# Course Syllabus

**Course Number:** EDE 4943, ESE 4943, PET 4943, BTE, 4945, AIE 4941 and ESE 5945  
**Course Title:** Student Teaching in Elementary and Secondary Schools  
**Prerequisite(s):** All basic and professional education courses; all major courses  
**Course Credit:** 6 – 12  
**Course Hours:** 35 per week  
**College:** Education  
**Department:** Office of Student Teaching  
**Faculty Name:** Almeta Hargest Washington  
**Required Text(s):** Parkay, Forrest W. Becoming a Teacher, Beverly Hardcastle Stanford, Eighth Edition, 2009  
**Supplies:** TaskStream Membership  
**Term and Year:** Fall and Spring 2009-2010  
**Place and Time:** Various Public School Sites  
**Office Location:** Gore Education Complex, Unit B, Room 301  
**Telephone:** 850.561.2145  
**e-mail:** almeta.washington@famu.edu  

<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday 8:00 AM – 5:00 PM</th>
<th>Tuesday 8:00 AM – 5:00 PM</th>
<th>Wednesday 8:00 AM – 5:00 PM</th>
<th>Thursday 8:00 AM – 5:00 PM</th>
<th>Friday 8:00 AM – 5:00 PM</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Others by Appointment)</td>
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## Course Description

Student Teaching is a directed internship program designed to expose teacher education majors to a carefully planned program of professional growth. The course contains performance objectives for student teaching, suggestions for activities, provisions for analyzing the student teacher’s progress toward stated objectives, as well as an evaluation of progress. Florida A&M University and various public school systems work collaboratively to deliver an effective student teaching program. The student teaching experience is divided into three phases: Observation and Participation, Teaching and Evaluation of Student Competencies. This course adheres to guidelines of the Association for Childhood Education International (ACEI), the Florida Educator Accomplished Practices, the Uniform Core Curriculum and the Next Generation Sunshine State Standards. The conceptual framework, which guides the work of this course, is the Integrated Model.

In response to Florida’s demand for accountability from their public schools, the 1997 State Legislature created the Florida System of School Improvement and Accountability, which is designed to improve student performance. The Secondary Education Department, in response to this initiative, strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who will assist students in meeting the Florida State Standards. The Secondary Education Department endeavors to provide a quality program through the Florida Next Generation Sunshine State Standards, Florida Accomplished Practices, ESOL Performance Standards and those guidelines and standards from other learned societies and professional organizations.
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

### DIVERSITY
- CF 1
- This focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>F: 5, 6, 7</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.2 (S, D)</td>
<td>Demonstrate diverse student learning through differentiated instruction.</td>
<td>F: 5, 7</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.3 (S, D)</td>
<td>Create and foster learning opportunities adapted to diverse learners.</td>
<td>F: 5, 6</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a climate that values diversity and supports learning for all students.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

### TECHNOLOGY
- CF 2
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td>F: 4, 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.2 (S)</td>
<td>Use technology to manage, evaluate, and improve instruction.</td>
<td>F: 1, 4, 10, 12</td>
<td>I: 6, 7</td>
</tr>
<tr>
<td>CF: 2.3 (K)</td>
<td>Demonstrate knowledge of fundamental concepts in technology.</td>
<td>F: 12</td>
<td>I: 1, 6</td>
</tr>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use technology to prepare and teach lessons and promote creativity among students.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.6 (S, D)</td>
<td>Demonstrate the ability to access a variety of tools to enrich media communication.</td>
<td>F: 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>
VALUES

- CF3
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
<td>I: 2, 5</td>
</tr>
<tr>
<td>CF: 3.2 (S)</td>
<td>Use clear and accurate communication with students, families and other stakeholders.</td>
<td>F: 11, 6</td>
<td>I: 9, 10</td>
</tr>
<tr>
<td>CF: 3.3 (S, D)</td>
<td>Promote perspectives, ideas, people, and culture.</td>
<td>F: 5, 6</td>
<td>I: 1, 3</td>
</tr>
<tr>
<td>CF: 3.4 (D)</td>
<td>Demonstrate achievement of goals.</td>
<td>F: 3, 9</td>
<td>I: 5, 9</td>
</tr>
<tr>
<td>CF: 3.5 (D)</td>
<td>Create learning opportunities that foster cooperation, support, and individual participation among students.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
</tbody>
</table>

CRITICAL THINKING

- CF4
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
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<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.</td>
<td>F: 4, 7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
<tr>
<td>CF: 4.4 (K)</td>
<td>Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F: 1, 4</td>
<td>I: 1, 8</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

- CF 5
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 7, 9</td>
<td>I: 74</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to personal growth and development.</td>
<td>F: 3, 7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.4 (K, S)</td>
<td>Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
<tr>
<td>CF:</td>
<td>Construct learning opportunities that support student development and</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
</tbody>
</table>
5.5 (S) acquisition of knowledge and motivation.

