# TABLE OF CONTENTS

**INTRODUCTION**.................................................................i

**COLLEGE OF EDUCATION DIRECTORY**..........................ii

**I. THE INTERNSHIP PROGRAM** ........................................... 1
   Objectives........................................................................ 1
   State Competency Examination ........................................ 1

**II. ROLE OF MAJOR PARTICIPANTS** ................................. 1
   Internship Office................................................................. 1
   Placement Changes ............................................................. 1
   Designated Representative of School System .................. 1
   University Supervisor......................................................... 2
   School Principal ................................................................. 2
   Cooperating Teacher........................................................... 2
   Intern .............................................................................. 3

**III. INTERN RESPONSIBILITIES AND GUIDELINES** .............. 3
   Absences ........................................................................... 3
   Code of Dress ................................................................. 3
   Conduct ............................................................................ 3
   Academic Expectations..................................................... 3
   School Procedures........................................................... 3
   Senior Seminar ................................................................ 4

**IV. RESPONSIBILITIES OF THE COOPERATING TEACHER** .... 4
   Orientation ................................................................. 4
   Guided Observation ............................................................ 4
   Split Internships............................................................... 5
   Participation ..................................................................... 5
   Teaching .......................................................................... 5
   General Comments on Evaluation.................................... 6
   Specific Guidelines Pertaining to Formal Evaluation of Interns 6
   Recommendations ............................................................. 8

**V. INTERSTATE AGREEMENT ON QUALIFICATION OF EDUCATIONAL PERSONNEL** ......................... 8

**VI. LEGAL RESPONSIBILITY OF THE INTERN** .................... 8
   Substitution ........................................................................ 8
   Definition of Instructional Personnel.................................. 8
VII. PROFESSIONAL TEACHING PRACTICES ACT .............................................. 9

VIII. RULES OF DEPARTMENT OF EDUCATION
      STATE BOARD OF EDUCATION ...................................................................... 10

IX. FLORIDA STATUTES DUTIES OF
      INSTRUCTIONAL PERSONNEL ..................................................................... 15

X. FLORIDA STATUTES AUTHORITY OF TEACHER ............................................. 15

APPENDICES

Appendices 1
Florida Accomplished Practices and Pre-professional Benchmarks......16

Appendices 2
Florida Performance Measurement System Domains .......................... 19

Appendices 3
Teaching Is More Than Doing Dittos .......................................................... 20

Appendices 4
Practical Advice for Student Teachers ....................................................... 21

Appendices 5
Developing A Portfolio For Interviewing Purposes ................................. 26

Appendices 6
Career Search Preparation and Cover Letter ........................................... 27

Appendices 7
Resume Preparation .................................................................................... 28

Appendices 8
Samples of Resume & Cover Letter .......................................................... 30

Appendices 9
Florida School Districts Personnel Contacts ........................................... 31

MANDATORY INTERNSHIP FORMS AND SCHEDULE

FORM A1  INTERN TEACHING SCHEDULE ......................................................... 32
Each intern should give his/her daily schedule to the university supervisor during the first week of school.

FORM A2  INFORMATION SHEET ................................................................. 33
It is important for the cooperating teacher and the university supervisor to be in frequent communication regarding the progress made by the intern. This sheet is designed to be completed and exchanged so that both individuals know how to contact each other.
FORM B

INTERN RESPONSIBILITIES CHECKLIST

This is a check list of the main responsibilities that the intern needs to complete during the internship. It should be signed by the university supervisor, cooperating teacher, and intern. The check list is to be submitted to the university supervisor at the end of the internship.

FORM C1

CHECKLIST 1

This checklist helps our office be alert early to any concerns regarding the experiences provided for the intern. There is also a place for comments which we read carefully.

FORM C2

CHECKLIST 2

This checklist helps our office be alert midway through the semester to any concerns regarding the experiences provided for the intern. There is also a place for comments which we read carefully.

GUIDELINES FOR INTERN EVALUATION

FORM D1 & D2 INTERNSHIP INTERIM EVALUATION FORM

This evaluation report represents a major instrument for providing continual and formative feedback regarding the student's performance and progress, and serves to alert the university supervisor to potential problem situations. The university supervisor should respond immediately to any problems mentioned in the report and assist as needed.

This form should be completed at least twice by the cooperating teacher and given to the university supervisor. It is expected that when the second interim evaluation form is completed, that a plan of action will be developed and shared with the intern that addresses any areas needing improvement. Discuss with the university supervisor the dates and procedures for submitting it to them. (In Art, Music, Theater and Dance, each cooperating teacher will complete this form at least once.) (Early Childhood majors use a different form which can be found in the Early Childhood Packet.)

FORM E

SAMPLE FINAL INTERNSHIP EVALUATION

The NCR copy of the Final Internship Evaluation Form in this packet is for the cooperating teacher to complete two weeks prior to the last day of internship. The university supervisor, who completes a separate evaluation, will receive the same form from the Internship Office. The sample provided on page 38 should be reviewed carefully by the intern and cooperating teacher early in the semester and can be used by the intern as a self-evaluation tool. (Early Childhood majors use a different form, which can be found in the Early Childhood Packet)

FORM F

COOPERATING TEACHER FEEDBACK FORM

This form is for the cooperating teacher to complete at the end of the internship. It informs the Internship Office about the cooperating teacher’s thoughts on the internship experience just completed.
OPTIONAL FORMS

FORM G  FINDING OUT ABOUT SCHOOL SERVICES AND RESOURCES…………..42-44
This guide is intended to help the intern understand the human and material resources at their school.

FORM H  SAMPLE CONFERENCE PLANNING GUIDE.........................45
Interns may use this form to review their teaching performance as observed by either a cooperating teacher or university supervisor and to plan for continued development.

FORM I  CONFERENCING GUIDE FOR COOPERATING TEACHERS AND INTERNS........46
This form may be used by the cooperating teachers as a guide when conferencing with the intern.

FORM J  LESSON EVALUATION FORM........................................47
This form may be used to evaluate individual lessons with the cooperating teacher and university supervisor. Discuss areas for improvement.

FORM K  PLAN OF ACTION EVALUATION FORM...............................48
Complete this form for any indicators that are evaluated at a 2 or lower on the D2 Interim Evaluation Form.

FORM L  GENERAL REACTION TO THE HANDBOOK......................49
INTRODUCTION

This HANDBOOK is the result of the accumulated knowledge of, and input from, previous interns, practicing teachers, university faculty who work closely with schools and administrators who are part of the teacher education team. Therefore, we encourage interns, cooperating teachers and university supervisors to take the time to read through the handbook. It will clarify what is expected to happen during internship. It also explains the responsibilities of each person who plays a role in internship. If there are parts that are unclear, call the Internship Office.

The primary responsibility of the Internship Office is to facilitate the final internship process. As such, we are always looking for input from teacher education teams to improve both this handbook and the various teacher education programs in the college. We love to hear from you when things are going well, but more importantly, do not hesitate to call on us if you run into a problem that you cannot solve through normal channels. Experienced help is available to you through this office. “Toughing” out a situation beyond a reasonable time can result in unsatisfactory interning experiences. Teaching is one of the hardest, but most rewarding jobs in the world. It is our job to see that the teacher education team functions successfully. We cannot do that unless we are kept informed.

Professional Ethics for Interns

Please be advised that under the code of professional and ethical behavior it is inappropriate to discuss any issues related to your students with anyone except your cooperating teacher or your university supervisor.

If a problem arises between you and your cooperating teacher, discuss it first with your university supervisor. Your university supervisor will then suggest a course of action.

If a problem arises between you and your university supervisor, discuss it only with the Chair of the department, your faculty advisor or the Assistant Dean for Undergraduate Programs.

As a future teacher, you are expected to treat pupils, parents, and colleagues in a fair and just manner that communicates respect for all persons regardless of their abilities and socioeconomic backgrounds.
COLLEGE OF EDUCATION DIRECTORY

Office of the Dean ............................................................................................................................... (813) 974-9063
    Hilda C. Rosselli, Ph.D., Associate Dean for Teacher Education

Internship Office ................................................................................................................................ (813) 974-3440
    Dianne Wood, Administrative Assistant

Undergraduate Advising ......................................................................................................................(813) 974-4728
    Deborah Rook-King, Program Assistant

Graduate Advising ...............................................................................................................................(813) 974-3406
    Judy Oltz, Program Assistant

Certification Information .....................................................................................................................(813) 974-1804
    Sherry Evatt, Administrative Assistant

Suncoast Area Teacher Training Honors Program (SCATT) ..........................................................(813) 974-2061
    Jean Linder, Director

    Adult and Vocational Education....................................................................................................(813) 974-3455
    Art Education...............................................................................................................................(813) 974-3168
    Dance Education..........................................................................................................................(813) 974-2614
    Elementary/Early Childhood........................................................................................................(813) 974-3460
    Music Education..........................................................................................................................(813) 974-2311
    Physical Education.........................................................................................................................(813) 974-3443
    Secondary Education....................................................................................................................(813) 974-3533
    Special Education..........................................................................................................................(813) 974-3410
    Theatre Education.........................................................................................................................(813) 974-2701
I. The Internship Program

The intern is assigned to a school, under the competent guidance of a cooperating teacher, for one full semester at or near the end of the senior year. It is during this period that the intern devotes a major portion of the program to taking an active part in actual classroom experiences. The intern participates by observing, teaching, and evaluating the same activities as the regular classroom teacher.

OBJECTIVES

The main objectives of the program are to provide the intern with opportunities for the following:

A. To develop a coherent and rational view of current professional practice in education.

B. To establish a collegial relationship with members of the school staff, parents, and all persons interested in the education of the students.

C. To become skilled in teaching by:
   - understanding the behavior of pupils
   - managing student learning
   - applying educationally sound principles of learning

D. To enhance instructional competencies by:
   - selecting and specifying goals and objectives
   - selecting instructional strategies
   - selecting instructional materials
   - organizing classroom groups and activities
   - implementing lesson plans
   - collecting data to use for program improvement

E. To develop skills in performing normal administrative duties including the maintenance of required records and the submission of required reports.

STATE COMPETENCY EXAMINATION

Passing all appropriate sections of the Florida Teacher Certification Examination is a requirement for successful completion of the undergraduate internship. Application forms for the examination are available in the Student Academic Services Office. Study guides for the exam can be obtained from HMS 316, Institute for Instructional Research and Practice.

II. Role of Major Participants

The College of Education is keenly aware of the significant contribution made by the school systems in the internship program. The sharing of this joint responsibility in teacher preparation is deeply appreciated.

The major participants in the internship program are: the intern, the Office of Student Academic Services, the representative of the school system, the university supervisor, the school principal and the cooperating teacher.

INTERNSHIP OFFICE

The Office of Student Academic Services works directly with the designated representative of the superintendent of schools in each county or school system in interpreting the program and in assigning the intern according to the policy of the particular county or school system. The office personnel coordinate all phases of the program and serve as a liaison between the individual school systems and the College of Education. The Director of Student Academic Services assists university supervisors on specific problems involving interns. She is also a contact for interns in the event that the university supervisor is not available.

PLACEMENT CHANGES

Please remember that any change of placement must be handled through the Internship Office before any decision is made. Each district has its own system for working with USF to handle these situations and we have committed to follow their specific procedures.

