



School of Education

UNDERGRADUATE

STUDENT

HANDBOOK



The School of Education (SOED) is very cognizant of the pivotal role that the entire University family plays in helping to produce highly qualified teachers. SOED in collaboration with the University seeks to ensure that our graduates are capable of providing quality instruction to K-12 learners in a diverse society.

MISSION STATEMENT

The professional education program at Florida Memorial University is designed to uphold and carry out the mission of the University, which is to provide effective academic programs that lead to life-long learning and leadership through service.

HIGH QUALITY EDUCATORS

The dynamics of change have led to the continuation of high expectations for the quality of educators prepared at this institution, from increasing the diversity of the student population to revising the program that addresses the use of technology.

EFFECTIVE EDUCATORS

Effective educators are expected to demonstrate scholarship, service, and research as they prepare to become professionals in their respective fields. Graduates of the teacher education program are noted for their professionalism and their belief that all children can learn. The School's mission is based on: Preparing Constructivist, Competent, Compassionate Educators, C₃E (Conceptional Framework)

The School of Education offers the following undergraduate majors:

- Elementary Education-ESE/ESOL/Reading (state approved)
- Secondary Biology Education
- Secondary English Education
- Secondary Mathematics Education
- Secondary Social Science Education

The Bachelor of Science degrees offered in these specialized fields, along with the teacher education curriculum, prepare students for a professional teaching career in the respective content areas.

The curricular offerings provide opportunities to learn and practice appropriate theories, concepts, and strategies and provide teacher candidates with the skills and competencies necessary to be effective educators by emphasizing such areas as methodologies of instruction, curriculum development, classroom management, assessment, field activities, and internship experience. The curriculum developed for majors leading to teacher certification is based on national standards and the State Board of Education rules prescribed in Chapter 6A.5FAC of the Department of Education in the State of Florida. The state approved programs will be modified as mandated by the State.

Admission Requirements

To qualify for admission to the programs, undergraduate candidates must have met all the lower division requirements including: 50 at least 48 credit hours of lower-division courses, all general education requirements, lower division GPA of 2.5 or higher, and achieve the competencies of the Florida Teacher Certification Exam (FTCE): General Knowledge (GK) Exam. All students must pass the GK exam and be admitted to SOED program by the end of the sophomore year, no later than the first semester of the junior year. All stated admission requirements are to be considered minimum. A student who meets these minimum requirements is not automatically assured admission. Program admission requirements are subject to change. It is the responsibility of the student to assure that he/she has met the requirements.

FMU

Teacher Education Student Map



ENROLL AT FMU

Declare Major in Education



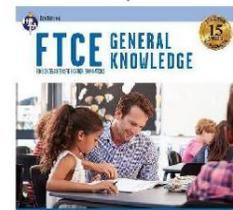
TAKE GEN. ED.

Start taking general education courses and preparing to be admitted into School of Education



APPLY TO SOED

Submit SOED application, schedule admissions interview, provide GK scores and teaching philosophy. Have at least 2.5 GPA and completed general education



TAKE FTCE GK

Complete School of Education admission requirements; register to take the general knowledge test, write your teaching philosophy, and complete SOED admission application



TAKE SOED COURSES

Meet with SOED faculty advisor to develop academic plan



STUDENT TEACH

Successfully complete all SOED coursework including pre-student teaching courses; meeting faculty advisor; complete internship application and fingerprinting



TAKE FTCE SUBJECT

During student teaching internship register to take FTCE subject area exam



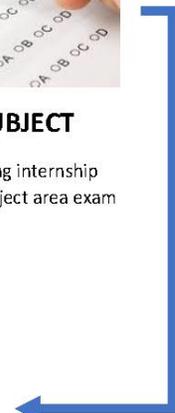
START TEACHING

Teach children and make a difference



GRADUATE

Submit graduation application, get your transcript evaluated, and walk across the stage at commencement into the teaching profession



APPLICATION FOR ADMISSION INTO TEACHER EDUCATION PROGRAM

Name: _____ Date of Birth: _____

Local Address: _____

Permanent Address (If different) _____

Person to notify in case of emergency: _____

Relationship: _____ Phone # _____

Classification: _____

Credit hours earned: _____ GPA: _____

Major: _____

ADMISSION REQUIREMENTS

The following criteria must be met to be fully admitted into the School of Education.

