

Field Experience Handbook

for Cooperating Teachers
and Preprofessional Educators

. . .from first observation through student teaching



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BROWARD COUNTY FIELD EXPERIENCE HANDBOOK

for

**COOPERATING TEACHERS
AND PREPROFESSIONAL EDUCATORS**

Developed by:

The Broward County Educational Consortium
Education Placement Sub-Committee

Including representatives from:

Barry University
Broward Community College
Florida Atlantic University
Florida International University
Florida Memorial University
Florida State University
Lynn University
Nova Southeastern University
St. Thomas University
The School Board of Broward County, Florida
Union Institute & University
University of Florida

(Revised 2005)

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<p style="text-align: center;">THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA FIELD EXPERIENCE PROGRAM</p>

INTRODUCTION

Field experiences are an integral part of teacher education giving preprofessional students an opportunity to:

- apply the theories and practices they have learned
- gain confidence as an educator as they discover that teaching is a process of continuous growth and development
- assess themselves in a performance situation

The School Board of Broward County, Florida (SBBC) works with colleges/universities to provide on-the-job “field experiences” for preprofessional education students. The objectives of the SBBC Field Experience Program are firmly rooted in the skills, knowledge, and competencies required for successful teaching. In addition, the indicators outlined by the Florida Education Standards Commission in the *Accomplished, Professional and Preprofessional Practices for Teachers of the Twenty-First Century* at the preprofessional level have been included in this edition of the Field Experience Handbook.

This handbook is intended for use by cooperating teachers and college/university students (preprofessional educators) participating in the Field Experience Program in Broward County Public Schools. School and college/university contacts as well as college/university supervisors will find information relevant to their position.

Each college and university participating in the Program has specific objectives for individual courses and programs. Detailed information regarding these requirements will be provided to all cooperating/mentor teachers and preprofessional educators by the college/university.

We hope you find this handbook useful and informative. If you should have any comments or suggestions please contact the Human Resource Development (HRD) office at 754-321-5000.

DEFINITION OF TERMS

Early Field Experience	<ul style="list-style-type: none">• First experience in the classroom• Hours vary with course and program but are typically 15 hours• Includes classroom observation, tutoring, mentoring and learning the culture of the school• Preprofessional educators may NOT teach as they have not yet had methods courses• The cooperating/mentor teacher does not need to have completed Clinical Educator training
Clinical/Field Experience	<ul style="list-style-type: none">• Hours vary with course and program and range between 10-90 hours• Preprofessional educators are to implement classroom theories in “real world” classrooms• Opportunities for these preprofessional educators may be provided by the cooperating/mentor teacher• The cooperating/mentor teacher may complete an evaluation instrument• The cooperating/mentor teacher must have completed Clinical Educator training
Practicum	<ul style="list-style-type: none">• Applied Field Experience that is typically completed the semester(s) before student teaching/internship• Requires extensive hours of classroom interaction (typical teacher duties/responsibilities)• The practicum student’s interaction is at the same level of performance as a student teacher but for a reduced time period (1 day per week compared to 5 days per week)• For Counseling - the preprofessional educator should be involved in the implementation of a developmental guidance program• The cooperating/mentor teacher will evaluate the preprofessional educator’s performance• The cooperating/mentor teacher must have completed Clinical Educator training• Counseling and ESE students, specifically, need the practicum to satisfy K-12 certification• Speech - Speech-Language Pathology (SLP)- Full-time under an ASHA certified Speech-Language Pathologist; 60 hours of clinical contact hours in evaluation and treatment of speech and language disorders.
Student Teaching/Internship	<ul style="list-style-type: none">• Full school day, five days a week for a full semester• Supervised by a cooperating/mentor teacher/counselor and college/university faculty member• The cooperating/mentor teacher must have completed Clinical Educator training

Cooperating/Mentor Teacher	<ul style="list-style-type: none"> Fully certified teacher who meets state mandated requirements This individual serves as a mentor and model for the preprofessional educator
Field Experience Contact	<ul style="list-style-type: none"> School based employee responsible for all communications with college/university contacts/supervisors and the Broward County Field Experience Coordinator
College/University Supervisor	<ul style="list-style-type: none"> Represents the academic department of the preprofessional educator's college/university and is directly responsible for supervising and evaluating the preprofessional educator
College/University Contact	<ul style="list-style-type: none"> Responsible for administration and coordination of all phases of field experience at the college/university
Broward County Field Experience Coordinator	<ul style="list-style-type: none"> The School Board of Broward County, Florida employee responsible for coordinating all field experience placements in the Broward County Public Schools

