

Student Teaching Handbook: A Guide for Internship and Clinical Practice

School of Teacher Education

2022 – 2023

<https://ccie.ucf.edu/teachered/internships/>

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Greetings Teacher Candidates, Colleagues, and Partners,

Welcome to the culminating and most exciting segment of our Initial Teacher Preparation Program (ITTP) in the College of Community Innovation and Education (CCIE) - the internship experience! Our teacher candidates have engaged in rigorous coursework grounded in research and best practices. The teacher candidates are now ready to apply what they learned in the real-world classroom. This invaluable experience is only possible through collaborative work with each of you - our district partners, administrators, and classroom teachers - to whom we are truly indebted. This handbook serves as a valuable resource and guide for all aspects of the internship experience. It is deeply important that all parties know and understand the policies, procedures, and timelines related to the internship to ensure maximum professional growth. In addition to the information within the handbook, all documents pertaining to internship requirements are located on the School of Teacher Education Internships website, located at <https://ccie.ucf.edu/teachered/>.

Becoming an educator is an exercise in applying and reflecting upon the knowledge gained both inside and outside our university classrooms. A positive, supportive, and encouraging environment, including strong, effective mentoring is crucial for our teacher candidates to be successful in their own classrooms upon graduation. The School of Teacher Education faculty, staff, and collaborators appreciate the willingness of each of you to play a critical role in our future teachers' professional development. I know that our partnership ensures a rewarding and fruitful experience as well as a bright teaching future for our teacher candidates.

Thank you all for helping to make the internship experience informative, enlightening, and impactful for every UCF ITTP student.

Sincerely,

Andrea C. Borowczak, Ed.D.
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School of Teacher Education

<https://ccie.ucf.edu/teachered/>

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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 Community Innovation and Education, 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: **February 15 for Fall, September 15 for Spring***

Admission to Internship I will be granted to students who have been admitted to the College of Community Innovation and Education and who meet the following additional requirements at the time of application. (Note: Students in the Elementary Education Professional Studies track do not require passing scores on the GKT.)

- Possess minimum overall GPA, specialization, and professional preparation GPA of 2.5; (Early Childhood – minimum GPA of 2.75).
- Achieve a “C-” or better in all prerequisite methods/specialization courses.
- Complete a formal online application for Internship I by the listed deadlines.
- Meet any special departmental or program requirements. (Refer to catalog for program specific requirements).
- Be recommended by the faculty of the department of the student’s major.
- Upon the Office of Clinical & Field 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. Supervising teachers and UCF clinical coordinators observe the teacher candidate working with students and provide essential feedback about their teaching practices.

Internship II

Eligibility for Internship II

*Application Deadlines: **February 15 for Fall, September 15 for Spring***

Admission to Internship II will be granted to students who have been admitted to the College of Community Innovation and Education 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; (Early Childhood – minimum GPA of 2.75).
- Achieve a “C-” or better in all prerequisite methods/specialization courses.
- Passing scores on all sections of the Florida Teacher Certification Exam (Catalog Year 2014 and beyond). Students in the Elementary Education Professional Studies track do not require passing scores on the GKT.
- Complete a formal online application for Internship II by the listed deadlines.
- Meet any special departmental requirements (Refer to catalog for program specific requirements).
- Be recommended by the faculty of departmental major.
- Upon the Office of Clinical & Field 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

The School of Teacher Education teacher preparation culminating experience is a full- time semester-long student teaching. Internship II provides a structured, supervised process in which teacher candidate’s work with supervising teachers to develop their teaching skills. In this experience, students gain extensive practice in teaching and in the knowledge, skills, and dispositions of their teaching fields. This final internship is the summative assessment of the program.

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

College of Community Innovation and Education faculty (i.e., university clinical coordinators) supervise all internships and work closely with supervising teachers and capstone (Elementary Education) or Critical Issues (Secondary/K12 Education) instructors to guide each teacher candidate in developing knowledge, skills, and dispositions, and evaluate teaching practices according to indicators of the Florida Educator Accomplished Practices (FEAPs).

Graduate Internships

Eligibility for Graduate Internship

*Application Deadlines: **February 15 for Fall, September 15 for Spring***

Admission to Graduate Internship will be granted to students who have been admitted to the College of Community Innovation and Education and who meet the following additional requirements.

- Complete all coursework required by program for internship.
- Possess minimum overall GPA, specialization, and professional preparation GPA of 3.0.
- Achieve an A/B in all required coursework.
- Passing scores on all sections of the Florida Teacher Certification Exam (Catalog Year 2014 and beyond for Teacher Ed, MAT and Catalog year 2015 and beyond for Elementary Ed, MA) before the start of 6-hour internship or 3-hour second internship semester.
- Complete a formal online application for Graduate Internship by the listed deadlines.
- Meet any special departmental requirements (Refer to catalog for program specific requirements).
- Be recommended by the faculty of departmental major.
- Upon the Office of Clinical & Field 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

The College of Community Innovation and Education teacher preparation program's final internship experience can either be a full-time, semester-long student teaching experience, or a part time, two semester-long student teaching experience. Graduate Internship provides a structured, supervised process in which teacher candidate's work with supervising teachers to develop their teaching skills. In this experience, students gain extensive practice in teaching and in the knowledge, skills, and dispositions of their teaching fields.