1. A minimum cumulative GPA of 2.5 at the completion of 60 credits of general education courses (lower division/transfer course work)
2. A passing score on all four subsections of the FTCE General Knowledge Exam.
3. A 500 words statement of "My Philosophy of Education"

Program Completion Requirements for Degree Conferral

4. Minimum GPA in all education courses of 2.5
5. Pass score on FTCE Professional Educator Exam
6. Pass score on FTCE Subject Area Exam

FTCE RESULTS

TEST	RESULTS	Number of Attempts	DATE
GK Essay			
GK English Language Skills			
GK Reading			
GK Math			
FTCE Professional Educator Exam			
FTCE Subject Area Exam			

FIELD EXPERIENCE

The initial field experiences are informal with limited interaction between teacher candidate and learners in the classroom. There is a gradual transition from informal to formal experiences. These experiences require the teacher candidate to be constructivist, competent, and compassionate educators and informed by the Florida Teacher Certification Examination Competencies & Skills, the Florida Educator Accomplished Practices, the Florida Reading Endorsement Competencies, and the Florida Teacher Standards for ESOL Endorsement.

Field Clinical Experiences

Many courses offered by the School of Education require observation and participation in selected K-12 schools. The course descriptions identify the courses which require in-school classroom experiences guided by classroom teacher and a School of Education faculty member. The student teaching assignments are fulfilled in designated schools. This experience is full-time for one semester. Permission to student intern is contingent upon successful completion of all other requirements specified in the program of study. Students may be assigned to do their student teaching during either the Fall or Spring semesters of their senior year. There is no student teaching during the Summer semester.

EDU 313, 314, and 315 Pre-Student Teaching (3 credits)

Pre-Student Teaching is a field experience for majors in education who are preparing for the status of internship. Students must observe the quality of classroom management techniques and participate in classroom activities. These experiences help to build self-confidence, eliminate shyness, and stage fright, and provide an opportunity to reflect on becoming a teacher.

There are three field experiences categorized as pre-student teaching labs (1 hour per lab)- EDU 313, EDU 314, and EDU 315. Prerequisites: Successful completion of EDU 204 or 206 and EDU 203.

EDU 450 Educational Internship (9 credits)

Practical experience in teaching activities of the classroom with the student in full charge of the class under the guidance of a skilled, experienced teacher in the field. Prerequisites: Successful completion of all major requirements and all sections of General Knowledge and Professional Educator exams.

EDU 440 – Cooperative Education (6 credits) non-state approved

This course is designed for candidates not seeking initial certification in a specific teaching field. Students have the option to complete 6 credits that will allow them employment in a related field in education. This course can be taken by any education major who is in the senior year of study and has met the required prerequisites (EDU 313, 314, and 315).

MINOR IN EDUCATION

Students that wish to declare a minor in education while majoring in non-education majors.

EDU	208	Human Development and Learning Theory	3
EDU	310	Principles of Edu. Assessment	3
ESO	402	Methods of Teaching ESOL	3
ESE	410	Strategies for Students with Disabilities in Inclusive Environments	3
EDU	426	Content Reading	3
EDU	408	Classroom Management	3

OPTIONAL - if seeking teacher certification. Choose a methodology course, pre-student teaching, and Internship 10

EDU	424	Methods in Teaching Secondary Mathematics	3
EDU	419	Teaching Science in Middle and Secondary Schools	3
EDU	417	Teaching Social Studies in Middle and Secondary Schools	3
EDU	418	Methods of Teaching English Middle and Secondary Schools	3
EDU	416	Music in Middle and Secondary Schools	3
EDU	450/440	Internship Student Teaching / Cooperative	6
EDU	313	Pre-Student Teaching	1

Declaration of Minor must be submitted to Director of Teacher Education.

EDUCATION MAJORS AGREEMENT

Education majors are advised by academic faculty. Each faculty member in the School of Education has advisement responsibility. It is the responsibility of the student to contact his or her advisor to ensure that the right course selections are made including prerequisites for advanced work.

The following criteria must be met to be fully admitted into the School of Education.

