-based strategies they have learned in a focused, real-world setting. A positive and appropriate mentoring process for an intern is crucial and can provide an enriching experience for both the mentor and mentee.

I encourage you to read through the Student Teaching Handbook and use it as an ongoing resource throughout the internship experience. It is essential that interns, university coordinators, and collaborating teachers understand the timelines and procedures associated with the internship. In addition to the pages that follow, all documents pertaining to the internship requirements can be found conveniently on the Clinical Experiences web site, located at http://education.ucf.edu/clinicalexp.

Positive and professional collaboration between UCF faculty, administrators, collaborating teachers, and interns results in consistent, meaningful growth. Strong, effective coaching and mentoring creates opportunities for interns to acquire the most important skills they will need to function on their own when they graduate.

Thank you again for being an important part of our educational team.

Sincerely,

Bryan Zugelder, Ed.D.
Executive Director
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• World Languages Education                 Dr. Joyce Nutta
• Mathematics Education                      Dr. Janet Andreasen
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The Internship Experience

In the process of developing knowledge, skills, and dispositions that prepare students to become teaching professionals, there are various levels of participation and experience for students in the College of Education and Human Performance, including essential coursework and exposure to classrooms and students. At the initial level of exposure to the classroom, there are field experiences associated with specific courses. In these experiences, students learn skills and techniques for working collaboratively with other professionals, for observing teaching, and for working with diverse populations of young children and families in contemporary society.

Internship I

Eligibility for Internship I - Application Deadlines: **Feb 15 for Fall, Sept 15 for Spring**

Admission to Internship I will be granted to students who have been admitted to the College of Education and Human Performance and who meet the following additional requirements at the time of application.

- Possess minimum overall GPA of 2.5.
- Possess minimum specialization GPA of 2.5.
- Possess minimum professional preparation GPA of 2.5.
- Complete a formal application for Internship I online by the deadlines.
- Meet any special departmental or program requirements.
- Be recommended by the faculty of the department of the student’s major.
- Upon Office of Clinical Experiences approval of the application, students are required to participate in a background check in the district where they are assigned. Certain criminal histories may prevent clearance.

What Happens in Schools

During Internship I, students are in school-based classrooms part-time, while completing co-requisite courses at UCF. They have the opportunity to observe teaching, to work with small groups of students, and to complete independent study projects in order to engage in experiential learning. In addition, Internship I students are expected to complete assignments from their co-requisite courses. Collaborating teachers observe the intern working with students and provide essential feedback about their performance.
Internship II / Graduate Internship

Eligibility for Internship II/Graduate – Application Deadlines: Feb 15 for Fall, Sept 15 for Spring

Admission to Internship II will be granted to students who have been admitted to the College of Education and Human Performance and who meet the following additional requirements at the time of application.

• Complete all coursework required by program.
• Possess minimum overall GPA, specialization, and professional preparation GPA of 2.5 (3.0 Graduate); (Early Childhood – minimum GPA of 2.75).
• Achieve a “C-” or better in all prerequisite methods/specialization courses (Undergraduates only); (Early Childhood – minimum specialization GPA of 2.75).
• Passing scores on all sections of the Florida Teacher Certification Exam (Catalog Year 2014 and beyond).
• Complete a formal application for Internship II/Graduate Internship by listed deadlines.
• Meet any special departmental requirements (refer to catalog for program specific requirements).
• Be recommended by the faculty of departmental major.
• Upon final approval of their application, students are required to participate in a background check in the district where they are assigned. Certain criminal histories may prevent clearance.

What Happens in Schools

The College of Education and Human Performance teacher preparation capstone experience is a full-time semester-long student teaching. Internship II / Graduate Internship provides a structured, supervised process in which interns work with collaborating teachers to develop their teaching skills. In this experience, students gain extensive practice in teaching and in the knowledge, skills, and dispositions methods of their teaching fields. This final internship is the summative assessment of the program.

Interns are placed in schools and assume the work schedule of a full-time teacher, all day, five days a week, for a full semester. Interns practice to develop knowledge, skills, and dispositions of the teaching profession as measured by the Florida Educator Accomplished Practices (FEAPs).

College of Education and Human Performance faculty (i.e., university coordinators) supervise all internships and work closely with collaborating teachers to guide each intern in developing knowledge, skills, and dispositions, and evaluate teaching practices according to indicators of the Florida Educator Accomplished Practices (FEAPs).
On-the-Job (OTJ) Internships

Eligibility for On-the-Job internship - Application Deadline: 2 weeks prior to the beginning of the internship semester.

To complete an on-the-job (OTJ) internship, graduate students must:

- Meet all eligibility requirements for Graduate internship.
- Meet all academic requirements of the program.
- Complete a formal OTJ application by the posted deadlines.
- Be hired as a full time instructor of record.
- Be hired to teach within the certification area appropriate to the graduate degree.
- Provide proof of hire from the principal of the school in which the intern will be teaching.
- Complete a semester long internship.
- Arrange with the school principal an appropriate mentor who will function as the collaborating teacher, sign the appropriate UCF documents, and provide ongoing feedback related to teacher growth.

What Happens in Schools

On-the-job (OTJ) interns will be observed by a university coordinator. It is also expected that the school will provide a mentor teacher. The OTJ intern follows policies, procedures, and guidelines of the school in which they work. The university coordinator will collaborate with the mentor teacher to guide the on-the-job intern in developing teaching skills, and evaluate teaching practice according to indicators of the Florida Educator Accomplished Practices (FEAPs). OTJ interns will register for the graduate course.
Interns are developing teachers. They have received high quality training in research-based pedagogy. Positive coaching/mentoring experiences are beneficial, allowing a craft to develop appropriately. Collaborating teachers and university coordinators coach and mentor interns throughout the internship process. They regularly observe the intern and represent a unified message on midpoint and final evaluations.

Coaching and mentoring are essential elements of the model of clinical experiences in the College of Education and Human Performance at the University of Central Florida. The collaborative team works together to coach the intern. However, the collaborating teacher is the primary mentor in the process of developing the intern. Professional learning and growth of the intern can only occur when there is consistent coaching and strong, effective communication, including specific and meaningful feedback.

The most important and influential measure of an intern’s development is the written and oral constructive feedback received from the collaborating teacher and/or the university coordinator. Immediate feedback from the collaborating teacher and/or university coordinator tends to have greater meaning to the intern so he or she can accurately reflect on the events being evaluated. Collaborating teachers are encouraged to take written notes and use them for coaching the intern. Upon completion of the internship, collaborating teachers recommend a grade to the university coordinator, and UCF faculty determine the final grade.

**Observing Teacher Practice**

The UCF College of Education and Human Performance’s model of clinical experiences also requires consistent intern supervision and observation on a regular basis through formal and informal approaches. Internship I requires observations whenever interns are teaching small group and/or whole group lessons. Internship II requires multiple observations weekly and consistent feedback on intern performance according to the Florida Educator Accomplished Practices (FEAPs). Collaborating teachers and university coordinators must each complete a minimum of five formal observations.

In the feedback process, collaborating teachers provide the coaching required to promote growth in areas of needed improvement. This process requires that the collaborating teacher understands the intern’s teaching style to the extent that it lends itself to effective teaching. When this is not the case, the intern should be mentored through a process of change that will help lead to success in the internship.

**Continuous Improvement**

The university coordinator works closely with interns and collaborating teachers. Interns can consult with the university coordinator about teaching and learning, or address issues of concern. University coordinators also facilitate seminars for interns on various topics related to teaching and learning. These topics should be based on intern needs as determined by the collaborating teacher, coordinator, or interns.

**Feedback**

Interns need specific and ongoing feedback related to teacher performance. Feedback should be specific, consistent, and objective. Collaborating teachers are expected to provide critical and meaningful feedback.
Clinical supervision is both a concept and a process designed to improve teaching performance. The desired outcome from this process is to develop professionally responsible teachers who are committed to self-improvement through help from others, reflection on practice, and self-correction.

Effective clinical supervision should provide an opportunity for pre-service teachers to:

- Examine, discuss, and articulate their educational philosophies.
- Receive objective feedback on their teaching.
- Examine the relationship between their anticipated and actual performance in the classroom.
- Examine the relationship between their philosophies and other assumptions, theories, and research about effective teaching.
- Develop, implement, and receive support for appropriate changes in both their espoused and practiced educational beliefs.
- Examine the impact of their instruction on student learning/behaviors.
- Examine their performance related to expected outcomes on the district teacher evaluation system.

Robert Goldhammer’s model for clinical supervision includes five stages:
  1) pre-observation conference
  2) observation
  3) data analysis
  4) post-observation conference
  5) post-conference analysis

**Pre-observation Conference**

The purpose of this conference is to obtain information as to the teacher’s intentions (objectives of the lesson, planned procedures, criteria for evaluation, etc.), to establish a “contract” or agreement between the supervisor and the intern for carrying out the observation.

Examples of pre-observation questions:

1) How can I be of help to you?
2) What specifically do you wish me to look for?
3) What specifically do you wish me to know?
4) What would you like me to see the students do?
5) What are your understanding goals and expectations for the lesson?
6) How long would you like me to observe?
7) When can we get together to discuss the observation?
The Observation

The purpose of the observation is to view the lesson as planned in the pre-observation conference, and to collect data that may be used to improve or enrich knowledge, skills, and dispositions of the intern.

Data Analysis

The purpose of this step is to allow the observer time to review, sort, and assemble the data collected into a presentable form. This also allows the observer time to plan the post-observation conference.

The Post-observation Conference

This conference occurs after the observation for the purpose of analyzing and discussing the lesson, addressing concerns, and developing an action plan for intern performance to be enhanced, maintained, or improved. This conference should be held no sooner than 24 hours after the observation.

Examples of post-observation questions:
1) How do you think the lesson went?
2) What were the students doing during your lesson that made you feel this way?
3) What do you remember about what you did or the strategies you used?
4) How does this compare with what you expected would happen?
5) Why do you think it happened this way?
6) Would you like me to share what I observed?

Post-conference Analysis

This analysis allows the observer to process the entire cycle, evaluate whether or not the intern and the observer came to an agreement regarding the appropriate way(s) to provide needed assistance to the intern. It also allows the observer to evaluate his/her own performance during the conference.
Co-teaching and the Internship

It has become more common that teacher preparation programs embrace co-teaching models, where pre-service teachers and collaborating teachers work together to maximize student achievement potential. The intern and the collaborating teacher working together can be a valuable experience for students when co-teaching occurs. Some benefits to co-teaching include a reduced student to teacher ratio, increase in student achievement, and learning from each other’s strengths. Suggested co-teaching approaches* are listed below:

One Teach/One Observe: In the beginning of the internship, it is important for the collaborating teacher to model effective teaching strategies for the intern. While the collaborating teacher is teaching, the intern can observe effective teaching practices, while also taking note of student responses. Co-teachers who implement this approach to co-teaching benefit from one person observing what students are doing while another is teaching. Data collected during this approach can result in powerful gains in lesson development.

