UNDERGRADUATE TEACHER EDUCATION STUDENT HANDBOOK

Stetson University
Department of Education
DeLand, Florida 32723
2016 - 2017
STETSON UNIVERSITY

DARE TO BE SIGNIFICANT... BE A TEACHER

Department of Education
Undergraduate Student Handbook

Department of Education
Stetson University
DeLand, Florida 32723

UNIVERSITY ACCREDITATION
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033
(404) 679-4501

MEMBERSHIP
Florida Association of Colleges for Teacher Education

APPROVAL OF PROGRAMS
Florida Department of Education
National Council for Accreditation of Teacher Education
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Welcome to Teacher Education

You have declared your intention to work toward admission to the Teacher Education Program here at Stetson. You have taken the first step toward a rewarding career and we congratulate you. Teachers indeed light the path to a better tomorrow for our young people. The professors in the Department of Education have made a strong commitment to providing you with a quality teacher education program. We will strive to prepare you to be a creative, reflective, competent teacher who is equipped with the knowledge, skills, and disposition that will enable you to meet the needs of your students within a culturally diverse educational setting in a rapidly changing world.

The program is designed to provide opportunities for you to become increasingly effective in your chosen teaching area by integrating classroom theory with practical experiences in the schools. You will begin observing in schools in your first course and your field experiences will culminate in the senior internship.

To better acquaint you with the program we have developed this handbook as a guide. While we will make every effort to adhere to the rules, policies, and procedures in this handbook, sometimes the Department of Education, our accrediting bodies, our university, and even our department may make changes that will require amendments in such areas as course offerings, degree requirements, regulations, and procedures.

From time to time the Office of Teacher Education Programs will send you online updates that explain any changes or supply you with other information that is important to you. We can only do this with your help, so please read the information and respond if requested. Thank you!

Dr. Chris Colwell
Chair, Department of Education
Meet Your Professors

We want to be a help to you as you progress through the program. You will be assigned an education advisor who will help you plan your program so that you may graduate on time. Below is a snapshot of the professors who teach in this department. Knowing a little about the professors can be a resource for you if you have a particular need or concern.

<table>
<thead>
<tr>
<th>Education Faculty</th>
<th>Area of Expertise</th>
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<tbody>
<tr>
<td>Dr. Patrick Coggins</td>
<td>Cultural Diversity</td>
<td>386.822.7360</td>
</tr>
<tr>
<td>Dr. Christopher J. Colwell</td>
<td>Teacher Evaluation, Proficiency Based Education Education Redesign</td>
<td>386.822.7073</td>
</tr>
<tr>
<td>Dr. Carol Corcoran</td>
<td>Language Arts/Reading</td>
<td>386.822.7531</td>
</tr>
<tr>
<td>Dr. Fran Duvall</td>
<td>Teacher Evaluation, Classroom Management Collaborative Decision-Making</td>
<td>386.822.7704</td>
</tr>
<tr>
<td>Dr. Glen Epley</td>
<td>School Law and School Finance</td>
<td>386.822.7078</td>
</tr>
<tr>
<td>Dr. Bette Heins</td>
<td>Classroom Management/ESE and Single Gender Pedagogy</td>
<td>386.822.7076</td>
</tr>
<tr>
<td>Dr. Mary Ellen Oslick</td>
<td>Reading Assessment</td>
<td>386.822.8890</td>
</tr>
<tr>
<td>Dr. Melissa Parks</td>
<td>Science Education Pedagogy and Gender Roles in the Classroom</td>
<td>386.822.7087</td>
</tr>
<tr>
<td>Dr. Kathy Piechura-Couture</td>
<td>Classroom Management/ESE and Single Gender Pedagogy</td>
<td>386.822.7080</td>
</tr>
<tr>
<td>Dr. Rajni Shankar-Brown</td>
<td>Educational Pedagogy</td>
<td>386.822.8895</td>
</tr>
<tr>
<td>Dr. Carine Strebel</td>
<td>ESOL</td>
<td>386.822.7071</td>
</tr>
<tr>
<td>Dr. Mercedes Tichenor</td>
<td>Math Methods/Assessment and Evaluation</td>
<td>386.822.7086</td>
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MEET THE STAFF

Deb Holewinski, Assistant Director of Undergraduate Accountability and Student Support Services and LiveText Administrator – Office of Teacher Education Programs

Milba Miranda, Administrative Specialist, Main Office, Graduate and Undergraduate Studies

Diana Belian, Assistant Director, Graduate Programs
General Information about the Department of Education

The following information is what drives our program. After reading this section, you will have a better understanding as to why you need to take certain courses and participate in field experiences and other activities.

Vision Statement
Our vision is to prepare reflective, ethical educators who promote change through leadership by initiating and sustaining collaborative reform.

Mission Statement
Our mission is to educate teachers and other school personnel to act as competent, effective and knowledgeable facilitators of learning disposed to using technology and research practices to enhance K-12 education; to create a community of learners responsive to the developmental and social needs of diverse learners; and to respond to student needs and advocate for change at local through global level.

Philosophy
As educators, our faculty encompasses a comprehensive philosophic perspective. We believe education should be learner-centered and that we should educate students to become productive members of a democratic society. We advocate individual growth and personal meaning through problem solving and reflection on personal growth. We view school as a mechanism for change and seek to improve education especially in the areas of diversity and gender equity. We believe that enlightened individuals who focus on the learner and his/her individual growth can effect change in schools and society.

Aim
Our aim is to develop creative and reflective practitioners capable of assuming leadership roles in culturally diverse educational settings in a rapidly changing world.

Outcomes
When you exit our program as education majors, you are expected to demonstrate the following outcomes at the pre-professional level. You will have acquired the knowledge, skills, and disposition to be:

- reflective practitioners
- collaborative instructional leaders
- responsive to diversity
- facilitative change agents

Our outcomes are key to our program. You will find summaries on each of these outcomes in Appendix A. On Stetson’s web site you can find four PowerPoint presentations of the program outcomes that you will refer to throughout your program. The presentations will help you understand what the outcomes might look like in practical terms. You will be introduced to these presentations in your classes, and the outcomes will be reinforced throughout your program. In your senior year you will present a portfolio that demonstrates you have met the outcomes.
Evaluation of the Program
Evaluation of the program is ongoing. Prior to graduation from the approved program, students must pass the Florida Teacher Certification Exam. A survey is sent to graduates and administrators of schools where our graduates are hired as a follow-up on their perceptions of preparation on the Florida Teacher Competencies and the Accomplished Practices. This input is seriously considered when planning program modifications. You are encouraged to practice professionalism by participating in our education surveys conducted by the department.

Questions Often Asked

What are the program admission requirements?

The admission requirements to enter the program are listed below. It is very important to fulfill all the admission requirements, because many upper division courses are open only to those students in the approved program. Not being able to register for these upper division courses in a timely manner would delay your graduation.

Program Admission Requirements

To be considered for admission to the Teacher Education Program, a teacher candidate must:

1. complete an application for admission to a program of study leading to certification;
2. complete a Candidate Acknowledgment of Professional Expectations;
3. present a minimum 2.5 grade point average for all college work taken at Stetson;
4. present a grade of C or higher for Foundations: Writing. If a student is unable to present a grade of C or higher for this course, a grade of C or higher must be presented for an approved English course;
5. meet communications requirement with a grade of C or higher in one of the approved communication courses (sophomore decision for Music Education majors), or present speech recommendations from three professors;
6. present a passing score on all areas of the General Knowledge (GK) test;
7. earn a grade of C or better in EDUC 245H, EDUC 255S, EDUC 265, and all other professional education courses;
8. present a minimum 2.5 grade point average in specialization courses (major field of study);
9. complete a successful interview with members of the Undergraduate Council, if a review of performance in foundation courses suggests weaknesses;
10. join FFEA (or ACDA or CNAfME for music students);
11. follow the degree audit planner. ALL students MUST meet with their education advisor every semester;
12. review the Undergraduate Student Handbook;
13. purchase a subscription to LiveText (department student management and assessment system).