DESIGNATED REPRESENTATIVE OF SCHOOL SYSTEM

The representative works directly with the Office of Student Academic Services in the College of Education in all activities on the school system level and serves as the major liaison with the College of Education. The representative consults with local supervisors and principals in making intern assignments within the individual schools.
UNIVERSITY SUPERVISOR

The university supervisor works closely with the principal and cooperating teacher in interpreting the program, visiting as often as possible to share in the evaluation of the intern’s progress and providing assistance and advice in problem situations. Depending upon the situation, the intern may be notified in advance of the visit. Some visits, however, may occur without prior notice. The supervisor is ultimately responsible for the grade assigned for the internship.

A. In most cases, the university supervisor will observe and critique the intern teaching in the classroom a minimum of three times throughout the semester for a conclusive observation. In addition to these observations, an introductory and final visit are usually made by the supervisor for a minimum of five total visits.

B. The university supervisor should be willing to discuss matters relating to the intern with the cooperating teacher.

C. The supervisor will evaluate the intern’s teaching with the intern and the cooperating teacher and assign the final grade based upon collaboration with the cooperating teacher. In between scheduled or unscheduled visits, the intern may contact the university supervisor at any time to discuss concerns and problems and request extra visits as deemed helpful.

D. The supervisor will work very closely with the intern so that the internship is a satisfying and rewarding experience, personally and professionally.

If the intern is unable to reach the university supervisor, the Internship Office should be contacted at (813) 974-3440.

SCHOOL PRINCIPAL

The principal works closely with the designated representative of the school system in placing interns with teachers under conditions most suitable and beneficial for the intern. The principal encourages outstanding classroom teachers to become cooperating teachers, but are urged to place interns only with teachers, or teams of teachers, who request such an experience. The principal treats interns as beginning faculty members, interpreting school policies accordingly.

COOPERATING TEACHER

The cooperating teacher should meet certification standards of the State of Florida in the area of the intern’s major. Teachers should have at least three years of service in the Florida state school system and be highly competent, demonstrating expertise in the classroom, skilled in interpersonal relationships, and interested in guiding interns. Each cooperating teacher is required to have successfully completed a state endorsed Clinical Educator training. The cooperating teacher plays a critical role in the teacher education process. By agreeing to accept an intern, the cooperating teacher affirms a commitment to the profession to aid in the development of highly qualified beginning teachers.

The cooperating teacher is expected to:

A. Create an atmosphere of acceptance for the intern that invites collaboration and mentoring;

B. Provide opportunities for the intern to observe and participate in the classroom and in extra-curricular activities;

C. Allow and encourage the intern to plan and carry out lessons that may deviate from the assigned textbook but still meet appropriate course objectives and curriculum guides (such lessons will be subjected to review and approval by the Cooperating Teacher);

D. Provide feedback on the intern’s performance in both informal and formal ways, and to provide support necessary for the intern to develop and refine his/her professional practice skills. **The Cooperating Teacher will facilitate the use of audio and/or video tapes for recording the intern’s teaching performance;** and

E. Provide for continuous evaluation of the performance of the intern through daily contact, weekly conferences in which the intern will receive written anecdotal feedback, self-evaluation sessions, completion of the interim evaluation forms and through final evaluation procedures performance of the intern through daily contact.

On the Tampa Campus, the Department of Special Education and selected teams in the Elementary Education Program use the term “Professional Practice Partner” (PPP) to refer to the new role developed encompassing responsibilities of both the Cooperating Teacher and University Supervisor.
INTERN

The intern is a degree-seeking university student in good standing who has completed two-thirds or more of the teaching specialization, has attained at least a 2.5 overall grade point average and met all other College of Education eligibility requirements.

An intern is not a teacher's aide and is not training to become a teacher's aide. Interns are inexperienced teachers who are honing their pedagogical skills under the guidance of an experienced teacher. **Interns may not assume substitute positions during the internship.**

Most interns do not hold a Florida Teaching Certificate of any rank and usually apply for certification after completing the internship, graduating from the University, and acquiring a position in a school.

III. Intern Responsibilities and Guidelines

(see also Intern Responsibilities Check List-Form B)

**ABSENCES**

Interns are allowed no absences during their internship. If illness or an emergency should require the intern to be absent from school for any period of time, **it is the responsibility of the intern to let the cooperating teacher, university supervisor, and the school secretary know immediately.** In cases of prolonged or repeated absences, the university supervisor will, after consulting with the cooperating teacher and principal, determine whether the intern's experience will be extended or repeated in a subsequent semester. Such decisions should be communicated to the Internship Office. Employment interviews are to be scheduled after internship hours.

**CODE OF DRESS**

The intern will be dressed appropriately for the role of a professional person, conforming to the dress code and culture of the assigned school.

**CONDUCT**

The intern should be considered a professional member on the school staff. Conduct expectations should be appropriate to the position, conforming to the morals and customs of the school.

**ACADEMIC EXPECTATIONS**

A. Write detailed lesson plans and have them approved by the cooperating teacher preferable three days in advance of implementation;

B. **In the event of any absence, the intern is to see that the cooperating teacher has the lesson plan/s with accompanying instructional materials;**

C. Physical Education interns are expected to have special lesson plans ready to implement on inclement weather days;

D. Write short and long range (unit) plans;

E. Plan and confer continuously with the cooperating teacher and notify university supervisor if cooperating teacher is not available for conferencing on a regular basis;

F. Assume total responsibility for teaching students for a minimum of 6-8 weeks; and

G. Complete teaching portfolio (if required by program).

**SCHOOL PROCEDURES**

An intern is expected to:

A. Be at the school during the hours of the teaching staff and be punctual;

B. Follow the calendar of the school system;

C. Abide by the regulations and rules of the school system;

D. Attend all faculty meetings unless directed otherwise by the school principal; and

E. Practice sound professional ethics and hold all information in confidence concerning children or others as directed.
SENIOR SEMINAR

The Senior Seminar is a course which undergraduate majors take concurrently with the final internship and for which they receive a letter grade (except for Elementary Education majors). Interns are required to find out how their Senior Seminar is conducted and where and when the seminar meets. It is possible that attending this seminar may require an intern to leave the internship early on days the seminar meets.

Masters degree students are encouraged to attend the seminar even though it may not be a required course in their program. It has been our experience that Masters degree students who attend the senior seminar often manage problems better than those who fail to attend.

IV. Responsibilities of the Cooperating Teacher

ORIENTATION

The principal and cooperating teacher are key figures in making an intern feel welcome to their school and staff. The following activities can help the intern feel comfortable and confident in the school environment:

The cooperating teacher should:

A. Introduce the intern to the faculty and school staff;
B. Provide a tour of the entire school facilities;
C. Explain the general philosophy and policies of the school, the rules and regulations and all emergency procedures to be followed;
D. Treat the intern as a coworker and professional person;
E. Notify parents of the presence of the intern and identify him/her to them;
F. Introduce the intern to the students as another teacher who will be interning in the classroom;

G. Acquaint the intern with the overall program, the daily schedule and routines, lesson plans, location of all teaching materials, the standard of conduct established, policies on disciplinary action, emergency procedures, and pertinent information regarding each student (e.g., cumulative records, conferences with parents, test scores, health records, etc.);
H. Provide a desk/table, storage space, handbooks, teacher's guides, textbooks, etc., for the intern; and
I. Make the school handbook available to the intern.

GUIDED OBSERVATION

Planning for periods of observation early in the internship is suggested. This will enable the intern to become familiar with content and procedures so that he/she will be more knowledgeable when teaching responsibilities are assumed.

The observation stage is a continuous process. While it is helpful for interns to spend some time observing the cooperating teacher's procedures during the first week, it is difficult for anyone to just sit and watch for several hours a day. Systematic observation periods should be integrated with other experiences such as tutoring one or two individual students. It is important that the intern has an opportunity to observe, at some time, all the activities that teaching involves. We suggest that the initial observations focus on the following:

1. The procedural aspects of the classroom - how the teacher takes roll, organizes the class, and initiates the lesson.
2. The class management aspects of teaching. Most interns find that this is difficult for them. While they learn about class management in the college classroom, they cannot begin to acquire competency in it until they are in a real class.

These initial observations should be the focus during the first few days and should be accompanied by discussions.

Observation periods should continue intermittently during the first few weeks with the emphasis shifting to observing instructional techniques and procedures.
These include:

1. **How is the class organized for learning?** How is movement from large to small groups accomplished? How are students grouped for optimal learning experiences? (Who is not allowed to sit with whom?)

2. **How does the cooperating teacher plan for teaching?** Interns will be expected to write fairly lengthy lesson plans at this stage of development. The lesson plans during internship serve two purposes. First, they help interns organize their thinking about the content and processes they plan to use. Second, they serve as a communication instrument which helps the cooperating teacher and the university supervisor understand how the intern thinks about the crucial matter of planning for instruction.

3. **How is the instruction delivered?** How much time is spent lecturing? How are discussions initiated and maintained? What audio-visual aids are available, and what procedures should be followed to access them properly? (Do they have to be signed out by the teacher?) How can technology be employed to deliver instruction? Interns should also have an opportunity to learn how the everyday paperwork is handled. Interns are usually totally unprepared for the amount of paperwork that is part of the teacher's daily load, as well as the importance of doing it accurately. This is one of those competencies that cannot be learned outside the classroom.

Throughout the semester, interns may need to observe some specific aspects of the instructional process. Sometimes this need may be expressed by the intern; sometimes the cooperating teacher will perceive the need based on observing the intern teaching.

**SPLIT INTERNSHIPS**

In order to meet state K-12 certification requirements, USF interns in Art, Dance, Early Childhood and Music Education participate in a split internship that involves moving to another grade level and in many cases, another school. All timeline suggestions are made with the understanding that internships in these majors will operate under a different calendar.

**PARTICIPATION**

In addition to guided observation, participation in the classroom should be planned sequentially, making the transition to full-time teaching a successful and rewarding experience.

Each cooperating teacher should plan for the intern to participate in the following areas:

A. Develop plans for instruction;

B. Secure instructional and resource materials;

C. Write daily lesson plans with the cooperating teacher;

D. Tutor individual students;

E. Accompany and direct students to different areas of the school;

F. Assume responsibility for one small instructional group or subject area;

G. Assume responsibility for a total class or subject area for short periods of time;

H. Gradually assume responsibility for additional groups and subject areas;

I. Assume responsibility for the total class or scheduled classes for the entire school day; and

J. Keep records and evaluate progress of students.

**TEACHING**

The length of internship is one full semester. The actual amount of full-time teaching the intern will do depends upon individual needs, past experiences, abilities, interest, enthusiasm for teaching and commitment to the profession. There is no "one plan" for all interns. A period of six to eight weeks full-time teaching is expected (some adjustments may apply in Art, Dance, Early Childhood and Music Education). Some interns have assumed full-time responsibility for longer periods, others shorter. Nevertheless, a "block" of weeks will enable the intern to view the process of teaching in a more sequential, comprehensive pattern. The intern will develop skill in planning for instruction over a period of time as opposed to day-to-day fragmented vision. Periodic visits by the university supervisor to observe will also aid in determining the progress of the intern.
The following is an example of a typical time schedule for observing and teaching:

- **Weeks 1-2**: Observation and modeling of cooperating teacher. Initial meeting between university supervisor and cooperating teacher.