CF: 5.6 (S) Display effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom. F: 2, I: 6

CF: 5.7 (S, D) Display appropriate code of conduct including dress, language, and respective behavior. F: 9, I: 5, 9

CF: 5.8 (K, S) Know and use student personnel services. F: 5, 10, 12, I: 2, 10

URBAN/RURAL EDUCATION

- CF 6
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.1 (S)</td>
<td>Demonstrate the ability to work in school settings with varied levels of human and material resources.</td>
<td>F: 9, 10, 11</td>
<td>I: 10</td>
</tr>
<tr>
<td>CF: 6.2 (S, D)</td>
<td>Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these opportunities provide.</td>
<td>F: 11</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>F: 5, 11</td>
<td>I: 2, 3</td>
</tr>
<tr>
<td>CF: 6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
<td>F: 1, 4</td>
<td>I: 1, 8</td>
</tr>
</tbody>
</table>

[Academic Learning Compact]

1. **Subject Matter** – Graduates will have a basic understanding of the subjects they teach and how a subject is linked to other disciplines and content can be applied to real world integrated settings.

2. **Communication Skills** – Graduates will acquire and use effective communication techniques with students and all other stakeholders.

3. **Critical Thinking** – Graduates will acquire and use appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students. Demonstrate the ability to reach logical conclusions based on the student-driven information that is derived from multiple sources and moral and ethical implications of policy options.

4. **Diversity** – Graduates will use teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background.

5. **Role of the Teacher** - Graduates will work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

6. **Technology** – Graduates will use effective technological techniques to access electronic resources and support student learning and instructional management.

7. **Learning Environments (Urban/Rural)** - Graduates will use techniques and strategies to set up effective learning environments to meet the needs of all students and work in challenging settings with varied levels of resources.
8. **Ethics** – Graduates will demonstrate the ability to work with colleagues in a professional manner, show respect for students, families and other stakeholders in an ethical and moral fashion.

**Specific FEAPS, ACEI, ESOL, Reading and INTASK related standards**

**FEAP1. Assessment:**
Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner. (INTASC)

**FEAP 2: Communication**
Uses effective communication techniques with students and all other stakeholders. (ESOL)

**FEAP 3: Continuous Improvement**
Engages in continuous professional quality improvement for self and school.

**FEAP 4: Critical Thinking**
Uses appropriate techniques and strategies, which promote and enhance critical, creative, and evaluative thinking capabilities of students. (ESOL, INTASC)

**FEAP 5: Diversity**
Uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background. (ESOL, INTASC)

**FEAP 6: Ethics**
Adheres to the Code of Ethics and Principles of Professional Conduct in the Education Profession in Florida.

**FEAP 7: Human Development and Learning**
Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities appropriately. (INTASC, ACEI)

**FEAP 8: Knowledge of Subject Matter**
The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrate settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge. (INTASC)

**FEAP 9: Learning Environments**
Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation. (INTASC, ACEI)

**FEAP 10: Planning**
Plans, implements, and evaluates effective instruction in a variety of learning environments.

**FEAP 11: Role of the Teacher**
Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experience of students.

**FEAP 12: Technology**
Uses appropriate technology in teaching and learning processes.
**INTASC:**

**Standard 1:** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make the aspects of subject matter meaningful for students.

**Standard 2:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Standard 3:** The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Standard 4:** The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

**Standard 5:** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Standard 7:** The teacher plans instruction based upon knowledge of subject matter, students, the community and curriculum goals.

**Standard 8:** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

**Reading Competencies:**

**Competency 3:** Foundations of Assessment - Understands the role of assessment in guiding reading and instructional decision making for reading progress of struggling readers.

- Understands the role of assessment in planning instruction to meet student learning needs.

**Competency 4:** Foundations of Differentiation - Has a broad knowledge of students from differing profile, including students with disabilities and students from diverse populations.

**Competency 5:** Application of Differentiated Instruction – Has knowledge of effective, research-based instructional methodology to prevent reading difficulties and promote acceleration of reading progress for struggling students, including students with disabilities and from diverse populations.

**Competency 6:** Demonstration of Accomplishment – Applies knowledge of reading development to reading instruction with sufficient evidence of increased student reading proficiency for struggling students, including students with disabilities and from diverse populations.