CATEGORIES OF FIELD EXPERIENCE

	EARLY FIELD EXPERIENCE	CLINICAL/FIELD EXPERIENCE	PRACTICUM	STUDENT TEACHING
Basic Description	College/University's initial experience for the preprofessional educator	College/University's strategy-based experience(s) for the preprofessional educator	College/University' intensive field experience for the preprofessional educator	College/University's culminating experience(s) for the preprofessional educator
Target Population	Students enrolled in Introduction to Education (EDF 1005/2005) and/or Teaching Diverse Populations (EDG 2701)	Students enrolled in content/methods/strategies courses related to their intended degree	Declared education majors approaching their final semester(s) of course work prior to student teaching	Degree-seeking students in their final or close to final semester(s)
Time	Hours vary by institution with course and program, but are typically 15 hours per course to meet FL Statute	Hours vary by course and institution	Concentrated period of time, varies by institution	Student Teaching- M-F full-time for one semester Counseling Practicum- hours vary by course and institution.
Typical Experiences/Activities	Observing teaching and learning; interviews with teacher; case study of individual learner	Collaboration with cooperating/mentor teacher/counselor in planning for and delivering specific strategies in classroom management, diagnosis, teaching and assessment with small and large groups of learners; documentation of FEAPs	Collaboration with cooperating/mentor teacher/counselor in planning for and delivering specific strategies in classroom management, diagnosis, teaching and assessment with small and large groups of learners Cooperating/Mentor teacher formally evaluates college and university students; documentation of FEAPs	Collaboration with cooperating/mentor teacher/counselor in planning for and delivering specific strategies in classroom management, diagnosis, teaching and assessment with small and large groups of learners; documentation of FEAPs; plus assumption of duties for entire class group(s) for full teaching responsibilities
Cooperating/Mentor Teacher Qualifications	FL Teaching Certificate; willingness to host; enthusiasm for teaching	FL Teaching Certificate; willingness to host; enthusiasm for teaching Clinical Educator training required, willingness to provide oral and written feedback on performance and FEAPs	FL Professional Certificate; willingness to host; enthusiasm for teaching Clinical Educator training required, willingness to provide oral and written feedback on performance and FEAPs; ASHA certification for SLP	FL Professional Certificate; willingness to host; enthusiasm for teaching Clinical Educator training required, willingness to provide oral and written feedback on performance and FEAPs; a cooperating/mentor teacher can only host 1 student teacher per semester
Cooperating/Mentor Teacher Participation	Dialogue with preprofessional educator; verification of student logs	Dialogue with preprofessional educator; verification of student logs plus provision of oral and written feedback, completion of institution's feedback documentation for performance and FEAPs	Conference with preprofessional educator; verification of student logs plus provision of oral and written feedback, completion of institution's feedback documentation for performance and FEAPs	Conference with preprofessional educator; verification of student logs plus provision of oral and written feedback, completion of institution's feedback documentation for performance and FEAPs

<p style="text-align: center;">SUGGESTIONS FOR COOPERATING/MENTOR TEACHERS (FOR ALL LEVELS OF FIELD EXPERIENCE)</p>
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A preprofessional educator usually comes to the school very uncertain about his/her position and status. He/she is mainly concerned about three things: 1) the cooperating/mentor teacher; 2) the students; and 3) the school.

Before the Preprofessional Educator arrives

- Provide a classroom work center (desk or chair) for him/her.
- Prepare the students for the arrival of the preprofessional educator.
- Be familiar with the SBBC Field Experience Guidelines.

While the Preprofessional Educator is at the school

- Introduce the preprofessional educator to the class(es) in such a way to give him/her status with the students.
- Set up a “get acquainted” session with as many of the staff as possible (a faculty meeting may do).
- Make a copy of the school handbook available to him/her and point out important policies, objectives, statement of philosophy, etc.
- Familiarize yourself with the college/university course syllabus and handbook of procedures and evaluation requirements.

<p style="text-align: center;">EXPECTATIONS OF THE COOPERATING/MENTOR TEACHER (PRACTICUM AND STUDENT TEACHER/INTERNSHIP)</p>

The cooperating/mentor teacher will help the preprofessional educator to become acquainted professionally with members of the school staff, appropriate area and district personnel and to join in the social and professional activities of the school. The cooperating/mentor teacher will assist the preprofessional educator to become familiar with the community as a resource for teaching and for personal enrichment.