One Teach/One Assist: One teacher teaches a group of students, while the other is assisting. This may include helping the teacher reach students who need extra support during the lesson. While one teacher teaches, the other may be circulating and guiding students.

Parallel Teaching: Both teachers are teaching the same content, but to different groups of students at the same time. This approach reduces the student to teacher ratio. One teacher may be teaching a lesson to half of the class, while the other teacher is teaching the same lesson to the other half of the class.

Station Teaching: Both teachers are teaching at the same time, but different concepts, and to different students.

Alternative Teaching: One teacher is teaching a larger group of students while another is teaching a smaller group of students.

Team Teaching: Both teachers deliver the instruction to the same group of students at the same time. The lesson is co-presented by both teachers.


During the internship, various stages of co-teaching will occur. A natural progression would be that the intern and collaborating teacher begin with the one teach/one observe and one teach/one assist models and, over time, parallel teaching, station teaching, alternative teaching, and team teaching will become the norm.

Each collaborating teacher and intern will find approaches that work best for them, the students they teach, and the specific school goals.
ROLES AND RESPONSIBILITIES

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

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

Collaborating Teacher
The role of the collaborating teacher is to works together with the intern, the university coordinator, and the principal to guide and assist the intern in developing knowledge, skills, and dispositions essential to the teaching profession. The collaboration should emphasize the application of understanding developed in university coursework and pre-internship field experiences.

The collaborating teacher’s responsibility also includes observing and evaluating the effectiveness of the intern’s teaching practice. Review and appropriate discussion of results of observations are essential to the development of knowledge, skills, and dispositions in teaching practice. The collaborating teacher and the university coordinator collaborate on the frequency of observations. However, the collaborating teacher must observe and provide feedback to the intern at least once per week. Upon completion of the internship, collaborating teachers recommend a grade to the university coordinator, and UCF faculty determine the final grade. It is recommended that a documented log of communication is kept to demonstrate patterns in progress.

University Coordinator
The university coordinator facilitates the experience of the interns with the collaborating teacher and students in the classroom. The university coordinator also provides consistent support for the intern and collaborating teacher during the course of the internship II experience. University coordinators visit schools, observe interns, facilitate seminars on teaching and learning, confer with collaborating teachers and interns, and serve as a resource for the internship collaborative team. The university coordinator works closely with collaborating teachers to determine the most appropriate grade for the internship experience. Upon completion of the internship, collaborating teachers recommend a grade to the university coordinator, and UCF faculty determine the final grade.
RESPONSIBILITIES OF THE INTERN

The Internship Collaborative Team supports the intern throughout the process of the internship. However, the intern should understand the importance of maintaining standards of performance as well as consistently practicing professional responsibility.

Interns should use the following as a guide throughout the semester.

☐ Understand that daily attendance and punctuality is mandatory at the assigned school, as well as attendance at pre-scheduled seminars by the university coordinator.

☐ Consistently demonstrate professional conduct in actions and attire.

☐ Adhere to school policies and procedures.

☐ Work the school duty schedule of the collaborating teacher.

☐ Maintain confidentiality of information received about students or school personnel.

☐ Be fair, impartial, and consistent in working with children.

☐ Be aware of and meet all deadlines for assignments that are required (Internship I). It is the intern’s responsibility to review the program syllabi and to communicate requirements to collaborating teachers.

☐ Prepare lesson plans, including Florida Standards, for every lesson that will be taught during the internship experience and submit for review to collaborating teacher (Internship I).

☐ Submit daily lesson plans to collaborating teacher for feedback and suggestions.

☐ Include modifications and adaptations that provide for individual differences among the children.

☐ Accept feedback provided by collaborating teachers and university coordinators.

☐ Demonstrate proficiency in all Florida Educator Accomplished Practices.
RESPONSIBILITIES OF THE INTERN

The Internship Collaborative Team supports the intern throughout the process of the internship. However, the intern should understand the importance of maintaining standards of performance as well as consistently practicing professional responsibility. Interns should use the following as a guide throughout the semester.

☐ Welcome constructive suggestions by the collaborating teacher and the university coordinator and incorporate them in subsequent planning and teaching.

☐ During Internship II, demonstrate competency in ESOL standards (a score of “E” or “S”) indicated on the final ESOL Performance Profile (applies only to Early Childhood, English Language Arts, Elementary and Exceptional Education majors).

☐ Works closely with the collaborating teacher regarding routine and/or serious discipline problems.

☐ Attend, whenever possible, professional meetings, in-service programs, evening activities sponsored by the school, and parent meetings.
Standards of Professional Conduct

UCF College of Education and Human Performance Code of Professional Conduct

The College of Education and Human Performance at the University of Central Florida expects current and future educators to possess and exhibit professional dispositions deemed essential to success as a professional educator. These are reflected in the unit’s Conceptual Framework and National Council for Accreditation of Teacher Education (NCATE) unit standards. Assessment of these professional dispositions is integrated into key formative and summative standards-based performance assessments in initial and advanced educator preparation programs in the unit. Guidelines for documenting and remediating concerns regarding a candidate’s professional dispositions are provided at Attachment 1.

The following representative alignment of professional dispositions provides examples of how the unit’s professional disposition standards may be assessed in alignment with one or more of the recently (Dec 2010) revised Florida Educator Accomplished Practices (FEAPs), which have been adopted by the unit as its institutional standards. This is not intended to be a comprehensive alignment, but rather representative of the integration of professional dispositions with institutional standards since many of these professional dispositions may be reflected in multiple FEAPs. The unit’s professional dispositions and sample indicators are shown in Attachment 2.

FEAPs with representative alignment of professional dispositions:

Domain A: Quality of Instruction

1. Instructional Design and Lesson Planning
   • Maintains high academic standards (D8)

2. The Learning Environment
   • Believes that all students can learn (D1)
   • Demonstrates fairness and equity (D3)
   • Values Diversity (D4)
   • Promotes Social Justice (D5)
   • Promotes Democracy (D6)
   • Exhibits caring attitude towards students (D10)

3. Instructional Delivery and Facilitation
   • Demonstrates fairness and equity (D3)
   • Reflects research-based best practices (D9)
   • Promotes Social Justice (D5)
   • Promotes Democracy (D6)
   • Maintains high academic standards (D8)
   • Exhibits caring attitude towards students (D10)

4. Assessment
   • Reflects research-based best practices (D9)

Domain B: Continuous Improvement, Responsibility, and Ethics

5. Continuous Professional Improvement
   • Is committed to lifelong learning (D2)

6. Professional Responsibility and Ethical Conduct
   • Demonstrates Ethical Professional Behavior (D7)
Attachment1

UCF College of Education and Human Performance
Code of Professional Conduct - Procedures

1. Students enrolled in a certification program in the College of Education and Human Performance are to be given information concerning the UCF College of Education and Human Performance Code of Professional Conduct and how the unit’s professional dispositions and/or performance are assessed in alignment with the Florida Educator Accomplished Practices.

2. If any faculty or staff member has a concern with a student’s professional dispositions, that faculty or staff member shall counsel with the student. If the concern persists, the faculty or staff member will conduct a formal counseling session with the student and document the concern(s) and plan for improvement on a Professional Dispositions and/or Performance Concern(s) Form. Copies of the completed form will be provided to the student, the student’s advisor, the appropriate Faculty Administrator associated with School or Department, School Director or Department Chair, Offices of Undergraduate/Graduate Affairs, and Office of the Dean.

3. When a plan of action does not satisfactorily resolve the professional dispositions and/or performance concern(s), the faculty or staff member will notify the appropriate School Director or Department Chair, who will convene a faculty committee (e.g., standing or ad hoc School or Departmental Student Issues Committee) meeting for the purpose of recommending, deferring, or denying the student’s further progression in the program.

4. Students who are denied further progression by the faculty committee may pursue the following appeal process:

   - The student sends a letter to the College of Education and Human Performance, Office of the Dean asking to appeal the School or Departmental decision.
   - The responsible Associate Dean responds with a letter to the student requesting the student provide appropriate documentation to support the appeal. The student has 10 days from the date the letter is received to respond in writing.
   - The responsible Associate Dean has 10 days from the date the documentation is received to respond in writing.
   - If the student wishes to appeal the responsible Associate Dean’s decision, the student sends a letter to the Dean of the College of Education and Human Performance asking to appeal the decision.
   - The College Dean responds with a letter to the student requesting the student to provide appropriate documentation to support the appeal. The student has 10 days from the date the letter is received to respond in writing.
   - The College Dean has 10 days from the date the documentation is received to respond in writing.
   - The College Dean is the final level of appeal for the student.

Approved (replaced “Fitness to Teach” policy) August 19, 2005; revised April 23, 2010; revised January 6, 2012; revised April 19, 2013.
University of Central Florida, College of Education and Human Performance
Professional Dispositions and/or Performance Concern(s) Form

Based upon the College of Education and Human Performance Code of Professional Conduct, I have concerns regarding the following student’s professional dispositions and/or performance:

<table>
<thead>
<tr>
<th>Student’s Last Name</th>
<th>First Name</th>
<th>M.I.</th>
<th>Student’s PID</th>
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<tr>
<th>Student’s Major</th>
<th>Department</th>
<th>Student’s Advisor</th>
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<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>Year</th>
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</table>

Professional Dispositions and/or Performance Concerns:

Plan for Improvement:

Date of conference: _________________________

Faculty/Staff Member Signature Date Student Signature Date

Received by Office of Student Services: _________________________ Date

cc: Faculty Advisor
Faculty Administrator associated with School or Department
School Director or Department Chairperson
Office of Undergraduate Affairs and Partnerships, or Office of Graduate Affairs
Office of the Dean

Approved (replaced “Fitness to Teach” policy) August 19, 2005; revised April 23, 2010; revised January 6, 2012; revised April 19, 2013.
Attachment2

Unit Professional Disposition Standards and Sample Indicators:

The UCF College of Education and Human Performance candidate:

1. Believes that all students can learn
   • Sets high expectations for all students
   • Recognizes signs of students’ difficulty with the reading and computational process and applies appropriate measures to improve students’ reading and computational performance.

2. Is committed to lifelong learning
   • Shows willingness and ability to reflect upon one’s own strengths and weaknesses as those relate to what one does, who one is, and how one thinks.
   • Is intellectually and academically curious.
   • Is receptive to suggestions for improving professional knowledge and skills.
   • Is willing to accept and adapt to change.

3. Demonstrates fairness and equity
   • Uses teaching and learning strategies that include consideration of each student’s learning styles, needs, and background.
   • Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students in diverse classroom settings.

4. Values diversity
   • Values diversity as an essential feature of educating students for inclusive excellence in an increasingly multicultural and global society.
   • Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment and discrimination based on race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, disability, sexual orientation, social and family background or other characteristics and circumstances.
   • Affirms and respects the dignity and worth of all students, colleagues, and educational partners as both shared and unique educational needs through the art and science of teaching, learning, scholarship, and academic leadership are addressed.
   • Recognizes and demonstrates awareness of the educational needs of all students, including students who have limited proficiency in English, students with disabilities, gifted/talented and accelerated learners, and employs appropriate teaching practices.