- **Weeks 3-5**: Gradual undertaking of full teaching responsibilities collaboratively determined by cooperating teacher and intern.

- **Weeks 3-13**: A minimum of three observations by university supervisor. This will include at least one unannounced observation.

- **Weeks 6-13**: Intern will be teaching full time and have assumed all classroom responsibilities.

- **Weeks 14-15**: Gradual relinquishing of teaching responsibilities back to the cooperating teacher. Planned observations in other class settings as appropriate. Final observation and evaluation of intern.

**NOTE**: Adjust accordingly for Art, Dance, Early Childhood and Music Education.

**GENERAL COMMENTS ON EVALUATION**

Every intern wants to know "How am I doing?" As a member of the profession who has assumed responsibility for an intern, a cooperating teacher has the obligation to provide the guidance necessary for developing the intern's teaching abilities. **Day-to-day informal discussions are necessary for checking over plans and materials and evaluating together the intern's teaching as well as reviewing plans for the next day.**

In many school systems, facilities and resources are available for video taping interns' teaching activities. Arrangements should be made through the cooperating teacher, the school principal, and the university supervisor. Video tapes have been an effective evaluation tool for the intern and cooperating teacher and for use in the senior seminars.

It is advisable for the cooperating teacher and intern to set aside some time each week to evaluate the week in total and make plans together for the week ahead; to discuss teaching techniques and materials; to look at specific problems which have occurred; and access areas of teaching.

Everyone thrives on authentic praise and recognition. It is suggested that the teacher find an area a day in which the intern can be honestly praised. Nothing succeeds like success!

**SPECIFIC GUIDELINES PERTAINING TO FORMAL EVALUATION OF INTERNS**

All teacher preparation programs approved in the State of Florida are required to document that students completing their programs have demonstrated all 12 Accomplished Practices at the Pre Professional Benchmark. Therefore the formal evaluation of interns is critical not only for the students but for the College's reporting responsibility to the State Department.

The College of Education's evaluation forms are intended to be used as documents that summarize judgments made by the Cooperating Teacher and University Supervisor from both observations as well as reviews of documents such as lesson plans, record keeping systems, student achievement data, or parent communication developed during the internship. Our current rating system reserves the rating of 5 (The Intern consistently demonstrates this Accomplished Practice at a level exceeding that expected of a beginning teacher.) for those situations in which an intern truly excels. We believe that a rating of 3 is a satisfactory rating that would result in passing the internship and a rating of 4 indicates that the intern is very accomplished. We suggest that a thoughtful use of the ratings will demonstrate to principals that those who have worked with the student have recognized variable talent within an intern's repertoire as well as across interns. (Some principals have indicated that they place more faith in an evaluation that is not automatically rated at the highest level for every indicator. They also read and appreciate handwritten comments.) **NOTE**: Some individual indicators may not be directly observed by a university supervisor and may need to be rated in conjunction with the cooperating teacher.
In terms of written evaluation, the cooperating teacher has two obligations:

1. **Complete the Internship Interim Evaluation Form (Forms D-1 & D-2) with the intern.** Early Childhood interns use a separate form (see packet). The Interim Evaluation Form is used twice in most programs to provide written and specific feedback to the Intern. The form provides a mechanism for assessing an intern's progress on each indicator linked to the Florida Accomplished Practices at the Pre Professional level and it is a parallel document to the Final Internship Evaluation Form. The first time the form is used, it is expected that some indicators may not have been observed yet. Also, for programs with dual placements, it may be unreasonable to assume that the intern would have completed all of the indicators within the first 7-8 weeks.

   It is expected that when the second Interim Evaluation Form is completed, that a Plan of Action will be developed and shared with the intern that addresses any areas needing improvement. This form helps the intern set goals for improvement and direction. A Plan of Action can be completed each time an informal or formal evaluation is completed, but it is required when any indicator rated with a 2 or lower on the second Interim Evaluation Form. When used in this situation, the plan of Action should outline specific steps expected of the intern that will lead to improvement as well as support that will be provided by the cooperating teacher and/or university supervisor to help the intern make progress.

   For an indicator that is not appropriate for a particular discipline or context, it is best to mark this as NR (Not Relevant). The signature of the intern simply indicates that the form was reviewed by the evaluator as well as the intern and does not necessarily convey agreement.

   The first Interim Evaluation Form should be completed at the end of the 5th week; the second form at the end of the 11th week. For Art, Dance, Music and Early Childhood Education, it is expected that each cooperating teacher will complete only one Interim Evaluation Form.

2. **Complete the Final Internship Evaluation Form (Form E) at the end of the semester.** Early Childhood interns use a separate form (see packet). Each cooperating teacher is to complete, sign and review the Final Internship Evaluation Form with the intern at the conclusion of the internship. The Final Evaluation Form is produced on NCR paper and serves as the formal assessment documenting the Intern's performance and demonstration of the Florida Accomplished Practices at the Pre Professional benchmark. Four copies are distributed: White-Student, Yellow-Internship Office, Pink-Cooperating Teacher, and Blue-University Supervisor.

   In order for the College to document that a student has demonstrated a particular Accomplished Practice on the Summative Rating Form, all indicators for that AP must be rated a 3 or higher on the Final Internship Evaluation Form. (In some cases, it may be acceptable for an indicator to be rated as NA or NR; e.g. limited access to technology for AP 12).

   The intern signs the form; however, the signature means a review has occurred, it does not mean there is agreement concerning the evaluation. The white copy of the Final Evaluation Form then becomes the property of the intern. The university supervisor also completes an evaluation (Form E) at the end of the semester, reviews it with the student and signs it. Again, the student's signature indicates that he/she has reviewed the form. It does not mean agreement of the two parties. (Students in the Art, Dance, Early Childhood, and Music Programs will each have one Final Evaluation Form from the University Supervisor and one from each cooperating teacher.)

   After the University Supervisor (or PPP) has reviewed both ratings of the indicators for each AP on Form E, they will use a form provided (Final Internship Accomplished Practices Summative Rating Form) to make a professional judgment regarding the student's overall demonstration of each AP. They will need to decide if the student has: D--demonstrated the AP, PD--partially demonstrated the AP, or ND--not demonstrated the AP. It is up to the discretion of the University Supervisor, in partnership with the Cooperating Teacher to make the final assessment of S or U for the intern.
RECOMMENDATIONS

After an internship is completed, a cooperating teacher may be asked by a principal or school district to complete a recommendation form on the intern. It is expected that a recommendation given by the Cooperating Teacher would closely mirror the ratings given on the Final Internship Evaluation Form.

V. Interstate Agreement on Qualification of Educational Personnel

Florida participates in the Interstate Agreement on Qualification of Educational Personnel regarding degrees with the following states:

1. Alabama  
2. Arkansas  
3. Arizona  
4. California  
5. Colorado  
6. Connecticut  
7. Delaware  
8. Georgia  
9. Hawaii  
10. Idaho  
11. Indiana  
12. Kentucky  
13. Maine  
14. Maryland  
15. Massachusetts  
16. Michigan  
17. Mississippi  
18. Montana  
19. Nevada  
20. New  
21. New Hampshire  
22. New Jersey  
23. New Mexico  
24. New York  
25. Ohio  
26. Oklahoma  
27. Oregon  
28. Pennsylvania  
29. Rhode Island  
30. South Carolina  
31. Tennessee  
32. Texas  
33. Utah  
34. Vermont  
35. Virginia  
36. Washington  
37. West Virginia  
38. District of Columbia

Periodically new states may be added to the list of interstate contract participants. Effective October 1, 1991 - September 30, 1996.

An applicant's eligibility for certification according to the interstate agreement contract will be determined after the application for a Florida teaching certificate or letter of eligibility is complete and on file in the Teacher Certification Office in the Florida Department of Education.

This contract pertains only to certification of classroom teachers for K-12 school levels and only to "initial regular certificates." It does not apply to certification of administrative, supervisory, service, and certain vocational areas.

VI. Legal Responsibility of the Intern

231.14 SUBSTITUTION

An intern is in the process of gaining experience as a teacher still under the supervision and guidance of a certified cooperating teacher and the University. Under Florida School Laws (231.14, 1982, P. 56) "no person shall be employed to serve in an instructional capacity as a regular or part-time teacher in the public schools who does not hold a valid certificate to teach in Florida ...". If the cooperating teacher is absent from school, a certified substitute should be appointed as temporary cooperating teacher even though the intern is directing and teaching the classes at that point in the internship. An intern may not be used as a regular substitute teacher even though he/she may hold a Florida Substitute Teaching Certificate.

228.041 DEFINITION OF INSTRUCTIONAL PERSONNEL

From time to time the question arises as to the legal responsibility of the intern while he or she is on the job in the school. This matter was handled by the 1965 session of the Florida Legislature and amended in the 1967, 1972, and 1975 sessions. In brief, the intern has the same legal responsibility and is accorded the same protection of the laws as the certified teacher. The Florida School Laws statute definition of instructional personnel is as follows:
(9) Instructional Personnel. - "Instructional personnel" means any member of the instructional staff as defined by regulations of the state board and shall be used synonymously with the word "teacher" and shall include teachers, librarians, and others engaged in an instructional capacity in the schools. A student who is enrolled in an institution of higher education approved by the state board for teacher training and who is jointly assigned by such institution of higher education and a school board to perform practice teaching under the direction of a regularly employed and certified teacher shall be accorded the same protection of the laws as that accorded the certified teacher while serving such supervised internship, except for the right to bargain collectively with employees of the school board.

VII. Professional Teaching Practices Act

231.28 EDUCATION PRACTICES COMMISSION; AUTHORITY TO DISCIPLINE

(1) The Education Practices Commission shall have authority to suspend the teaching certificate of any person as defined in s.228.041(9) or (10) for a period of time not to exceed three years, thereby denying him/her the right to teach for that period of time, after which the holder may return to teaching as provided in subsection (4); to revoke the teaching certificate of any person, thereby denying him/her the right to teach for a period of time not to exceed ten years, with reinstatement subject to the provisions of subsection (4); to revoke permanently the teaching certificate of any person; or to impose any other penalty provided by law, provided it can be shown that such person:

(a) Obtained the teaching certificate by fraudulent means;
(b) Has proved to be incompetent to teach or to perform his/her duties as an employee of the public school system or to teach in or to operate a private school;
(c) Has been guilty of gross immorality or an act involving moral turpitude;
(d) Has had his/her certificate revoked in another state;
(e) Has been convicted of a misdemeanor, felony, or any other criminal charge, other than a minor traffic violation;
(f) Upon investigation, has been found guilty of personal conduct which seriously reduces his effectiveness as an employee of the school board;
(g) Has breached a contract, as provided in s.231.36(2); or
(h) Has otherwise violated the provisions of law or rules of the State Board of Education, the penalty for which is the revocation of the teaching certificate.