Orientation to the School and Community

To make the preprofessional educator comfortable, he/she should know or be familiar with the following:

- His/her schedule
- The people with whom he/she will be working
- The school - the physical plan, facilities, rules and policies
- The community and its resources

Teaching

- Provide a gradual approach to activities such as planning, conducting, discussions, working with groups, attending to routine matters, marking papers, testing, and studying student records.
- Acquaint the preprofessional educator with the professional responsibilities such as faculty meetings, social activities (with parents, students and teachers), assemblies, conventions, in-service education meetings, etc.
- Through a planned program of observing, participating, and assisting, the preprofessional educator can be inducted gradually into responsible teaching by being given more freedom to incorporate their ideas concerning new materials and methods.
- Enable the preprofessional educator to meet the requirements of the college/university and provide the necessary documentation needed. Meet with the preprofessional educator within two weeks of the semester/term to discuss what is required. It is the responsibility of the preprofessional educator to bring the cooperating/mentor teacher paperwork from the college/university stating what is required.
- Always refer back to the requirements of the college/university.

Orientation for Parents and Students

- It is crucial that both students and parents understand the importance of having preprofessional educators in their school and the authority that these students hold. Both parents and students need to understand the contributions that the preprofessional educator can make in the education of students.

ROLE OF THE COOPERATING/MENTOR TEACHER

The Cooperating/Mentor teacher is the key participant in all field experiences. This should be kept in mind as administrators select teachers and as teachers accept this responsibility.

Requirements for the Cooperating/Mentor Teacher

The Florida State Legislature has mandated that all school district personnel and instructional personnel who supervise or direct teacher preparation students during field experiences must:

1. Have successfully completed Clinical Educator Training, FS 1004.04 (item 6b).
(Not applicable for Early Field Experience students)
2. Successfully demonstrate effective classroom management strategies that consistently result in improved student performance.
3. Elementary, Early Childhood, ESE, and English teachers must be in compliance with the META consent decree for ESOL endorsement.

Additionally, cooperating/mentor teachers should:

4. Hold a Florida educator certificate at the appropriate level and/or content area and have a Continuing or Professional Services Contract.
(Not applicable for Early Field Experience students)
5. Demonstrate flexibility and willingness to share responsibility for the classroom with the preprofessional educator.
6. Demonstrate willingness and ability to:
 - provide frequent, specific performance feedback to the preprofessional educator
 - assess the preprofessional educator's instructional performance objectively
 - help the preprofessional educator become a reflective practitioner

ROLE OF THE FIELD EXPERIENCE CONTACT

The Field Experience Contact (FEC) is either the Principal or the Principal's designee. The FEC is responsible for accepting the preprofessional educator in the school and assigning a cooperating/mentor teacher to work with him/her. In addition, the FEC may wish to work with the cooperating/mentor teacher and the university supervisor in planning activities for preprofessional educators while in the school and meeting with the preprofessional educators to explain the overall operations of the school.

Requirements for the Field Experience Contact

1. Encourage participation of school personnel in the Clinical Educator processes.
2. Assess the eligibility and desire of school personnel to be involved in the Field Experience Program.
3. Select appropriate cooperating/mentor teachers and classrooms for the preprofessional educators.
4. Facilitate the efforts of the Field Experience Program within the school environment.
5. Provide orientation experiences when the preprofessional educators arrive.
6. Continually update the cooperating/mentor teacher listing.
7. Provide appropriate preprofessional educator information to the cooperating/mentor teachers, faculty and school staff.
8. Participate in staff development activities that support the role.

ROLE OF THE COLLEGE/UNIVERSITY SUPERVISOR

The college/university supervisor works specifically with all student teachers as well as the practicum ESE/counseling students.

Requirements of the College/University Supervisor

1. Communicate with the participating college/university contact and the Broward County Public Schools.
2. Consult with school administrators, school contacts and cooperating/mentor teachers regarding the college/university program.
3. Collaborate with the college/university contact and the Broward County Public School's staff in seeking mutually agreeable solutions when problems arise. Notify the college/university director of the solution and seek additional support if necessary.
4. Communicate clear objectives for both the preprofessional students and cooperating/mentor teachers.
5. Conduct a complete clinical cycle, consisting of data collection and analysis, when scheduling an observation with the preprofessional educator. Immediately following the observations, conduct a post-observation conference with the preprofessional educator.
6. Evaluate the preprofessional educator's written work such as lesson plans, unit plans and portfolios.
7. Assist the preprofessional educator in developing effective teaching and classroom management strategies.
8. Complete and submit all forms related to the preprofessional educator's evaluations to college/university personnel.
9. Be accessible to the preprofessional educator, cooperating/mentor teacher, and the field experience contact for telephone conferences and emergency visits or observations.
10. Notify the college/university contact of serious concerns as soon as possible and work to resolve those issues.

ROLE OF THE COLLEGE/UNIVERSITY CONTACT(S)

The college/university contact(s) works with preprofessional educators from all categories of field experience.