Note: At any checkpoint in your program, if there is a concern about your appropriate progress, the teacher candidate may be required to meet with an education faculty committee before continuing. Background checks are required prior to any field placement.
Admission Requirements for Student Teaching

1. Admitted into the Approved Teacher Education Program;
2. Completed Student Teaching application;
3. Completed student teaching county application;
4. Passing scores on all of the Florida Teacher Certification Examinations (FTCE), Professional Exam (PE), and Subject Area Exam (SAE) in teaching major;
5. A grade of C or better in professional education courses;
6. A GPA of 2.5 or better in major content area and overall;
7. Satisfactory progress in each of the following: Danielson Domains, Reading Competencies, and ESOL Domains;
8. Demonstration of professional dispositions in all coursework and field experiences as outlined by the program;
9. Satisfactory behavior recommendation from Stetson’s Office of Community Standards;
10. Fingerprinting clearance as required by county school boards.

Your student teaching obligations will require an in-depth criminal background check. Background checks for internship placements routinely include information regarding any criminal offenses other than a minor traffic violation. The results of these mandatory background checks may result in the inability to secure final internship placement and removal from the program.

FOR ALL MUSIC EDUCATION MAJORS
TEACHER EDUCATION COURSE/RESPONSIBILITY SEQUENCE

I. IN THE FIRST SEMESTER AT STETSON

Become familiar with the requirements for admission to the Approved Teacher Education Program (requirements listed in the Undergraduate Handbook). Once you have declared Music Education as your major, complete an application for admission to the Approved Teacher Education Program. This application can be found in the lobby of Davis Hall. Return completed application to the Office of Teacher Education Programs, Davis 113.

As part of the course requirement for EDUC 265, take the General Knowledge (GK) portion of the Florida Teacher Certification Exam. The FTCE tests will be given at Pearson VUE Professional Testing Centers strategically located through the state. Tests are given seven days a week with morning, afternoon, and evening availabilities. Information and registration are available online at www.fl.nesinc.com. You will receive an unofficial score report as soon as you complete the test. Let the Undergraduate Education Office know the results of your tests.

II. IN THE SECOND SEMESTER AT STETSON

Join CNAfME or ACDA and maintain active membership throughout your Stetson career.

III. IN THE SOPHOMORE (OR SECOND) YEAR AT STETSON

You must be approved for the Teacher Education program before you enroll in MUSC 351, MUSC 354, or MUSC 355, called “Transition Point Courses.” Since these courses will be taken in the junior year, you must meet all necessary requirements before then. The full list of requirements is listed in the Undergraduate Handbook.
IV. IN THE JUNIOR (OR THIRD) YEAR AT STETSON

You must now have been admitted into the Teacher Education Program at Stetson in order to proceed to 300-level music education courses.

Please see your advisor for information regarding FTCE.

Become familiar with the requirements needed for admission to student teaching (requirements listed in Undergraduate Handbook).

IV. IN YOUR SENIOR YEAR

Register to take the FTCE Music K-12 (SAE) test as part of a course requirement for EDUC 302 (Improving Reading/Writing in Middle/Secondary Schools). Register to take the FTCE Professional Education test as part of a course requirement for EDUC 316 (Assessment and Evaluation of Learning). You must pass all FTCE tests no later than May 1 to intern in the fall or December 1 to intern in the spring.

You must attend two meetings in the Department of Education prior to your internship. Most music education majors intern in the spring semester. Your first internship meeting will be in April of the previous spring semester, and the second meeting will be in November of the previous fall semester.

All requirements for internship - listed in the Undergraduate Handbook - must be met before you will be permitted to student teach. Exceptions and extensions are not appropriate or acceptable.

What if, for some reason, I don’t meet all the requirements for program admission or student teaching admission?

Requirements for program admission are strict. The only appeal the Undergraduate Council will entertain is not passing the General Knowledge test. If you did not have the opportunity to take the General Knowledge, you can ask for a one-semester appeal. There is no appeal for student teaching admission.

There is an appeals process for admission to the program. You would write a letter to the Undergraduate Council stating your reason for failing to meet all the requirements. The Council reviews your appeal and decides whether or not to grant you a semester’s extension to complete the requirements. If you do not agree with the Council’s decision, you may appeal to the department chair. If you do not meet the requirements for student teaching, there is no appeal for student teaching. All requirements must be met prior to student teaching.

Once I have been accepted, are there requirements to stay in the program?

Yes, there are requirements. In general, you must maintain a 2.5 or better GPA. You must pass required tests, and you must remain a citizen of the Stetson community in good standing. These requirements will be monitored at two checkpoints along the way.
What are the tests that I must pass?
You must pass the Florida Teacher Certification Examinations (FTCE). You must pass the General Knowledge portion of this exam to get into the program. Prior to student teaching, you must have passing scores on the remaining two required tests of the FTCE, which are the professional exam and the subject area exam. All candidates take the same professional education exam, and all candidates take a test in their major subject area (specialization). For elementary education majors, the test is **Elementary K-6**; for music education majors, the test is **Music K-12**. There are subject area exams for all the approved education majors we offer here at Stetson. No student can graduate from the approved program unless all required tests are passed. There are helpful guides to the FTCE exams that you might be interested in purchasing. Check online resources such as www.amazon.com or local bookstores. There are a few copies of the GK, Professional Exam, and some subject area books students have donated that you may check out from the Office of Undergraduate Education Programs, Davis 113.

FTCE tests are given at Pearson VUE Professional Testing Centers strategically located through the state. Tests are given seven days a week with morning, afternoon, and evening availabilities. Information and registration are available online at www.fl.nesinc.com. You will receive an unofficial score report as soon as you complete the test. Special accommodations can be made for students with disabilities. Check the “Registering for Alternative Testing Arrangements” area of the FTCE website.

Please note:
- You must wait 31 days to retake a failed exam.
- There is a fee increase for retaking an exam.
- Information can and does change from time to time.
- It is your responsibility to keep up with changes in testing provision.

Some courses in your planned program of study will require that you take one of the FTCE tests. If you are interning in the fall, you must pass all FTCE tests by May 1. If you are interning in the spring, you must pass all FTCE tests by December 1. You will not learn your school placement until all passing scores on the FTCE tests are received in the Undergraduate Office.

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<td>EDUC 265</td>
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<td>Subject Area</td>
<td>EDUC 394</td>
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<tr>
<td>Professional Education</td>
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<td>EDUC 316</td>
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What is the content of the FTCE exam?

The **General Knowledge Exam** (GK) tests basic skills. The test contains four subtests: an essay, multiple-choice English language skills, reading, and mathematics. The essay and English language skills subtests measure general skills such as formulating a thesis statement, providing supportive details, arranging ideas in a logical and an organized pattern. Specific skills of word choice, sentence structure, grammar, spelling, capitalization, and punctuation are included. The Reading
subtest includes passages with questions measuring literal and critical comprehension. The mathematics subtest includes arithmetic, geometry, measurement, algebra, statistics, and logical reasoning. **You must pass all four subtests to be accepted into the Teacher Education Program.**

**Subject Area Exam** (SAE) measures content area knowledge, usually in a multiple-choice format. For elementary education majors, the content area comes from your Liberal Arts courses and Language Arts classes in the education department. This exam covers content you studied in your Arts and Sciences classes. The areas covered on this extensive exam can be found at the following website: [www.fl.nesinc.com](http://www.fl.nesinc.com). It is imperative that you examine the content expectations of your exams. If you feel weak in a certain area(s), we strongly recommend that you elect courses to strengthen those areas.

**Professional Education Exam** (PE) assesses general knowledge of five content bases: personal development, appropriate student behavior, planning instruction, implementing instruction, and evaluating instruction. All candidates for initial certification will take the same Professional Education test.

**You mentioned “checkpoints” along the way. When do these occur?**

Every semester, GPAs are checked. In addition, professors who teach the foundations courses meet to discuss knowledge, skills, and dispositions progress of students. This type of meeting takes place for junior level students as well. Students are notified of any concerns. Any difficulty a student may have regarding behavior on campus is reported to the department. Required test sequence as mentioned above serves as additional checkpoints along the way.