- A minimum cumulative GPA of 2.5 at the completion of at least 38 credits of general education courses (and lower division courses)
- A passing score on all four subsections of the FTCE General Knowledge Exam and Professional Educator exam.
- A one-page statement of "Reasons for Choosing the Teaching Profession"

Provisional status for admittance into the Professional Education Program may be granted for one academic semester to any student who has not met all the requirements for full admission. Provisional status will be granted at the discretion of the Program faculty committee.

Requirements for Admission to Education Internship (student teaching)

1. Demonstrate mastery of all critical assignments required prior to internship.
2. Cumulative GPA of 2.5 or higher.
3. Grades of "C" or higher on all courses listed on program sheet.
4. A passing score on all four subsections of the FTCE General Knowledge Exam and Professional Educator exam. The Professional Educator Exam should be taken and passed while enrolled in student internship.
5. Completion of district security clearance.
6. Complete an application from the [Education Office](#), and turn it in to the School of Education's administrative assistant. *(If you plan to intern in the Fall, the completed application is due the second week of classes of the Spring semester of the prior academic year. If you plan to intern in the Spring, the completed application is due the second week of the Fall semester of that academic year.)*
7. A typed 500-word essay on: "My Philosophy of Education" and satisfactory rating
8. Transcript of course work at the time application for internship

**If you are a transfer student, make sure your transcript has been evaluated and transferred to your FMU transcript.*

** If you are a transfer student with an AA degree, you must also meet the foreign language requirement of FMU.*

I HAVE READ AND UNDERSTAND THIS AGREEMENT.

Name (print) _____

Date: _____

Signed: _____

Date: _____

Faculty Advisor: _____

Date: _____

OFFICIAL USE ONLY

Completed Incomplete Rejected Appointment Needed

Received by: _____ Received Date: _____

Approved by Director of Teacher Education: _____ Date: _____

Approved by Dean, School of Education: _____ Date: _____

My Philosophy of Education Application Essay Scoring Rubric

Content	Score	Suggestions for Improvement
Content is organized around a central theme, essential questions (see box below) or a broad concept.		
Content addresses at least 3-4 of the following: <ul style="list-style-type: none"> • How do I know when I am teaching effectively? • What beliefs, theories and/or methods mark my success as a teacher? • What types of outcomes do I want for my students? • How do I develop and maintain positive relationships with students? • How do I collaborate with others? • How do I create a supportive learning environment? • What approach or strategy has worked especially well in my discipline? • What are my most important learning goals? • How have/can I make a difference in the lives of my students? 		
Content indicates analytical thinking, including depth and complexity		
Examples support statements		
Content includes my opinions/beliefs/concerns regarding teaching and learning		

Format	Score	Suggestions for Improvement
Length:500 words 1-2 pages, single spaced (can be printed out double-spaced)		
Typed in font size 12 (using an easy to read font)		

Writing Quality	Score	Suggestions for Improvement
Introductory paragraph		
Well-organized, clear, and coherent		
No punctuation errors		
No grammar or spelling errors		
Well-developed paragraphs		
Conclusion/summary paragraph		

Score Key:

4-high level of articulating philosophy, 3-adequate level of articulating philosophy, 2-developing level of articulating philosophy, 1 inadequate level of articulating philosophy



FLORIDA MEMORIAL
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15800 N.W. 42nd Avenue
Miami Gardens, Florida 33054
E-mail: fmuregistrar@fmuniv.edu

DECLARATION OF EDUCATION MINOR

(Completed form to be submitted to the Office of the University Registrar prior to the last day of add/drop in their final semester.)

Students may declare a minor in education after the completion of, but no later than the last day of classes in the second semester of their senior year. Students may combine a minor with any major, but each minor must include at least 18 credit hours that are being counted solely toward the minor.

Students officially declare their minors by registering with the Office of Teacher Education for the School of Education, as well as with the chosen department(s). A minor is not required to earn the degree. Students have the responsibility to know and satisfy all requirements for any declared minor. The Director of Teacher Education is a good source of information if students have any questions.

HOW TO DECLARE A MINOR IN EDUCATION

Students who wish to declare a minor in education or make changes to their minor may download a Declaration of Minor form. Students will need to print enough forms to leave with the Office of Teacher Education.

The form must be signed by chair or faculty advisor and submitted to the Office of Teacher Education. The director or designee will review the minor requirements with you and sign declaration forms. One form must be submitted to the registrar's office.

Return one form to the Office of Teacher Education for the School of Education (FIU/FMU Building RM221).