Requirements for the College/University Contact(s)

1. Provide data regarding placement requests within the time frame established by the SBBC and the Broward County Field Experience Coordinator.
2. Assure that all prospective preprofessional educators meet institutional guidelines for eligibility prior to requests for placements.
3. Provide data on prospective preprofessional educator that includes: academic history, experiences at school sites, writing sample, and proof of SBBC security clearance.
4. Be available to the preprofessional educator, college/university personnel, college/university supervisor and appropriate SBBC personnel to discuss problems and concerns.
5. Collaborate with the Broward County Field Experience Coordinator to continually improve:
 - the kind and quality of experiences provided
 - the satisfaction derived from participating in the Program
6. Participate in the SBBC's efforts to recognize successes in preprofessional educator supervision and assistance.
7. Respond to the cooperating/mentor teacher's, FEC's or Principal's requests for investigation of concerns. Remove a preprofessional educator when requested by the FEC and develop plans for remediation or career counseling as appropriate.
8. Complete and submit all required forms related to the preprofessional educators and cooperating/mentor teachers to the Broward County Field Experience Coordinator.
9. Provide feedback regarding appropriateness of Broward County Public Schools placements at the end of each term/semester.

ROLE OF THE BROWARD COUNTY FIELD EXPERIENCE COORDINATOR

The Broward County Field Experience Coordinator is responsible for the overall management of the Program efforts.

Requirements of the Broward County Field Experience Coordinator

1. Collaborate with the college/university contacts in placing all preprofessional educators and provide experiences appropriate to their needs.
2. Communicate with Principals and FECs to determine appropriate cooperating/mentor teachers and classroom assignments.
3. Implement all facets of the SBBC's Field Experience Program.
4. Provide on-going training for the FECs.
5. Maintain the HRD Request for Field Experience website and communicate enhancements to all college/university contacts and schools.

ROLE OF THE PREPROFESSIONAL EDUCATOR

In addition to adhering to the *Florida State Legislature's Code of Ethics of the Education Profession*, preprofessional educator participating in all categories of field experience are responsible for the following:

1. Take initiative and ownership to make first point-of-contact with the cooperating/mentor teacher.
2. Attendance/Punctuality
 - Arrive at the placement school 10-15 minutes early and check in at the main office.
 - Attend all scheduled sessions. If an emergency arises, notify the cooperating/mentor teacher and the college/university supervisor prior to the start of that day. Make-up sessions are required for all absences.
3. Appearance
 - Dress professionally and appropriately for the school setting, as prescribed by the dress code of the school.
 - Maintain a clean and neat appearance at all times.
 - Avoid clothing that is revealing and/or provocative in nature
4. Respect/Loyalty
 - Demonstrate professional behavior by avoiding negative comments about the college/university, school, staff and/or the cooperating/mentor teacher.
 - Address school staff, students, and parents in a courteous manner.
5. Emotional Control
 - Maintain a calm and controlled voice.
 - React objectively when authority and knowledge are challenged.
 - Maintain appropriate control of emotions.
 - Accept criticism in a professional manner.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

The Educator Accomplished Practices (EAPs) were created by a Task Force of the Education Standards Commission, reviewed by over 400 parents, teachers, administrators, and university professors, and validated by educators across the State of Florida. The twelve practices are defined at three levels: preprofessional, professional, and accomplished. These benchmarks indicate that teachers must continue to develop professionally over the course of their careers. These practices are not minimums; they reflect the best practices of educators.

The following section details each Preprofessional Educator Accomplished Practice and gives sample key indicators for each practice.

Cooperating/mentor teachers and preprofessional educators should work collaboratively on reviewing these twelve Preprofessional Educator Accomplished Practices and plan a strategy for covering them in the course of the field experience program.

Preprofessional Educators should maintain a copy of these pages, as they are a direct lead-in to Broward County Public Schools' New Educator Support System (NESS) Program.

EDUCATOR ACCOMPLISHED PRACTICE #1: ASSESSMENT

PREPROFESSIONAL: The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternative assessment strategies. Furthermore, the teacher can identify and match the students' instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.

Sample Key Indicators:

- Analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.
- Draws from a repertoire of techniques to accommodate differences in students' behavior.
- Identifies potentially disruptive student behavior.
- Identifies students' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.
- Employs traditional and alternative assessment strategies in determining students' mastery of specified outcomes.
- Guides students in developing and maintaining individual portfolios.
- Modifies instruction based upon assessed student performance.
- Provides opportunities for students to assess their own work and progress. Assists students in designing individual plans for reaching the next performance level.
- Maintains observational and anecdotal records to monitor students' development.
- Interprets, with assistance, data from various informal and standardized assessment procedures.
- Reviews assessment data and identifies students' strengths and weaknesses.
- Communicates individual student progress in student, parent, and staff conferences.
- Develops short and long term personal and professional goals relating to assessment.

EDUCATOR ACCOMPLISHED PRACTICE #2:**COMMUNICATION**

PREPROFESSIONAL: The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which he/she will use in the classroom.