A major checkpoint is **Admission to Student Teaching**. Criteria are listed in this handbook. You will receive the **Student Teaching Handbook** the first week of your internship. The handbook will guide you through this capstone experience.

**Exit Requirements**

Exit requirements for approved program candidates include:

1. a cumulative grade point average of 2.5 or better;
2. a grade of C or better in professional education courses;
3. a grade point average of 2.5 or better in content teaching area;
4. demonstrate satisfactory performance in each of the following: Danielson Domains, Reading Competencies, ESOL Domains;
5. demonstrate professional dispositions in all coursework and field experiences as outlined by the program;

**NOTE:** Continuous program review and revision may invalidate the above statement requirements. Consultation with the Office of Teacher Education Programs is necessary to ensure fulfillment of program requirements.

**What are the majors offered in the department?**

- You can major in Elementary Education. This allows you to teach in K-6 elementary classrooms when you graduate. You will also have an ESOL endorsement.
You can major in Music Education either instrumental or vocal. This allows you to teach in K-12 music classrooms when you graduate.

**Does the Education Department decide all the courses I must take?**

Your courses include Stetson University’s required general education courses for all graduates. In addition, the courses outlined in your program of study are determined by the accrediting agencies that approve our program. These are the Florida Department of Education (FLDOE) and the National Council for Accreditation of Teacher Education (NCATE). In addition, the department may require a specific course or courses in speech or English, based on your ability to make a presentation or your ability to write or speak using appropriate language. Mastery of the English language is required for student teaching placement.

**How does State and NCATE approval help me?**

When you graduate from Stetson’s program, you will be eligible to teach in the State of Florida. NCATE is a nationally recognized accrediting agency that certifies program graduates are well prepared to teach. This makes it much easier for you to obtain certification in other states. In fact, many states will issue you a certificate immediately because you qualify for a Florida credential and because you graduated from a NCATE approved program.

**I just transferred to Stetson. Is there anything special I need to do?**

Yes! Students who transfer to Stetson University after two years of college may find it difficult to meet degree requirements in the remaining four semesters. As a transfer student, you should make an appointment with the Chair of the Department of Education (or the designee of the Chair) and request an evaluation of the time necessary to complete your program. For this appointment, you need to bring an audit sheet from the Registrar’s office showing your transfer credit.

**What opportunities will I have to work in schools while I am in the Education Program?**

The Florida Department of Education views early field experiences as one of the most important components of the Teacher Education Program. We agree! In order to provide for the best combination of learning activities in our Teacher Education Program, all education majors will participate in early and continuous field-based experiences beginning with the 200 level courses and culminating in the senior internship. Every effort is made to give you a variety of experiences in grade level or subject area placement. As a student, you will be given opportunities to work in multicultural settings in the city of DeLand or surrounding municipalities.

**Early Field-Based Assignments**

During your freshman and sophomore years you will be involved in observation and/or working with pupils in an actual classroom environment or observing in other educational settings, such as school board meetings. These assignments make the content of education courses relevant as well as help in developing knowledge, skills, and dispositions necessary to facilitate pupil learning. You will have opportunities to observe teachers in the process of teaching and in some instances you will interact with the students.
**Junior-Level Field Experiences**
During your junior year or first semester senior year, you will increase your participation in classrooms and are more closely supervised by your professors. You will teach lessons or units, participate in special educational projects, such as judging science or social studies fairs, and under supervision teach lessons and units of study in classrooms. You will have opportunities to put your knowledge of course content such as ESOL, assessment, and reading strategies to work in real classroom situations. Increased reflection and a working knowledge of the Accomplished Practices begin to connect theory to practice.

**Senior Student Teaching Experience**
This is the capstone semester experience where you will demonstrate all of the Accomplished Practices as you work with a cooperating teacher in a public or private school setting. This experience is intense and will be your full-time educational experience during the semester. When you student teach, you will receive a *Student Teaching Handbook* to guide you through this experience.

**What are the Florida Education Accomplished Practices (FEAPs)?**
These are areas of teaching, planning, and interaction that the state of Florida has deemed necessary for you to master to be an effective teacher. These areas were determined by a wide variety of educators and are research based. You will begin learning about the Accomplished Practices in your very first courses, and you will have opportunities to develop the knowledge, skills, and disposition to put these to work in the classroom. The FEAPs will be assessed throughout the program and scores entered in our assessment system (*LiveText*). These FEAPs are the basis of many items on the professional exam of the FTCE. A brief summary of the Accomplished Practices is in Appendix B.

**Will I be assigned places to complete these field experiences?**
Yes! Field experiences are arranged through the Education Department’s Main Office and in some cases by the professor teaching a particular course. In all cases, *students must not approach a teacher or school concerning placement*. Field placements are made in cooperation with the districts in which placement is sought. There are many considerations for field placement that are taken into account before placements are made. For example, students must have experiences in a variety of settings and grade levels. In advanced placements (juniors and seniors), the cooperating teachers must have completed staff development training as Clinical Educators before an advanced intern may be assigned to the class. Senior interns must be placed so that the supervisors can visit classrooms to assist and to supervise the students in a timely manner. These are a few of the many considerations for placement that will help you realize why students cannot be involved in selecting their placements.

**Will the school where I’m placed have any special expectations or requirements for me?**
Indeed, the school *will* have both expectations and requirements of all guests in their classrooms. Many of these expectations are common to all schools in a district and some are even state requirements.

*Ethical behavior* is expected. You are expected to go to your field placement at the agreed times and days. Whenever you are placed for any field experience, you must remember that all the
information you acquire while in the clinical setting must be treated as confidential. You must abide by the Code of Ethics (see Appendix F). There will be two levels of clearance for working with children in our schools. **Level One:** complete the Volunteers in Schools form for Volusia County. You submit your driver's license for arrest checks as part of this clearance. **Level Two:** prior to student teaching you must be cleared through fingerprints (state requirement). Please note: If you have any record of child abuse or neglect, any record of sexual abuse, and certain levels of drug related arrests, you will never receive a teaching license in the State of Florida. In addition, any arrest, even if you think the charges are expunged or sealed, is NOT expunged or sealed as far as working with children is concerned. If you have any doubt about a Level Two clearance, please make an appointment with the department chair to discuss your situation. **You must be cleared to volunteer and student teach by the appropriate school district.** Stetson University has no control over this clearance.

**Appropriate dress** is another expectation. Stetson students may not enter schools without appropriate dress/appearance. Schools are institutions that have conservative dress codes for students and faculty. You are not only guests in the private or public schools when observing or participating in field experiences at any level, but you are also networking as a future professional. Therefore, the Education Department has **strict** expectations for professional dress for students representing Stetson in the public/private schools. The examples listed below are considered inappropriate dress or appearance. This list is a guide and does not necessarily represent all circumstances in which the school or our department may consider certain appearances represent inappropriate dress:

1. body piercing such as nose/Naval/tongue rings
2. unconventional hair styles such as unusual coloring/spikes
3. blouses that show midriff when arms are raised
4. shorts, tight pants, short skirts
5. “sports attire” – sweat pants and muscle shirts, jeans, pajama bottoms
6. low cut sweaters and blouses
7. flip-flop shoes

Most schools will require their Visitors ID to be worn. You must check in at the office before attempting to enter any classroom.

If the school calls us concerning your attire, you cannot return to the field placement until you have a conference with the department chair on appropriate dress.

**Will field experiences be evaluated?**

Evaluation of your performance will be a cooperative effort between the Department of Education faculty and the classroom teacher. The purpose of the evaluation is to help you determine your strengths and weaknesses, your disposition for teaching, and to guide you in improving your teaching techniques. The evaluation forms vary with the level of your experience (see Appendix H). Letter grades are not assigned to field experience other than P/F. In some courses, if you do not complete your field experience, you cannot pass the course. Even at the senior student teaching level, your field experience will not receive a letter grade.