Minor in Education

Core			
Course Prefix	Course No.		Credits
EDU	208	Human Development and Learning Theory	3
EDU	310	Principles of Edu. Assessment	3
ESO	402	Methods of Teaching ESOL	3
ESE	410	Strategies for Students with Disabilities in Inclusive Environments	3
EDU	426	Content Reading	3
EDU	408	Classroom Management	3
			18
		OPTIONAL - if seeking teacher certification. Choose a methodology course, pre-student teaching, and Internship	10
EDU	424	Methods in Teaching Secondary Mathematics	3
EDU	419	Teaching Science in Middle and Secondary Schools	3
EDU	417	Teaching Social Studies in Middle and Secondary Schools	3
EDU	418	Methods of Teaching English Middle and Secondary Schools	3
EDU	416	Music in Middle and Secondary Schools	3
EDU	440	Internship Student Teaching / Cooperative Teaching	6
EDU	313	Pre-Student Teaching	1
			10 optional credits



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Phone: (305) 626-3752-4

DECLARATION OF EDUCATION MINOR

(Completed form to be submitted to the Office of the University Registrar prior to the last day of add/drop in their final semester.)

Student's Name: _____ Student ID#: _____

Email: _____ Expected Graduation Date _____ / _____
Month Year

Note: Students with two majors may not declare a minor. Student's minor must differ from declared major.

Major _____

I request that the following courses be used to fulfill the requirements for a minor in:

Student Signature _____ Date _____

Courses Counted Toward Minor

Subject and Number	Title	Credits	Circle One	Term
			FMU/ Transfer	
			FMU/ Transfer	
			FMU / Transfer	
			FMU / Transfer	
			FMU/ Transfer	
			FMU / Transfer	
			FMU/ Transfer	

Note: Courses completed for a minor in education may not be taken on a Pass/Fail basis. Student must earn at least a 2.00 grade point average in the minor.

To: Registrar

I certify that these courses fulfill the requirements for a minor in education _____. If the courses to be used were transferred to FMU after matriculation as elective credits (1XX, 2XX, etc.), or if they are not labeled as a course(s) that can meet the requirements of this minor, as outlined in the catalog, then the Committee on Degrees approval must be attached.

Signature of Department Chair or Faculty Advisor

Date

Director of Teacher Education

Date

INTERNSHIP OBSERVATION EVALUATION

Candidate: _____ College/University ID#: _____ College/University Supervisor: _____

Subject: _____ Grade Level: _____ District School site: _____

Observation Date #1: _____

Observation Date #3: _____

Observation Date #2: _____

Observation Date #4: _____

This form should be used to provide the pre-service teacher with focused feedback that is informative, constructive, and objective

Performance Standard 2: Knowledge of Learners <i>The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.</i>		Rating Scale: Standard 2 Knowledge of Learners														
Key Performance Indicators <ul style="list-style-type: none"> Responds to the intellectual, social, emotional, and physical development of the age group Presents concepts at different levels of complexity for students of varying developmental stages Provides a range of activities: readiness, interests, learning styles, and cultural/linguistic backgrounds 		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Rating</th> <th style="text-align: left;">Value</th> </tr> </thead> <tbody> <tr> <td>Innovating</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Applying</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Developing</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Beginning</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Not using</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>			Rating	Value	Innovating	4	Applying	3	Developing	2	Beginning	1	Not using	0
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Provide Evidence of Area(s) of Strength:	Provide Evidence of Area(s) for Growth:	Rating: _____														
Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)												
Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Organizes students into appropriate groups to facilitate the processing of content, but less than the majority of students are displaying the desired effect.	Organizes students into appropriate groups to facilitate the processing of content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.												