Sample Key Indicators:

- Establishes positive interaction in the learning environment that uses incentives and consequences for students.
- Establishes positive interactions between the teacher and students that are focuses upon learning.
- Varies communication (both verbal and nonverbal) according to the natures and needs of individuals.
- Encourages students in a positive and supportive manner.
- Communicates to all students high expectations for learning.
- Acquires and adapts interaction routines (e.g. active listening) for individual work, cooperative learning, and whole group activities.
- Provides opportunities for students to learn from each other.
- Practices strategies that support individual and group inquiry.
- Provides opportunities for students to receive constructive feedback on individual work and behavior.
- Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.
- Develops short and long term personal and professional goals relating to communication.

EDUCATOR ACCOMPLISHED PRACTICE #3:**CONTINUOUS IMPROVEMENT**

PREPROFESSIONAL: The preprofessional teacher realizes that he/she is in the initial stages of a life-long learning process and that self-reflection is one of the key components of that process. While his/her concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

Sample Key Indicators:

- Identifies principals and strategies for affecting changes occurring in her/his classroom and school.
- Participates in and supports the overall school improvement process.
- Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.
- Participates in the design of a personal professional development plan to guide her/his own improvement.
- Communicates student progress with students, families, and colleagues.
- Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities.
- Supports other school personnel as they manage the continuous improvement process.
- Works to continue the development for her/his own background in instructional methodology, learning theories, second language acquisition theories, trends and subject

matter.

- Shows evidence of reflection and improvement in her/his own performance in teaching/learning activities.
- Seeks to increase her/his own professional growth by participating in training and other professional development experiences.
- Has observed others in the role of steward and can demonstrate some of the skills involved.
- Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.
- Learns from peers and colleagues and develops professional relationships.
- Reflects upon her/his own professional judgment and has the ability to articulate it to colleagues, parents, and the business community.
- Develops short and long term personal and professional goals relating to continuous professional development.

EDUCATOR ACCOMPLISHED PRACTICE #4:

CRITICAL THINKING

PREPROFESSIONAL: The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

Sample Key Indicators:

- Provides opportunities for students to learn higher-order thinking skills.
- Identifies strategies, materials, and technologies which she/he will use to expand students' thinking abilities.
- Has strategies for utilizing discussions, group interactions, and writing to encourage students' problem solving.
- Pose problems, dilemmas, and questions in lessons.
- Assists students in development and use of rules of evidence.
- Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.
- Demonstrates and models the use of higher-order thinking abilities.
- Modifies and adapts lessons with increased attention to the learners' creative thinking abilities.
- Encourages students to develop open-ended projects and other activities that are creative and innovative.
- Uses technology and other appropriate tools in the learning environment.
- Develops short-term personal and professional goals relating to critical thinking.

EDUCATOR ACCOMPLISHED PRACTICE #5:

DIVERSITY

PREPROFESSIONAL: The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

Sample Key Indicators:

- Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
- Fosters a learning environment in which all students are treated equitably.
- Recognizes the cultural, linguistic and experiential diversity of students.
- Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities.
- Has a repertoire of teaching techniques and strategies to effectively instruct all students.
- Selects appropriate and culturally and linguistically sensitive materials for use in the learning process.
- Analyzes and uses school, family, and community resources in instructional activities.
- Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.
- Selects and introduces materials and resources that are multicultural.
- Acknowledges the importance of family structure to the individual learner.
- Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.
- Provides learning situations which will encourage the student to practice skills and gain knowledge needed in a diverse society.
- Develops short-term personal and professional goals relating to diversity.

EDUCATOR ACCOMPLISHED PRACTICE #6:**ETHICS**

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

Sample Key Indicators:

- Makes reasonable effort to protect students from conditions harmful to learning and/or to the students' mental and/or physical health and/or safety.
- Does not unreasonably restrain a student from pursuit of learning.
- Does not unreasonably deny a student access to diverse points of view.
- Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
- Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
- Does not use institutional privileges for personal gain or advantage.
- Maintains honesty in all professional dealings.
- Shall not on the basis of race, color, religion, gender, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- Does not interfere with a colleague's right to exercise political or civil rights and responsibilities.

EDUCATOR ACCOMPLISHED PRACTICE #7: HUMAN DEVELOPMENT AND LEARNING

PREPROFESSIONAL: Drawing upon well-established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

Sample Key Indicators:

- Recognizes development levels of students and identifies differences in a group of students.
- Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
- Uses multiple activities which engage and motivate students at appropriate developmental levels.
- Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background and interest.
- Varies activities to accommodate different student learning needs, developmental levels, and experiential backgrounds, linguistic development and cultural heritage.
- Recognizes learning theories, subject matter, structure, curriculum development, student development, and first and second language acquisition processes.
- Uses alternative instructional strategies to develop concepts and principals and is aware of the rationale for choosing different methods.
- Develops short-term personal and professional goals relating to human development and learning.