**Does the Department of Education also act as a placement agency?**

We request that you keep us informed when and where you receive employment, because we **do** contact you when we receive calls for specific job opportunities. Principals often call us when they
have openings. From time to time recruiters visit our campus to recruit graduating seniors. Once you graduate, be sure to check your Stetson email account for important information. We also send surveys to our graduates and encourage you to complete these anonymous surveys when asked. We value your input and will use the information from these surveys to improve our program.

**Are there other considerations that I should know that will help me be successful in the Teacher Education Program?**

Remember that the student teaching experience is a “full time job,” and as a pre-professional, you are expected to be present every day of the experience. If you participate in team sports and other extracurricular activities, these cannot interfere with your student teaching. It is your responsibility to remind your advisor of such participation so that your internship can be arranged during a semester when your activities will not conflict with your teaching responsibilities.

Student Teaching application meetings are held every semester in Davis Hall. It is your responsibility to attend the appropriate meeting prior to your internship.

To help you as you work with ESOL students, we have a list of 73 ESOL Strategies and other helpful ESOL information in Appendix I.

Understanding the Department Outcomes is important to your successful completion of the program. A research based summary of the outcomes is in Appendix A.

**Copyright Guidelines**

You must be very careful to follow the copyright guidelines when you are preparing materials. The Florida Department of Education wants you to know the copyright laws. A summary of the laws most likely to be used in education is in Appendix J. These guidelines often appear on the state teacher’s exam.

**Florida Certificate**

When you graduate from Stetson’s State and NCATE approved program, you may apply for a Florida certificate. Details for application are explained in detail during the internship block.

If you wish to see information concerning employment in Florida schools, check [www.teachinflorida.com](http://www.teachinflorida.com).

**Obtaining a Certificate from other States**

To obtain a certificate from a state other than Florida, the applicant should write to the State Department of Education in that state requesting information concerning the requirements for certification in the specific teaching field and ask for the forms to be used in applying for certification. Since considerable time ordinarily elapses between the filing of an application and the date a certificate is issued, the applicant should make application as far in advance as possible. If you know you will be applying to teach in another state, it is advisable to check certification requirements early in your education at Stetson University. For example, if a state requires a particular course or test, you can prepare in advance for these requirements so that you may begin your teaching career with minimal delay. Graduating from an NCATE approved program makes qualifying in many states a much smoother process.
Certification by Interstate Reciprocity
Reciprocity is a term commonly used when educators certified in one state or jurisdiction seek certification in another. Unfortunately, many individuals assume the term guarantees that they will automatically receive a full certificate in the new state without having to satisfy any additional requirements. This is not always the case, since each receiving state may impose special state requirements which must be met within a specified period of time.

The National Association of State Directors of Teacher Education and Certification (NASDTEC) offers member states the opportunity to participate in the Interstate Agreement, which governs the details of interstate reciprocity. This agreement enables a state to review the preparation and certification standards of all other states and jurisdictions for specific certificate types (teacher, administrator, support, and vocational). Specific information on the NASDTEC Interstate Agreement, including which states have signed with other states and in what certificate areas, may be found on the NASDTEC web site at www.nasdtec.org.

Security and Emergency Information for Schools
Schools cannot operate without specific procedures for maintaining security. When you are in the schools, you need to be aware of the basic security measures that are in place. Appendix K presents the minimum security information that you need when participating in field experience in the schools.

Code of Ethics
Teachers are held to a strict code of ethics. You are not to share anything that you observe in the classroom, unless there is a need to know. It is important for you to review the Code of Ethics found in Appendix F.

The Student Teaching Experience
The student teaching semester involves field experiences in an elementary, middle grades, or secondary public school or accredited private school approved by the College of Arts and Sciences. During the intern semester, pre- and post-student teaching activities on campus are scheduled. These take place during the first and last weeks of the semester calendar. The Director of Student Teaching, in conjunction with the local school districts, is responsible for assignment to school sites and the assignment of the intern’s university supervisor.

Student teaching application seminars are held each semester. It is your responsibility to attend this meeting in your junior year, two semesters prior to your proposed intern semester. Student teaching application materials are distributed and discussed at that time. Applications are completed during the first month of the semester prior to the semester you plan to do your student teaching. You must complete your application packet for student teaching by the deadline given at the application seminar. Failure to meet this deadline will result in NOT being placed in student teaching during the term for which the packet was due. This most likely will delay your graduation by a semester.

Eligibility requirements for student teaching include the following:

1. Admitted into the Approved Teacher Education Program;
2. Completed Student Teaching application;
3. Completed student teaching county placement application;
4. Passing scores on all of the Florida Teacher Certification Examinations (FTCE), Professional Exam (PE), and Subject Area Exam (SAE) in teaching major;
5. A grade of C or better in professional education courses;
6. A GPA of 2.5 or better in major content area and overall;
7. Satisfactory progress in each of the following: Danielson Domains, Reading Competencies, and ESOL Domains;
8. Demonstration of professional dispositions in all coursework and field experiences as outlined by the program;
9. Satisfactory behavior recommendation from Stetson’s Office of Community Standards;
10. Fingerprinting clearance as required by county school boards.

Four units will be taken during the student teaching semester. This is a full load, and only for extenuating circumstances will permission be given to take any additional credits during this term. A formal class (vs. independent study) must be an evening class.

During student teaching, you will not be excused from any student teaching responsibilities in order to work, take campus course work, or participate in college activities. If there is a pressing need for involvement in any university activities, it must be cleared first with the Director of Student Teaching, and the director will so advise the clinical university supervisor.

When you are student teaching, you will follow the school calendar of your placement rather than that of the university with regard to holidays and work schedules. In some instances, a university seminar may meet during your holiday week. You are required to attend the seminar.

**Application Procedure**

You are required to attend a pre-placement/informational meeting to discuss your student teaching assignment. Meetings are held every semester. You must attend the meeting held two semesters prior to the term you plan to intern. Student teaching application materials are distributed and discussed at that time.

Applications will not be accepted unless they are accurately, neatly, and completely filled out. The Office of Student Teaching cannot and will not be responsible for any errors in typing, grammar, sentence structure, spelling, etc. This is your responsibility. Applications not in good order will not be accepted or processed. It is important that applications be submitted according to the dates or schedule indicated.

**Placement**

The placement of student teachers in clinical settings is a collaborative effort between the local Central Florida school districts and Stetson’s Student Teaching Office. Stetson University and district policy dictates that students will not make personal arrangements with a school for a student teaching assignment. Great care goes into determining the school sites used each semester. The primary concern is appropriately trained cooperating teachers who work with a diverse student population. Secondly, Stetson supervision is an integral part of the senior internship. Professors must be able to access the classrooms of all interns in a reasonable amount of time; therefore, limited sites are used each semester and often on a rotating basis.
APPENDICES
Stetson University - Professional Education Unit
Department Outcomes

We believe that becoming a teacher is a dynamic process extending from initial preparation over the course of an entire career. Through its program of study, the Department of Education at Stetson University has made a strong commitment to quality teacher education for the 21st century - striving to prepare a common series of courses and experiences that provide knowledge, skills, and attitudes that will enable candidates to meet the needs of students within culturally diverse educational settings in a rapidly changing world.

Professional Commitments and Dispositions
Building on Stetson University’s commitment to infuse programs with the values of ethical decision making, human diversity and commonality, gender equity, community service, and environmental responsibility, we expect that all candidates will:

- show evidence of behaviors that exemplify the ethics of the teaching profession.
- develop awareness, appreciation, and understanding of diverse populations.
- value a questioning and analytic attitude (e.g., utilize critical analysis of data and behavior to initiate change).
- seek articles in professional journals about teaching, learning, educational management, and reform.
- reflect on and formulate a personal philosophy with respect to learning and teaching.