Performance Standard 3: Instructional Planning <i>The teacher uses appropriate curricula, instructional strategies and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of learning, and home learning in order to address the diverse needs of students.</i>		Rating Scale: Standard 3 Instructional Planning														
Key Performance Indicators <ul style="list-style-type: none"> Uses both formative and summative student learning data to guide planning Develops plans that are clear, logical, sequential, and aligned to standards-based learning Plans instruction effectively for content mastery, pacing, and transitions Identifies and plans for the instructional and developmental needs of all learners Gathers, evaluates, and/or creates appropriate instructional materials 		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Rating</th> <th style="text-align: left;">Value</th> </tr> </thead> <tbody> <tr> <td>Innovating</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Applying</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Developing</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Beginning</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Not using</td> <td style="text-align: center;">0</td> </tr> </tbody> </table>			Rating	Value	Innovating	4	Applying	3	Developing	2	Beginning	1	Not using	0
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Provide Evidence of Area(s) of Strength:	Provide Evidence of Area(s) for Growth:	Rating: _____
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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, attempts to plan rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning.	Using established content standards, plans rigorous units with learning targets embedded within a performance scale that demonstrates a progression of learning <i>and</i> provides evidence of implementing lessons/units plan aligned to grade level standard(s) using learning targets embedded in a performance scale.	Helps others by sharing evidence of implementing lessons/units plan aligned to grade level standard(s) using learning targets embedded in a performance scale <i>and</i> the impacts on student learning.

Performance Standard 4: Instructional Delivery and Engagement <i>The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.</i>		Rating Scale: 4: Instructional Delivery and Engagement												
Key Performance Indicators <ul style="list-style-type: none"> Engages students in diverse activity structures: individual, collaborative, and whole-group Demonstrates current knowledge of content in a logical and sequential manner Uses multiple levels of questions and adjusts for reteaching /remediation /enrichment Connects students’ prior knowledge, life experiences, and interests to learning goals Presents lessons clearly with use of explicit instruction Uses appropriate literacy strategies to build academic vocabulary Uses a variety of strategies to engage students in higher-order learning tasks Engages students in authentic learning, real-life applications, and interdisciplinary connections Uses appropriate pace and maximizes instructional time for student learning, as appropriate Uses technology to individualize instruction and enhance learning, as appropriate Reinforces learning goals throughout the lesson Provides ongoing, timely, and specific feedback to students 		<table border="1"> <thead> <tr> <th>Rating</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Innovating</td> <td>4</td> </tr> <tr> <td>Applying</td> <td>3</td> </tr> <tr> <td>Developing</td> <td>2</td> </tr> <tr> <td>Beginning</td> <td>1</td> </tr> <tr> <td>Not using</td> <td>0</td> </tr> </tbody> </table>	Rating	Value	Innovating	4	Applying	3	Developing	2	Beginning	1	Not using	0
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Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses engagement strategies to cognitively engage or re-engage students with the content, but less than the majority of students are displaying the desired effect in student evidence at the taxonomy level of the critical content.	Uses engagement strategies to cognitively engage or re-engage students with the content. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect in more than 90% of the students.

Performance Standard 5: Assessment <i>The teacher gathers, analyzes and uses data (including state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.</i>		Rating Scale: 5: Assessment												
Key Performance Indicators <ul style="list-style-type: none"> • Uses local and state assessment data to design instruction that meets students' needs • Uses pre-assessment data, formative and summative assessments to inform instruction • Uses formative assessments to adjust instruction for reteaching, remediation, and enrichment • Helps students understand assessment criteria, monitor, and reflect on their work • Maintains sufficient assessment data to support accurate reporting of student progress • Aligns assessments to learning goals and standards • Provides timely and specific feedback to students, parents, and stakeholders 		<table border="1"> <thead> <tr> <th>Rating</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Innovating</td> <td>4</td> </tr> <tr> <td>Applying</td> <td>3</td> </tr> <tr> <td>Developing</td> <td>2</td> </tr> <tr> <td>Beginning</td> <td>1</td> </tr> <tr> <td>Not using</td> <td>0</td> </tr> </tbody> </table>	Rating	Value	Innovating	4	Applying	3	Developing	2	Beginning	1	Not using	0
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Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets, but less than the majority of students are displaying the desired effect.	Uses formative assessment to facilitate tracking of student progress on one or more learning targets. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Performance Standard 6: Communication <i>The teacher communicates effectively with students, their parents or families, staff and other members of the learning community.</i>		Rating Scale: 6: Communication													
Key Performance Indicators <ul style="list-style-type: none"> • Uses correct vocabulary and acceptable forms of communication • Communicates with colleagues from content areas/agencies to integrate instruction and/or services • Maintains positive collaborative relationships with school personnel, families and community stakeholders • Uses technology to support and enhance communication, as appropriate Supports, promotes, and communicates the mission, vision, and goals of the school and school district		<table border="1"> <thead> <tr> <th>Rating</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Innovating</td> <td>4</td> </tr> <tr> <td>Applying</td> <td>3</td> </tr> <tr> <td>Developing</td> <td>2</td> </tr> <tr> <td>Beginning</td> <td>1</td> </tr> <tr> <td>Not using</td> <td>0</td> </tr> </tbody> </table>		Rating	Value	Innovating	4	Applying	3	Developing	2	Beginning	1	Not using	0
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Strategy was called for but not exhibited.	Uses strategy incorrectly or with parts missing.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals, but less than the majority of students are displaying the desired effect.	Provides feedback to students regarding their formative and summative progress as it relates to learning targets and/or unit goals. The desired effect is displayed in the majority of students.	Based on student evidence, implements adaptations to achieve the desired effect by more than 90% of the students.