5. Promotes social justice
   • Is tolerant, adaptive, open-minded, supportive, encouraging.

6. Promotes democracy
   • Is sensitive to all students and committed to teaching all students regardless of ability, socio-economic, cultural, linguistic and ethnic background, exceptionality, gender, religion, and other variables.

Approved (replaced “Fitness to Teach” policy) August 19, 2005; revised April 23, 2010; revised January 6, 2012; revised April 19, 2013.

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7. **Demonstrates ethical professional behavior**
   - Commits no known or observed incidents of plagiarism, cheating on tests, or violations of standard ethics.
   - Commits no known or observed violations of the Code of Ethics of the Education Profession in Florida (SBE Rule 6B-1.001) and Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6B-1.006).
   - Demonstrates professional commitment: is punctual and responsible, attends class regularly, and completes assignments on time.

8. **Maintains high academic standards**
   - Sets high expectations for all students.
   - Recognizes signs of students’ difficulty with the reading and computational process and applies appropriate measures to improve students’ reading and computational performance.

9. **Reflects research based best practices**
   - Uses assessment and other diagnostic strategies to assist the continuous development and acquisition of knowledge and understanding of the learner.
   - Reads, comprehends, interprets, and applies professional and other written materials.
   - Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving instruction.

10. **Exhibits caring attitude towards students**
    - Recognizes patterns of physical, social, emotional, and intellectual development in students, including exceptional students in the regular classroom.
    - Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention.
    - Recognizes signs of alcohol and drug abuse in students and knows how to appropriately work with such students and seek assistance designed to prevent further abuse.
    - Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting.

Approved (replaced “Fitness to Teach” policy) August 19, 2005; revised April 23, 2010; revised January 6, 2012; revised April 19, 2013.
THE CODE OF ETHICS AND THE PRINCIPLES OF PROFESSIONAL
CONDUCT
OF THE EDUCATION PROFESSION IN FLORIDA

All UCF College of Education and Human Performance interns are expected to adhere to the Code of Ethics.

State Board of Education Rule 6B-1.006, FAC
The Principles of Professional Conduct of the Education Profession in Florida

"By virtue of their leadership capacity, teachers are traditionally held to a high moral standard in a community." ~ District of Court Appeal, First District, State of Florida

(1) The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.

(2) 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.

(3) Obligation to the student requires that the individual:

(a) 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.

(b) Shall not unreasonably restrain a student from independent action in pursuit of learning.

(c) Shall not unreasonably deny a student access to diverse points of view.

(d) Shall not intentionally suppress or distort subject matter relevant to a student’s academic program.

(e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

(f) Shall not intentionally violate or deny a student’s legal rights.

(g) 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.

(h) Shall not exploit a relationship with a student for personal gain or advantage.

(i) Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure serves professional purposes or is required by law.

(4) Obligation to the public requires that the individual:
(a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

(b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

(c) Shall not use institutional privileges for personal gain or advantage.

(d) Shall accept no gratuity, gift, or favor that might influence professional judgment.

(e) Shall offer no gratuity, gift, or favor to obtain special advantages.

(5) **Obligation to the profession of education requires that the individual:**

(a) Shall maintain honesty in all professional dealings.

(b) 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.

(c) Shall not interfere with a colleague’s exercise of political or civil rights and responsibilities.

(d) 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.

(e) Shall not make malicious or intentionally false statements about a colleague.

(f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.

(g) Shall not misrepresent one’s own professional qualifications.

(h) Shall not submit fraudulent information on any document in connection with professional activities.

(i) 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.

(j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

(k) 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.

(l) 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 of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
(m) Shall self-report within 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 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), Florida Statutes.

(n) 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 231.28(1), Florida Statutes.

(o) 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 231.28(1), Florida Statutes.

(p) 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.

(q) Shall, as the Collaborating administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

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**State Board of Education Rule 6B-1.001, FAC**

**The Code of Ethics of the Education Profession in Florida**

(1) 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.

(2) 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.

(3) 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.

Teachers are held to the highest standards in the community. They are expected to dress appropriately. When preparing for an internship, a few things need to be considered when building a wardrobe. Some of these are comfort, practicality and professionalism. Outward appearance often has an effect on the amount of respect given by students and other faculty/staff. Keep in mind, interns not only represent themselves in the classroom, but also the UCF College of Education and Human Performance. Typically, interns should dress in ‘business casual’ attire, unless asked otherwise.

Here are a few suggestions on how to dress while attending your internship:

- **Hair** – Neat, natural styles. No extreme colors or cuts.

- **Tops** – Shirts should be clean and without wrinkles. Avoid tight fitting blouses, tank tops and t-shirts. Do not expose midriffs, undergarments, or cleavage.

- **Pants or Skirts** – Pants should be neatly pressed, clean, and should fit comfortably. Skirts should be no higher than an inch above the knee. Avoid jeans and pants with rips or tears.

- **Shoes** – Closed toe, closed heel shoes are recommended. No flip flops. Remember, teaching involves prolonged periods of standing, so take comfort into consideration when choosing footwear.

- **Accessories** – Makeup should be natural and jewelry kept to a minimum and tasteful. There should be no visible body piercings or tattoos.

- **Hygiene** – Appropriate grooming and bathing should be reflected in appearance and smell.

*Teachers are always on stage. Dress the part!*
ELIGIBILITY REQUIREMENTS FOR COLLABORATING TEACHERS

The collaborating teacher has an essential role as a member of the collaborative team. As a daily observer of the intern, the collaborating teacher is the pivotal support in terms of mentoring and assessing progress of the intern.

All school district personnel and instructional personnel who supervise or direct teacher preparation students during field experience courses or internships must have evidence of “clinical educator” training and must successfully demonstrate effective teaching strategies that consistently result in improved student performance.

Collaborating Teacher Requirements

The Collaborating teacher must meet the following requirements:

• Completed three years of successful teaching with effective or highly effective ratings.
• Completed Clinical Educator Training as described in Florida State Statutes, Section 240.529, through either:
  a. District-sponsored in-service or
  b. University-sponsored coursework.

Demonstrate outstanding performance in:

• Receive “effective” or “highly effective” rating on performance appraisal.
• Classroom management strategies that consistently result in improved student performance.
• The ability to mentor adults.
• Strategies for incorporating technology into classroom instruction and record-keeping.
• Methods for linking instructional plans to state and national standards.
• Instructional strategies that address various learning styles, exceptionalities, achievement levels, and other special circumstances.
• Assessment of student learning.
• Teaching strategies for instruction of English Learners (EL) students.

ESOL Endorsement

• If the collaborating teacher of an intern in an ESOL eligible major does not have ESOL endorsement, the collaborating teacher and intern will arrange for ESOL experiences, as appropriate, with an ESOL qualified teacher in the school.

The Student Teacher Acceptance Form, signed by the principal, the collaborating teacher, the county representative, and the university, also outlines these criteria.
RESPONSIBILITIES OF THE COLLABORATING TEACHER

As a member of the collaborative team, the collaborating teacher oversees a process in which the intern develops understanding of the education process and begins to demonstrate competency in the Florida Educator Accomplished Practices (FEAPs). In demonstrating effective clinical supervision practice, the collaborating teacher is a coach and mentor to the intern in the learning and developing process.

Mentoring and Coaching an Intern
The following items are ongoing activities and should take place throughout the internship.

☐ Read and review the *Student Teaching Handbook: A Guide for Internship and Clinical Practice*.

☐ **Provide opportunities for the intern to teach** at least once per week beginning no later than the third week of the internship (Internship I).

☐ Provide plan for swift induction to the teaching process in planning for assuming responsibility for full-time teaching (Internship II).

☐ Clarify teaching assignments and instructional planning procedures.

☐ Help the intern develop effectiveness in teaching through joint planning.

☐ Supervise and guide the intern as he/she plans and teaches.

☐ Assess the intern’s work with students.

☐ Demonstrate and clarify effective teaching strategies.

☐ Collaborate with the university coordinator to discuss areas of needed improvement when necessary.

☐ Create a climate in which the intern feels free to ask questions.

☐ Keep lines of communication open between members of the collaborative team.

☐ Praise and encourage.

☐ Share professional experiences and materials.

☐ Demonstrate and explain the major activities of the public school teacher.

☐ Create an atmosphere in which the intern is accepted as a professional colleague.

☐ Orient the intern to facilities and learning materials.

☐ Model high leverage practices that engage students in quality learning experiences.
RESPONSIBILITIES OF THE COLLABORATING TEACHER

☐ Build positive relationships.

☐ Capitalize on the special interests, talents, and background of the intern to enrich the curriculum.

☐ Assess daily the strengths and areas of needed improvement in the intern’s effectiveness in the teaching-learning situation.

☐ Provide continuous feedback and analysis of intern’s daily teaching performance.

☐ Help the intern implement recommendations received during daily feedback/mentoring input.

**Evaluation – Internship I**

☐ Observe each lesson taught by the intern to determine progress.

☐ Discuss immediately any unacceptable behavior or performance of the intern with the internship liaison, principal and/or the Office of Clinical Experiences.

☐ Complete the Internship I Checklist and Internship I Performance Profile, confirming that requirements have been met.

☐ The midpoint and final Internship I Performance Profiles should be signed by the intern and the collaborating teacher.

**Evaluation – Internship II**

☐ Formal observations taught by the intern to determine progress (5 minimum).

☐ Rate the intern’s performance using the Internship Evaluation Rubric.

☐ Discuss immediately any unacceptable behavior or performance with the intern, the university coordinator (and principal, if appropriate).
RESPONSIBILITIES OF THE COLLABORATING TEACHER

Evaluation – Internship II

☐ Both collaborating teacher and university coordinator must complete ongoing observations, a midpoint, and a final evaluation for interns using the internship evaluation rubric. The observations, midpoint and final evaluation should all be discussed with the intern and university coordinator. The final intern evaluation summary is completed as a team: intern, collaborating teacher, and university coordinator.

☐ Collaborate with the university coordinator and collaborating teacher to develop a professional development plan (PDP), which details a plan of continuous improvement, and provides specifics that describe how improvement is to be achieved.

☐ Complete the midpoint and final evaluations and discuss with the intern. All evaluation forms are available on the Office of Clinical Experiences website at www.education.ucf.edu/clinicalexp. Forms are also located in the appendices.

☐ Review midpoint and final evaluations with the university coordinator and the intern.

☐ All evaluations must be signed by the intern, university coordinator and the collaborating teacher.
RESPONSIBILITIES OF COORDINATORS

The university coordinator plays an essential role in the internship experience, and works closely with the collaborating teacher, the interns, and the principal to ensure the success of the intern.