Commitment to Diversity
The unit’s commitment to diversity is evident in the strand of Responders to Diversity, which is woven throughout initial teacher preparation programs and advanced programs. The design, delivery, and evaluation of the unit’s courses and field experiences reflect this commitment. Specifically, we expect that candidates will:

- have knowledge of issues involving teaching and schooling in a complex and culturally diverse society.
- have knowledge of unique learning characteristics, needs, and capabilities of students of different ages, cultural, language and socio-economic backgrounds, and exceptionalities.
- demonstrate the ability to bridge theory to practice in a variety of educational settings.
- plan and implement strategies in cultural diversity and nurture human relations with pupils, peers, teachers, and other stakeholders.

Commitment to Technology
The unit’s commitment is shown in faculty use of technology in their teaching and monitoring of students’ progress in the use of technology throughout the programs. Candidates demonstrate competence in the use of educational technology through an ability to utilize technology personally and professionally in their teaching in order to help all students learn. The use of technology has been integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.
**Philosophy**

Throughout all our professional programs, there is an underlying commitment to the following beliefs:

- All candidates must understand their own culture and the cultures of others. As educators, they must accept all students and teach in an atmosphere that honors the unique cultural differences and fosters in each student respect and appreciation for human and cultural diversity in a democratic society. See Unit Strands: *Responders to Diversity* and *Collaborative Instructional Leaders*.

- Educational leaders influence students towards inherent possibilities of human development by using multiple instructional strategies in high performing learning environments that facilitate the academic achievement of each K-12 student and the importance of the individual’s commitment toward living a meaningful life. See Unit Strands: *Collaborative Instructional Leaders* and *Facilitative Change Agents*.

- Educators - beyond their responsibility to transmit knowledge - have the mission to transform practices in schools so that all students may learn to their fullest potential and participate fully in our democratic society. See Unit Strands: *Reflective Practitioners* and *Facilitative Change Agents*.

These four organizing strands - *Reflective Practitioner, Collaborative Instructional Leader, Responder to Diversity, and Facilitative Change Agent* - were established to create a sense of unity across all programs at both the initial and advanced levels.

**Reflective Practitioners**

The consensus among the Department of Education faculty is that our intention is to create reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. This perspective is consistent with a view that candidates should become active learners capable of reflecting upon their experience and implementing appropriate changes in their education. This view is consistent with a philosophy that places responsibility for learning with the individual, and it views learning as an active interaction between teacher and learner. Historically, this view can be linked to the work of John Dewey. In contemporary views, it is connected with constructivist philosophic perspectives and cognitive psychology. This view describes intelligence as thought in action and that to reflect on one’s experience is a method that allows for growth. As Dewey described in his *Experience and Education* (1938), growth occurs through “reconstruction of experience” (p.87). In general, the approach that department members advocate is consistent with Dewey’s problem-solving model, which describes five steps: feeling a need to solve a problem, analyzing the difficulty, suggesting alternatives, choosing among the various alternatives, and implementing and evaluating the results.

We believe that learning is an active and collaborative process. Teachers must view knowledge as constructed by learners rather than transmitted by teachers. Candidates should be involved in a classroom community where they will learn to ask questions, share, debate, construct, modify, and develop ideas and ways to solve problems (Johnson & Johnson, 1999; Slavin, 2006).

We believe that teachers and other educators need to ask hard questions about conventional practice (Barazangi, 2006; Reagan, 1993; Goodlad, 1983; Leahy & Corcoran, 1996). Continuous reflection on one’s set of beliefs and assumptions about teaching and learning make the process of becoming a teacher a conscious effort of developing a “conscience of craft” (Bush, 1987; Green, 1985). We agree with Reagan’s (1993) work relating to reflection-in-action, reflection-on-action, and reflection-for-action. His view offers ways to consider proactive approaches to education - particularly the concept of reflection-for-action. Reflection-for-action describes an approach that prepares candidates to anticipate what to do in the schools (based on reflection of past action) while planning for subsequent action. Finally, we believe reflective practice can be enhanced through the use of
reflective journals, seminars, portfolios, action research and emphasis on teaching as decision-making. The ultimate goal of reflective practice is continuous improvement.

**Collaborative Instructional Leaders**

Schools today need a collaborative effort between administrators and teachers (Birky, Shelton, & Headley, 2006; Bogan, 2006). According to Barth (2006), educators who become leaders experience personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and a new learning about schools and the process of change - all of which are reflected in curriculum development and instructional practice. We believe that schools that have strong, effective principals and empowered teacher-leaders tend to be high performing learning organizations (Blasé & Blasé, 2001; Ervay, 2006).

As teacher educators, we prepare future educators to become educational leaders who are open to different perspectives, whose instructional decisions are based on multiple sources of information, and who develop instruction that is responsive to the capabilities and needs of diverse learners. Because assessment is critical to effective instruction, it is important for educators to know how to evaluate students’ progress. We believe that if we encourage prospective educators to reflect on their instructional decisions, K-12 student learning will increase.

The primary focus of an instructional leader is to enhance the learning of the students in the classroom. Like Schmoker (2006), we encourage candidates to become “learning leaders.” He believes that learning leaders should spend more time discussing and supporting learning. He believes that learning leaders need to focus on monitoring and supporting student success, and teams of teachers must work together to enhance student learning. We believe that teaching pedagogy should address the higher levels of Bloom’s taxonomy. Both teachers and leaders should work toward the evaluation and synthesis level of knowledge. As instructional leaders we must synthesize student performance data, adjust teaching strategies, and evaluate and monitor student progress. We should ask no less of our K-12 students. Tucker and Stronge (2005) state that “these emphases combined with purposeful collaboration have resulted not only in sizable achievement gains, but also in higher levels of teacher satisfaction and a feeling of professionalism.

As a unit, we believe an educated leader is an individual who can influence people within an organization towards continuous improvement and change. There is no one best way to influence people. Leaders, however, must lead according to the readiness level of the people in the organization that they are attempting to influence (Blanchard, Zigarmi, & Zigarmi, 1985). We believe one must have the ability to analyze a situation, determine the appropriate leadership style the situation warrants, and take action. We believe people have the potential to grow and given an opportunity, can and will respond. Part of this equation, however, is that leaders must first have high expectations of themselves. As educators, we know the impact of teacher expectations on candidate behavior and achievement (Murphy & Alexander, 2006).

**Responders to Diversity**

Unit members recognize the importance regarding issues of diversity within the educational setting. We believe that teachers must move beyond tolerance to acceptance, and they must accomplish this through demonstrating competence that they can recognize, accommodate, and value students’ ‘cultural capital’ (Banks, 2003; Bordieu, 1977). Diversity issues include an understanding of age (developmental readiness, human growth and development); gender; socioeconomic status; academic ability (ESE, exceptional student education, gifted); language (English as a second language); race and ethnicity; and culture - and how each of these concepts presents a multitude of challenges for educators. The challenges that face candidates are not limited to how they teach students of diversity; candidates must also teach about diversity so that their students will ultimately be able to interact and thrive in a diverse world. Such complex issues require delicate handling as well as substantial preparation.

We believe candidates must develop a repertoire of skills and knowledge that compliment education reform as they endeavor to respond to these issues of diversity (Abedi, 2004). A holistic view of development from novice to advanced practitioner is necessary. Competency-based approaches, in which educators’ knowledge, skills, and
experiences are considered assets, help educators understand and respond to the diverse needs of today’s changing K-12 populations. Reflective and analytical learning must also be emphasized. Societal issues (e.g., crime, drug and alcohol abuse, poverty, homelessness, etc.) require greater collaboration between educators, families, and social service providers (Slocumb & Payne, 2000).

Facilitative Change Agents
Educators must be competent in both content and pedagogy to challenge learners’ thinking and facilitate change in schools. It has become increasingly necessary for educators to extend the classroom into the community and become a change agent for educational reform. Fullan (2003), recognized as an international authority on educational reform, links moral purpose and change. We believe, through reflective practice, educational change can occur. Candidates must be prepared with the knowledge, skills, and dispositions to strive for teaching and learning authenticity as they face complex educational challenges such as heightened accountability and curriculum redesign. To think on a critical level, candidates must be able to look at multiple perspectives of a situation as well as the broader social, political, moral, and economic contexts of a problem.