(2) The plea of guilty in any court, the decision of guilty by any court, the forfeiture by the teaching certificate holder of a bond in any court of law, or the written acknowledgment, duly witnessed, of offenses listed in subsection (1) to the superintendent or his/her duly appointed representative or to the school board shall be prima facie proof of grounds for revocation of the certificate as listed in subsection (1) in the absence of proof by the certificate holder that his/her plea of guilty, forfeiture of bond, or admission of guilt was caused by threats, coercion, or fraudulent means.

(3) The revocation by the Education Practices Commission of a teaching certificate of any person automatically revokes any and all Florida teaching certificates held by that person.

(4) (a) A teaching certificate which has been suspended under this section is automatically reinstated at the end of the suspension period, provided such certificate did not expire during the period of suspension. If the certificate expired during the period of suspension, the holder of the former certificate may secure a new certificate by making application therefore and by meeting the certification requirements of the state board current at the time of the application for the new certificate.

(b) A person whose teaching certificate has been revoked under this section may apply for a new certificate at the expiration of that period of ineligibility fixed by the Education Practices Commission by making application therefore and by meeting the certification requirements of the state board current at the time of the application for the new certificate.
The superintendent shall report to the department the name of any person who has been convicted of, or who has pled nolo contendere to a misdemeanor, felony, or any other criminal charge, other than a minor traffic infraction, or any act which would be a ground for revocation or suspension under subsection (1). The superintendent shall also report to the department the name of any person who has been dismissed or severed from employment because of conduct involving any immoral, unnatural, or lascivious act.

VIII. Rules of Department of Education State Board of Education

6B-1.001 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.

6B-1.006 PRINCIPLES OF PROFESSIONAL CONDUCT FOR THE EDUCATION PROFESSION IN FLORIDA

(1) The following disciplinary rule shall constitute the Principles of Professional Conduct for 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 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 process 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 and State Board of Education Rules.

(m) Shall report to appropriate authorities any known allegation of a violation of Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.

(n) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.

(o) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

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

6B-5.01 General

The standards listed in this chapter are the minimal standards of the education profession in Florida and are the basis for reviewing the performance of professional educators. The standards shall apply to those who teach and those who supervise and provide administrative services to those who teach.

Specific Authority 229.053(1), 231.546(2) (a)(b) FS. Law Implemented 231.546(2) FS. History - New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83.

6B-5.02 Definitions

As used in Chapter 6B-5, FAC, the following words and terms have the following meaning:

(1) Administrative--Pertaining to the execution, application, or management of persons or things.

(2) Available--Usable or obtainable.

(3) Communication skills--The capacity, ability, or art of giving, or giving and receiving, through any of the senses, information, ideas, and attitudes.

(4) Competent--Able or fit to discharge the required duties as set forth in this chapter.

(5) Designated task--The duty or assignment for which an educator is responsible.

(6) Diagnosis--Identification of needs, strengths, and weaknesses through examination, observation, and analysis.

(7) Educator--Any certified person in the educational program including but not limited to, those engaged in teaching, administering, and supervising.
(8) Effective--Producing a definite or desired result.

(9) Management--The effective control or supervision of people, time, space, and material resources.

(10) Policy--Authorized expressions of public intent reflecting general principals guiding the efforts of a school system or school toward approved goals.

(11) Personnel review, assistance--An observation of an educator's performance which reports observed strengths, deficiencies, and recommendations for strategies designed to produce improvement.

(12) Personnel review, competence--A three day observation of an educator's performance which reports facts observed and conclusions regarding the educator's competence.

(13) Teacher--One who teaches or instructs. Specific Authority 229.053(1), 231.546(2) (a)(b) FS. Law Implemented 231.546(2) FS. History - New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83.

6B-5.03 Administrative and Supervisory Requirements

Competent educators must possess the abilities and skills necessary to perform the designated task. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following administrative and supervisory requirements:

(1) Keep records in accordance with responsibilities designated by law and with accepted practices of the school district.

(2) Supervise and evaluate others in accordance with law and accepted practices of school district.

(3) Recognize the role and function of community agencies and groups as they relate to the school.

(4) Utilize available instructional materials and equipment necessary to accomplish the designated task.

(5) Adhere to and enforce administrative policies of the school, district rules and State Board rules, in accordance with Florida Statutes.

(6) Adopt or develop a system for keeping records of student progress.

(7) Counsel with students both individually and collectively concerning their educational needs. Specific Authority 229.053(1), 231.546(2) (a)(b) FS. Law Implemented 231.546(2) FS. History - New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83.

6B-5.04 Analysis of Individual Needs and Individual Potential

The competent educator shall use or ensure the use of acceptable techniques to analyze the needs and potential of individuals. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following techniques to analyze the needs and potential of individuals:

(1) Diagnose the entry level and skill of students, using diagnostic tests, observations, and student records.

(2) Select, adapt or develop, and sequence instructional materials and activities for the designated set of instructional objectives and student needs.

(3) Create interest through the use of materials and techniques appropriate to the varying abilities and backgrounds of students.

(4) Use individual student interests and abilities when planning and implementing instruction.

(5) Make assignment of tasks and duties consistent with individual abilities and specialties.

(6) Recognize the instructional needs of exceptional students.

(7) Recognize patterns of physical and social development in students. Specific Authority 229.053(1), 231.546(2) (a)(b) FS. Law Implemented 231.546(2) FS. History - New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83.
**6B-5.05 Instructional Procedures**

Each competent educator shall ensure or promote accomplishment of the designated task through selection and use of appropriate instructional procedures. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following instructional procedures:

1. Establish rapport with students by using appropriate verbal and visual motivational devices.

2. Use procedures appropriate to accomplish the designated task to include but not be limited to:
   - Identifying long-range goals for a given subject area.
   - Constructing and sequencing related short-range objectives for a given subject area.

3. Practice instructional and social skills which assist students to interact constructively with their peers by encouraging expressions of ideas, opinions, and feelings.

4. Give directions for carrying out an instructional activity by assuring that the task is understood and using feedback techniques which are relevant to the designated task.

5. Utilize information and materials that are relevant to the designated task. Specific Authority 229.053(1), 231.546(2) (a)(b) FS. Law Implemented 231.546(2) FS. History - New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83.

**6B-5.06 Communication Skills**

In communicating with students and educators, each educator, commensurate with job requirements and delegated authority, shall demonstrate competence with the following communication skills:

1. Use language and terminology relevant to the designated task.

2. Use language which reflects an understanding of the ability of the individual or group.

3. Orally communicate information coherently and logically.

4. Write in a logical and understandable style with appropriate grammar, spelling, and sentence structure.

5. Comprehend and interpret oral messages.

6. Extract major ideas or themes from the statements of others.

7. Encourage individuals to state their ideas clearly. Specific Authority 229.053(1), 231.546(2) (a)(b) FS. Law Implemented 231.546(2) FS. History-New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83.

**6B-5.07 Management Techniques**

The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following management techniques:

1. Resolve discipline problems in compliance with the policies of the school, rules of the district school board and the state Board, and Florida Statutes.

2. Maintain consistency in the application of policy and practice by:
   - Establishing routines and procedures for the use of materials and the physical movement of students.
   - Formulating appropriate standards for student behavior.
   - Identifying inappropriate behavior and employing appropriate techniques for correction.

3. Maintain standards of conduct required in Rule 6B-5.07 (2), FAC.

4. Use management techniques appropriate to the particular setting. Specific Authority 229.053(1), 231.546(2) (a)(b) FS. Law Implemented 231.546(2) FS. History-New 0-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83.
6B-5.08 Competence in Specialization

Each competent educator shall possess knowledge within the area of specialization to a degree consistent with the educator's professional preparation. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in specialization by:

(1) Demonstrating an awareness of current developments in the field of specialization.

(2) Demonstrating an ability to read, comprehend, interpret, and use professional material. Specific Authority 229.053(1), 231.546(2) (a)(b) FS. Law Implemented 231.546(2) FS. History - New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83.

6B-5.09 Evaluation of Learning and Goal Achievement

Each competent educator accepts responsibility commensurate with delegated authority to evaluate learning and goal achievement. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following techniques used to evaluate learning and goal achievement:

(1) Use several types of evaluation techniques, including but not limited to classroom tests constructed by the educator to measure student performance according to criteria based upon objectives.

(2) Provide frequent and timely responses concerning the work attempted and tasks assigned.

(3) Analyze and interpret effectively the results of evaluation for judging instruction, the achievement of stated goals, or the need for further diagnosis.

(4) Utilize the results of evaluation for planning, counseling, and program modification.

(5) Explain methods and procedures of evaluation to those concerned.

(6) Possess the ability to comprehend and work with fundamental mathematical concepts. Specific Authority 229.053(1), 231.546(2) (a)(b) FS. Law Implemented 231.546(2) FS. History - New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83.

6B-5.10 Human and Interpersonal Relationships

The educator, commensurate with job requirements and delegated authority shall demonstrate competence in the following human and interpersonal relation's skills:

(1) Assist students in developing their values, attitudes, and beliefs.

(2) Encourage and support behavior which reflects a feeling for the dignity and worth of other people.

(3) Demonstrate instructional and social skills which assist others to interact constructively

(4) Provide leadership and direction for others by appropriate example.

(5) Offer constructive criticism when necessary.

(6) Comply with reasonable requests and orders given by and with proper authority.

(7) Assign reasonable tasks commensurate with objectives and designated responsibility.

(8) Demonstrate self-confidence and self-sufficiency in exercising authority.

(9) Apply instructional and social skills in developing positive self-concepts. Specific Authority 229.053(1), 231.546(2) (a)(b) FS. Law Implemented 231.546(2) FS. History - New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83.
6B-5.11 Personal Requirements

In assessing the mental or physical health of educators, no decision adverse to the educator shall be made except on the advice or testimony of persons competent to make such judgment by reason of training, licensure and experience. Each educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following personal requirements:

(1) Engage in physical activity appropriate to the designated task except for temporary disability.

(2) Communicate effectively to accomplish the designated task.

(3) Exhibit appropriate control of emotions.

(3) Perform designated tasks with sufficient intellectual ability. Specific Authority 229.053(1), 231.546(2) (a)(b) FS. Law Implemented 231.546(2) FS. History - New 10-7-69, Repromulgated 12-5-74, Amended 8-12-81, 4-5-83.

IX. Florida Statutes Duties of Instructional Personnel

231.09 Duties of Instructional Personnel

Members of the instructional staff of the public schools shall perform duties prescribed by rules of the school board. Such rules shall include, but not be limited to, rules relating to teaching efficiently and faithfully, using prescribed materials and methods; record keeping; and fulfilling the terms of any contract, unless released from the contract by the school board.

X. Florida Statutes Authority of Teacher

232.27 Authority of Teacher

Subject to law and to the rules of the district school board, each teacher or other member of the staff of any school shall have such authority for the control and discipline of students as may be assigned to him by the principal or his designated representative and shall keep good order in the classroom and in other places in which he is assigned to be in charge of students. If a teacher feels that corporal punishment is necessary, at least the following procedures shall be followed:

(1) The use of corporal punishment shall be approved in principle by the principal before it is used, but approval is not necessary for each specific instance in which it is used. The principal shall prepare guidelines for administering such punishment which identify the types of punishable offenses, the conditions under which the punishment shall be administered, and the specific personnel on the school staff authorized to administer the punishment.

(2) A teacher or principal may administer corporal punishment only in the presence of another adult who is informed beforehand, and in the student's presence, of the reason for the punishment.