Teacher candidates can choose to complete their internship in one semester by enrolling full-time (6 HR) or in two semesters by enrolling part-time (3 hr.). Teacher candidates completing a full-time internship are placed in schools and assume the work schedule of a full-time teacher for the whole day, five days a week, for a full semester. Teacher candidates completing a part-time internship are placed in schools and assume the work schedule of a full-time teacher for half of the day, five days a week, for two semesters. During internship, teacher candidates are able to practice and further develop knowledge, skills, and dispositions of the teaching profession as measured by the Florida Educator Accomplished Practices (FEAPs).

College of Community Innovation and Education faculty (i.e., university clinical coordinators) supervise all internships and work closely with supervising teachers to guide each teacher candidate 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 an online 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 teacher candidate will be teaching.
- Complete a two-semester long internship.
- Arrange with the school principal a state qualified mentor who will function as the supervising teacher, sign the appropriate UCF documents, and provide ongoing feedback related to teacher growth.

What Happens in Schools

On-the-job (OTJ) teacher candidates will be observed by a university clinical coordinator. It is also expected that the school will provide a state qualified mentor. The OTJ teacher candidate follows policies, procedures, and guidelines of the school in which they work. The university clinical coordinator will collaborate with the mentor to guide the on-the-job teacher candidate in developing teaching skills and evaluate teaching practices according to indicators of the Florida Educator Accomplished Practices (FEAPs). OTJ teacher candidates will register for the graduate course.

OTJ teacher candidates will complete their internship in two semesters by enrolling part-time (3 hr). OTJ teacher candidates will be expected to attend their teaching position for the whole day, five days a week. Students have two semesters to complete their required Teacher Work Sample that is turned in during their second semester.

THE INTERNSHIP COLLABORATIVE TEAM

COACHING AND MENTORING

Teacher candidates 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. Supervising teachers and university clinical coordinators coach and mentor teacher candidates throughout the internship process. They regularly observe the teacher candidate 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 Community Innovation and Education at the University of Central Florida. The collaborative team works together to coach the teacher candidate. However, the supervising teacher is the **primary mentor** in the process of developing the teacher candidate. Professional learning and growth of the teacher candidate can only occur when there is consistent coaching and strong, effective communication, including specific and meaningful feedback.

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

Observing Teacher Practice

The UCF College of Community Innovation and Education's model of clinical experiences also requires consistent teacher candidate supervision and observation on a regular basis through formal and informal approaches. Internship I observations are based on the Florida Education Accomplished Practices (FEAPs). Observations can be conducted whenever teacher candidates are teaching small group and/or whole group lessons. Supervising teachers will work with the teacher candidate and university clinical coordinator to establish the required amount of formal observations. Internship II requires multiple observations weekly and consistent feedback on teacher candidate performance according to the Florida Educator Accomplished Practices (FEAPs).

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

Continuous Improvement

The university clinical coordinator works closely with teacher candidates, supervising teachers and UCF course instructors. Teacher candidates can consult with their internship team about teaching and learning, or address issues of concern. Seminars are provided for teacher candidates on various topics related to teaching and learning. Capstone (Elementary Education) and Critical Issues (Secondary Education) are provided for teacher candidate II's to refine skills and competencies in teaching and learning as identified by the Florida Educator Accomplished Practices and examine contemporary issues in elementary and secondary education.

Feedback

Teacher candidates need specific and ongoing feedback related to teacher performance. Feedback should be specific, consistent, and objective. Supervising teachers are expected to provide critical and meaningful feedback.

CLINICAL SUPERVISION

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 observer and the teacher candidate 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 teacher candidate.

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 teacher candidate performance to be enhanced, maintained, or improved. This conference should be held no later 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 teacher candidate and the observer came to an agreement regarding the appropriate way(s) to provide needed assistance to the teacher candidate. It also allows the observer to evaluate his/her own performance during the conference.

Mid-point/Final Assessment

A formal mid-point and final conference will take place during the experience. These are comprised of the teacher candidate, supervising teacher, and university clinical coordinator sitting together and discussing progress in each area of competence using the Assessment Rubric found in VIA. Each area will be rated jointly by both the supervising teacher and university clinical coordinator. The Mid-Point Evaluation and Final Assessment will be rated using a numerical rubric.

In the event that a number of areas need improvement noted at the Mid-Point Evaluation conference, a formal Performance Concern Remediation Form may be completed by the university clinical coordinator with the supervising teacher's input, and put into place.

Co-teaching and the Internship

It has become more common that teacher preparation programs embrace co-teaching models, where teacher candidates and supervising teachers work together to maximize student achievement potential. The teacher candidate and the supervising 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 supervising teacher to model effective teaching strategies for the teacher candidate. While the supervising teacher is teaching, the teacher candidate 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.

*Friend, M., & Cooke, L. (2009). *Interactions: Collaboration skills for school professionals (6th Ed.)*. Saddle River, NJ: Prentice Hall.

During the internship, various stages of co-teaching will occur. A natural progression would be that the teacher candidate and supervising 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 supervising teacher and teacher candidate will find approaches that work best for them, the students they teach, and the specific school goals.

ROLES AND RESPONSIBILITIES

Teacher Candidate

The teacher candidate becomes part of a learning community in the process of the internship, and works closely with the supervising teacher, the university clinical coordinator, and the administrator/administration in the process of becoming a teaching professional. The teacher candidate also follows the guidance of the collaborative team and meets expectations of the internship and academic program requirements.

School Administration

The administrator is instrumental in facilitating a learning environment in which the teacher candidate can learn and grow. The administrator sets expectations for the supervising teachers and communicates school expectations to the teacher candidate.