Necessary for one to become a skillful change agent, candidates participate in personal vision building, inquiry, mastery, and collaboration (Fullan, 1999; Fullan, 1993; Senge, 1990). We strive to prepare candidates to practice responsibly and become critical thinkers who can challenge the status quo, effect change, and sustain that change (Fullan, 2005).

Personal vision building entails the candidate to examine one’s purpose for wanting to be an educator and the ability to articulate a platform for future action. Closely related to, and necessary for the construction of a personal vision, is the disposition of inquiry. Skillful inquiry is directed at examining information and ideas in the external environment and requires the internalization of norms and habits, which support continuous learning. As change agents, we believe educators must be continuous learners in order to respond in a proactive manner to an increasingly complex and changing world and to use changes such as those in technology and research on best practices to bring appropriate change to our classrooms.

Mastery is necessary for developing an effective change agent. Pedagogical content knowledge is essential for effectiveness in our profession and must be addressed. We believe mastery moves beyond the skillful practice of pedagogy in relation to subject matter. This requires educators to nurture a disposition of personal expertise in order to achieve a deeper understanding of existing conditions, proposed innovations, and potential futures.

Collaboration is also needed to foster one’s capacity as a change agent. Through collaboration, educators extend exponentially the power of their personal mastery through the cultivation of group mastery.
THE FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

Purpose and Foundational Principles

Purpose
The Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

Foundational Principles
The Accomplished Practices are based upon and further describe three essential principles:

- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.
- The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
- The effective educator exemplifies the standards of the profession.

The Educator Accomplished Practices
Each effective educator applies the foundational principles through six Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Quality of Instruction

1. Instructional Design and Lesson Planning - Applying concepts from human development and learning theories, the effective educator consistently:
   a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
   b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
   c. Designs instruction for students to achieve mastery;
   d. Selects appropriate formative assessments to monitor learning;
   e. Uses diagnostic student data to plan lessons; and
   f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment - To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
   a. Organizes, allocates, and manages the resources of time, space, and attention;
   b. Manages individual and class behaviors through a well-planned management system;
   c. Conveys high expectations to all students;
   d. Respects students’ cultural linguistic and family background;
   e. Models clear, acceptable oral and written communication skills;
   f. Maintains a climate of openness, inquiry, fairness and support;
   g. Integrates current information and communication technologies;
   h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
   i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
3. **Instructional Delivery and Facilitation** - The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

   a. Deliver engaging and challenging lessons;
   b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
   c. Identify gaps in students’ subject matter knowledge;
   d. Modify instruction to respond to preconceptions or misconceptions;
   e. Relate and integrate the subject matter with other disciplines and life experiences;
   f. Employ higher-order questioning techniques;
   g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
   h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
   i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
   j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. **Assessment** - The effective educator consistently:

   a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;
   b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
   c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
   d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
   e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and
   f. Applies technology to organize and integrate assessment information.

**Continuous Improvement, Responsibility and Ethics**

1. **Continuous Professional Improvement** - The effective educator consistently:

   a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;
   b. Examines and uses data-informed research to improve instruction and student achievement;
   c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
   d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
   e. Engages in targeted professional growth opportunities and reflective practices; and
   f. Implements knowledge and skills learned in professional development in the teaching and learning process.

2. **Professional Responsibility and Ethical Conduct** - Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

*Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11.*
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**Alignment with Danielson Domains**

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**Alignment with Interstate Teacher Assessment and Support Consortium (IntTASC) Categories**

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# Domain 1: Planning and Preparation

## Component 1. a. Demonstrating Knowledge of Content and Pedagogy

- **Element 1.a.1.** Knowledge of Content and the Structure of the Discipline
- **Element 1.a.2.** Knowledge of Prerequisite Relationships
- **Element 1.a.3.** Knowledge of Content-Related Pedagogy

## Component 1. b. Demonstrating Knowledge of Students

- **Element 1.b.1.** Knowledge of Child and Adolescent Development
- **Element 1.b.2.** Knowledge of the Learning Process
- **Element 1.b.3.** Knowledge of Students’ Skills, Knowledge, and Language Proficiency
- **Element 1.b.4.** Knowledge of Students’ Interests and Cultural Heritage
- **Element 1.b.5.** Knowledge of Students’ Special Needs

## Component 1. c. Setting Instructional Outcomes

- **Element 1.c.1.** Value, Sequence, and Alignment
- **Element 1.c.2.** Clarity
- **Element 1.c.3.** Balance
- **Element 1.c.4.** Suitability for Diverse Learners

## Component 1. d. Demonstrating Knowledge of Resources

- **Element 1.d.1.** Resources for Classroom Use
- **Element 1.d.2.** Resources to Extend Content Knowledge and Pedagogy
- **Element 1.d.3.** Resources for Students

## Component 1. e. Designing Coherent Instruction

- **Element 1.e.1.** Learning Activities
- **Element 1.e.2.** Instructional Materials and Resources
- **Element 1.e.3.** Instructional Groups
- **Element 1.e.4.** Lesson and Unit Structure

## Component 1. f. Assessing Student Learning

- **Element 1.f.1.** Congruence with Instructional Outcomes
- **Element 1.f.2.** Criteria and Standards
- **Element 1.f.3.** Design of Formative Assessments
- **Element 1.f.4.** Use for Planning
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<td>Element 3.d.2. Monitoring of Student Learning</td>
</tr>
<tr>
<td>Element 3.d.3. Feedback to Students</td>
</tr>
<tr>
<td>Element 3.d.4. Student Self-Assessment and Monitoring of Progress</td>
</tr>
<tr>
<td><strong>Component 3. e. Demonstrating Flexibility and Responsiveness</strong></td>
</tr>
<tr>
<td>Element 3.e.1. Lesson Adjustment</td>
</tr>
<tr>
<td>Element 3.e.2. Response to Students</td>
</tr>
<tr>
<td>Element 3.e.3. Persistence</td>
</tr>
<tr>
<td>Domain 4: Professional Responsibilities</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td><strong>Component 4. a. Reflecting on Teaching</strong></td>
</tr>
<tr>
<td>Element 4.a.1. Accuracy</td>
</tr>
<tr>
<td>Element 4.a.2. Use in Future Teaching</td>
</tr>
<tr>
<td><strong>Component 4. b. Maintaining Accurate Records</strong></td>
</tr>
<tr>
<td>Element 4.b.1. Student Completion of Assignments</td>
</tr>
<tr>
<td>Element 4.b.2. Student Progress in Learning</td>
</tr>
<tr>
<td>Element 4.b.3. Non-Instructional Records</td>
</tr>
<tr>
<td><strong>Component 4. c. Communicating with Families</strong></td>
</tr>
<tr>
<td>Element 4.c.1. Information about the Instructional Program</td>
</tr>
<tr>
<td>Element 4.c.2. Information about Individual Students</td>
</tr>
<tr>
<td>Element 4.c.3. Engagement of Families in the Instructional Program</td>
</tr>
<tr>
<td><strong>Component 4. d. Contributing to the School and District</strong></td>
</tr>
<tr>
<td>Element 4.d.1. Relationships with Colleagues</td>
</tr>
<tr>
<td>Element 4.d.2. Involvement in a Culture of Professional Inquiry</td>
</tr>
<tr>
<td>Element 4.d.3. Service to the School</td>
</tr>
<tr>
<td>Element 4.d.4. Participation in School and District Projects</td>
</tr>
<tr>
<td><strong>Component 4. e. Growing and Developing Professionally</strong></td>
</tr>
<tr>
<td>Element 4.e.1. Enhancement of Content Knowledge and Pedagogical Skill</td>
</tr>
<tr>
<td>Element 4.e.2. Receptivity to Feedback from Colleagues</td>
</tr>
<tr>
<td>Element 4.e.3. Service to the Profession</td>
</tr>
<tr>
<td><strong>Component 4. f. Demonstrating Professionalism</strong></td>
</tr>
<tr>
<td>Element 4.f.1. Integrity and Ethical Conduct</td>
</tr>
<tr>
<td>Element 4.f.2. Service to Students</td>
</tr>
<tr>
<td>Element 4.f.3. Advocacy</td>
</tr>
<tr>
<td>Element 4.f.4. Decision Making</td>
</tr>
<tr>
<td>Element 4.f.5. Compliance With School and District Regulations</td>
</tr>
</tbody>
</table>
9 Power Components of Charlotte Danielson’s Framework