(3) A teacher or principal who has administered punishment shall, upon request, provide the pupil's parent or guardian with a written explanation of the reason for the punishment and the name of the other adult who was present.
Florida Accomplished Practices and Pre-professional Benchmarks

All students completing an initial degree that certifies them to teach are expected to be able to demonstrate competency at the Pre Professional level on each of the twelve Florida Accomplished Practices outlined below. Example indicators are provided defining what is typically expected. The College has also redesigned the Intern Evaluation Forms used to correlate with each AP. A number of the programs in the College require students to organize their portfolios around these practices.

Accomplished Practice #1  Assessment

Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

Pre-Professional: collects and uses data gathered from a variety of sources. These sources will include both traditional and alternative assessment strategies. Furthermore, the teacher can identify and match the student’s instructional plan with her/his cognitive, social, linguistic, cultural, emotional, and physical needs.

Accomplished Practice #2  Communication

Uses effective communication techniques with student and all other stakeholders.

Pre-Professional: recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

Accomplished Practice #3  Continuous Improvement

Engages in continuous professional quality improvement for self and school.

Pre-Professional: realizes that she/he 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 her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher’s continued professional improvement is characterized by self-reflection, work with immediate colleagues and teammates and meeting the goals of a personal professional development plan.
Accomplished Practice #4  Critical Thinking

Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

Pre-Professional: 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.

Accomplished Practice #5  Diversity

Uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socioeconomic background.

Pre-Professional: 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 climate of openness, inquiry, and support by practicing strategies as acceptance, tolerance, resolution, and mediation.

Accomplished Practice #6  Ethics

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

Accomplished Practice #7  Human Development and Learning

Uses and understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

Pre-Professional: draws upon well established human development theories and concepts and variety of information about students and plans instructional activities.

Accomplished Practice #8  Knowledge of Subject Matter

Demonstrates knowledge and understanding of the subject matter.

Pre-Professional: 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 acquisitions of new knowledge and skills using that knowledge.
Accomplished Practice #9  Learning Environments

Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

Pre-Professional: 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 students’ input into the processes. The teacher understands that she/he will need a variety of techniques and is working to increase her/his knowledge and skills.

Accomplished Practice #10  Planning

Plans, implements, and evaluates effective instruction in a variety of learning environments.

Pre-Professional: recognizes the importance of setting high expectations for all students, works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

Accomplished Practice #11  Role of the Teacher

Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Pre-Professional: communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

Accomplished Practice #12  Technology

Uses appropriate technology in teaching and learning processes.

Pre-Professional: uses technology as available at the site and as appropriate to the learner. She/he 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.
FLORIDA PERFORMANCE MEASUREMENT SYSTEM
DOMAINS

Historically, the College of Education used an Internship Evaluation Form based on the Florida Performance Measurement System Domains (FPMS). When the College revised its Internship Evaluation Forms, the skills for each of the FPMS domains listed below were incorporated into the new form.

1.0 PLANNING FOR INSTRUCTION
Pre-classroom teacher activities that develop schema for classroom activities
1.1 Content Coverage
1.2 Utilization of Instructional Materials
1.3 Activity Structure
1.4 Goal Focusing
1.5 Diagnosis

2.0 MANAGEMENT OF STUDENT CONDUCT
Teacher actions that minimize the frequency of disruptive student conduct
2.1 Rule Explication and Monitoring
2.2 Teacher Witness
2.3 Overlapping
2.4 Quality of Desist
2.5 Group Alert
2.6 Movement Smoothness
2.7 Movement Slow-Down
2.8 Effective Praise

3.0 INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT
Teacher performance that provides for conservation of class time, organization and delivery of instruction, and teacher-student interaction
3.1 Efficient Use of Time
3.2 Review of Subject Matter
3.3 Lesson Development
3.4 Teacher Treatment of Student Talk
3.5 Teacher Academic Feedback
3.6 Management of Seatwork/Homework

4.0 PRESENTATION OF SUBJECT MATTER
Manipulation of the content of instruction to induce learning
4.1 Presentation of Interpretative Knowledge
4.2 Presentation of Explanatory Knowledge
4.3 Presentation of Academic Rules
4.4 Presentation of Value Knowledge

5.0 COMMUNICATION: VERBAL AND NONVERBAL
Verbal and nonverbal teacher behavior that evokes and expresses information and personal relationships
5.1 Control of Discourse
5.2 Emphasis
5.3 Task Attraction and Challenge
5.4 Teacher's Speech
5.5 Body Language

6.0 EVALUATION OF ACHIEVEMENT
A systematic process of assessing and reporting the extent to which instructional objectives are achieved
6.1 Test Construction
6.2 Preparation for Testing
6.3 Test Administration
6.4 Monitoring Student Progress
6.5 Rating and Marking
At least once a month, I am asked to give an answer to the question, "Why do you teach?" Quite often people ask because they are shocked by the thought that anyone would actually choose the teaching profession - especially since there are so many other "more meaningful" careers.

I also find it both amusing and annoying that my inquisitors cannot believe that I choose to teach at a school more associated, more often than not, with violence and low test scores than with scholarships and money. My school does not always enjoy "good" press! To those of us who choose to teach here it can be best described as a "potpourri" of ethnic groups, in which I enjoy interacting. All of my classes are a mix of Hispanic, Oriental, black and white students.

It probably would be "easier" to teach at a school where most of the kids dress the same, look the same, and have parents that all earn a nice salary. However, for the most part, my students are passionate about what they do, what they say and why they are who they are. I think that fact alone makes for a more vibrant teaching and learning environment.

Now let me explain why I teach. I guess it's for a variety of reasons. First of all, I love the kids. Very few things in life (except for the birth of my children, my incredible marriage and watching the space shuttle go off at Kennedy Space Center) give me the rush I get when a student gets excited about what we're doing in class. And, folks, it happens more often than not.

When Melvin thanks me for making him read and write a response to "Huckleberry Finn" because he's a junior in high school and has never read a book before, I'm not appalled at the fact that he's never read a book, I'm excited that he's accomplished a goal.

When I read Allan's responses to the same book and find him identifying with the main character and becoming incensed with the racist overtones of the book, I marvel that such a clam in class really has values that most adults believe teens never think about.

When Matt turns in his narrative memory writing about the time he ran away from home, I tell him he should write a book. Yes, it's that good.

Teaching teens can be an incredibly humbling experience. Trying to find just the right word to say when a kid is hurting takes more than workshops and seminars on interpersonal relationship building strategies. It takes listening and thinking and praying and trying to be sensitive to what's really going on in that kid's head, but it's worth it.

When Becky tells me that she feels like she's trapped at home because her mother won't let her grow up, sometimes all I have to do is tell her how I feel as the mother of a young woman and she's willing to give her parents another shot. Sometimes, that's not enough.

When Richard hits a double and his perfect sacrifice bunt helps the baseball team win a crucial game, I remember his insecurity about batting stats earlier that day and the chance I had to encourage him, because Richard is truly a winner.

Probably my most selfish reason for teaching is that I learn so much. Some days these kids teach me as much as I teach them. Most people (including teachers) believe that giving out information is the best way of teaching. I've found quite the opposite. Most students eagerly do an assignment when it involves them being actively involved in learning. Most of them want to share their ideas when they see that their responses are appreciated and encouraged.

So, if it sounds like I'm on a soapbox about not giving up on teens and teachers and the quality of education, it's because I am. Every day I see teachers who encourage and help; rarely do I find one who just doesn't care.

At least once a year I have a student who comes back after having dropped out and makes a complete turnaround. When I see a kid graduate and he comes back to tell me he's decided to become an English teacher because of my class (true story), it's staggering. Not every student is a miracle story, but when one does happen, it makes it all worthwhile.
When student teachers come to us for advice about their culminating field experience, we often say that internship is like adolescence. During adolescence students are not quite children and are not quite adults but are in a transitional period of intense growth where they are figuring out who they are, the meaning of life, what it all about, etc. Working as a student teacher is a similar experience. It, too, is a period when students aren't quite students and aren't quite teachers but are experiencing an intense period of growth where they are questioning who they are (as a teacher), the meaning of teaching, and what it (teaching) is all about. There are few adults, if any, who would willingly repeat adolescence, and we have yet to meet an experienced teacher who would voluntarily repeat their student teaching; both situations are unique and special, full of learning moments.

We jokingly tell our students that if they are married to get a divorce and if they have children to give them away, in order to stress the point that student teaching will demand an inordinate amount of their time. Student teaching is best experienced during simple times, and is not the time to get married, have a baby, work two jobs, or even attend a class. If students have exceptional energy then we encourage them to use that energy in the school doing those things that teachers also do, such as coach a sport, chaperone a dance, attend various athletic events, or help with the newspaper, literary magazine, or yearbook. Not only will they glean extra experience, but the volunteer work might help them acquire a job.

As teachers, we know that it sometimes takes another student to drill a point home even though we have done everything in our power to teach it ourselves. With that principle in mind, we have been asking our student teachers at the end of their field experiences, to give the one piece of advice they wish they had heard before they student taught. Following are the words of experienced student teachers, addressed to all novice interns.

About Students

1. Students are more intelligent and capable, overall, than we had thought or had been led to believe.
2. Remember that students are like you--they get bored easily! Students want different material so do not spend too long on one thing.
3. Students like to talk about themselves.
4. Treat your students like humans. Don't talk down to them, listen to their ideas, and implement their interests and ideas whenever possible.
5. Students never cease to amaze you with their abilities, both positive and negative.
6. It is important that the students know what the teacher expects and thinks of them.
7. Do not be afraid to have high and sound standards. Students will rise to the occasion (or at least attempt to which is, in itself, a positive thing). Encourage students to work to their potential--push them hard.
8. Do not expect miracles from your students. Often, they will rebel at the change between their teacher and you. Remember that you are teaching young adults, if not children--not honors students in college.
9. Students in school are real; students in college aren't. The "adult" bad day is bad, but the "student" bad day is usually ten times worse.
10. Students like to be rewarded.
11. Don't be afraid to make the students "stretch," for they will if you motivate them. There are students who can be motivated to do a lot of work--sometimes four-hour homework assignments if they are really into it.
12. Treat students like humans, not like aliens, and they'll return the favor. Find out as much as you can from your students; talk to them. Find out what they like and dislike.
13. Always talk to your students as if their parents were listening.
14. Do not be embarrassed to show your feelings to students. If you feel sick, let them know and they will be understanding. If they've hurt your feelings, tell them. They are human, too, you know.
15. Remember your social graces—say please and thank you when talking to students.
16. Taking the time to pay attention to a student's personal work can reap immeasurable rewards. Give each student positive, personal feedback either orally or in writing.
17. The quiet, well-behaved student needs attention, too.
18. Do not think that you haven't reached special students just because they don't earn a tangible "A" or say a "thank you" to you.
19. Love the students, and they will love you back.
20. Be there for your students. It seems like too much sometimes, but you will feel real good about it.