Supervising Teacher

The role of the supervising teacher is to work together with the teacher candidate, the university clinical coordinator, and the administrator to guide and assist the teacher candidate 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 supervising teacher's responsibility also **includes observing and evaluating the effectiveness of the teacher candidate'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 supervising teacher and the university clinical coordinator collaborate on the frequency of observations. **However, the supervising teacher must observe and provide feedback to the teacher candidate at least once per week.** Upon completion of the internship, supervising teachers recommend a grade to the university clinical 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 Clinical Coordinator

The university clinical coordinator facilitates the experience of the teacher candidates with the supervising teacher and students in the classroom. The university clinical coordinator also provides consistent support for the teacher candidate and supervising teacher. University clinical coordinators visit schools, observe teacher candidates, confer with supervising teachers and teacher candidates, and serve as a resource for the internship collaborative team. The university clinical coordinator works closely with supervising teachers to determine the most appropriate grade for the internship experience. Upon completion of the internship, supervising teachers recommend a grade to the university clinical coordinator, and UCF faculty determine the final grade.

RESPONSIBILITIES OF THE TEACHER CANDIDATE

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

Teacher candidates 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 clinical coordinator.
- Consistently demonstrate professional conduct in actions and attire.
- Adhere to school policies and procedures.
- Work the school duty schedule of the supervising 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. *It is the intern's responsibility to review the program syllabi and to communicate requirements to supervising teachers.***
- Prepare lesson plans, including Florida Standards, for every lesson that will be taught during the internship experience and submit for review to supervising teacher.
- Submit daily lesson plans to supervising teacher for feedback and suggestions.
- Include modifications and adaptations that provide for individual differences among the children.
- Accept feedback provided by supervising teachers and university coordinators.
- Demonstrate proficiency, as indicated within the rubric, on final assessment in all Florida Educator Accomplished Practices.
- Welcome constructive suggestions by the supervising teacher and the university clinical 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 supervising teacher regarding routine and/or serious discipline problems.
- Passing scores of all sections of Florida Teacher Certification Exam either before Internship II (Catalog Year 2014 and beyond) or before graduation (Catalog Year up to 2013 and all Exceptional Education teacher candidates). Students in the Elementary Education Professional Studies track do not require passing scores on FTCEs for graduation.
- Attend, whenever possible, professional meetings, in-service programs, evening activities sponsored by the school, and parent meetings.



INTERNSHIP DRESS GUIDELINES

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, teacher candidates not only represent themselves in the classroom, but also the UCF College of Community Innovation and Education. Typically, teacher candidates 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 SUPERVISING TEACHERS

The supervising teacher has an essential role as a member of the internship team. As a ***daily observer of the teacher candidate***, the supervising teacher is the pivotal support in terms of mentoring and assessing progress of the teacher candidate.

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

Supervising Teacher Requirements

The supervising teacher must meet the following requirements:

- As of school year 2022-2023, classroom teachers who supervise pre-service students in Early Childhood, Elementary Education, and Middle or High School English Language Arts must possess a Reading Endorsement or certification.
- Completed three years of successful teaching with effective/highly effective, or the equivalent, ratings.
- Completed Clinical Educator Training as described in Florida State Statutes, Section 1004.04, 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 proven 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

Early Childhood, Elementary, English Language Arts, and Exceptional Student Education majors receive the ESOL endorsement upon graduation. In addition to the Clinical Education Training, classroom teachers who supervise preservice students should (a) possess the ESOL Endorsement or certification; (b) be working toward the ESOL Endorsement or certification; or (c) have equivalent ESOL training. Interns receiving the ESOL endorsement are required to have appropriate experiences working with ELs in their placement classroom. If no ELs are in the intern's assigned classroom, arrangements must be made to work outside the intern's classroom to fulfill the ESOL requirements. The outside arrangements must provide appropriate experiences to work with ELs, not just observing ELs in another school setting.

The Internship Acceptance Form provided to the district also outlines these criteria.

RESPONSIBILITIES OF THE SUPERVISING TEACHER

As a member of the internship team, the supervising teacher oversees a process in which the teacher candidate 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 supervising teacher is a coach and mentor to the teacher candidate in the learning and developing process.

Mentoring and Coaching an Teacher Candidate

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 teacher candidate 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 teacher candidate develop effectiveness in teaching through joint planning.
- Supervise and guide the Teacher Candidate as he/she plans and teaches.
- Assess the teacher candidate's work with students.
- Demonstrate and clarify effective teaching strategies.
- Collaborate with the university clinical coordinator to discuss areas of improvement when necessary.
- Create a climate in which the teacher candidate 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 teacher.
- Create an atmosphere in which the teacher candidate is accepted as a professional colleague.
- Orient the teacher candidate to facilities and learning materials.
- Model high leverage practices that engage students in quality learning experiences.
- Build positive relationships.
- Capitalize on the special interests, talents, and background of the teacher candidate to enrich the curriculum.
- Assess **daily** the strengths and areas of needed improvement in the teacher candidate's effectiveness in the teaching-learning situation.
- Provide continuous feedback and analysis of teacher candidate's daily teaching performance.
- Help the teacher candidate implement recommendations received during daily feedback/mentoring input.