- Demonstrate knowledge of differentiating instruction for all students in mainstream classes, including students with disabilities in reading, and LEP students.

**ACEI:**

1. Development, Learning and Motivation – Candidates know, understand, and use the major concept, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development acquisition of knowledge, and motivation.

2. a. Central concept, tools of inquiry and structures of content—Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students’ competence in subject matter and skills for various developmental levels.
6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.
13. Evaluate, design, and employ instructional methods and techniques appropriate to learners’ socialization and communication needs, based on knowledge of language as a second phenomenon.
14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.
16. Design and implement effective unit plans and daily lesson plans which met the needs of ESOL students within the context of the regular classroom.
18. Create a positive environment to accommodate the various learning styles and cultural backgrounds of students.
20. Administer tests and interpret test results, applying basic measurement concepts.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>INTASC Standards</th>
<th>FTCE</th>
<th>FEAPs</th>
<th>ESOL</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Rubric</td>
<td>5,14</td>
<td>1,3,5,6,7,8,8A,8E,8F,8H,9</td>
<td>FTCE Subject Area Examination</td>
<td>1</td>
<td>20</td>
<td>1,2,3,4 4,5</td>
</tr>
<tr>
<td>Individual Development Program (growth plan)</td>
<td>2,4,6,9,12</td>
<td>1,3,5,6,7,8,8A,8E,8F,8H,9</td>
<td></td>
<td></td>
<td>1,2</td>
<td></td>
</tr>
<tr>
<td>Action Research</td>
<td>12</td>
<td>1G</td>
<td>FTCE Subject Area Examination</td>
<td>3</td>
<td>14</td>
<td>4,5</td>
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<tr>
<td>Thematic Unit</td>
<td>1,3,5</td>
<td>3,4,5,6A,7B,7D,7F</td>
<td>FTCE Subject Area Examination</td>
<td>10</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>Power Point Presentation on K-12 Impact on Student Learning</td>
<td>9,12</td>
<td>1</td>
<td></td>
<td></td>
<td>12</td>
<td>14, 16</td>
</tr>
</tbody>
</table>

**Overall Goals of the Course**

A student teaching experience actually begins for student teachers the moment they file the application, as they immediately begin to make preparations for the experience, which brings them into schools as co-workers with teachers. Specific goals of the course can be stated as follows:

- To satisfy the basic prerequisites for teacher certification, (real experience in teaching).
- To utilize and receive benefits from the expanded important role of classroom teachers in teacher preparation activities.
- To capitalize on the influences of master teachers upon the teaching behavior of student teachers.
- To develop skills for capitalizing upon expanding interpersonal/social dimension supported by the teaching enterprise.
- To provide a background to understand the environment created by the teaching profession. Student-teachers will become familiar with the most effective methods for instructing and guiding all students including those that are physically, mentally, economically, socially, emotionally, culturally and linguistically different (ESOL).

Student teachers will be able to increase their knowledge and skill in the following areas:

1. Planning, implementing, and evaluating developmentally appropriate and integrated content and methodology in the area of interpretative communication.
2. Management of Student Conduct through proper classroom management, school safety, and professional ethics as outlined by Florida Law.
3. Presentation of subject matter and developmentally appropriate practices including, but not limited to: individual and small group learning; child or teacher initiated learning experiences; learning through play, enriching, and extending activities, using technology to facilitate learning; discovery learning and problem solving, creative expression; and developing children’s abilities to be resourceful learners.
4. Selecting, creating, and increasing environments to support developmentally appropriate practices.
5. Instructional organizational and proper communication as it relates to developing appropriate practices.
6. Adapting curriculum and practices for inclusion of children with special needs, varying exceptionalities, speakers of languages other than English and their families including those who are gifted and talented.
7. Curriculum methods that provide for the language needs of children and families who have limited English proficiency.

Through the understanding and communicating of these domains, pre-service teachers will learn how teacher behavior affects student learning.

**Specific Behavioral Objectives**

I – Type Objectives – Objectives which emphasize instructional activities directly related to teaching performance, such as planning and implementing learning activities, evaluating pupil progress, and establishing democratic classroom procedures.

S- Type Objectives – Objectives concerning with supportive aspects of teaching, such as maintaining a stimulating and attractive classroom, skillful involvement in school – community activities, and developing cooperative working relations with other student teachers, teachers, administrators, another school personnel.