The university coordinator:

- Understands and communicates College of Education and Human Performance policies and procedures effectively.
- Positively represents the UCF College of Education and Human Performance.
- Participates as a collaborating member of the internship team.
- Acts as liaison between the school site and the College of Education and Human Performance (Internship I).
- Conducts an orientation with the collaborating teacher and intern before (student) teaching begins.
- Confers regularly with the internship collaborative team: collaborating teacher, intern, and site administrator.
- Mentors the intern and provides feedback as appropriate, including analysis of written unit and/or lesson plans.
- Provides resources and assistance to schools as requested and appropriate.
- Works with collaborating teachers and interns on internship evaluation.
- Makes recommendations, as appropriate, concerning withdrawal, reassignment, or extension of the internship experience.
- Submits original, signed copies of all evaluations at the end of the semester to the Office of Clinical Experiences by the required dates. (See the Office of Clinical Experiences website for the required dates.) **Note: All midpoint and final evaluation copies must be signed by the university coordinator, the intern, and the collaborating teacher.**

Confers regularly with the intern during the semester to:

- Provide encouragement.
- Assess progress of the internship.
- Provide opportunities to meet and discuss the internship in a seminar format.

Reviews and evaluates the Teacher Work Sample
Evaluates the internship and assigns a “satisfactory” or “unsatisfactory” grade (graduate students receive a letter grade – A, B or F).

If necessary, works closely with collaborating teacher to complete Student Concerns process if performance remediation is required.
The internship is an opportunity for growth, both personally and professionally. Interns are held to the highest standards, just as teachers are. In the event there is a concern about an intern’s performance, it is critical that the collaborating teacher, intern, and university coordinator work diligently to resolve in the most expeditious and collaborative manner.

Sometimes, a further review of issues is needed. In the event the issues in performance cannot be resolved among the collaborating teacher, intern, and university coordinator, the university coordinator should immediately notify the college’s internship liaison. The liaison will organize a faculty committee to review all circumstances and documentation to determine an intervention to help the intern succeed, while considering the needs of the school site. Recommendations by the faculty committee may include (but not limited to): establishing an improvement plan, taking additional coursework to build skills, retaking previous coursework to ensure mastery of the teaching craft, counseling services, withdrawal from the internship, change of major. Students who wish to appeal the recommendation of the faculty committee should follow the appeal procedures outlined in the university’s Golden Rule Handbook.

Collaborating teacher, intern, and university coordinator work quickly to resolve the issue.

If issue still not resolved, the university coordinator contacts the program’s internship liaison and fills out a Personal Attributes Concerns Form with strong documentation of concern (See Appendix).

Internship liaison quickly organizes faculty committee to review performance issues.

Faculty committee makes recommendation to Office of Undergraduate Affairs and Partnerships
EVALUATION OF THE INTERNSHIP

Benchmarks for Evaluation

All University of Central Florida interns (Internship I, Internship II, Graduate, and On-the-Job) are evaluated based on the Florida Educator Accomplished Practices (FEAPs), which are addressed in coursework and used in evaluation of work prior to the internship experience. Depending upon the type of internship (I, II, or Graduate) interns are evaluated by using some or all FEAPs.

Evaluation of the Internship

Progress of interns is evaluated throughout the course of the internship. The collaborating teacher and the university coordinator collaborate on the evaluation process. Collaborating teachers and university coordinators complete ongoing formal observations, including a midpoint and a final.

ESOL

Interns in Early Childhood Education, Elementary Education, English Language Arts Education, and Exceptional Education will qualify for the ESOL endorsement. Collaborating teachers and university coordinators use the ESOL Performance Profile as a guide in evaluating ESOL competencies demonstrated in the internship.

Grades

<table>
<thead>
<tr>
<th>Internship Type</th>
<th>Grade</th>
<th>Evaluated By</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>S/U</td>
<td>Collaborating Teacher</td>
</tr>
<tr>
<td>II</td>
<td>S/U</td>
<td>University</td>
</tr>
<tr>
<td>Graduate</td>
<td>A/B*</td>
<td>University</td>
</tr>
<tr>
<td>On-the-Job</td>
<td>A/B*</td>
<td>University Coordinator</td>
</tr>
</tbody>
</table>

* An F grade can be given if performance standards are not met and it is determined that the intern will not pass the internship.

The final evaluation is determined by performance in teaching and in meeting requirements of the academic program. There must be achievement at a minimal level of mastery based on the Florida Educator Accomplished Practices, and UCF College of Education and Human Performance standards of internship performance.

Attendance

It is imperative that you are in attendance on a daily basis. You are expected to follow your school’s requirements in regard to what time you need to report for duty and what time you may leave each day. **Being ready to report to duty means that you are in the classroom ready to begin the day’s activities, not pulling into the parking lot or signing in.** It is strongly suggested that you arrive earlier and stay later than required in order to optimally communicate with your teacher and be fully organized and prepared.
• In the event of an absence, you MUST call your collaborating teacher and your university coordinator the night before the absence or before the school days begins, to inform them of your absence. Make-up days will be added to the end of the internship.

• It is further expected that you take part in all roles that your classroom teacher is expected to assume. For example, you should attend staff meetings, parent-teacher conferences, open house, and so on.

• Only the following absences **do not** need to be made up:
  o Seminars and orientations facilitated by the university.
  o College of Education Career Fairs (check website calendar for specific dates)
  o Any days that are missed due to natural disasters of unforeseen school closures (hurricanes, tornadoes, etc.), unless a makeup day is scheduled by the district and falls during the intern’s scheduled placement time.

Please note: Attendance patterns are considered in the overall evaluation of the internship, in spite of make-up days. The coordinator and/or collaborating teacher may use patterns in attendance to determine whether or not an intern has successfully demonstrated professional conduct within the accomplished practice of ethics. In cases where excess absences have occurred, or where patterns of attendance have interfered with the instructional momentum of the classroom, an ‘Unsatisfactory’ grade will be assigned.
Internship Placement Procedures

The UCF College of Education and Human Performance teacher preparation programs are state-approved, leading to initial teacher certification. Therefore, the selection of the internship placement is key to ensure experiences that match the settings for which pre-service teachers have been prepared. Interns have a variety of experiences throughout their entire program, including early field experiences and service learning courses. Interns are placed in settings that match the certification area for their program area.

**Art Education, K-12**

*Internship I/II:* Interns are placed in one art setting for an entire semester (elementary, middle, or high).

*Graduate:* Interns are placed in one elementary art setting for half of a semester and a secondary art setting for the other half of the semester.

**Early Childhood, PK-3**

*Internship II:* Early Childhood Development and Education majors are placed in grades PK-3.

**Elementary Education, K-6* **

*Internship I:* Interns are placed in a primary setting (K-3) for one half of a semester and an intermediate setting (3-5) for the other half of the semester.

*Internship II/Graduate:* Interns are placed in an elementary setting for an entire semester.

**Exceptional Student Education, K-12**

*Internship I:* Interns are placed in an elementary ESE setting for one half of a semester and the other half of the semester are placed in a secondary ESE setting.

*Internship II/Graduate:* Interns are placed in one ESE setting for an entire semester (elementary, middle, or high).

**School Counseling, K-12**

*Graduate:* Interns are placed in one setting for an entire semester (elementary, middle, or high).

**Secondary Education, 6-12**

Secondary Education majors (English Language Arts, Mathematics, Science, and Social Science) are placed in middle or high school settings in the content area for which they have been prepared to teach.

*Internship I/II/Graduate:* Interns are placed in one secondary setting (content specific) in middle or high.

**World Languages Education, K-12**

*Internship I/II/Graduate:* Interns are placed in one foreign language setting for an entire semester (elementary, middle, or high).

*Elementary interns are only placed in 6th grade if at a K-6 school. Most elementary interns are placed in K-5 schools.
APPENDIX

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- Placement
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- Internship I Elementary Education Observation Form
- Internship I Exceptional Education Observation and Evaluation Forms
- Internship I Secondary/K-12 Education Observation Form
- Internship I Elementary Education Performance Profile
- Internship I Secondary/K-12 Education Performance Profiles
- Internship II/Graduate Instruction Sheet
- Internship Assessment Rubric
- Internship Assessment Summary Sheet
- Internship Observation Instrument
- Professional Development Plan
FREQUENTLY ASKED QUESTIONS

COMMUNICATION / GENERAL INFORMATION

Q: How do I know that I am eligible for internship?
A: Students must be fully admitted into the College of Education and Human Performance at the
time of application (not in ‘Pending’ status), possess an overall 2.5 GPA as well as a 2.5 GPA in
professional preparation and specialization. Eligibility for internship is also outlined on the Clinical
Experiences web site in the Student Teaching Handbook: A Guide for Internship and Clinical
Practice. Please refer to your specific program requirements in the university catalog.

Q: How will I receive information and updates about my internship?
A: You are required to have an active Knights e-mail address in order to receive updated internship
information. Your Knights email is required and should be provided at time of application. The most
important source of information is the Clinical Experiences website, which is regularly updated with
essential information about internships. www.education.ucf.edu/clinicalexp/

Q: How can I find out about orientations for Internships I and II?
A: Please refer to the Office of Clinical Experiences Calendar on the website for information
regarding orientation dates and information.

APPLICATION PROCESS

Q: What is the deadline for the internship application?
A: Directions for applying for internship can be viewed on the Clinical website. The online
application opens Jan 15 and the hardcopy is due by Feb 15 for Fall internship. The online
application opens Aug 15 and is due by Sept 15 for Spring internship.

Q: How will I know that my application has been processed?
A: You will be notified via e-mail from the Office of Clinical Experiences the status of your
application via your Knights email account. This is referred to as your "Status Email".

Q: What happens if I miss the application deadline?
A: Late applications will not be accepted. No exceptions.

Q: How do I register for the internship course?
A: All students must register themselves for the appropriate internship course. Each semester, the
appropriate class numbers are listed on the Office of Clinical Experiences website. Use these class
numbers to register on MyUCF for the internship course and any courses that are internship co-
requisites. You will receive registration instruction in your status email.
Q: What are the steps to withdraw an application?
A: Students are required to complete a "Drop Internship" form in the Office of Clinical Experiences (Orlando campus), or the College of Education and Human Performance office on regional campuses or email edintern@ucf.edu with the request to withdraw from internship. In addition, if already registered, it is the intern’s responsibility to drop the internship course through the university add/drop process. If the internship is dropped, the student will have to reapply for a future semester and meet all applicable deadlines.

Q: What are the steps to withdraw from an internship once it has begun?
A: Students should notify their university coordinator, collaborating teacher, faculty advisor, and the Office of Clinical Experiences of their intent to withdraw from the internship. Withdrawal from the internship, the required internship course, or co-requisite courses must be initiated by the student and must be completed prior to all university deadlines. Notify your university coordinator, who should immediately notify the College of Education and Human Performance department/school. **If the withdrawal deadline is not met, students must go through the offices of Undergraduate or Graduate Studies, located in Millican Hall.**

PLACEMENT

Q: How do I find out where I have been placed?
A: Students will be notified at orientation where they are placed for internship. **Students may not arrange their own placement.**

Q: How long is the student teaching requirement?
A: **Internship I** is a full semester.

- Elementary Education and ESE majors intern in schools two days per week all day (Mondays and Tuesdays); plus one full week near midterm and one full week near finals.
- Secondary majors intern in schools two days per week all day (normally Tuesdays and Thursdays)
- For programs requiring two placements, the duration of each placement is seven weeks. Check with the Calendar on the Office of Clinical Experiences website.