RESPONSIBILITIES OF THE SUPERVISING TEACHER

Evaluation

- Observe each lesson taught by the teacher candidate to determine progress.
- Discuss immediately any unacceptable behavior or performance of the teacher candidate with the university clinical coordinator, principal and/or the Internship Facilitator for the School of Teacher Education.
- Review Internship I Checklist and meet with teacher candidate and university clinical coordinator to complete online evaluation forms (**Internship I**).
- **Both supervising teacher and university clinical coordinator** must complete **ongoing** observations, a midpoint, and a final assessment. All evaluation documents (i.e., observations, midpoint and final assessments) are found in Via. The observations, midpoint and final evaluation should all be discussed with the teacher candidate and university clinical coordinator. The midpoint and final teacher candidate assessments are completed as a team: teacher candidate, supervising teacher, and university clinical coordinator.

RESPONSIBILITIES OF CLINICAL COORDINATORS

The university clinical coordinator plays an essential role in the internship experience, and works closely with course instructors, the supervising teacher, the teacher candidates, the administrator and administration to ensure the success of the teacher candidate .

The university clinical coordinator:

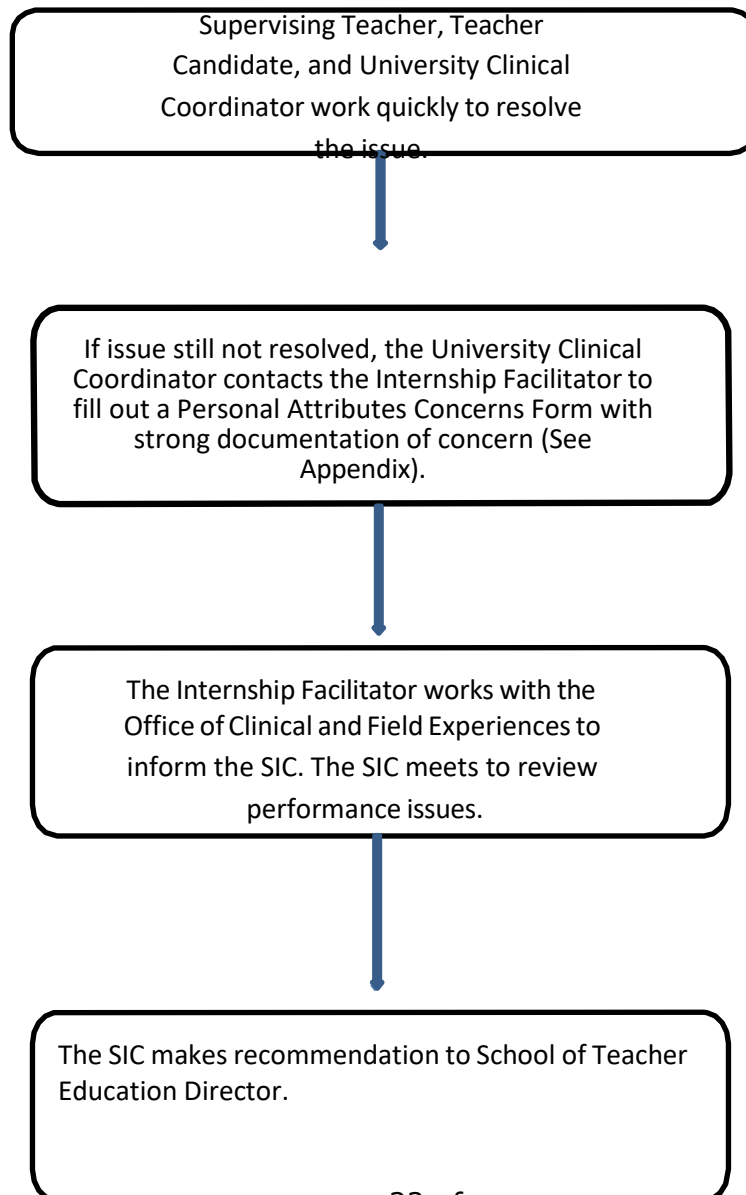
- Understands and communicates College of Community Innovation and Education and School of Teacher Education policies and procedures effectively.
- Positively represents the UCF College of Community Innovation and Education.
- Participates as a supervising member of the internship team.
- Meets with teacher candidate during internship orientation.
- Holds an initial welcome meeting with the supervising teacher and teacher candidate within the first two weeks of internship.
- Confers regularly with the internship collaborative team: supervising teacher, teacher candidate , and site administrator.
- Mentors the teacher candidate and provides feedback as appropriate, including analysis of written unit and/or lesson plans **(Internship I and II)**.
- Provides resources and assistance to schools as requested and appropriate.
- Works with supervising teachers and teacher candidates on internship evaluation.
- Makes recommendations, as appropriate, concerning withdrawal, reassignment, or extension of the internship experience.
- Conducts midpoint and final evaluation meetings with supervising teacher and teacher candidate .
- Confers regularly with the teacher candidate during the semester to:
 - Provide encouragement.
 - Assess progress of the internship.
 - Provide opportunities to meet and discuss the internship experience.
- May review and discuss the Teacher Work Sample and Professional Development Plan (Internship II).
- May review and discuss the Teacher Work Sample (6 hour/3 hour second semester graduate).
- Review and score the Teacher Work Sample (EE graduate).
- 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 supervising teacher to complete Student Concerns process if performance remediation is required.

OFFICE OF CLINICAL AND FIELD EXPERIENCES INTERNSHIP STUDENT ISSUES PROTOCOL

The internship is an opportunity for growth, both personally and professionally. Teacher candidates are held to the highest standards, just as teachers are. In the event there is a concern about a teacher candidate's performance, it is critical that the Supervising Teacher, Teacher Candidate, and University Clinical Coordinator work diligently to resolve in the most expeditious and collaborative manner.