EDUCATOR ACCOMPLISHED PRACTICE #8: KNOWLEDGE OF SUBJECT MATTER

PREPROFESSIONAL: The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Sample Key Indicators:

- Communicates knowledge of subject matter in a manner that enables students to learn.
- Increases subject matter knowledge in order to integrate the learning activities.
- Uses the materials and technologies of the subject field in developing learning activities for students.
- Acquires currency in his/her subject field.
- Has planned and conducted collaborative lessons with colleagues from other fields.
- Develops short and long term personal and professional goals relating to knowledge of subject matter.

EDUCATOR ACCOMPLISHED PRACTICE #9: LEARNING ENVIRONMENTS

PREPROFESSIONAL: The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so, including some that provide opportunities for student input into the processes. The teacher understands that he/she will need a variety of techniques and work to increase his/her knowledge and skills.

Sample Key Indicators:

- Practices a variety of techniques for establishing smooth and efficient routines.
- Applies the established rules and standards for behaviors consistently and equitably.
- Involves students in the management of learning environments including establishing rules and standards for behavior.
- Recognizes cognitive, linguistic and affective needs of individual students and arranges learning environments and activities to meet these needs.
- Uses techniques to align student needs, instructional settings and activities.
- Provides opportunities for students to be accountable for their own behavior.
- Provides a safe place to take risks.
- Respects any student's right to use a home language other than English for academic and social purposes.
- Monitors learning activities by providing feedback and reinforcement to students.
- Implements instructional activities to meet cognitive, linguistic, and affective needs.
- Arranges and manages the physical environment to facilitate student learning outcomes.
- Uses learning time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.
- Provides clear directions for instructional activities and routines.
- Maintains academic focus of students by use of varied motivational devices.
- Develops short-term personal and professional goals relating to learning environments.

EDUCATOR ACCOMPLISHED PRACTICE #10: PLANNING

PREPROFESSIONAL: Recognizes the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information for appropriate resources (including feedback), interprets the information, and modifies his/her plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensive instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

Sample Key Indicators:

- Identifies student performance outcomes for planned lessons.
- Plans and conducts lessons with identified student performance and learning outcomes.
- Plans activities to promote high standards for students through a climate which enhances and expects continuous improvement.
- Provides comprehensible instruction based on performance standards required of students in Florida public schools.
- Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.
- Plans activities that utilize a variety of support and enrichment activities and materials.
- Accesses and interprets information from multiple sources.
- Assists students in using the resources available to them.
- Incorporates the visual and physical environment when planning learning activities.
- Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.
- Demonstrates instructional flexibility and an awareness of the teachable moment.
- Plans and conducts lessons that are interdisciplinary.
- Helps students develop concepts through a variety of methods.

- Regularly reflects upon his/her own practice and modifies behavior based upon that reflection.
- Cooperatively works with colleagues in planning instruction.
- Develops a community resource file for use in planning instructional activities.
- Develops short and long term personal and professional goals relating to planning.

EDUCATOR ACCOMPLISHED PRACTICE #11: ROLE OF THE TEACHER

PREPROFESSIONAL: The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experience at the school.

Sample Key Indicators:

- Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.
- Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.
- Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.
- Uses the community to provide students with a variety of experiences.
- Works with school volunteers appropriately.
- Can describe overt signs of child abuse and severe emotional distress and knows to whom such observations should be reported.
- Can describe overt signs of alcohol and drug abuse and knows to whom such observations should be reported.
- Works with colleagues to identify students' educational, social, linguistic, cultural and emotional needs.
- Uses continuous quality improvement techniques in school improvement efforts.
- Communicates with families of culturally and linguistically diverse backgrounds.
- Develops short and long term personal and professional goals relating to the roles of a teacher.

EDUCATOR ACCOMPLISHED PRACTICE #12: TECHNOLOGY

PREPROFESSIONAL LEVEL: The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. He/she provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

Sample Key Indicators:

- Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).
- Uses technology tools on a personal basis.
- Demonstrates awareness of and models acceptable use policies and copyright issues.
- Identifies and uses standard references in electronic form.
- Uses technology in lesson and material preparation.
- Identifies technology productivity tools to assist with management of student learning.
- Teaches students to use available computers and other forms of technology.

- Creates authentic tasks using technology tools and recognizes the need for learner-centered environments.
- Selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals.
- Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).
- Uses technology to collaborate with others.
- Develops professional goals relating to technology integration.
- The preprofessional teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site.