**Internship II** is a full semester. Students are in school Monday through Friday for the entire school day. Once you have been assigned to a school, check school schedules and calendars.

Q: How can I find directions and information about my placement school?
A: This information can be found on the Office of Clinical Experiences website under Partnership Districts.
Q: What is the policy for changing my placement?
A: Placements are final. Changes can only be initiated by the College of Education and Human Performance and are extremely rare.

Q: Can I be released early from my student teaching?
A: No. The student teacher must remain at his/her placement for the entire semester. Completion of the internship is a graduation requirement.

Q: Is it possible to take any classes during my internship?
A: Internship I students are usually enrolled in co-requisite courses during the internship. Internship II is considered a full-time experience. Normally, students cannot take classes during Internship II. Students are permitted to enroll in other classes only with the consent of their academic program coordinator.

Q: Can I be exempt from any part of my first student teaching experience (Internship I)?
A: Internship I cannot be waived. It is a graduation requirement.

Q: Can I be exempt from any part of my Internship II/Graduate student teaching experience?
A: No. This is a state requirement governed by the Florida Department of Education for all initial teacher certification undergraduate and graduate students.

CERTIFICATION

Q: How do I get certified as a teacher?
A: Please contact the Florida Department of Education for information on applying for teacher certification.
PARTNERSHIP DISTRICTS

Brevard County Schools
2700 Judge Fran Jamieson Way
Viera, FL 32940
Phone: (321) 633-1000 ext. 500
Website: http://www.brevard.k12.fl.us/

Marion County Schools
512 SE 3rd Street
Ocala, FL 34471 USA
Phone: (352) 671-7700
Website: http://www.marion.k12.fl.us/

Citrus County Schools
1007 W. Main Street
Inverness, Florida 34450
Phone: (352) 726-1931
Website: http://www.citrus.k12.fl.us/

Orange County Schools
445 W. Amelia Street
Orlando, FL 32801
Phone: (407) 317-3200
Website: https://www.ocps.net

Collier County Schools
5775 Osceola Trail
Naples, FL 34109
Phone: 239-377-0001
Website: www.collierschools.net/collier

Osceola County Schools
817 Bill Beck Blvd.
Kissimmee, FL 34744
Phone: (407) 870-4600
Website: http://www.osceola.k12.fl.us/

Flagler County Schools
1769 East Moody Blvd.
Bunnell, FL 32110
Phone: (386) 437-7526
Website: www.flaglerschools.com

Palm Beach County Schools
3300 Forest Hill Blvd
West Palm Beach, FL 33406
Phone: (866) 930-8402
Website: www.palmbeachschools.org

Marion County Schools
512 SE 3rd Street
Ocala, FL 34471 USA
Phone: (352) 671-7700
Website: http://www.marion.k12.fl.us/

Florida Virtual School
2145 Metro Center Blvd, Suite 200
Orlando, FL 32835
Phone: (407) 513-3587
Website: www.flvs.net

Polk County Schools
1915 South Floral Ave.
Bartow, FL 33830
Phone: (863) 534-0500
Website: http://www.polk-fl.net

Hillsborough County Schools
901 E. Kennedy Blvd
Tampa, FL 33602
Phone: (813) 272-4000
Website: www.sdhc.k12.fl.us/

Seminole County Schools
Educational Support Center
400 East Lake Mary Blvd.
Sanford, FL 32773
Phone: (407) 320-0000
Website: http://www.scps.k12.fl.us/

Indian River County Schools
1990 25th Street
Vero Beach, FL 32960
Phone: (772) 564-3000
Website: http://www.indianriverschools.org

Sumter County Schools
2680 West County Road 476
Bushnell, FL 33513
Phone: (352) 793-2315
Website: www.sumter.k12.fl.us

Lake County Schools
West Burleigh Blvd
Tavares, FL 32778
Phone: (352) 253-6820
Website: http://www.lake.k12.fl.us/

Volusia County Schools
200 N. Clara Avenue
Deland, FL 32720
Phone: (386) 255-6475
or 386-258-4660
Website: www.myvolusiaschools.org
Certificate of Participation
Guidelines and Request Form

In appreciation of your supervision of UCF College of Education and Human Performance interns, we are able to offer you a Certificate of Participation (COP). COPs are issued on behalf of the Florida Board of Governors, in appreciation of services rendered to the State of Florida and the State University System. The COP entitles the holder to exempt the tuition fee for up to six hours during one term (1 semester) of instruction, including credit courses offered through continuing education programs, at any state university in Florida. If you chose to take only 3 hours, the entire COP will be cashed in and cannot carry over to another term. Therefore, taking 6 hours in one semester will allow you to get the most value out of your COP. You will be required to pay all current fees applicable at the time of registration except tuition fees and comply with all applicable statutes and policies of the State of Florida and its agencies regarding admission and registration. COPs are non-transferable and expire 3 years from the date of issue.

Certificate of Participation Requirements:
One COP is issued after the supervision of any one of the following:

1 senior intern (any major); 4 junior elementary interns; 2 junior secondary interns;
1 6hr graduate (any major); 4 junior ESE interns; 2 On-the-Job interns (any major);
1 FLVS intern (junior or senior); 4 early childhood seminar students; 2 3hr graduate interns (any major)

Once you have met the requirements for earning a COP, return this completed form to the Office of Clinical Experiences (fax: 407-823-3728). COPs are processed at the end of each semester upon verification of placement data. Issuance of COPs is contingent upon meeting the requirements of Collaborating teachers as described in the Student Teaching Handbook. Once the certificate is processed, the COP will be mailed to your school principal for distribution. To use the COP toward tuition costs, turn in the signed, completed COP to Student Accounts at the time your tuition is due.

Thank you for all you do to support the UCF College of Education and Human Performance.

Required Information for Certificates of Participation (Please print)

<table>
<thead>
<tr>
<th>Supervisor Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: __________________ SS#: __________________ Phone: ________________</td>
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<tr>
<td>E-mail: ________________ School: __________________ District: __________</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Intern Information</th>
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</table>

Please circle the type of intern(s) you supervised.

1 senior 1 6hr graduate 1 FLVS (jr or sr) 4 junior elementary 4 junior ESE
4 junior early childhood 2 junior secondary 2 On-the-Job 2 3hr graduate

List the name, major, semester/year of each intern you supervised.

1) Name: __________________ Major: ______________ Semester/Year: ____________
2) Name: __________________ Major: ______________ Semester/Year: ____________
3) Name: __________________ Major: ______________ Semester/Year: ____________
4) Name: __________________ Major: ______________ Semester/Year: ____________

FOR OFFICE USE ONLY:

Date Received ______________ Receipt Email Sent: __________________ Verified __________________
Based upon the College of Education and Human Performance Code of Professional Conduct, I have concerns regarding the following student’s professional dispositions and/or performance:

Student’s Last Name          First Name          M.I.        Student’s PID

Student’s Major          Department          Student’s Advisor

Course                      Fall     Spring     Summer

Professional Dispositions and/or Performance Concerns:

Plan for Improvement:

Date of conference: ____________________________

Faculty/Staff Member Signature         Date         Student Signature         Date

Received by Office of Student Services: ____________________________ Date

cc: Faculty Advisor
    Faculty Administrator associated with School or Department
    School Director or Department Chairperson
    Office of Undergraduate Affairs and Partnerships, or Office of Graduate Affairs
    Office of the Dean

Approved (replaced “Fitness to Teach” policy) August 19, 2005; revised April 23, 2010; revised January 6, 2012; revised April 19, 2013.
**Observation Notes** (narrative description of lesson) *(Especially note behaviors related to communication, assessment, planning, learning environment, differentiation, ESOL strategies.)*

<table>
<thead>
<tr>
<th>Lesson Strengths</th>
<th>Suggestions for Improvements</th>
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</tbody>
</table>

Collaborating Teacher’s Signature ________________________________

Intern’s Signature ________________________________

At the end of this placement, attach this form to the Internship I Performance Profile
Brief description of the students and placement: (examples; 3rd grade math resource room, integrated reading 4-6th)

The items listed below indicate areas in evidence before, during, and after the observation. Please check all that apply.

**Pre-Teaching Preparation:**
- Intern considered students’ special needs and goals in designing the lesson plan.
- Intern met with teacher prior to implementation to review lesson plan and assessment.
- Intern revised plan according to meeting with teacher.
- Equipment and materials for the lesson are prepared prior to the lesson.
- Adaptations and accommodations for the lesson are designed and planned for prior to lesson.

**Mark:** (E) = Effective Teaching Practices or (N) = Needs Improvement (N/O) = Not Observed

**Instruction**
- Reviewed previous class material and access background knowledge prior to introducing the new lesson.
- Secured students’ attention before beginning the lesson.
- Good voice projection, articulation, and expression.
- Followed a structured lesson plan.
- Conducted frequent comprehension checks.
- Demonstrated content knowledge of the lesson.
- Made the curriculum accessible to ALL students (UDL).
- Demonstrated appropriate lesson pace and wait time.
- Gave appropriate time between one direction and the next.
- Utilized technology in planning and/or teaching.
- Implemented ESOL strategies.
- Provided directions one at a time in proper sequence.
- Demonstrated effective time management.
- Made necessary adaptations and accommodations.
- Provided smooth transitions.

**Relationships**
- Enabled and encouraged students.
- Displayed respect for students, staff, and families.
- Good rapport with students, staff, and families.

**Attributes**
- Demeanor and dress were professional.
- Exhibited enthusiasm and commitment to ESE.

**Mark:** (E) = Effective Teaching Practices or (N) = Needs Improvement (N/O) = Not Observed

- Showed consistency in classroom rules and consequences.
- Used effective and positive classroom management skills.
- Modeled student expectations of what to complete during an activity when appropriate and beneficial to the students’ comprehension of the lesson.
- Provided students with opportunities to use critical thinking skills.
- Lesson plan was developmentally appropriate and accommodated differentiated learners.
- Lesson appealed to different learning styles.

**Post Observation Summary:**

**Signatures:**
Collaborating Teacher: ___________________________ Intern: ___________________________ Date: ___________
INSTRUCTIONS:
*Internship I Students are expected to be at the “Developing” or “Proficient” level upon completion of their internship placement (final evaluation).*

<table>
<thead>
<tr>
<th>INSTRUCTION</th>
<th>EXEMPLARY</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of Subject Matter</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Knowledge of students’ differences/needs</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Planning/preparation</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Instructional skills</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Curriculum &amp; materials adaptations</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Classroom management</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Knowledge of differentiating</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Instruction (ESOL and exceptionalities)</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>RELATIONSHIPS</th>
<th>EXEMPLARY</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>With students</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>With teachers/staff</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>With parents</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ATTRIBUTES</th>
<th>EXEMPLARY</th>
<th>PROFICIENT</th>
<th>DEVELOPING</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication skills</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Dependable/responsible</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Respectful/professionalism</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Initiative/extra effort</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Self-confident/poised</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Stimulating/enthusiastic</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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</tbody>
</table>

Comments:

Student Teacher’s Signature _________________________

Collaborating Teacher’s Signature ___________________
College of Education and Human Performance
Secondary/K-12 Education
Internship I Observation Form

Midpoint or Final (circle one) Grade: __________________

Intern: ___________________________ Date: ________________

Collaborating Teacher: ________________ School: ________________

Observation Notes (narrative description of lesson) (Especially note behaviors related to communication, assessment, planning, learning environment, differentiation, ESOL strategies.)