Sometimes, a further review of the issue(s) is needed. In the event the issues in performance and/or behavior cannot be resolved among the Supervising Teacher, Teacher Candidate, and University Clinical Coordinator, the University Clinical Coordinator should immediately notify the Student Issues Committee (SIC) Chair. The SIC will review all circumstances and documentation to determine an intervention to help the teacher candidate 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, and change of major. Students who wish to appeal the recommendation of the SIC should follow the appeal procedures outlined in the CCIE Code of Professional Conduct.



EVALUATION OF THE INTERNSHIP

Benchmarks for Evaluation

All University of Central Florida teacher candidates (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) teacher candidates are evaluated by using some or all FEAPs.

Evaluation of the Internship

Progress of teacher candidates is evaluated throughout the course of the internship. The teacher candidate, supervising teacher, and the university clinical coordinator collaborate on the evaluation process. Supervising teachers and university clinical coordinators complete ongoing formal observations, including a midpoint and a final assessment.

ESOL

Early Childhood, Elementary, English Language Arts, and Exceptional Student Education majors receive the ESOL endorsement upon graduation. In addition to the Clinical Education Training, classroom teachers who supervise pre-service students **should (a) possess the ESOL Endorsement or certification; (b) be working toward the ESOL Endorsement or certification; or (c) have equivalent ESOL training.**

Teacher candidates receiving the ESOL endorsement are required to have appropriate experiences working with ELs in their placement classroom. If no ELs are in the teacher candidate's assigned classroom, arrangements must be made to work outside the teacher candidate's classroom to fulfill the ESOL requirements. The outside arrangements must provide appropriate experiences to work with ELs, not just observing ELs in another school setting.

Grades	Grade	Evaluated By
<u>Internship Type</u>		
I	S/U	University Clinical Coordinator
II	S/U	University Clinical Coordinator
Graduate	A/B*	University Clinical Coordinator
On-the-Job	A/B*	University Clinical Coordinator

*** An F grade can be given if performance standards are not met and it is determined that the Teacher Candidate 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 School of Teacher Education standards of internship performance.

Attendance

It is imperative that teacher candidates are in attendance on a daily basis. Teacher candidates are expected to follow the school's requirements in regard to what time to report for duty and what time to leave each day. **Being ready to report to duty means that the teacher candidate is in the classroom ready to begin the day's activities, not pulling into the parking lot or signing in as the bell rings.** It is strongly suggested that a Teacher Candidate arrives earlier and stays later than required in order to optimally communicate with their cooperating teacher and be fully organized and prepared.

In the event of an absence, the teacher candidate **MUST** communicate with their supervising teacher and university clinical coordinator the night before the absence or before the school days begins, to inform them of their absence. Make-up days will be added to the end of the internship.

- It is further expected that teacher candidates take part in all roles that classroom teachers are expected to assume. For example, attend staff meetings, parent-teacher conferences, open house, and so on.
- Only the following absences **do not** need to be made up:
 - Seminars, orientations, and the Capstone/Critical Issues course facilitated by the university.
 - UCF's Education Career Fair (check website calendar for specific dates)
 - Any days that are missed due to natural disasters or unforeseen school closures (hurricanes, tornadoes, etc.), unless a makeup day is scheduled by the district and falls during the teacher candidate's scheduled placement time.

Please note: Attendance patterns are considered in the overall evaluation of the internship, in spite of make-up days. The clinical coordinator and/or supervising teacher may use patterns in attendance to determine whether or not a teacher candidate 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.

Professional Disposition Standards and Sample Indicators (2022)

Definitions:

Candidate: UCF-CCIE STE student

Student: Prekindergarten-grade 12 students; or *any individual who receives instruction/services from a UCF-CCIE STE candidate*

The UCF CCIE STE candidate:

1. Believes that all students will learn with appropriate instruction.

Observable behavioral indicators expected of CCIE STE candidates:

- *Sets, maintains, communicates, and applies high academic standards and expectations for all students.*
- *Provides equal educational opportunities for all students.*
- *Bases instructional decision-making on the collective and individual needs of students.*
- *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning outcomes.*

Approved (replaced "Fitness to Teach" policy) 8-19-2005; revised 04-23-2010; revised 01-06-2012; revised 04-19-2013; revised 01-08-2016; revised 09-08-2021; revised 08-08-2022.

- *Uses appropriate collaborative communications with parents/guardians, families, colleagues, supervisors, and other professionals in an effort to improve student-learning gains.*
- *Recognizes patterns of physical, social, emotional, and intellectual development in all students.*
- *Other discipline-specific professional dispositions as appropriate.*

2. Exhibits diversity values by demonstrating fairness, equity, social justice, and democracy.

Observable behavioral indicators expected of CCIE STE candidates:

- *Uses teaching and learning practices that include consideration of each student's learning development, differences, styles, needs, and background.*
- *Recognizes 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.*
- *Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students.*
- *Demonstrates commitment to teaching all students regardless of sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances.*
- *Other discipline-specific professional dispositions as appropriate.*

3. Recognizes professional responsibility for safety and well-being of all students.

Observable behavioral indicators expected of CCIE STE candidates:

- *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying and discrimination based on sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances.*
- *Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention.*
- *Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting.*
- *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.*
- *Uses understanding, adaptive, open-minded, supportive, and encouraging behaviors, and attitudes.*
- *Other discipline-specific professional dispositions as appropriate.*