<table>
<thead>
<tr>
<th>1c Setting Instructional Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1d Assessing Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher’s plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2a Creating an Environment of Respect and Rapport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ culture and levels of development. Students themselves ensure high levels of civility among members of the class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2b Establishing a Culture for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards for performance—for example, by initiating improvements to their work.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3a Using Questioning and Discussion Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3b Engaging Students in Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3c Using Assessment in Instruction (Formatively)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4a Reflecting on Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher’s reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4b Maintaining Accurate Records</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher’s systems for maintaining both instructional and noninstructional records are accurate, efficient, effective, and students contribute to its maintenance.</td>
</tr>
</tbody>
</table>
## Education Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 245H</td>
<td>Social Foundations of Education</td>
<td>1 Unit</td>
</tr>
<tr>
<td>EDUC 255S</td>
<td>Educational Psychology</td>
<td>1 Unit</td>
</tr>
<tr>
<td>EDUC 265</td>
<td>Principles &amp; Methods of Instruction for Diverse Learners</td>
<td>1 Unit</td>
</tr>
<tr>
<td>EDUC 275D</td>
<td>Human Exceptionalities</td>
<td>1 Unit</td>
</tr>
<tr>
<td>EDUC 300</td>
<td>ESOL Principles &amp; Practices</td>
<td>1 Unit</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Reading in the Primary Grades</td>
<td>1 Unit</td>
</tr>
</tbody>
</table>

## Upper Division Education Requirements:

### Literacy Block

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 313</td>
<td>Applied Linguistics for Teachers of English learners</td>
<td>1 unit</td>
</tr>
<tr>
<td>EDUC 314</td>
<td>Reading in the Intermediate Grades</td>
<td>1 Unit</td>
</tr>
<tr>
<td>EDUC 315</td>
<td>Language Arts &amp; Literature for Children</td>
<td>1 Unit</td>
</tr>
<tr>
<td>EDUC 316</td>
<td>Assessment and Evaluation of Learning</td>
<td>1 Unit</td>
</tr>
<tr>
<td>EDUC 393</td>
<td>Professional Educator I</td>
<td>.5 Unit</td>
</tr>
</tbody>
</table>

### Integrated Block

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 321</td>
<td>Mathematics in the Elementary School</td>
<td>1 Unit</td>
</tr>
<tr>
<td>EDUC 322</td>
<td>Natural &amp; Social Sciences in the Elementary School</td>
<td>1 Unit</td>
</tr>
<tr>
<td>EDUC 394</td>
<td>Professional Educator II</td>
<td>.5 Unit</td>
</tr>
<tr>
<td>EDUC 424</td>
<td>Assessment &amp; Differentiation of Reading Instruction</td>
<td>1 Unit</td>
</tr>
<tr>
<td>EDUC 499</td>
<td>Senior Project</td>
<td>1 Unit</td>
</tr>
</tbody>
</table>

### Student Teaching Block

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 429</td>
<td>Senior Intern Seminar</td>
<td>1 Unit</td>
</tr>
<tr>
<td>EDUC 430</td>
<td>Student Teaching</td>
<td>2 Units</td>
</tr>
<tr>
<td>EDUC 474</td>
<td>Educational Management of Exceptional Students</td>
<td>1 Unit</td>
</tr>
</tbody>
</table>

19 Units

In addition to the above listed education courses, students must meet the general education university requirements. A minimum of 128 hours is required for graduation. See University Catalog for details.

**Disclaimer:** The requirements may change at any time. It is your responsibility to keep in close contact with your advisor and to review the Department of Education Undergraduate Handbook.
Professional Ethics

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

(1) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

(2) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(3) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Principles of Professional Conduct of the Education Profession in Florida (State Board of Education Rule 6B-1.006, FAC)

(1) The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.

(2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(3) Obligation to the student requires that the individual:
   a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
   b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
   c) Shall not unreasonably deny a student access to diverse points of view.
   d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
   e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
   f) Shall not intentionally violate or deny a student's legal rights.
   g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
   h) Shall not exploit a relationship with a student for personal gain or advantage.
   i) Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure serves professional purposes or is required by law.

(4) Obligation to the public requires that the individual:
   a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
   b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
   c) Shall not use institutional privileges for personal gain or advantage.
d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
e) Shall offer no gratuity, gift, or favor to obtain special advantages.

(5) Obligation to the profession of education requires that the individual:

a) Shall maintain honesty in all professional dealings.
b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
e) Shall not make malicious or intentionally false statements about a colleague.
f) Shall not use coercive means or promise special treatment to influence professional judgment 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 of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
m) Shall self-report within 48 hours to appropriate authorities (as determined by the district) any arrest/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering a pleas of Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585 (4)(c) and 943.059 (4)(c), Florida Statutes.

n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
p) 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.
q) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.
APPENDIX F

UNDERGRADUATE PROFESSIONAL CORE

The professional core is designed to provide a series of common courses and experiences that prepare candidates for certification. **NOTE:** This document addresses concerns for the common core. There are other requirements (such as recommendations, etc.) that are part of the advancement criteria listed in the student handbook.

**Tier I Courses**
- EDUC 245H Social Foundations of Education
- EDUC 255S Educational Psychology
- EDUC 265 Principles and Methods of Instruction for Diverse Learners
- EDUC 275D Human Exceptionalities
- EDUC 300 ESOL Principles and Practices
- EDUC 301 Reading in the Primary Grades
- EDUC 302 Improving Reading and Writing Skills in the Middle/Secondary School (Music)

**Admission to the Teacher Education Program . . . . . . at end of Tier I**
- Passing scores on all sections of the FTCE General Knowledge (GK) test
- Maintaining a GPA of 2.5 or higher
- Positive field evaluations regarding candidate’s ability to work with students and curriculum
- Satisfactory speech recommendation forms or an approved communications course
- Grade C or better in all education classes and required writing course

**Tier II Courses**
- EDUC 313 Applied Linguistics for TESOL
- EDUC 314 Reading in the Intermediate Grades (Elementary Education Majors) [prerequisite 301]
- EDUC 315 Language Arts and Literature for Children
- EDUC 316 Assessment and Evaluation of Learning
- EDUC 393 Professional Educator I
- EDUC 394 Professional Educator II

**Internship Admission . . . . . . at end of Tier II**
- Passing scores on the FTCE Subject Area and the Professional Education exams
- Maintaining a GPA of 2.5 or higher and a major GPA of 2.5 or higher
- Grade C or better in all education classes
- Appropriate progress on the Danielson Framework/Florida Educator Accomplished Practices
- Positive field evaluations regarding candidate’s ability to work with students and curriculum
- Behavior recommendation

**Tier III Courses**
- EDUC 429 Senior Intern Seminar
- EDUC 430 Student Teaching
- EDUC 474 Educational Management of Exceptional Students

**Internship Exit . . . . . . at end of Tier III**
- Successful Completion of Tier III tasks and/or AP Defense
- Maintaining a GPA of 2.5 or higher and a major GPA of 2.5 or higher
- Grade C or better in all education classes

**Stopping Points**
At the end of Tier I, Tier II, and Tier III there are stop signs that indicate possible exiting points out of the Teacher Education Program. Candidates who exit out at the end of Tier I will pursue another field. Those who exit out at Tier II or Tier III can use their educational coursework in a Minor in Education or a General Studies in Education major. The General Studies in Education major is only available for former elementary education candidates and requires approval of the Undergraduate Council. Neither this major nor the minor is designed to satisfy the requirements for teacher certification in Florida. Consult the current University Catalog for details regarding these options.
Standard 1: Culture as a Factor in ELLs’ Learning
Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

Performance Indicators
1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

1.1.d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families (e.g., Parent Leadership Councils (PLC)).