FIELD EXPERIENCE PLACEMENT GUIDELINES

The SBBC's Field Experience Program operates according to the following guidelines:

Security Clearance

Prior to a college/university considering a request by a student for any field experience program, students must obtain security clearance from the Broward County Public Schools. Students must be able to produce proof of clearance when entering a school. **Individual colleges/universities MAY have more restrictive policies. Check with your college/university contact.**

Contacts/Agreements for Placement

All Field Experience Placements will be arranged through the appropriate college/university contact person to the Broward County Field Experience Coordinator. **Under no circumstances should an individual student or college/university professor undertake to arrange a placement for any field experience.**

Refusal of Privilege

The Broward County Public Schools Field Experience Program will cooperate in the placement of preprofessional educators from all petitioning institutions except in the following circumstances:

1. Applications of each student will be evaluated individually and the right of refusal is retained pending a positive assessment of the student's potential.
2. Refusal or withdrawal from field experience may result from failure to abide by the Code of Conduct and The Standards of Competent Professional Performance.
3. Non-accredited institutions may not be included.
4. An affiliation agreement between the SBBC and petitioning institutions must be on file.

Placement and Multiple Assignments

All efforts will be made to comply with an institution's request for special consideration for experience with particular groups and/or programs. Requests for a multiple assignment (more than one subject area, grade level, or cooperating/mentor teacher or classroom) must be based on specific needs identified by the college/university contact.

Preprofessional Educator Conduct

Preprofessional Educators will conduct themselves according to the Florida State and local policies for teachers under contract with the School Board of Broward County, Florida.

Crisis Situations

The principal, in cooperation with the college/university contacts, will retain the authority to decide the conditions for a preprofessional educator's continuance in the school.

Attendance

The preprofessional educator will observe the same regulations relative to attendance, absence and tardiness as those governing the actions of the cooperating/mentor teacher.

Substitute Teaching

The preprofessional educator is **not** a certified teacher; therefore, he/she should be expected to perform as a teacher **only under adequate supervision**. When the cooperating/mentor teacher is absent from the school, a fully certified substitute must be employed to supervise the preprofessional educator.

FLORIDA DEPARTMENT OF EDUCATION
CODE OF ETHICS AND PRINCIPLES OF PROFESSIONAL CONDUCT OF THE
EDUCATION PROFESSION IN FLORIDA

Code of Ethics

(6B-1.001, FAC, The Code of Ethics of the Education Profession in Florida)

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Principles of Professional Conduct

(6B-1.006, FAC, The Principles of Professional Conduct for the Education Profession in Florida)

1. The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
3. Obligation to the student requires that the individual:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.
 - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h. Shall not exploit a relationship with a student for personal gain or advantage.
 - i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
4. Obligation to the public requires that the individual:
 - a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

- c. Shall not use institutional privileges for personal gain or advantage.
- d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
- e. Shall offer no gratuity, gift, or favor to obtain special advantages.

5. Obligation to the profession of education requires that the individual:

- a. Shall maintain honesty in all professional dealings.
- b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- e. Shall not make malicious or intentionally false statements about a colleague.
- f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
- g. Shall not misrepresent one's own professional qualifications.
- h. Shall not submit fraudulent information on any document in connection with professional activities.
- i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- k. Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes or State Board of Education Rules.
- m. Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purposes in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
- n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- p. Shall comply with the conditions of an order of the Education Practices Commission.
- q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

The School Board of Broward County, Florida
Field Experience
Security Clearance Information

The School Board of Broward County, Florida (SBBC) security clearance is required for students participating in all categories of Field Experience. **No other security clearance is acceptable.**

Security clearance procedures involve fingerprinting, receiving a clearance badge, filling out a Security Background Form, and providing a valid driver's license (or other official picture identification). Student identification cards from colleges and universities are not accepted. **The cost of the security clearance is \$65 and must be in the form of a money order made payable to "The School Board of Broward County, Florida."**

A copy of the SBBC Security Background Check form can be downloaded from the Field Experience Website at www.broward.k12.fl.us/hrdplacement.

Fingerprinting is done at an off-site location. Check the Field Experience Website at the above URL address for the most current location and hours of operation.

What happens if criminal activity appears on your fingerprint report?

If you have ever been involved in a court proceeding, been convicted of an offense (other than a minor traffic violation), had adjudication withheld, **or even had a case dismissed**, the following documents must be provided:

1. A letter describing the offense(s) in detail.
2. Police report. (If the police report is unavailable, you must provide a statement on the agency letterhead stating the report is no longer on file.)
3. Court's final disposition.
4. Upon receipt of the requested documents, your file will be reviewed. Due to the high volume of applicants, please allow a few weeks for processing paperwork.
5. Students who were denied security clearance will be notified in writing and advised of the appeal process. A student who elects to enter an appeal will be required to submit a written letter of explanation pertaining to the offense(s) and two letters of recommendation from professionals (employers, teachers, clergy, etc.). Letters from family members and personal friends are not acceptable. The Department of Professional Standards and Special Investigative Unit will review the appeal file. The student will be notified in writing when the final appeal decision is rendered.