4. Demonstrates ethical professional behavior.

Observable behavioral indicators expected of CCIE STE candidates:

- *Demonstrates ethical behaviors in accordance with the:*
 - *Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6A-10.081, FAC); and*
 - *University of Central Florida's The Golden Rule Student Handbook; and*
 - *Any other applicable Code of Ethics related to the specific discipline or placement.*
- *Demonstrates professional commitment by being punctual and responsible, attending class regularly, and completing assignments and/or course requirements on time.*
- *Models professional relationships with all students, colleagues, supervisors, parents/guardians, families, and behaviors demonstrate appropriate professional etiquette.*
- *Engages with social media and other technology appropriately, responsibly, and consistent with placement guidelines (e.g., confidentiality of students, use of personal devices in class or with students).*
- *Fosters respectful communication among all members of the learning community and respects boundaries within professional relationships.*
- *Other discipline-specific professional dispositions as appropriate.*

5. Uses and reflects upon research-based and innovative practices.

Observable behavioral indicators expected of CCIE STE candidates:

- *Uses assessment, and other diagnostic procedures, to acquire knowledge and understanding of the learner in order to facilitate student-learning gains.*
- *Reads, comprehends, interprets, applies and/or conduct research and other professional materials in coursework and/or student teaching experiences.*
- *Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving individual and group instruction.*
- *Other discipline-specific professional dispositions as appropriate.*

6. Is committed to lifelong learning (e.g., academic, professional, behavioral).

Observable behavioral indicators expected of CCIE STE candidates:

- *Demonstrates willingness and ability to reflect upon one's own strengths and areas for improvement, as related to what one does, who one is, and how one thinks.*
- *Demonstrates professional initiative by being intellectually and academically curious.*
- *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes, and behaviors.*
- *Other discipline-specific professional dispositions as appropriate.*

The CCIE STE Professional Dispositions representative alignment to the Florida Educator Accomplished Practices (FEAPs)

The following representative alignment of professional dispositions (D) provides examples of how the unit's professional disposition standards are assessed in alignment with one or more of the 2011 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 professional dispositions are assessed throughout a candidate's program during 1) coursework; and 2) the final internship/practicum.

FEAP Domain A: Quality of Instruction

FEAP 1. Instructional Design and Lesson Planning

- *Sets, maintains, communicates, and applies high academic standards and expectations for all students. (D1)*
- *Uses teaching and learning practices that include consideration of each student's learning development, differences, styles, needs, and background. (D2)*
- *Includes adaptations/modifications in unit and lesson plans to accommodate the needs of all students. (D2)*
- *Other professional dispositions as appropriate.*

FEAP 2. The Learning Environment

- *Believes that all students will learn with appropriate instruction. (D1)*
- *Exhibits diversity values by demonstrating fairness, equity, social justice, and democracy. (D2)*
- *Recognizes professional responsibility for safety and well-being of all students. (D3)*
- *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying and discrimination. (D3)*
- *Other professional dispositions as appropriate.*

FEAP 3. Instructional Delivery and Facilitation

- *Provides equal educational opportunities for all students. (D1)*
- *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning*

outcomes. **(D1)**

- *Uses appropriate collaborative communications with parents/guardians, families, colleagues, supervisors, and other professionals in an effort to improve student-learning gains. **(D1)***
- *Is committed to providing a safe and caring environment where every reasonable effort is made to protect students from harassment, bullying and discrimination based on sex, age, race, color, national or ethnic origin, primary language, social or family background, intellectual and physical ability, cognitive style, socioeconomic class, income, education, religious faith and non-faith perspectives, political ideology, gender identity and expression, sexual orientation, and communication style or other characteristics and circumstances. **(D3)***
- *Uses and integrates appropriate technology in teaching and learning processes and in managing, evaluating, and improving individual and group instruction. **(D5)***
- *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes, and behaviors. **(D6)***
- *Other professional dispositions as appropriate.*

FEAP 4. Assessment

- *Uses assessment, and other diagnostic procedures, to acquire knowledge and understanding of the learner in order to facilitate student-learning gains. **(D5)***
- *Recognizes patterns of physical, social, emotional, and intellectual development in all students. **(D1)***
- *Recognizes indicators of students' difficulty with academic learning, reading and computational processes, and applies appropriate measures to improve student-learning outcomes. **(D1)***
- *Other professional dispositions as appropriate.*

FEAP Domain B: Continuous Improvement, Responsibility, and Ethics

FEAP 5. Continuous Professional Improvement

- *Demonstrates willingness and ability to reflect upon one's own strengths and areas for improvement, as related to what one does, who one is, and how one thinks. **(D6)***
- *Demonstrates professional initiative by being intellectually and academically curious. **(D6)***
- *Models critical-thinking and problem-solving skills, self-critique, reflection, and accepts and acts on feedback for improving professional knowledge, skills, attitudes and behaviors. **(D6)***
- *Other professional dispositions as appropriate.*

FEAP 6. Professional Responsibility and Ethical Conduct

- *Demonstrates ethical behaviors in accordance with the:

 - *Principles of Professional Conduct for the Education Profession in Florida (SBE Rule 6A-10.081, FAC); and*
 - *University of Central Florida's The Golden Rule Student Handbook; and*
 - *Any other applicable Code of Ethics related to the specific discipline or placement. **(D4)****
- *Demonstrates professional commitment by being punctual and responsible, attending class regularly, and completing assignments and/or course requirements on time. **(D4)***
- *Models professional relationships with all students, colleagues, supervisors, parents/guardians, families, and behaviors demonstrate appropriate professional etiquette. **(D4)***
- *Recognizes signs of tendency toward violence and severe emotional distress in students and applies techniques of crisis intervention. **(D3)***

UCF CCIE STE Code of Professional

- *Recognizes the physical and behavioral indicators of child abuse and neglect and knows rights and responsibilities regarding reporting. (D3)*
- *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. (D3)*
- *Engages with social media and other technology appropriately, responsibly, and consistent with placement guidelines (e.g., confidentiality of students, use of personal devices in class or with students). (D4)*
- *Fosters respectful communication among all members of the learning community and respects boundaries within professional relationships. (D4)*
- *Other professional dispositions as appropriate.*

Code of Professional Conduct

If any faculty or staff member has a concern with a candidate's professional dispositions and/or performance concern(s), the following guidelines will be used for counseling, documenting, and remediating concerns:

1. Candidates enrolled in education programs in the School of Teacher Education (STE) in the College of Community Innovation and Education are provided information concerning the UCF CCIE School of Teacher Education Code of Professional Conduct document and how the unit's professional dispositions and/or performance are assessed in alignment with the Florida Educator Accomplished Practices. The information is located on the CCIE website, course syllabi, and the *Student Teaching Handbook*.
2. If any faculty or staff member has a concern with a candidate's professional dispositions and/or performance, that faculty or staff member shall counsel with the candidate. If the concern persists, the faculty or staff member will conduct a formal counseling session with the candidate and document the concern(s) and develop a plan for improvement using the **Professional Dispositions and/or Performance Concern(s) Remediation Form**. Copies of the completed form will be provided to the candidate, the candidate's advisor, the appropriate Faculty Administrator associated with School or Department, School Director or Department Chair, Offices of Undergraduate/Graduate Affairs, Director for Accreditation and Program Approval, and Associate Dean for Academic Affairs.
3. When a plan of action does not satisfactorily resolve the candidate's 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 Candidate Issues Committee) meeting for the purpose of determining further steps which may include recommending, deferring, or denying the candidate's further progression in the program.
4. If, for any reason, a candidate is asked, by administration or the cooperating/supervising teacher, to leave/not return to an internship placement, no plan of improvement will be developed, and the candidate will be automatically referred to meet with the faculty committee to determine further steps.
5. Candidates who are denied further progression by the faculty committee will be issued a letter of dismissal by the chair of the faculty committee and may pursue the appeal process at the following levels as defined in [UCF-5.016 Student Academic Appeals](#):
 - Unit level – Director of School of Teacher Education
 - College level – CCIE Dean or designee
 - University level – Dean of the college of undergraduate studies or the dean of the graduate college

Professional Dispositions and/or Performance Concern(s)
Remediation Form

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

Candidate’s Last Name	First Name	M.I.	Candidate’s UCF ID#
Candidate’s Major Program Area	School/Dept.	Fall Spring Summer	Year
Candidate’s Advisor/Faculty	Course Number and Name		

Professional Dispositions and/or Performance Concerns: (also provide related FEAP reference):

Plan for Improvement (Provide specific, measurable objectives to be satisfactorily completed):

Date of conference: _____

Candidate's Signature

Date

Faculty/Staff Member Signature

Date

EVALUATION OF THE INTERNSHIP

Benchmarks for Evaluation

All University of Central Florida teacher candidates (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) teacher candidates are evaluated by using some or all FEAPs.

Evaluation of the Internship

Progress of teacher candidates is evaluated throughout the course of the internship. The teacher candidate, supervising teacher, and the university clinical coordinator collaborate on the evaluation process. Supervising teachers and university clinical coordinators complete ongoing formal observations, including a midpoint and a final assessment.

ESOL

Early Childhood, Elementary, English Language Arts, and Exceptional Student Education majors receive the ESOL endorsement upon graduation. In addition to the Clinical Education Training, classroom teachers who supervise pre-service students **should (a) possess the ESOL Endorsement or certification; (b) be working toward the ESOL Endorsement or certification; or (c) have equivalent ESOL training.**

Teacher candidates receiving the ESOL endorsement are required to have appropriate experiences working with ELs in their placement classroom. If no ELs are in the teacher candidate's assigned classroom, arrangements must be made to work outside the teacher candidate's classroom to fulfill the ESOL requirements. The outside arrangements must provide appropriate experiences to work with ELs, not just observing ELs in another school setting.

Grades	Grade	Evaluated By
<u>Internship Type</u>		
I	S/U	University Clinical Coordinator
II	S/U	University Clinical Coordinator
Graduate	A/B*	University Clinical Coordinator
On-the-Job	A/B*	University Clinical Coordinator

*** An F grade can be given if performance standards are not met and it is determined that the Teacher Candidate 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 School of Teacher Education standards of internship performance.

Internship Placement Procedures

The UCF College of Community Innovation and Education 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. Teacher candidates have a variety of experiences throughout their entire program, including early field experiences and service learning courses. Teacher candidates are placed in settings that match the certification area for their program area.

Art Education, K-12

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

Graduate: Teacher candidates are placed in one elementary art setting for half of the 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: Teacher candidates are placed in an elementary setting for an entire semester.

Internship II/Graduate: Teacher candidates are placed in an elementary setting for an entire semester.