I – Type Objectives: Instructional Aspects of Teaching

1. Achieves acceptance by student, accepts his/her students, and reacts successfully to all of the interplay between teacher and students.
2. Demonstrates understanding of the processes involved in selection of course content.
3. Demonstrates understanding of the processes involved in selection of course content.
4. Demonstrates skill in planning, efficient utilization of time, and organization.
5. Locates, organizes, prepares and uses a range of appropriate instructional materials and equipment.
6. Encourages the development of interest in an enthusiasm for learning activities.
7. Communicates knowledge, information, and directions at a level and in a form meaningful to and manageable by his/her students.
8. Establishes effective democratic procedures in the classroom.
10. Phrases questions definitely and clearly to stimulate reflective thinking. Distributes questions well to attain wide participation.
11. Demonstrates a constructive and preventive approach to discipline problems.
12. Identifies analyzes and diagnoses learning difficulties and devises and implements appropriate remedial procedures.
14. Evaluates pupil progress in terms of instructional objectives.

Course Outline
S-Types Objectives: Supportive Aspects of Teaching
1. Demonstrates the personal qualities which characterize a competent teacher.
2. Works cooperatively with other student teachers, teachers, administrators, and other personnel.
3. Maintains a healthful, comfortable and attractive classroom.
4. Teaches his/her class in a viable relation to the total curriculum of the school.
5. Consistently refines and applies a constructive philosophy of education.
6. Exhibits professional responsibility, ethics, and leadership.
7. Discovers and utilizes community resources.
8. Demonstrates knowledge of current significant developments, problems, trends and innovations as reported in educational publications.
9. Demonstrates the capacity and desire for the self-renewing of teaching competence.
10. Become involved in extra-curricular activities and school-community relations.
11. Demonstrates skill and efficiency in compiling reports and records and in fulfilling non-instructional obligations.

The student will be able to assume total responsibility for a classroom. He/she will select lessons and design instructional strategies and activities that
1. Correspond with the level of cognitive development of students in the particular grade level.
2. Promote curiosity and interest in all subjects among students.
3. Provide for the development of problem-solving skills.
4. Apply techniques of cooperative learning and make allowances for different learning styles.
5. Provide for methods of evaluating student progress.
6. Interact professionally with teachers, students, parents, administrators and community representatives.

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Professional Organization/Learned Society Standards

Florida Educator Accomplished Practices (FEAPs)

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

ESOL Performance Standards (ESOLPS)
The following phases of the student teaching experience will occur in the order listed.

A. Pre-Student Teaching Seminar
B. Orientation and Early Participation
C. Teaching
D. Evaluation of Competencies
E. Post-Student Teaching Seminar

Teaching Methods

- Lecture
- Demonstrations
- Laboratory Work
- Discovery
- Inquiry
- Concept Attainment
- Independent Study
- Professional Readings
- Peer discussion/peer teaching

Course Evaluation

The evaluation forms utilized in assessing student teaching performance are as follows:

- Intern’s attendance and participation in pre and post student teaching seminars.
- University Supervisor’s Student Teacher Evaluation
- Cooperating Teacher’s Observation Worksheet
- Cooperating Teacher’s Student Teacher Evaluation
- Report of Time Distribution
- E-Portfolio Final Assessment

The E-Portfolio is a systematic manner by which teacher candidates demonstrate content, pedagogical and professional knowledge necessary to help all students learn. The Rubric is based on the 12 Accomplished Practices. Portfolios are evaluated during student teaching (at least three occasions). The University Supervisor provides formative and summative feedback on each of the Accomplished Practices. All candidates must complete an electronic portfolio with a 70% average or better to graduate.

The student teacher’s final grade will be determined jointly by the Cooperating Teacher’s Student Evaluation Form, University Supervisor’s Evaluation Form and the Director of Student Teaching E-Portfolio Final Assessment.

Grading

All appraisal, evaluations, attendance sheets and Time Distribution Forms submitted during the semester will serve as the basis for determining whether the student receives a grade of A (100-90), B(89-80), C (79-70), D (69-60), or F (59-0).
Dispositions As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar

Week
1. Registration and Pre-Student Seminar – Daily 9:00 – 4:00 PM
2. Student Teaching Experience Begins
3. Student Teaching Reports Due
   - Verification of Cooperating Teacher
   - Daily Class Schedule
4. Student Teachers Appraisals Due
5. Cooperating Teacher Report Due
   - Information from Cooperating Teacher
   - Student Teacher Performance Profile Summary
8. Student Teachers Appraisals Due
12. Student Teachers Appraisals Due
15. Student Teaching Experience Ends
   - Cooperating Teacher Reports Due
   - Student Teacher Evaluation
   - Report of Time Distribution
   - Professional Recommendation for Prospective Teachers
16. Post-Student Teaching Seminar – Daily 9:00 – 4:00 PM

Student Teachers will observe holidays and calendar of the local school system
References