About Discipline

21. Start out with firm discipline. It is easier to lighten up than it is to get stricter because of problems.
22. Address discipline problems before they get out of hand, in a nice way if possible.
23. Give a warning before you react. Many times students are unaware of your feelings or that they are doing something wrong.
24. Do not take everything your students say to you personally. You are an authority figure whether you want to be or not, and some students have problems with authority figures.
25. Students will take advantage of you if given the opportunity.
26. Large children are not necessarily mature even if they appear to be.
27. Homework and discipline hassles will also come from bright, likable students in an "average" class unless you get to know them as early as possible. Try giving detentions so that you can have some one-on-one time with these "discipline problems." By taking time to get to know them as people and allowing them to know something about you, they will get more involved with classwork and will consistently do more homework.
28. When students question your authority, answer them quickly (according to policy) and with a professional attitude.
29. Dress the part—it makes a difference!
30. Do your best to be part of a solution. For example, if a student doesn't have a pencil, give him or her one. Sure, you can dock a point for participation if that is your thing, but make learning accessible to everyone.
31. Be consistent in your behavior toward students.
32. The best way to ensure good classroom management is to be positive. Smile and use positive phrasing.
33. If you are having behavior management problems in the classroom, talk to your Assistant Principal(s). Many times they have valuable suggestions for handling problems and offer a unique perspective on things.
34. Classroom management is so important! Forget about being liked, but that will come if you set standards, care for the students, and teach them.
35. Students forget flare-ups and mistakes, why can't you? Every day is a new day. Going home and brooding over any mishap (they can happen to the best of teachers/interns) helps no one. If you have had a bad day or made a mistake, learn from it and then FORGET IT!

About Planning

36. ALWAYS be prepared! There is no such thing as too much preparation.
37. Go the extra mile when doing lesson plans. The better prepared you are, the easier the teaching task will be. You will feel a lot more comfortable with your presentation and the students usually know and appreciate it.
38. NEVER go into the classroom unprepared. The students will know and you might even double your workload as a result.
39. When planning and presenting your lessons, remember that your students don't know what you know. Don't take any knowledge on the student's part for granted. Take things one step at a time. Build on what they do know.
40. Always have a "Plan B" for any given day.
41. Do not be concerned if you are asked to teach something that you have not studied. The key is to prepare. You cannot know everything.
42. Be creative when writing lesson plans. Use some of the strategies learned in your methods classes; variety works!
43. Do not exhaust all of your creativity and exciting ideas in the first few weeks. You do not have to provide a three ring circus all day every day.
44. Each class has a personality of its own. Don't expect to teach each class in the same way. Only having "one preparation" is misleading.
45. Teachers do a lot more homework than students think.
About Teaching

46. Give reasons for boring, tedious work; give reasons that explain how it will help the students in long run.
47. Never pretend you know something that you do not know; students can tell. Be sincere.
48. Students will believe you if you tell them that everyone learns to "get it right" by doing it wrong from time to time. They will take more learning risks if teachers overcome their tendencies to OVER-REWARD the correct answer. Guessing is a meritorious activity essential to learning.
49. Do not be afraid to admit your mistakes; rather, learn from them.
50. A good teacher is made by hard work, diligence, and trial and error. Do not be afraid to try out different and innovative methods in order to enhance learning and cooperation from the students.
51. Be flexible! Allow for change in your plans even when a planned program is taking too long, particularly if it is a good learning experience. Taking a "learning detour" is sometimes student or teacher generated.
52. A rigid agenda leaves no time to follow-through when necessary; you lose continuity.
53. If something is going well for you like certain activities or games, do not overuse the activity and make it old before its time. Leave it for awhile, "give it a rest," and come back to it. The students will appreciate it.
54. Teacher-made study guides are helpful for students but don't overdo it.
55. Be sure to make copies of all papers, handouts, and assignments sent home for students to work on. These copies are great for a teacher's records and will be helpful at grade time when students claim they never received the work.
56. Students do not take enough notes. Prepared handouts do not facilitate research skills.
57. It is helpful to conduct reviews.
58. If you plan to use examples, make them up ahead of time. Making them up on the spot often leaves too large a margin for error.
59. Do not assume that the assignment is understood; make sure that it is by doing comprehension checks.
60. Sometimes the class can teach something as well as or better than you.
61. Grouping students and allowing them to talk to one another about assignments is an effective way to get them to learn. Realize, however, that you may have to teach them how to work in a group. Be prepared and give them specific tasks to complete.
62. Classes are not put together by ability.
63. Do not be afraid to work students hard but make sure the assignments are meaningful. Students recognize and turn off to busy work.
64. Never underestimate what your students are capable of doing--go for the challenge! You just might be surprised.
65. Allow moderated open discussions.
66. Giving students the power to call on someone to recite will keep their attention on drills longer than if the teacher keeps that control.
67. Peer teaching/response groups are effective in dealing with writing assignments.
68. Students like to do different things. For example, my students liked learning vocabulary with songs. Give them a chance to get up and stretch when they sing. Don't be afraid to teach them, even high school students, silly songs. You will probably find out, like I did, that your students really enjoyed it.
69. Students, regardless of their age, love to be read to.
70. Do what the class does.
71. Extend the concept of having the teacher write when students write to include showing the teacher's work to the class.
72. Be professional in your actions and appearance, and most of all, be consistent.
73. Just be yourself. The students will know right away if you act like someone you're not.
74. Don't be afraid to let the students know that you are human. Laugh, cry, and sympathize with them; they have feelings too.
75. Get their respect and return it!
76. Let your great personality assist you in the teaching process. Provide positive interactions, not negative reactions. The students have come to learn, not to be punished. Teach them!
77. Find one success that is a result of your teaching and hang on to that to keep you going.
78. Sometimes all it takes is just one student to finally understand a concept and that will make your day.
79. The students that seem to dislike you the most because you made them work will be the most upset when you leave.
Give them love along with an education, and you will know the joys of teaching.

About Supervising Teachers

81. Do anything you can to get along with other faculty members, especially your supervising teacher.
82. Don't put all of the responsibility on yourself. Don't be afraid to ask questions of all those people there to help you, and ask for help if you need it. You are not alone!
83. Find what works for YOU! Use as much of your own creativity and ideas in your teaching, and develop your own style rather than your supervising teacher's style. Remember that you are an individual and there may be social, cultural, and other background differences between you and your supervising teacher. Do not be a puppet but remember that you are a guest and should be gracious.
84. Do not allow yourself to be intimidated by the students or the teacher who will be evaluating your performance. Listen to all of the feedback given to you from your students, supervising teacher, and university supervisor.
85. Accept help when you need it. Supervising teachers, and other teachers, are usually more than willing to help. This is your first time in a classroom so don't be too hard on yourself. Try to remember that your internship is practice time.
86. If your supervising teacher tells you something, be open-minded and go along with it. Never close your mind to new ideas. The things or ideas that you thought would never work just might be your greatest success story.
87. When you really disagree with your supervising teacher about something, try to remember that you are a temporary visitor in the classroom; and, besides, you will have your own classroom soon enough.
88. Be assertive with your supervising teacher when necessary. It truly does not help to let "things" pass. Talk it out! Work it out! Get your supervising teacher to talk to you, especially when it concerns a style difference.
89. When in doubt as to how to handle a problem with your supervising teacher, ask yourself these questions:
   A. Is the problem merely a difference in teaching styles? If so, deal with your teacher as a professional.
   B. Is the problem one of ethics? If so, and you cannot work it out with your supervising teacher, go to your university supervisor at once. These kids deserve the best our profession can provide.
90. Utilize your university--that's what it's there for. If you are having problems with your supervising teacher, see your university supervisor as soon as possible. If you are having problems with your university supervisor, see another professor that you respect and trust.

About Interning

91. Take one day at a time. The first month is the most difficult because you are trying to adjust and are learning so much. Teaching gets easier as you get more practice and confidence.
92. Regardless of the fact that you may be an "A" student, no class can prepare you thoroughly for the amount of paperwork you will be responsible for during internship. Keep meticulous, accurate attendance records, grades, etc.
93. Do not stop working hard even if your supervising teacher lets up. If you get behind, it is very difficult to catch up.
94. Keep all of your evenings free because you will need them for lesson planning, grading papers, and sometimes sleep.
95. Warn your family that you will be happy to spend time with them--at the end of the summer.
96. The first few weeks you will be exhausted. Take heart because this, too, shall pass. By the end of the first month, you should start feeling used to the place.
97. Wear comfortable shoes. Your feet will hurt even in Naturalizers.
98. The school system includes hundreds of thousands of students. Forget that. Your school includes many thousands of students. Forget that. Your classes include 100 to 150 students. Remember that. These students are your responsibility. You are one person and you cannot save the world. Chip away at the 100 to 150 in your care, and believe that there are other teachers like you doing their best with the students in their care.
99. Be confident about the fact that you know your subject area, having worked very hard to graduate and made sacrifices to reach that milestone.
100. Do not be upset or uncomfortable about not knowing what you are expected to teach. For example, you might not have read one of the novels you are expected to cover. Just remember that you really don't know something until you teach it!

101. Be patient with yourself and the students. You are both learning and some lessons take more than a day!

102. Ignore, "This is stupid!" Students soon find out that it is not the lesson that is stupid but they are just ignorant of the topic.

103. Keep yourself motivated and positive so there will be a healthy environment for the kids to learn.

104. Find ways to incorporate materials such as your favorite poems, stories, or authors, into the curriculum. Chances are if you love the material, you will teach with enthusiasm.

105. Be enthusiastic--it's contagious! Get out of yourself and strive to be dynamic! Show a sincere interest and, when appropriate, a passion for the material you are covering (particularly literature). Passion for a subject is infectious.

106. Be nice and friendly to everyone. You never know who can help you and besides, who needs enemies?

107. Get along with the janitor.

108. Become acquainted with the media specialists as soon as you can. They can help you with equipment and materials you never even knew existed and can make your classroom more original.

109. It is very easy to get isolated in your work. Try to keep up with your other intern buddies. Sharing success stories and sorrows help you cope better.

110. Don't get discouraged. Focus on each little success—no matter how small.

111. Forgive yourself for mistakes and remember that "tomorrow is the first day of the rest of the semester."

112. During student teaching, it is imperative to have an outlet of some kind, especially during weekends. In my case, a waitress job I used to dread going to suddenly became something I looked forward to. Waitressing is something I know like the back of my hand and something that would let my brain rest by taking my mind completely off of school.

113. This sounds trite, but it often gets neglected: You have to take care of your health! Eating healthy foods and getting proper rest and exercise (which seems impossible at times) will make so much difference in your stamina and reducing your stress level.

114. Never lose your sense of humor. If you do not have one, either find one or find another profession.

115. Student teaching is the best, single preparation for teaching. Enjoy it, immerse yourself in it, and learn from it because it only happens once in a lifetime. It's really worth it.

In conclusion, this undergraduate's comment really captures the intensity and life-changing aspects of the student teaching experience: "It reminded me of when I was pregnant. Everyone has advice but when it comes right down to it, it's the pregnant lady who has to do the job." In other words, each student teacher personally has to do the work in order to be effective. Getting there (to student teaching) might have been fun, delivering (the material) some days might be agonizing, but usually when it is all said and done, "It's really worth it!"

Dr. Joan Kaywell and Dr. Carine Feyten are professors at the University of South Florida.