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Lesson Strengths Suggestions for Improvements

________________________________________________________________________
________________________________________________________________________

Collaborating Teacher’s Signature ________________________________

Intern’s Signature ________________________________

*Attach this form to the Internship I Performance Profile at the end of this placement.
## Definitions of Levels of Performance:

**Level 2:** Student Intern is beginning to incorporate all listed skills in his/her instructional repertoire.

**Level 1:** Student Intern has not yet developed or used one or more of the listed skills.

### CATEGORY

<table>
<thead>
<tr>
<th>Performance Level</th>
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<tbody>
<tr>
<td>2 1</td>
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</tbody>
</table>

#### 1. Addresses learner needs by providing developmentally appropriate instruction for individuals and groups.

(FEAPs: A1a, A1f, A2b, A2c, A2d, A2f, A2h)

**Feedback:**

<table>
<thead>
<tr>
<th>Performance Level</th>
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<tbody>
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<td>2 1</td>
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</table>

#### 2. Addresses learner needs through planning, preparation and evaluation for individuals and groups.

(FEAPs: A1c, A1e, A2a, A2h, A3a, A3b, A3c, A3d, A3e, A3h, A4a)

**Feedback:**

<table>
<thead>
<tr>
<th>Performance Level</th>
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<td>2 1</td>
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</table>

#### 3. Utilizes effective and appropriate written and oral communication skills with students and colleagues.

(FEAPs: A2c, A2d, A2f, A3a, A3i, B1c, B1e, B1f, B2, UCF D1,3,5,6,4,8)

**Feedback:**

<table>
<thead>
<tr>
<th>Performance Level</th>
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<td>2 1</td>
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</tbody>
</table>

#### 4. Demonstrates professionalism in attendance, punctuality, initiative, appearance and judgment.

(FEAPs: B2, UCF D1,3,5,6,4,8)

**Feedback:**

<table>
<thead>
<tr>
<th>Performance Level</th>
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<td>2 1</td>
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</table>

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Supervising Teacher’s Signature ____________________________ Date ____________________________

Intern’s Signature ____________________________ Date ____________________________

This form will be turned into UCF. Keep a copy for your records.
College of Education and
Human Performance
Secondary/K-12 Education
Internship I Performance Profile

Midpoint or Final (Circle one)

Intern_________________________________ Date____________________

School_________________________________ County__________________

Interns’ E-mail Address___________________ Catalog Year______________

Supervising Teacher_______________________ Subject/Grade Taught______

**Instructions**: Please rate the intern’s performance for each category by circling the appropriate performance level (2,1). In the space below each category provide specific feedback to the intern, particularly where skills are not developed (Florida Educator Accomplished Practice, FEAP, noted in parentheses). A student will earn a passing grade for internship if a 2 is circled for each below on the final performance profile.

**Definitions of Levels of Performance:**

**Level 2**: Student Intern is beginning to incorporate all listed skills in his/her instructional repertoire.

**Level 1**: Student Intern has not yet developed or used one or more of the listed skills.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Performance Level</th>
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<tbody>
<tr>
<td>1. Addresses learner needs by providing developmentally appropriate</td>
<td>2 1</td>
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<tr>
<td>instruction for individuals and groups.</td>
<td></td>
</tr>
<tr>
<td>(FEAPs: A1a, A1f, A2b, A2c, A2d, A2f, A2h)</td>
<td></td>
</tr>
<tr>
<td><strong>Feedback:</strong></td>
<td></td>
</tr>
<tr>
<td>2. Addresses learner needs through planning, preparation and evaluation</td>
<td>2 1</td>
</tr>
<tr>
<td>for individuals and groups.</td>
<td></td>
</tr>
<tr>
<td>(FEAPs: A1c, A1e, A2a, A2h, A3a, A3b, A3c, A3d, A3h, A4a)</td>
<td></td>
</tr>
<tr>
<td><strong>Feedback:</strong></td>
<td></td>
</tr>
<tr>
<td>3. Utilizes effective and appropriate written and oral communication</td>
<td>2 1</td>
</tr>
<tr>
<td>skills with students, parents, and school personnel</td>
<td></td>
</tr>
<tr>
<td>(FEAPs: A2c, A2d, A2f, A3a, A3i, B2, UCF D1,3,5,6,4,8)</td>
<td></td>
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<tr>
<td><strong>Feedback:</strong></td>
<td></td>
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<tr>
<td>4. Demonstrates professionalism in attendance, punctuality, initiative,</td>
<td>2 1</td>
</tr>
<tr>
<td>appearance and judgment.</td>
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<tr>
<td>(FEAPs: B2, UCF D1,3,5,6,4,8)</td>
<td></td>
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<tr>
<td><strong>Feedback:</strong></td>
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</tbody>
</table>

Supervising Teacher’s Signature_________________________________________ Date____________________

Intern’s Signature_______________________________________________________ Date____________________

Deliver copy (with original signatures) of final Internship I Performance Profile to last workshop. Keep a copy for your records.
1. **Professional Development Plan**: To be created by the third week of internship. The plan will be checked by the UCF coordinator during the first observation and signed off by the UCF coordinator, collaborating teacher, and intern by the final point in the semester to indicate the plan has been completed. The plan will be turned into UCF.

2. **Internship Assessment Rubric**: A guide to help the observer(s) objectively assess the performance progress of the intern. For each indicator, a scale describes the level of performance and is used to determine the rubric score that will be recorded on the Internship Assessment Summary Sheet.

3. **Internship Assessment Summary Sheet**: A reflection of the intern’s performance progress at the midpoint and at the final point of the internship semester. The summary sheet is translated to Live Text by the UCF coordinator to capture the progress at both midpoint and final. The midpoint and final summary sheets are signed by the intern, the collaborating teacher, and the UCF Coordinator. Both the midpoint and final summary sheets are turned into UCF at the end of the semester.

4. **Internship Observation Instrument**: Used to reflect the level of performance during formal observations. A minimum of 5 formal observations should be conducted by the collaborating teacher by the end of the internship semester. The observation instrument is used by the collaborating teacher and UCF coordinator to give constructive feedback on performance.

5. **Teacher Work Sample**: The Teacher Work Sample rubric will be used by the UCF coordinator to determine the rating for each component. The Teacher Work Sample is required to demonstrate the intern’s impact on P-12 student learning.

6. **ESOL Performance Profile/TESOL Notebook**: Interns with majors in Elementary Education, Early Childhood Development & Education, Exceptional Education, and English Language Arts Education must demonstrate a completed TESOL Notebook and ESOL Performance Profile by the end of the internship semester. The UCF coordinator will sign the ESOL Performance Profile after having reviewed it and the TESOL Notebook. Only the ESOL Performance Profile will be collected and turned into UCF. The intern will retain the TESOL Notebook.

<table>
<thead>
<tr>
<th>Grading</th>
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</table>

**Undergraduate Interns**: A final grade of S or U will be assigned. To earn a grade of S, all indicators must reflect Proficient performance.

**Graduate Interns**: A final grade of A, B or F will be assigned. To earn a grade of B, all indicators must reflect Proficient performance. An A grade will be assigned only when the majority of indicators are reflected at the Exemplary level of performance.
## Internship Assessment Rubric

Directions: The following rubric is to be used as a guide to determine the score for the Midpoint and Final Internship Assessment Summary Sheets. Interns must earn a Proficient rating by the final to earn a passing grade.

**Undergraduate Students:** S/U (At least all Ps by Final)

**Graduate Students:** A/B/F (An A grade will be assigned only if an intern is performing at mostly an Exemplary level by the Final)