1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

Domain 2: Language and Literacy (Applied Linguistics)

Standard 1: Language as a System
Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn and to read, write, and communicate orally in English.

Performance Indicators
2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.

2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs’ development of listening, speaking, reading, and writing (including spelling) skills in English.
2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.

2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.

2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

**Standard 2: Language Acquisition and Development** Teachers will understand and apply theories and research on second language acquisition and development to support ELLs’ learning.

**Performance Indicators**

2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.

2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.

2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ learning of English.

2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

**Standard 3: Second Language Literacy Development** Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning.

**Performance Indicators**

2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

2.3. c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs’ learning.

2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ L2 literacy development in English.

2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.
# Language Development Stages: Sample Behaviors in the Classroom

<table>
<thead>
<tr>
<th>Stage</th>
<th>Sample Student Behaviors</th>
<th>Sample Teacher Behaviors</th>
<th>Questioning Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-production</td>
<td>• Points to or provides other non-verbal responses</td>
<td>• Gestures</td>
<td>• Point to …</td>
</tr>
<tr>
<td></td>
<td>• Actively listens</td>
<td>• Language focuses on conveying meanings and vocabulary development</td>
<td>• Find the …</td>
</tr>
<tr>
<td></td>
<td>• Responds to commands</td>
<td>• Reputation</td>
<td>• Put the ___ next to the ___.</td>
</tr>
<tr>
<td></td>
<td>• May be reluctant to speak</td>
<td>• Does not force students to speak</td>
<td>• Do you have the ___?</td>
</tr>
<tr>
<td></td>
<td>• Understands more than can produce</td>
<td></td>
<td>• Is this a ___?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Who wants the ___?</td>
</tr>
<tr>
<td>Early Production</td>
<td>• Students are low beginners</td>
<td>• Asks questions that can be answered by yes/no and either/or responses</td>
<td>• Who has the ___?</td>
</tr>
<tr>
<td></td>
<td>• Generally lasts several weeks</td>
<td>• Models correct responses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensures a supportive, low anxiety environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Yes/no (Is the trouble light on?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Either/or (Is this a screwdriver or a hammer?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• One word response (What utensil am I holding in my hand?)</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• General questions which encourage lists of words (What do you see on the tool board?)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Two-word response (Where did he go? To work.)</td>
<td></td>
</tr>
<tr>
<td>Speech Emergence</td>
<td>• Students are “beginners”</td>
<td>• Focuses content on key concepts</td>
<td>• Why?</td>
</tr>
<tr>
<td></td>
<td>• Participates in small group activities</td>
<td>• Provides frequent comprehension checks</td>
<td>• How?</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates comprehension in a variety of ways</td>
<td>• Uses performance-based assessment</td>
<td>• How is this like that?</td>
</tr>
<tr>
<td></td>
<td>• Speaks in short phrases and sentences</td>
<td>• Uses expanded vocabulary</td>
<td>• Tell me about…</td>
</tr>
<tr>
<td></td>
<td>• Begins to use language more freely</td>
<td>• Asks open-ended questions that stimulate language production</td>
<td>• Describe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• How would you change this part?</td>
</tr>
<tr>
<td>Intermediate Fluency</td>
<td>• Students are “high beginners, intermediate or advanced”. May require several years to</td>
<td>• Fosters conceptual development and expanded literacy through content</td>
<td>• What would you recommend/suggest?</td>
</tr>
<tr>
<td></td>
<td>achieve native-like fluency in academic settings</td>
<td>• Continues to make lessons comprehensible and interactive</td>
<td>• How do you think this story will end?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teaches thinking and study skills</td>
<td>• What is the story mainly about?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continues to be alert to individual differences in language and culture</td>
<td>• What is your opinion on this matter?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Describe/compare…</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• How are these similar/different?</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>• What would happen if…?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Which do you prefer? Why?</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>• Create.</td>
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</tbody>
</table>

Source: Adapted from Empowering ESOL Teachers, Section 5. Enriching Content Classes for Secondary ESOL Students (National Edition) Study Guide Section 2: Language Learning in School
Facilitating Language Learning in the Classroom

(1.) **Create an environment that facilitates language learning**
- Actively engage students in challenging learning activities
- Use interactive activities so ESOL students talk with their peers and use academic English
- Use concrete, hands-on activities (and language) before more abstract (and language) activities
- Create an atmosphere in which ESOL students feel safe in taking risks with both English and content

(2.) **Adjust teacher talk to increase comprehensibility**
- Face the students
- Pause frequently
- Paraphrase often
- Clearly indicate the most important ideas and vocabulary through intonation or writing on the blackboard
- Avoid “asides”
- Avoid or clarify pronouns
- Use shorter sentences
- Use subject-verb-object word order
- Increase wait time for students to answer
- Focus on the student’s meaning, not grammar
- Avoid interpreting on a regular basis

(3.) **Support or scaffold ESOL student language development**
- Ask questions in simplified language
- Establish a pattern in the questions
- Ask for elaboration, “Tell me more about…”
- Be a good listener (eye contact, non-verbal support, plenty of time)
- Provide encouragement to continue, “Uh-huh. Really? What happened then?”
- Provide difficult words
- Ask for clarification, “I’m not sure I understand. Can you say it again?”
- Paraphrase what the student said

Source: Adapted from Empowering ESOL Teachers, Section 5.
Enriching Content Classes for Secondary ESOL Students (National Edition)
Study Guide Section 2: Language Learning in School

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Agreement On Guidelines For Classroom Copying In Not-For-Profit Educational Institutions With Respect To Books And Periodicals.

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Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

A. The copying meets the tests of brevity and spontaneity as defined below; and,
B. Meets the cumulative effect test as defined below; and,
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ii. Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words. (Each of the numerical limits stated in “i” and “ii” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)
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   c. Be repeated with respect to the same item by the same teacher from term to term.
D. No charge shall be made to the student beyond the actual cost of the photocopying.
Security and Emergency Information for Schools

The following emergency codes are standard throughout Volusia County. You need to be familiar with these prior to entering the schools. (These concepts are also concepts tested on the Florida Teachers’ Exam.

**CODE RED – Lockdown/hostage/weapon**
All students and staff are locked in their room(s)/building. Teachers shall continue with the teaching activity, or otherwise engage the students, to promote a calm atmosphere. Students and teachers shall stay away from windows and doors or take a position of cover if necessary.

**CODE BLUE: Bomb Threat**
All students and staff evacuate areas and leave the classroom doors open. No phone, electronic devices can be used. Do not touch lockers, light switches, suspicious objects. Teacher in charge must take roll and notify security team if a student is missing.

**CODE YELLOW: Hazardous Material/Chemical**
All students and staff in unlocked rooms/buildings. Do not attempt to assist with any cleanup. This procedure is done by trained personnel.

**CODE GREEN: Severe Weather/Tornado**
Remain in classrooms/buildings. Students in portables will have instructions where they are to assemble in the main building.

**Fire or Explosives Evacuation:**
This requires swift evacuation to a predestinated area. In leaving, doors are to be closed, but not locked. Roll must be taken at the evacuation site and missing students reported immediately. Teachers must remain with their class until relieved by a member of the security team. Fire drill are a common practice in schools. Accompany your class to evacuation site.

**Visitor Sign-In**
All visitors to a campus must report to the office before entering classrooms. Each school will have a procedure that you must follow without fail. Even if you are working regularly in a classroom you must sign in each time you are on campus.

**Student Sign-Out**
Never release a student to anyone who comes to your classroom or play area – not even to a parent. All students must be released through the office.

**Clinic Health Issues**
Never give any medication to a student or allow a student to self-medicate. This includes cough drops, aspirin etc.
Never perform any invasive procedure—do not take out splinters or specks in eyes. Send the students to the clinic.
In a medical emergency, the teacher must remain with the injured student and send or call for help. Teachers must administer first aid until help arrives in a medical emergency.
If a child says he/she is hurt, send the student to the clinic. Do not assume the role of medical personnel. In an accident, fill out the required forms. Remember: **When in doubt, fill it out!**