This article was printed in the February/March 1992 edition of The High School Journal.
Although some of the programs in the College of Education require that students complete a portfolio as part of a graduation requirement, this same portfolio may need to be revised (shortened) for interviewing purposes. Although principals may be impressed with the fact that applicants for a teaching position have spent time gathering and organizing materials that reflect their personal philosophies and practices, they have limited time to review either a hard copy of the portfolio or an electronic version of the portfolio. The following elements are considered vital for principals to review.

**Resume:** An up-to-date resume that follows a standard outline should be one of the first items in the portfolio. This resume is included in your portfolio, but you should have several copies of it to include with applications for teaching positions. The quality of your resume is often the first impression you make with a future employer. As such, it should be neat and include all relevant information.

**Philosophy:** Your philosophy should be internally consistent, reflect sound educational practices, and be well-written. Your philosophy should be based on a number of congruent beliefs—about students and their ability to learn, and about what a good program should look like for different age groups. It should not be more than two typed pages, double-spaced.

**Teaching reflections:** You should write about your teaching experiences as the semester progresses for inclusion in your portfolio. They may be edited versions; or take a number of different forms such as a poem, song or rap. They should give the reader some notion of the changes you have gone through from the beginning to the end of your internship.

**Samples of lesson experiences:** One or two lesson plans or unit guides will give the reader some idea of your planning ability.

**Student reactions:** This entails students’ ideas about important aspects of your professional practice, including any funny or wise comments that they may offer. You may be surprised how insightful students’ reactions are and what credibility these reactions have with principals and supervisors. This section also can include samples of your students’ work.

There are some additional items that will enhance your portfolio and give it more of a personal touch. They are as follows:

**Photographs / slides:** Pictures often speak more quickly than words. A few well placed photos will enhance your portfolio, if they are selected from the point of view of informing the reader about your professional practice or unique aspects of your life.

**Literary items:** Choose copies of articles that you find interesting for inclusion in your portfolio. These can range from articles that peaked your interest encountered in journals or popular magazines. Remember, quality more than quantity.

**Videotaped teaching sample:** A short videotape sample of your teaching tells a principal that you are not afraid to put your talent on the line! The sample should be limited to 15 minutes in length.

The items for your portfolio should be chosen carefully and presented neatly. Principals have to do a great deal of paperwork, and they will be annoyed by messy papers, scratched-out writing and coffee spills. Items should NEVER have been torn out of a notebook! The only exception to this rule is papers from your students. These should remain in their original form.

Students who have used portfolios report that principals and supervisors are impressed with them. It is the way of the future! If you have been reading the literature on teacher evaluation, the portfolio is considered a powerful tool for evaluating the way we do one of the most challenging but enjoyable tasks in the world—educating the young!
CAREER SEARCH PREPARATION

The following are guidelines for education majors in writing a cover letter and resume. This information was extracted from the Placement Manual available at the Career Resource Center.

To receive helpful interview tips and information on setting up a placement file, please visit the Career Resource Center in SVC 2088, (813) 974-2171.

THE COVER LETTER

You need a cover letter only when you are using your resume as a tool to gain an interview. Situations in which a cover letter is considered necessary are: when you are contacting potential employers from a list you have developed, when you have been personally referred, or when you are responding to a vacancy announcement.

All cover letters should be addressed to a specific person, individually typed, no more than one page and set up in a business format. The basic structure for a cover letter is usually three or four short paragraphs which include:

**Statement of Purpose:** Explain who you are and why you are submitting your resume. State the position or general area for which you are applying and how you heard of the company or position. If you have been asked to submit your resume or have a personal referral so you know your resume is expected, the cover letter can be very brief and there is no need to include an explanation of your qualifications.

**Explanation of Qualifications:** Mention briefly why you are interested in this company or this position. Be positive and talk about things relevant to the employer. If possible, point out specific areas of your education or experience that match the needs of the organization. While you can certainly draw attention to one or two things on your resume, do not just reiterate the information on your resume. Expand on one bit of information relevant to this company or position or mention something not in your resume.

**Closing Request for Response:** State clearly the actions you would like the employer to take. Request company information or ask for a personal interview. You may even say you will phone to arrange an interview or you will follow up if you haven't heard from them in two weeks.
RESUME PREPARATION

Other than an interview itself, a resume and cover letter are probably the most important items in helping you gain employment.

A resume is your personal advertisement and marketing device. It is designed to highlight your qualifications, skills and accomplishments and to convince the reader that it would be worth the time to interview you. It is often the reader’s only impression of a candidate so it obviously needs to be carefully prepared.

While there is no standard design or format, there are some basic guidelines. The physical format of the resume is best when well-spaced and easy-to-read. Since the goal of the resume is to help you obtain an interview, not to serve as an interview, a resume should be concise, to-the-point and not redundant. Most resumes are best kept at only one or two pages in length. Sometimes an effective strategy is to develop several versions of your resume. This is particularly true if you have multiple career interests or if you want to design a resume for a specific job.

The resume should be neatly and accurately typed onto 8 1/2 by 11-inch high-quality paper with no grammatical errors or misspellings. Copies of a resume should be of a high quality. Capitalization, underlining, indentation, typesetting and/or different script can all be used to emphasize certain points. See the sample resumes for examples of possible layouts, heading titles and ways to organize material.

There are two basic resume styles--a reverse chronological format and a functional format. The chronological format describes qualifications and experience in reference to time; by dates with the most recent listed first. This is the most widely accepted and easily understood format. The functional format organizes categories by skills and areas of expertise. While more difficult to write, it can be highly effective when organized well and tailored to a specific position. Often, the most effective resume is a combination of the two formats.

There are some categories of information which should always be included in the resume: your identifying information, education, and experience. Most personal data and vital statistics, such as age or marital status, are no longer considered appropriate. There are exceptions to this. A foreign student or someone with a name or background which suggests foreign citizenship may wish to include visa status or citizenship information. A willingness to relocate or to travel could also be personal data worth mentioning. Most resumes are organized using the following categories:

1) IDENTIFYING INFORMATION
   At the top of the sheet give your name, address, phone number and/or message phones.

2) CAREER OBJECTIVE
   A career or professional objective should be placed at the beginning of a resume to help the reader focus on relevant qualifications. An objective description serves best when it is short, simple and direct. It can be very specific, but need not be if the range of possibilities is broad. A career objective should not sound like a wish list of jobs nor should it be worded in terms reflecting personal self-fulfillment such as "opportunities for growth and/or rapid advancement," "challenging and rewarding" or "with opportunities for graduate school financing."
3) **EDUCATION**
Since relevant education is a primary qualification for most recent graduates, this category usually comes next. List the degrees in reverse chronological order prominently listing the degree, the option/major, the school and the date received or expected. Other important information about your education can be mentioned—thesis title and advisor's name, a senior project or independent study, areas of specialization, relevant course work and your GPA if you are proud of it. (Do not list all course work as in a transcript.)

4) **EXPERIENCE**
Experience is usually presented in reverse chronological order, listing the most recent position first. Highlight relevant employment experience, those positions with duties and responsibilities which may have bearing on the position you are now seeking. Remember, a relevant experience does not have to be paid! It may not be to your advantage to list and describe in detail jobs not related to your career. Routine jobs may be placed into a single sentence or short paragraph at the end of the experience section. Employers are usually interested in the fact that you helped support yourself in school.

For those experiences you choose to present, list your title, the employer, the location (but not necessarily the complete address of the employer), the dates employed and a work description. Position descriptions are most effective when specific accomplishments and results are spelled out using action verbs. (See list of examples.)

5) **SPECIAL SKILLS**
This section can be used to mention or discuss any skills which may be applicable or to emphasize your strong points. Skills to include here might be computer software and hardware, foreign languages, analytical techniques, written and verbal communication skills.

6) **HONORS AND AWARDS**
Falling in this optional category are scholarships, fellowships and prizes, Dean's List or honor standing and any awards or acknowledgments. If the list is long, be selective and choose only a few of the most relevant or impressive.

7) **ACTIVITIES AND INTERESTS**
This optional category can be used to point out other personal strengths or to offer a picture of a well-rounded personality. Extracurricular activities can demonstrate leadership abilities, cooperation, a sense of involvement and commitment and a high energy level. Particularly, list hobbies or interests which are related to your professional goals.

8) **REFERENCES**
Rather than listing references on a resume, you should prepare a separate sheet entitled, "Professional References." This saves space, may protect your references and allows you greater control over choice and changes of references. Choose references who know your work; for instance, your cooperating teacher, school principal where you interned, professors and former employers. Be sure and list name, title, phone number with area code and address. Usually four names are sufficient. Be sure you ask their permission before using their names and furnish them with a copy of your resume and professional goals.
SAMPLE

CHRONOLOGICAL RESUME
FOR EDUCATION MAJORS

NAME
Address
City, State, Zip Code

OBJECTIVE
State clearly and concisely the level of teaching position, school, elementary or secondary you are seeking. Data should reflect specific areas of interest and skills.

EDUCATION
Degree, B.A., M.A., major, University of South Florida, date, certification - areas. Additional courses taken in/outside major related to employment objective. Papers, research projects, etc., indicative of specific abilities, knowledge, and interests.

GPA _______ Major _______ Overall, Percent of college expenses student provided.

HONORS AND ACTIVITIES
Honors, awards, and extracurricular activities that reflect skills, such as leadership, management, etc.

INTERN EXPERIENCE
Term 1. School, dates, experience gained, classes taught. Unique contributions made or ideas initiated.

Term 2. School, dates, experience gained, classes taught. Unique contributions made or ideas initiated.

Term 3. School, dates, experience gained, classes taught. Unique contributions made or ideas initiated.

OTHER EXPERIENCE
Position titles
Names of employers, locations, dates worked.
Emphasis on:
--special skills or talents developed.
--experience gained that can apply to another position.
--personal characteristics that promoted success.
--unique contributions made or ideas initiated.

SPECIAL SKILLS
HOBBIES

COVER LETTER GUIDELINES
FOR EDUCATION MAJORS

4811 S.W. First Avenue
Tampa, Florida 33608
September 18, 19xx

Mr. John P. Johnson, Principal
John Doe High School
123 Tamarack Drive
Tampa, Florida 33601

Dear Mr. Johnson:

First Paragraph. In your initial paragraph, state the reason for the letter, the specific teaching position for which you are applying and indicate from which resource (placement center, news media, friend, employment service) you learned of the opening.

Second Paragraph. Indicate why you are interested in the position, the school, and what you can do for the school. If you are a recent graduate, explain how your academic background makes you a qualified candidate for the position. If you had some practical teaching experience, point out the specific achievements or unique qualifications. Try not to repeat the same information the reader will find in the resume.

Third Paragraph. Refer the reader to the enclosed resume or application blank which summarizes your qualifications, training, and experiences.

Final Paragraph. In the closing paragraph, indicate your desire for a personal interview and your flexibility as to the time and place. Repeat your phone number in the letter and offer any assistance to help in a speedy response. Finally, close your letter with a statement or question which will encourage a response. For example, state that you will be in the city where the school is located on a certain date and would like to set up an interview. Or, state you will call on a certain date to set up an interview.