<table>
<thead>
<tr>
<th>FEAP/Indicator</th>
<th>Possible Evidence</th>
<th>Exemplary (E)</th>
<th>Proficient (P)</th>
<th>Developing (D)</th>
<th>Needs Improvement (N)</th>
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</thead>
<tbody>
<tr>
<td>Instructional Design and Lesson Planning</td>
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<td></td>
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<tr>
<td>1.b.</td>
<td>TWS Lesson Plans Observation Instrument</td>
<td>Sequences lessons and concepts in a comprehensive manner with a broad understanding of scope and sequence.</td>
<td>Sequences lessons and concepts to ensure coherence and required prior knowledge</td>
<td>Inconsistently sequences lessons and concepts to ensure coherence and required prior knowledge.</td>
<td>Does not demonstrate understanding of lesson sequence and required prior knowledge.</td>
</tr>
<tr>
<td>1.c.</td>
<td>TWS Lesson Plans Observation Instrument</td>
<td>Designs instruction for students to achieve mastery and demonstrates keen understanding of student mastery.</td>
<td>Designs instruction for students to achieve mastery.</td>
<td>Inconsistently designs instruction for students to achieve mastery.</td>
<td>Does not demonstrate understanding of designing instruction to achieve mastery.</td>
</tr>
<tr>
<td>1.d.</td>
<td>TWS Lesson Plans Observation Instrument</td>
<td>Selects alternative assessments and monitors learning with a comprehensive understanding of student learning.</td>
<td>Selects appropriate formative assessments to monitor learning.</td>
<td>Inconsistently selects appropriate formative assessments to monitor learning.</td>
<td>Consistently selects inappropriate formative assessments to monitor learning.</td>
</tr>
<tr>
<td>1.e.</td>
<td>TWS Lesson Plans Observation Instrument</td>
<td>Uses diagnostic student data to plan for fluid and flexible grouping of students.</td>
<td>Uses diagnostic student data to plan lessons.</td>
<td>Inconsistently uses diagnostic data to plan lessons.</td>
<td>Consistently does not use diagnostic student data to plan lessons.</td>
</tr>
<tr>
<td>1.f.</td>
<td><strong>TWS</strong></td>
<td><strong>Lesson Plans</strong></td>
<td><strong>Observation Instrument</strong></td>
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<td></td>
<td>Develops unique and challenging learning experiences that require students to demonstrate a variety of applicable skills and competencies that incorporate higher-order thinking and non-traditional methods of learning.</td>
<td>Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.</td>
<td>Inconsistently develops learning experiences that require students to demonstrate a variety of applicable skills and competencies; learning experiences tend to be one dimension.</td>
<td>Consistently develops learning experiences that do not require students to demonstrate a variety of applicable skills and competencies.</td>
<td></td>
</tr>
<tr>
<td>FEAP/Indicator</td>
<td>Possible Evidence</td>
<td>Exemplary (E)</td>
<td>Proficient (P)</td>
<td>Developing (D)</td>
<td>Needs Improvement (N)</td>
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<tr>
<td><strong>The Learning Environment</strong></td>
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<tr>
<td>2.a.</td>
<td>TWS Lesson Plans</td>
<td>Organizes, allocates and manages the resources of time, space, and attention, to facilitate enriched learning and alternative instruction.</td>
<td>Organizes, allocates and manages the resources of time, space, and attention.</td>
<td>Inconsistently organizes, allocates and manages the resources of time, space and attention.</td>
<td>Does not organize, allocate, nor manage the resources of time, space, and attention.</td>
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<tr>
<td></td>
<td>Observation Instrument</td>
<td></td>
<td></td>
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<tr>
<td>2.b.</td>
<td>TWS Lesson Plans</td>
<td>Manages individual and class behaviors through a well-planned management system that is student-led and driven.</td>
<td>Manages individual and class behaviors through a well-planned management system.</td>
<td>Inconsistently manages class behaviors through a planned management system.</td>
<td>Does not manage individual and class behaviors through a well-planned management system.</td>
</tr>
<tr>
<td></td>
<td>Observation Instrument</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.c.</td>
<td>TWS Lesson Plans</td>
<td>Creates an environment where all students are engaged, enriched, and demonstrate exponential growth.</td>
<td>Conveys high expectations to all students.</td>
<td>Inconsistently conveys high expectations to all students.</td>
<td>Does not convey high expectations to all students.</td>
</tr>
<tr>
<td></td>
<td>Observation Instrument</td>
<td></td>
<td></td>
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<tr>
<td>2.d.</td>
<td>TWS Lesson Plans</td>
<td>Empathizes, promotes, advocates, and facilitates development of students’ cultural, linguistic, and family background.</td>
<td>Respects students’ cultural, linguistic, and family background.</td>
<td>Inconsistently respects students’ cultural, linguistic, and family background.</td>
<td>Does not respect students’ cultural, linguistic, and family background.</td>
</tr>
<tr>
<td></td>
<td>Observation Instrument</td>
<td></td>
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</tr>
<tr>
<td>2.e.</td>
<td>TWS Lesson Plans</td>
<td>Exceptional modeling of clear, acceptable oral and written communication skills.</td>
<td>Models clear, acceptable oral and written communication skills.</td>
<td>Inconsistently models clear, acceptable oral and written communication skills.</td>
<td>Does not model clear, acceptable oral and written communication skills.</td>
</tr>
<tr>
<td></td>
<td>Observation Instrument</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.f.</td>
<td>TWS Lesson Plans</td>
<td>Exceptional facilitation of openness, inquiry, fairness and support.</td>
<td>Maintains a climate of openness, inquiry, fairness and support.</td>
<td>Inconsistently maintains a climate of openness, inquiry, fairness and support.</td>
<td>Does not maintain a climate of openness, inquiry, fairness and support.</td>
</tr>
</tbody>
</table>
| 2.g. | **TWS**  
Lesson Plans  
Observation Instrument | Engages students in facilitated learning by integrating current information and communication technologies for student. | Integrates current information and communication technologies. | Inconsistently integrates current information and communication technologies. | Does not integrate current information and communication technologies. |
|---|---|---|---|---|
| 2.h. | **TWS**  
Lesson Plans  
Observation Instrument | Consistently differentiates instruction to accommodate differing needs of diversity of students through fluid and flexible grouping. | Adapts the learning environment to accommodate the differing needs and diversity of students. | Inconsistently adapts the learning environment to accommodate the differing needs and diversity of students. | Does not adapt the learning environment to accommodate the differing needs and diversity of students. |
| 2.i. | **TWS**  
Lesson Plans  
Observation Instrument | Utilizes current and emerging assistive technologies that engage students in self-driven, high-quality communication interactions to achieve their educational goals. | Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | Inconsistently utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | Does not utilize current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. |
<table>
<thead>
<tr>
<th>FEAP/Indicator</th>
<th>Possible Evidence</th>
<th>Exemplary (E)</th>
<th>Proficient (P)</th>
<th>Developing (D)</th>
<th>Needs Improvement (N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.a.</td>
<td>TWS Lesson Plans Observation Instrument</td>
<td>Exceptionally deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.</td>
<td>Deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.</td>
<td>Inconsistently deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.</td>
<td>Does not deepen or enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.</td>
</tr>
<tr>
<td>3.b.</td>
<td>TWS Lesson Plans Observation Instrument</td>
<td>Consistently identifies gaps in students’ subject matter knowledge with keen analysis of student progress.</td>
<td>Identify gaps in students' subject matter knowledge.</td>
<td>Inconsistently identifies gaps in students' subject matter knowledge.</td>
<td>Does not identify gaps in students’ subject matter knowledge.</td>
</tr>
<tr>
<td>3.c.</td>
<td>TWS Lesson Plans Observation Instrument</td>
<td>Modifies instruction to respond to preconceptions or misconceptions in an exceptionally efficient and effective manner.</td>
<td>Modifies instruction to respond to preconceptions or misconceptions.</td>
<td>Inconsistently modifies instruction to respond to preconceptions or misconceptions.</td>
<td>Does not modify instruction to respond to preconceptions or misconceptions.</td>
</tr>
<tr>
<td>3.d.</td>
<td>TWS Lesson Plans Observation Instrument</td>
<td>Exceptionally intertwines subject matter through high level integration and interdisciplinary approaches.</td>
<td>Relates and integrates the subject matter with other disciplines and life experiences.</td>
<td>Inconsistently relates and integrates the subject matter with other disciplines and life experiences.</td>
<td>Does not relate and integrate the subject matter with other disciplines and life experiences.</td>
</tr>
</tbody>
</table>
| 3.f | **TWS**  
**Lesson Plans**  
**Observation Instrument** | Facilitates higher-order thinking through exceptional, meaningful and mindful questioning techniques. | Employs higher-order questioning techniques. | Inconsistently employs higher-order questioning techniques. | Does not employ higher-order questioning techniques. |
|---|---|---|---|---|
| 3.g | **TWS**  
**Lesson Plans**  
**Observation Instrument** | High-level application of varied instructional strategies and resources to provide comprehensible instruction at complex levels and to teach for student understanding, using exceptional resources and alternative methods of instruction. | Applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. | Inconsistently applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. | Does not apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding. |
| 3.h | **TWS**  
**Lesson Plans**  
| 3.i | **TWS**  
**Lesson Plans**  
**Observation Instrument** | Facilitates immediate and specific feedback through effective peer interaction, and high-quality cooperative learning. | Supports, encourages, and provides immediate and specific feedback to students to promote student achievement. | Inconsistently supports, encourages, and provides immediate and specific feedback to students to promote student achievement. | Does not support, encourage, and provide immediate and specific feedback to students to promote student achievement. |
| 3.j | **TWS**  
**Lesson Plans**  
**Observation Instrument** | Facilitates student feedback and monitoring to adjust instruction based upon high-quality and exceptional orchestration of differentiated instruction. | Utilizes student feedback to monitor instructional needs and to adjust instruction. | Inconsistently utilizes student feedback to monitor instructional needs and to adjust instruction. | Does not utilize student feedback to monitor instructional needs and to adjust instruction. |
<table>
<thead>
<tr>
<th>FEAP/Indicator</th>
<th>Possible Evidence</th>
<th>Exemplary (E)</th>
<th>Proficient (P)</th>
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<th>Needs Improvement (N)</th>
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</thead>
<tbody>
<tr>
<td>Assessment</td>
<td></td>
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</tr>
<tr>
<td>4.a.</td>
<td>TWS</td>
<td>Demonstrates exceptional analysis of data assessments from multiple sources and measures to diagnose students’ learning needs to inform instruction based on those needs.</td>
<td>Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.</td>
<td>Inconsistently analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.</td>
<td>Does not analyze and apply data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.</td>
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<tr>
<td></td>
<td>Lesson Plans</td>
<td>Observation Instrument</td>
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<tr>
<td>4.b.</td>
<td>TWS</td>
<td>Designs and aligns non-traditional formative and summative assessments that match learning objectives and lead to mastery.</td>
<td>Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.</td>
<td>Inconsistently designs and aligns formative and summative assessments that match learning objectives and lead to mastery.</td>
<td>Does not design and align formative and summative assessments that match learning objectives and lead to mastery.</td>
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<tr>
<td></td>
<td>Lesson Plans</td>
<td>Observation Instrument</td>
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<tr>
<td>4.c.</td>
<td>TWS</td>
<td>Uses a variety of sophisticated assessment tools to monitor student progress, achievement and learning gains.</td>
<td>Uses a variety of assessment tools to monitor student progress, achievement and learning gains.</td>
<td>Uses limited assessment tools to monitor student progress, achievement and learning gains.</td>
<td>Does not use a variety of assessment tools to monitor student progress, achievement and learning gains.</td>
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<tr>
<td></td>
<td>Lesson Plans</td>
<td>Observation Instrument</td>
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<td>4.d.</td>
<td>TWS</td>
<td>Exceptionally modifies assessments and testing condition to accommodate learning styles and varying levels of knowledge.</td>
<td>Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.</td>
<td>Inconsistently modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.</td>
<td>Does not modify assessments and testing conditions to accommodate learning styles and varying levels of knowledge.</td>
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<td></td>
<td>Lesson Plans</td>
<td>Observation Instrument</td>
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<tr>
<td>4.e.</td>
<td>TWS</td>
<td>Frequently and consistently shares the importance and outcome of student assessment data with the student and the student's parent(s)/ caregiver(s); exceptional parent interaction.</td>
<td>Shares the importance and outcome of student assessment data with the student and the student's parent(s)/ caregiver(s).</td>
<td>Inconsistently shares the importance and outcome of student assessment data with the student and the student's parent(s)/ caregiver(s); limited parent interaction.</td>
<td>Does not share the importance and outcome of student assessment data with the student and the student's parent(s)/ caregiver(s); minimal parent interaction.</td>
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<tr>
<td></td>
<td>Lesson Plans</td>
<td>Observation Instrument</td>
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<tr>
<td>4.f.</td>
<td><strong>TWS</strong>&lt;br&gt;<strong>Lesson Plans</strong>&lt;br&gt;<strong>Observation Instrument</strong></td>
<td>Exceptional skills in applying technology to organize and integrate assessment information.</td>
<td>Applies technology to organize and integrate assessment information.</td>
<td>Inconsistently applies technology to organize and integrate assessment information.</td>
<td>Does not apply technology to organize and integrate assessment information.</td>
</tr>
<tr>
<td>FEAP/Indicator</td>
<td>Possible Evidence</td>
<td>Exemplary (E)</td>
<td>Proficient (P)</td>
<td>Developing (D)</td>
<td>Needs Improvement (N)</td>
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<tr>
<td>Continuous Professional Improvement</td>
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</tr>
<tr>
<td>1.a.</td>
<td>TWS</td>
<td>Designs exceptional, purposeful, and professional goals to strengthen the effectiveness of instruction based on students' needs.</td>
<td>Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.</td>
<td>Limited design of purposeful and professional goals to strengthen the effectiveness of instruction based on students' needs.</td>
<td>Does not design goals that are purposeful and professional to strengthen the effectiveness of instruction based on students' needs.</td>
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<td></td>
<td>PDP</td>
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<tr>
<td>Observation Instrument</td>
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<td></td>
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<tr>
<td>1.b.</td>
<td>TWS</td>
<td>Examines and uses cutting-edge, data-informed research to improve instruction and student achievement.</td>
<td>Examines and uses data-informed research to improve instruction and student achievement.</td>
<td>Inconsistently examines and uses data-informed research to improve instruction and student achievement.</td>
<td>Does not use data-informed research to improve instruction and student achievement.</td>
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<td></td>
<td>PDP</td>
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<tr>
<td>Lesson Plans</td>
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<tr>
<td>1.c.</td>
<td>TWS</td>
<td>Uses a variety of data, independently, and with exceptional collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.</td>
<td>Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.</td>
<td>Inconsistently uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.</td>
<td>Does not use a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.</td>
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<tr>
<td></td>
<td>PDP</td>
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<tr>
<td>1.d.</td>
<td>TWS</td>
<td>Exceptional collaboration with the home, school and larger communities to foster communication and to support student learning and continuous improvement.</td>
<td>Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.</td>
<td>Inconsistent collaboration with the home, school and larger communities to foster communication and to support student learning and continuous improvement.</td>
<td>Minimal or no collaboration with the home, school and larger communities to foster communication and to support student learning and continuous improvement.</td>
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<td></td>
<td>PDP</td>
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<tr>
<td>1.e.</td>
<td><strong>TWS</strong></td>
<td>Exceptional engagement in targeted professional growth opportunities and reflective practices.</td>
<td>Engages in targeted professional growth opportunities and reflective practices.</td>
<td>Limited engagement in targeted professional growth opportunities and reflective practices.</td>
<td>Does not engage in targeted professional growth opportunities and reflective practices.</td>
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<td></td>
<td><strong>PDP</strong></td>
<td><strong>Lesson Plans</strong></td>
<td><strong>Observation Instrument</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.f.</td>
<td><strong>TWS</strong></td>
<td>Effectively, consistently, and frequently implements knowledge and skills learned in professional development in the teaching and learning process.</td>
<td>Implements knowledge and skills learned in professional development in the teaching and learning process.</td>
<td>Limited implementation of knowledge and skills learned in professional development in the teaching and learning process.</td>
<td>Does not implement knowledge and skills learned in professional development in the teaching and learning process.</td>
</tr>
<tr>
<td>FEAP/Indicator</td>
<td>Possible Evidence</td>
<td>Exemplary (E)</td>
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</tbody>
</table>
| Professional Responsibility and Ethical Conduct | **2** UCF D8 | *TWS*  
*Lesson Plans*  
*Observation Instrument* | Exceptional modeling, professional advocacy, and promotion of high academic standards for all learners. | Maintains high academic standards for all learners. | Inconsistently maintains high academic standards for all learners. | Low expectations; does not maintain high academic standards for all learners. |
|  | **2** UCF D1 | *TWS*  
*Lesson Plans*  
*Observation Instrument* | Empowers all students to believe they can learn. | Believes all students can learn. | Limited demonstration of belief that all students can learn. | Does not demonstrate belief that all students can learn. |
|  | **2** UCF D3, D5, D6 | *TWS*  
*Lesson Plans*  
*Observation Instrument* | Demonstrates exceptional fairness and equity; exceptionally promotes social justice and democracy. | Demonstrates fairness and equity; promotes social justice and democracy. | Limited demonstration of fairness and equity; limited promotion of social justice and democracy. | Does not demonstrate fairness and equity; does not value social justice and/or democracy. |
|  | **2** UCF D4 | *TWS*  
*PDP*  
|  | **2A** | *Collaborating Teacher Verification*  
*Sign-in Records* | Exceptional patterns in attendance and punctuality; always meets deadlines. | Meets deadlines, punctual, exhibits regular attendance. | Inconsistent patterns in punctuality and attendance; does not always meet deadlines. | Poor attendance patterns and punctuality; rarely meets deadlines. |
|  | **2B** | *Collaborating Teacher Verification* | Works exceptionally well with others; uses feedback to improve; demonstrates exceptional reflection skills to improve practice. | Works well with others; accepts feedback and constructive criticism; is a reflective practitioner. | Inconsistently works well with others; limited acceptance of feedback and constructive criticism. | Rarely works well with others; does not accept feedback and/or constructive criticism; is not a reflective practitioner. |
**Directions**: Using the Internship Assessment Rubric, record the score for each indicator below using the following scale:

<table>
<thead>
<tr>
<th>E</th>
<th>P</th>
<th>D</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>E: Exemplary</td>
<td>P: Proficient</td>
<td>D: Developing</td>
<td>N: Needs Improvement</td>
</tr>
</tbody>
</table>

**Undergraduate Students**: S/U grade will be assigned (at least all P’s by the final evaluation)

**Graduate Students**: A/B/F grade will be assigned (at least all P’s by the final evaluation to earn B grade and mostly E’s to earn an A)

(A) **Quality of Instruction**

<table>
<thead>
<tr>
<th>Rubric Score</th>
<th>S/U</th>
</tr>
</thead>
</table>

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

   a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
   b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
   c. Designs instruction for students to achieve mastery;
   d. Selects appropriate formative assessments to monitor learning;
   e. Uses diagnostic student data to plan lessons
   f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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

   a. Organizes, allocates, and manages the resources of time, space, and attention;
   b. Manages individual and class behaviors through a well-planned management system;
   c. Conveys high expectations to all students;
   d. Respects students’ cultural, linguistic and family background;
   e. Models clear, acceptable oral and written communication skills;
   f. Maintains a climate of openness, inquiry, fairness and support;
   g. Integrates current information and communication technologies;
   h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

### 3. Instructional Delivery and Facilitation

The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- Deliver engaging and challenging lessons;
- Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- Identify gaps in students’ subject matter knowledge;
- Modify instruction to respond to preconceptions or misconceptions;
- Relate and integrate the subject matter with other disciplines and life experiences;
- Employ higher-order questioning techniques;
- Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- Utilize student feedback to monitor instructional needs and to adjust instruction.

### 4. Assessment

The effective educator consistently:

- Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
- Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and
- Applies technology to organize and integrate assessment information.

### (B) Continuous Improvement, Responsibility and Ethics

#### 1. Continuous Professional Improvement

The effective educator consistently:

- Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;
- Examines and uses data-informed research to improve instruction and student achievement;
- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- Implements knowledge and skills learned in professional development in the teaching and learning process.
**2. Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

| UCF D8. Maintains high academic standards for all learners. |
| UCF D1. Believes all students can learn. |
| UCF D3, D5, D6. Demonstrates fairness and equity; promotes social justice and democracy. |
| UCF D4. Values diversity. |

2A. Meets deadlines, punctual, exhibits regular attendance.

2B. Works well with others; accepts feedback and constructive criticism; is a reflective practitioner.

**Comments:**

---

**The signatures below verify that the Internship Assessment Rubric was used by the observer(s) to determine the rubric score.**

<table>
<thead>
<tr>
<th>Intern Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>..............................</td>
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<thead>
<tr>
<th>Collaborating Teacher Signature</th>
<th>Date</th>
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<table>
<thead>
<tr>
<th>UCF Coordinator</th>
<th>Date</th>
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<td>.................................</td>
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</table>

ESOL Performance Profile/TESOL Notebook Complete* Yes _____ No_____

*Elementary Ed., Early Childhood, ESE, English Ed.
**College of Education & Human Performance**  
**INTERNSHIP Observation Instrument**

<table>
<thead>
<tr>
<th>Intern: ___________________________</th>
<th>Supervising Teacher: ___________________________</th>
<th>Grade: ______</th>
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</thead>
<tbody>
<tr>
<td>School: ___________________________</td>
<td>Date Observed: ___________________________</td>
<td>Observer: ___________________________</td>
</tr>
<tr>
<td>Lesson Description: ___________________________</td>
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**Pre-Teaching Preparation: Please check all that apply.**

- [ ] Intern met with teacher prior to implementation to review lesson plan and assessment. (a)1e, (a)4
- [ ] Intern revised plan according to meeting with teacher. (a)1ae, (a)4d
- [ ] Materials for lesson were prepared prior to lesson. (a)2a, (a)4

**Use the following scale to rate each observed indicator:**

- Exemplary (E): Highly effective demonstration
- Proficient (P): Effective demonstration
- Developing (D): Beginning level demonstration
- Needs Improvement (NI): Not effective

### Instructional Design and Lesson Planning

- [ ] Lesson plan was developmentally appropriate and accommodated differentiated learning instruction. (a)1abc
- [ ] Selected formative assessments to monitor learning. (a)1d
- [ ] Used a variety of learning modalities. (a)1f, (a)2h, (a)3g

### The Learning Environment

- [ ] Clear articulation and good voice projection. (a)2e
- [ ] Used effective and consistent classroom management skills. (a)2b
- [ ] Modified lesson based on students’ behavior. (a)2h
- [ ] Modeled student expectations when appropriate for the students’ comprehension of the lesson. (a)2e
- [ ] Demonstrated effective time management. (a)2a
- [ ] Penmanship was legible and easy to read. (a)2e
- [ ] Implemented ESOL strategies. (a)2dh
- [ ] Utilized technology in planning and/or teaching. (a)2g, (a)3g
- [ ] Maintained a climate of openness, inquiry, fairness and support. (a)2f

### Assessment

- [ ] Formative and summative assessments match learning objectives. (a)4b
- [ ] Shares importance/outcomes of student assessment data. (a)4e
- [ ] Applies technology to organize/integrate assessment information. (a)4f

### Instructional Delivery and Facilitation

- [ ] Reviewed previous class material before instruction. (a)3
- [ ] Secured students’ attention before beginning a lesson. (a)3
- [ ] Pacing provided time for the processing of information and directions. (a)3
- [ ] Demonstrated content knowledge of the lesson. (a)3b
- [ ] Used appropriate manipulatives which enhanced the lesson. (a)3a
- [ ] Adjusted instruction based on students’ needs and responded to misconceptions. (a)3cdh
- [ ] Provided opportunities for students to use critical thinking skills. (a)3f
- [ ] Provided specific feedback and praise. (a)3i
- [ ] Related and integrated the subject matter with other disciplines and life experiences. (a)3e
- [ ] Exhibited enthusiasm and expression. (a)3a
- [ ] Provided quality feedback loops. (a)3b
- [ ] Modeled advanced language. (a)3b

### Continuous Improvement, Responsibility and Ethics

- [ ] Displayed respect for students. (b)2
- [ ] Demeanor and dress were professional. (b)2
- [ ] Maintains professional role of teacher at all times. (b)2

**Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Signatures:**

Observer: ___________________________ Intern: ___________________________ Date: _________
Name: ___________________________ School: ___________________________ Coordinator: ___________________________

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Activities/Resources to Meet Objectives</th>
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Rationale for Objectives:

__________________________________________________________

__________________________________________________________

__________________________________________________________

Date Plan Initiated: ___________________________

Reflection of Completed Plan:

__________________________________________________________

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Intern Signature: ___________________________ Collaborating Teacher Signature: ___________________________

UCF Coordinator Signature: ___________________________ Date Completed: ___________________________