Contact your college or university for further instructions.

PLACEMENT PROCEDURES

1. Individual field experience placements will be arranged by the Broward County Field Experience Coordinator based on information provided by the college/university contacts and school principals as needed for determining the best possible assignments.
2. Consideration will be given to geographic convenience for preprofessional educators and college/university supervisors whenever possible.
3. Individual preprofessional educators will be assigned to cooperating/mentor teachers on the basis of principal recommendations.
4. In general, preprofessional educators will not be placed in a school they attended as a student, where their related children are enrolled, where a relative is employed, where they completed earlier observation or participation experiences, or where they were previously or currently employed.
5. A cooperating/mentor teacher may **not** assume the responsibility for more than one student teacher per term.

PLACEMENT TIMELINES

- The timelines for field experience placements are established by the individual colleges and universities in collaboration with the HRD office.

INCENTIVES FOR COOPERATING TEACHERS

To reward and thank cooperating/mentor teachers for their dedication and assistance in the training and development of future teachers, participating colleges/universities provide a variety of incentives.

Barry University

Student Teacher

Cooperating/mentor teachers receive a course tuition voucher for three credits at Barry University. Classes may be taken on or off campus. The waiver is non-transferable and is valid for one year.

Broward Community College

Early Field Experience

Cooperating/mentor teachers earn one tuition credit voucher for each early field experience student hosted. Ten tuition vouchers can be used for any three-credit course offered at BCC. Tuition vouchers are non-transferable.

Florida A&M University

Student Teacher

For every student teacher hosted, the cooperating/mentor teacher is eligible to receive a tuition certificate for 6 credits of tuition at any state institution. The certificate is valid for 3 years from date of issue, is redeemable only one-time and is non-transferable.

Florida Atlantic University

Student Teacher

For every student teacher hosted, the cooperating/mentor teacher is eligible to receive a tuition certificate for 6 credits of tuition at any state institution. The certificate is valid for 3 years from date of issue, is redeemable only one-time and is non-transferable.

Practicum and Field Experience

For every three students hosted, the cooperating/mentor teacher is eligible to receive a tuition certificate for 6 credits of tuition at any state institution. The certificate is valid for 3 years from date of issue, is redeemable only one-time and is non-transferable.

Florida International University

Student Teacher

For every student teacher hosted, the cooperating/mentor teacher is eligible to receive a tuition certificate for 6 credits of tuition at any state institution. The certificate is valid for 3 years from date of issue, is redeemable only one-time and is non-transferable.

Florida Memorial University

Student Teacher

Cooperating/mentor teachers earn a tuition voucher good for three credits for any Education course at Florida Memorial University. Tuition vouchers are valid for one year and are non-transferable.

Florida State University

Student Teacher

For every student teacher hosted, the cooperating/mentor teacher is eligible to receive a tuition certificate for 6 credits of tuition at any state institution. The certificate is valid for 3 years from date of issue, is redeemable only one-time and is non-transferable.

Lynn University

Student Teacher

Cooperating/mentor teachers earn a tuition voucher good for three credits for any course at Lynn University. Tuition vouchers are valid for one year and are non-transferable

Nova Southeastern University

Student Teacher

For every student teacher hosted, the cooperating/mentor teacher is eligible for a tuition-free, three credit course or workshop at the Farquhar Center for Undergraduate Studies, the Department of Undergraduate Education, or the Fischler Graduate School of Education and Human Service. Costs to the cooperating/mentor teacher are for textbooks, application, registration, and applicable fees.

Practicum

Speech/Language Pathology - a tuition free course or workshop is available to cooperating/mentor teachers.

Clinical/Field Experience

For every hour of hosting a field experience student, the cooperating/mentor teacher earns one point. When the cooperating teacher accumulates 100 points, he/she can cash them in for free instructional materials.
(The 45 hour pre-internship practices course = 1 credit)

St. Thomas University

Student Teacher

For every student teacher hosted, a certificate for one three-credit undergraduate or graduate level course is issued to the cooperating/mentor teacher. The certificate is valid for three years from the date of issue and is non-transferable.

Union Institute & University

Student Teacher

For every student teacher hosted, the cooperating/mentor teacher is given a \$450 stipend at the end of the internship and after completing the required paperwork with the University.

- Please note that incentives may vary for preprofessional educators who attend a college/university out-of-state.

References

State Board of Education Rule 6A-5.065, F.A.C. Educator Accomplished Practices. (2000),

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