Performance Standard 7: Professionalism <i>The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.</i>		Rating Scale: 7: Professionalism													
Key Performance Indicators <ul style="list-style-type: none"> Follows all legal and procedural requirements: Code of Ethics, State Statutes, and Board Policies Reflects on strengths and areas for growth and sets deliberate practice growth targets for improvement Engages in ongoing and collaborative professional development Provides evidence of professional growth experiences Incorporates learning from professional growth opportunities and reflects upon effectiveness Contributes professionally to the school community Maintains accurate records (e.g., attendance records, IEPs) <p>Works in a collegial and collaborative manner with school personnel and the community</p>		<table border="1"> <thead> <tr> <th>Rating</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Innovating</td> <td>4</td> </tr> <tr> <td>Applying</td> <td>3</td> </tr> <tr> <td>Developing</td> <td>2</td> </tr> <tr> <td>Beginning</td> <td>1</td> </tr> <tr> <td>Not using</td> <td>0</td> </tr> </tbody> </table>		Rating	Value	Innovating	4	Applying	3	Developing	2	Beginning	1	Not using	0
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Not Using (0)	Beginning (1)	Developing (2)	Applying (3)	Innovating (4)
Makes no attempt to promote teacher collegiality and a culture of collaboration.	Attempts to promote teacher collegiality and a culture of collaboration.	Promotes teacher collegiality and a culture of collaboration.	Promotes teacher collegiality and a culture of collaboration <i>and</i> provides evidence of promoting leadership as a teacher and promoting a school-wide culture of professional learning.	Helps others by sharing evidence of how to promote teacher collegiality and a culture of collaboration.

Performance Standard 8: Learning Environment <i>The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.</i>		Rating Scale: 8: Learning Environment												
Key Performance Indicators <ul style="list-style-type: none"> Establishes and maintains effective classroom rules and procedures Creates an environment that is stimulating, challenging, and fosters intellectual risk-taking Organizes a safe physical environment that is conducive to student learning and collaborative work Maintains an environment that reflects a culture of inclusivity, equity, and respect Promotes accountability for learning and holds high academic expectations for all students Uses verbal, nonverbal, and digital communication tools to challenge and support students Encourages students to receive and accept constructive feedback on individual work and behavior 		<table border="1"> <thead> <tr> <th>Rating</th> <th>Value</th> </tr> </thead> <tbody> <tr> <td>Innovating</td> <td>4</td> </tr> <tr> <td>Applying</td> <td>3</td> </tr> <tr> <td>Developing</td> <td>2</td> </tr> <tr> <td>Beginning</td> <td>1</td> </tr> <tr> <td>Not using</td> <td>0</td> </tr> </tbody> </table>	Rating	Value	Innovating	4	Applying	3	Developing	2	Beginning	1	Not using	0
Rating	Value													
Innovating	4													
Applying	3													
Developing	2													
Beginning	1													
Not using	0													
Provide Evidence of Area(s) of Strength:	Provide Evidence of Area(s) for Growth:	Rating: _____												

Innovating	Applying	Developing	Beginning	Not Using
Adapts and creates new strategies for unique student needs and situations.	Uses pacing techniques to maintain students' engagement and monitors the extent to which these techniques keep students engaged.	Uses pacing techniques to maintain students' engagement.	Uses strategy incorrectly or with parts missing.	Strategy was called for but not exhibited.

Candidate Signature: _____

Date: _____

College/University Supervisor Signature: _____

Date: _____