Sincerely yours,

Mary Ann Smith
Enclosure
Florida School Districts Personnel Contacts

Web Sites for general listing of Florida School Districts (http://www.firn.edu//fldist.html)

*ALACHUA
Dr. Lawrence Marazza,
Superintendent
620 E. University Ave.
Gainesville 32601-5498
352/955-7527
(S) 625-7527
FAX 352/955-6700

Baker
Paula Barton,
Superintendent
392 S. Boulevard East
Macclenny 32063-2540
904/259-6251
(SC) 821-5354
FAX 904/259-2825

BAY
Larry Bolinger,
Superintendent
1311 Balboa Ave.
Panama City 32401
850/872-4100
(S) 777-4201
FAX 850/872-4806

BRADFORD
Russell Larramore,
Superintendent
582 N. Temple Ave.
Starke 32091-2610
904/966-6800
(S) 878-6018
FAX 904/966-6017

*BREVARD
Dr. David Sawyer,
Superintendent
2700 Judge Fran Jamieson Way
Viera 32940-6699
407/631-1911
(S) 323-1402
FAX 407/633-3432

*BROWARD
Dr. Frank R. Petruzielo,
Superintendent
600 S.E. Third Ave.
Fort Lauderdale 33301-3125
954/765-6271
(SC) 484-6271
FAX 954/760-7483

CALHOUN
Jimmy Suggs,
Superintendent
425 E. Central Ave., Room G-20
Blountstown 32422-2422
850/674-5927
FAX 850/674-5814

*CHARLOTTE
Dr. Max L. Schmidt,
Superintendent
1443 Education Way
Port Charlotte 33948-1053
941/255-0808
(SC) 721-7114
FAX 941/255-0413

CITRUS
Julian Kelly,
Superintendent
1007 W. Main St.
Inverness 34450-4698
352/726-1931
(SC) 674-1011
FAX 352/726-0404

CLAY
David Owens,
Superintendent
904/284-6510
FAX 904/284-6525

*COLLIER
Dr. Robert E. Munz,
Superintendent
3710 Estey Ave.
Naples 34104
941/643-2700
(SC) 752-1011
FAX 941/643-5043

COLUMBIA
Michael Flanagan,
Superintendent
528 W. Duval Street
Lake City 32025
904/755-8000
(SC) 887-8000
FAX 904/755-8029

*DADE
Roger C. Cuevas,
Superintendent
1450 N.E. Second Ave., Room 912
Miami 33132-1308
305/995-1428
(FAX) 305/995-1488

DESETO
Adrian H. Cline,
Superintendent
530 LaSolona Ave.
Arcadia 34266-4911
941/494-4222
(SC) 721-7500
FAX 941/494-9675

DIXIE
Dennis Bennett,
Superintendent
P.O. Box 5060
Cross City 32628
352/498-1301
FAX 352/498-1302

*DUVAL
John C. Fryer, Jr.
1701 Prudential Drive
Jacksonville 32207-8182
904/390-2115
(SC) 825-2115
FAX 904/390-2586

ESCambia
Jim May, Superintendent
P.O. Box 1470
Pensacola 32597-1470
850/469-6130
(SC) 685-6130
FAX 850/469-6379

*FLAGLER
Dr. Robert D. Williams,
Superintendent
P.O. Box 755
Bunnell 32110-0755
904/437-7526
(SC) 370-7526
FAX 904/437-7577
COMPUTER FAX
904/437-8286

FRANKLIN
Brenda Galloway,
Superintendent
155 Avenue East
Apalachicola 32320-2069
850/653-8831
SC) 771-4770
FAX 850/653-8984

GADSden
Dr. Harold Henderson,
Superintendent
35 Martin Luther King Blvd.
Quincy 32351-1499
850/627-9651
(SC) 288-1211
FAX 850/627-2160
<table>
<thead>
<tr>
<th>County</th>
<th>Superintendent</th>
<th>Address</th>
<th>Phone</th>
<th>Fax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gilchrist</td>
<td>Don Thomas</td>
<td>P.O. Drawer 67, Trenton</td>
<td>352/463-3200</td>
<td>FAX 352/463-1149</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glades</td>
<td>Gary Clark</td>
<td>P.O. Box 49, Moore Haven</td>
<td>941/946-0323</td>
<td>FAX 941/946-1529</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gulf</td>
<td>Jerry Kelley</td>
<td>150 Middle School Road</td>
<td>850/229-8256</td>
<td>FAX 850/229-6089</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Port St. Joe, Wauchula</td>
<td>904/792-1228</td>
<td>FAX 904/792-3681</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hamilton</td>
<td>Patricia Parks</td>
<td>P.O. Box 1059, Jasper</td>
<td>32052-1059</td>
<td>FAX 904/792-3681</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hardee</td>
<td>Derrel Bryan</td>
<td>P.O. Box 1678, Wauchula</td>
<td>941/773-9058</td>
<td>FAX 941/773-0069</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hendry</td>
<td>Edward A. Upthegrove</td>
<td>P.O. Box 1980, LaBelle</td>
<td>941/675-5266</td>
<td>FAX 941/674-4090</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hernando</td>
<td>Dr. John Sanders</td>
<td>919 North Broad St. Brooksville</td>
<td>352/796-6761</td>
<td>FAX 352/544-6430</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hinds</td>
<td>Dr. Earl J. Lennard</td>
<td>901 E. Kennedy Blvd. Tampa</td>
<td>813/272-4050</td>
<td>FAX 813/272-4510</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holmes</td>
<td>Myron Hudson</td>
<td>211 W. Iowa Ave. Bonifay</td>
<td>850/547-9341</td>
<td>FAX 850/547-9344</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indian River</td>
<td>Dr. Roger Dearing</td>
<td>1990 25th St. Vero Beach</td>
<td>561/564-3150</td>
<td>FAX 561/569-3128</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jackson</td>
<td>Tim J. Chase</td>
<td>850/482-1200</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jefferson</td>
<td>William E. McRae, Jr.</td>
<td>1490 W. Washington St. Monticello</td>
<td>850/342-0100</td>
<td>FAX 850/342-0108</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lafayette</td>
<td>Milton Ceraso</td>
<td>Route 2 Box 271, Mayo</td>
<td>850/294-1351</td>
<td>FAX 850/294-3072</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lake</td>
<td>Dr. R. Jerry Smith</td>
<td>201 W. Burleigh Blvd. Tavares</td>
<td>352/343-3531</td>
<td>FAX 352/343-0198</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leon</td>
<td>William Montford</td>
<td>2757 W. Pensacola St. Tallahassee</td>
<td>850/487-7100</td>
<td>FAX 850/487-7141</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Levy</td>
<td>Paul D. Johnson</td>
<td>P.O. Box 129, Bronson</td>
<td>352/486-5231</td>
<td>FAX 352/486-5237</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Liberty</td>
<td>Jack Summers</td>
<td>P.O. Box 429, Bristol</td>
<td>850/643-2275</td>
<td>FAX 850/643-2533</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Madison</td>
<td>Colleen Campbell</td>
<td>3122 N.E. Duval Street Madison</td>
<td>850/973-5022</td>
<td>FAX 850/973-5027</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manatee</td>
<td>Dr. Gene Denisar</td>
<td>Post Office Box 9069</td>
<td>941/741-7235</td>
<td>FAX 941/741-3455</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marion</td>
<td>Dr. John Smith</td>
<td>P.O. Box 670, Ocala</td>
<td>352/620-7700</td>
<td>FAX 352/840-5660</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Martin</td>
<td>Dr. Sara Wilcox</td>
<td>P.O. Box 1788, Key West</td>
<td>305/293-1400</td>
<td>FAX 305/293-1408</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monroe</td>
<td>Michael Lannon</td>
<td>P.O. Box 1788, Key West</td>
<td>305/293-1400</td>
<td>FAX 305/293-1408</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>Superintendent</td>
<td>Address</td>
<td>Phone</td>
<td>Fax</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------</td>
<td>------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>NASSAU</td>
<td>Dr. John Ruis, Superintendent</td>
<td>1201 Atlantic Ave.</td>
<td>DF 321-5880</td>
<td>904/321-5879</td>
</tr>
<tr>
<td>OKALOOSA</td>
<td>Walter Gordon, Superintendent</td>
<td>120 Lowery Place SE</td>
<td>DF 32034</td>
<td>850/833-3109</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ft. Walton Beach</td>
<td>(SC) 674-3109</td>
<td>FAX 850/833-3401</td>
</tr>
<tr>
<td>OKEECHOBEE</td>
<td>Phoebe Raulerson, Superintendent</td>
<td>100 S.W. Fifth Ave.</td>
<td>941/462-5000</td>
<td>FAX 941/763-9339</td>
</tr>
<tr>
<td>OSCEOLA</td>
<td>Blaine A. Muse, Superintendent</td>
<td>P.O. Box 271</td>
<td>445 West Amelia Street</td>
<td>407/317-3202</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Orlando</td>
<td>(SC) 329-3202</td>
<td>FAX 407/317-3401</td>
</tr>
<tr>
<td>PALM BEACH</td>
<td>Dr. Joan Kowal, Superintendent</td>
<td>3340 Forest Hill Blvd.</td>
<td>561/434-8200</td>
<td>FAX 561/434-8571</td>
</tr>
<tr>
<td>PUTNAM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMINOLE</td>
<td>Dr. Paul J. Hagerty, Superintendent</td>
<td>400 E. Lake Mary Blvd.</td>
<td>941/927-0004</td>
<td>FAX 941/927-2539</td>
</tr>
<tr>
<td>ST. JOHNS</td>
<td>Dr. Hugh Balboni, Superintendent</td>
<td>40 Orange St.</td>
<td>904/826-2101</td>
<td>FAX 904/826-4901</td>
</tr>
<tr>
<td>ST. LUCIE</td>
<td>Dr. William Vogel, Superintendent</td>
<td>2909 Delaware Ave.</td>
<td>561/468-5000</td>
<td>FAX 561/468-5099</td>
</tr>
<tr>
<td>SUWANNEE</td>
<td>J. Wyman Harvard Jr., Superintendent</td>
<td>702 2nd St., NW</td>
<td>904/364-2604</td>
<td>FAX 904/364-2635</td>
</tr>
<tr>
<td>TAYLOR</td>
<td>Oscar Howard, Superintendent</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UNION</td>
<td>Eugene Dukes, Superintendent</td>
<td>55 S.W. Sixth St.</td>
<td>904/496-2045</td>
<td>FAX 904/496-2580</td>
</tr>
<tr>
<td>VOLUSIA</td>
<td>William E. Hall, Interim Superintendent</td>
<td>P.O. Box 100</td>
<td>850/926-7131</td>
<td>(SC) 277-3143</td>
</tr>
<tr>
<td>WAKULLA</td>
<td>David Miller, Superintendent</td>
<td>P.O. Box 100</td>
<td>850/892-8336</td>
<td>FAX 850/892-8338</td>
</tr>
<tr>
<td>WALTON</td>
<td>John Bludworth, Superintendent</td>
<td>145 Park Street, Suite #3</td>
<td>850/638-6222</td>
<td>(SC) 769-6227</td>
</tr>
<tr>
<td>WASHINGTON</td>
<td>Jerry Tyre, Superintendent</td>
<td>652 Third Street</td>
<td>850/638-6226</td>
<td>FAX 850/638-6226</td>
</tr>
</tbody>
</table>