Exceptional Student Education, K-12

Internship I: Teacher candidates are placed in a traditional elementary or secondary (middle) ESE setting for the semester. Teacher candidates also have the option to work with their ESE advisor to be a paraprofessional throughout their internship I semester.

Internship II/Graduate: Teacher candidates are placed in one ESE setting for an entire semester (elementary or middle). Teacher candidates also have the option to work with their ESE advisor to be a paraprofessional throughout their internship II semester.

Physical Education, K-12

Internship I: Teacher candidates are placed in an elementary (K-5) for one half of a semester and secondary setting (middle) for the other half of the semester.

Internship II/Graduate: Teacher candidates are placed in one setting for the entire semester (middle or high school).

Secondary Education, 6-12

(English Language Arts, Mathematics, Science, and Social Science)

Internship I/II/Graduate: Teacher candidates are placed in one secondary setting (content specific) in middle or high school setting for the entire semester.

World Languages Education, K-12

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

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Frequently Asked Questions 35

- Communication/General Information
- Application Process
- Placement
- Certification

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FREQUENTLY ASKED QUESTIONS

COMMUNICATION / GENERAL INFORMATION

Q: How do I know that I am eligible for internship?

A: Students must 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 Internship & Field Experiences School of Teacher Education 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 email 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 School of Teacher Education website, which is regularly updated with essential information about internships.* <https://ccie.ucf.edu/teachered/internships/>

Q: How can I find out about orientations for Internships I and II?

A: Please refer to the Internship & Field Experiences Calendar at the website <https://events.ucf.edu/calendar/3903/office-of-clinical-experiences/upcoming/> 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 Internship & Field Experiences School of Teacher Education's website. For Fall internship, the online application opens January 15 and is due by February 15. For Spring internship, the online application opens August 15 and is due by September 15.

Q: How will I know that my application has been processed?

A: The Office of Clinical & Field Experiences will send you an email to your Knights email account regarding the status of your application approximately one month after the application due date. This is referred to as your "Status Email". Please check your Knights email regularly (including your junk email box) for updates and information about the status of your internship.

Q: What happens if I miss the application deadline?

A: Late applications will not be accepted. No exceptions. If you miss the deadline, meet with your faculty advisor to discuss your plan of study.

Q: How do I register for the internship course?

A: Your status email will instruct you on how to register for the internship course and any courses that are internship co- requisites.

Q: What are the steps to withdraw an application prior to the start of internship?

A: Students are required to email the Office of Clinical and Field Experiences (edintern@ucf.edu) to inform the office they are withdrawing from internship. In addition, if already registered, it is the teacher candidate'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 must notify their university clinical coordinator, supervising teacher, program coordinator/advisor, and the Office of Clinical and Field 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. **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 in InPlace prior to the start of internship as to where they are placed or during internship orientation. There are times when a placement school or supervising teacher contacts the teacher candidate first. **Students may not arrange their own placement.**

Q: How long is the student teaching requirement?

A: Internship I is a full semester.

- Elementary Education teacher candidates are in school two days per week all day (Mondays and Tuesdays); plus **one full week** near midterm and **one full week** near finals.
- Secondary majors (English Language Art Education, Math Education, Science Education, Social Science Education) teacher candidate in schools two days per week all day (normally Tuesdays and Thursdays).
- Teacher Education K-12 (Art Education, Physical Education, World Languages Education, Exceptional Education) teacher candidates are in school two days per week all day (normally Tuesdays and Thursdays).
- For programs requiring two placements, the duration of each placement is seven weeks. ~~Internship I is a full semester. Students are in school Mondays through Friday for the entire semester. Once the calendar on the Clinical & Field Experiences Sub-Office Teacher Education website has been assigned to a school, check school schedules and district calendars.~~

Q: How can I find directions and information about my placement school?

A: This information can be found on district websites or the school's website.

Q: What is the policy for changing my placement?

A: Placements are final. Changes can only be initiated by the Office of Clinical and Field Experiences and are extremely rare.

Q: Can I be released early from my internship?

A: No. The teacher candidate 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***.

PARTNERSHIP DISTRICTS

Alachua County Schools
620 East University Avenue
Gainesville, FL 32601
Phone: (352) 955-7300

Website: <http://www.sbac.edu/pages/ACPS>

Brevard County Schools
2700 Judge Fran Jamieson Way
Viera, FL 32940
Phone: (321) 633-1000 ext. 11500
Website: <https://www.brevardschools.org>

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

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

Duval County Schools
1701 Prudential Drive
Jacksonville, FL 32207
Phone: (386) 437-7526
Website: <https://dcps.duvalschools.org>

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

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

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

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

Lake County Schools
201 West Burleigh Bld
Tavares, FL 32778
Phone: (352) 253-6820

Website: <http://www.lake.k12.fl.us/>

Levy County Schools
480 Marshburn Dr.
Bronson, FL 32621
Phone: (352) 486-5231
Website: <http://www.levy.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/>

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

Osceola County Schools
817 Bill Beck Blvd.
Kissimmee, FL 34744
Phone: (407) 870-4600
Website: www.palmbeachschools.org

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

Pasco County Schools
7227 Land O' Lakes Blvd.
Land O' Lakes, FL 34638
(813)794-2000
Website: <https://www.pasco.k12.fl.us>

Pinellas County Schools
301 4th Street
SW Largo, FL 33770
Phone: (727) 588-6000
Website: <https://www.pcsb.org/>

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