2024

BACHELOR OF SCIENCE IN EDUCATION PROGRAM HANDBOOK

Sharon Kochanowski, Director

POLK STATE COLLEGE

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GENERAL INFORMATION

Mission Statement

The mission of Polk State College's teacher education programs is to prepare teacher candidates to become competent professional educators who are dedicated to serving the needs of all students.

Polk State College offers two Bachelor of Science programs for teacher preparation. These programs allow students (referred to as "teacher candidates") to share knowledge and experiences in a blended learning environment that includes face-to-face, online, and hybrid class formats. This Program Handbook provides an overview of Polk State's two baccalaureate programs for future educators: the Bachelor of Science (BS) in Elementary Education and Bachelor of Science (BS) in Early Childhood Education. Both programs require a minimum GPA of 2.5, an associate degree, and completion of EDF1005 *Introduction to the Teaching Profession* with a grade of *C* or better in order to enroll in the programs (per *Florida Statutes* Chapter 1004, Section 4(3)(b)). More detailed information related to program enrollment requirements can be found in the *Program Enrollment and Admission Procedures* section of this document.

Bachelor of Science in Elementary Education

Polk State's Bachelor of Science in Elementary Education Program is a 60-credit-hour, Florida Department of Education state-approved teacher preparation program that builds on an associate in arts degree. A graduate of the Bachelor of Science in Elementary Education Program is eligible for Florida Professional Teacher Certification in Elementary Education (Kindergarten to sixth-grade instruction), including Reading and ESOL endorsements.

The baccalaureate curriculum provides real-world settings for the candidate to make connections between what is learned in class and how it is applied within professional practice. The program's final internship allows the candidate to assume the role of a full-time classroom teacher and demonstrate mastery of skills and competencies necessary for effective teaching and learning. Field studies and final internship placements are limited to public, charter, and private schools within Polk County.

Bachelor of Science in Early Childhood Education

The Bachelor of Science in Early Childhood Education Program at Polk State College is a 60-credit-hour, Florida Department of Education state-approved teacher preparation program that builds upon either an associate in arts degree or an Associate in Science in Early Childhood Education and Management degree. A graduate of the Bachelor of Science in Early Childhood Education Program is eligible for Florida Professional Teacher Certification in Pre-Kindergarten/Primary Education (age 3 to grade 3), including Reading and ESOL endorsements.

This program supports the development of knowledge and skills required for effective teaching to younger children. As the candidate progresses through courses, field studies provide connections between coursework and professional teaching practice. The program's final internship allows the candidate to assume the role of a full-time classroom teacher, demonstrating mastery of the skills and competencies necessary for effective teaching and learning. Field experiences and final internship placements are limited to public, charter, and private schools within Polk County.

Courses and Coursework

The following information provides a brief overview of program sequencing, policies, and navigation:

- The student is expected to only enroll in classes as advised by the assigned program coordinator.
- The *Basic Course Information* (BCI) document for each course is available online through the College's website (polk.edu/BCI). The BCI provides the course description and objectives, as well as an overview of the skillsets and content of the course. The instructor's *Course Syllabus* provides specific policies and procedures.
- Each course in the program utilizes current research and evidence-based methodology and skills.

Florida Future Educators of America (FFEA)

Florida Future Educators of America is a professional teacher education club at Polk State College.

Mission Statement:

Florida Future Educators of America is a platform for recruiting and educating students about the advantages and joys of teaching.

Becoming a member of FFEA provides a forum for teacher candidates to cultivate the skills and expertise that make education professionals unique. Aside from creating relationships that support an individual's academic career, members develop an understanding of what it means to be an educator and how to be successful in the career. Additional benefits for FFEA members include:

- Networking opportunities and support from peers, professors, and fellow FFEA members.
- Participation in events with respected speakers in the Polk County education community.
- Access to teacher resources and promotional materials.
- Information regarding the latest updates in education, funding, and job opportunities.
- Participation in club activities and community outreach events.
- Opportunities to advocate for educators, schools, and the profession.
- Exploration and development of personal passions for teaching and life-long learning.

PROFESSIONAL EXPECTATIONS

Being a teacher leader in the classroom, school and community means being aware of professionalism and ethics. Professionalism covers a wide array of behaviors, including communication, professional responsibility, and academic accountability. It is important to demonstrate professionalism not only while visiting school sites, but also on the college campus, in college classrooms, and special events.

Major concerns of a professor regarding a candidate's behavior, lack of participation, low academic achievement or FTCE issues may be referred to the Director of Education to develop a SOAR to Success Plan to help achieve future success (cf. Appendix A).

The Family Educational Rights and Privacy Act (FERPA)

It is important for each teacher candidate to understand The *Family Educational Rights and Privacy Act (FERPA)* as it relates to parents and all students under the age of 18 (cf. Appendix B).

The Florida Professional Code of Ethics

- The state of Florida has a *Professional Code of Ethics* that explicitly defines acceptable and expected behaviors regarding educators. This Code of Ethics is known as *The Principles of Professional Conduct of the Education Profession in Florida* (cf. Appendix C).
- It is important for each teacher candidate to read and understand the Code of Ethics. The Polk State Education Program provides opportunities to review and discuss the Code of Ethics throughout the curriculum.

Professional Educator Dispositions for Teacher Candidates

Professional Educator Dispositions ensure the teacher candidate not only masters academic expectations, but also practices and understands soft skills related to professionalism in education. Cooperating teachers, as well as program faculty and staff members, assess these dispositions throughout the program to verify the candidate has benefitted from the well-rounded training opportunity provided. Discussions take place following assessments to note areas of concern, strengths, and opportunities for improvement (cf. Appendix D).

Professional Dress

The teacher candidate is expected to be well-groomed and present a professional appearance while on campus and when attending field studies. Violation of the dress code requirements results in the candidate being dismissed from the class or field opportunity as appropriate. <u>The dismissal counts as an absence.</u>

***Attire for on-campus meetings, face-to-face classes, or presentations*:**

The candidate may dress in appropriate casual attire such as neatly styled pants or jeans, dress shorts or skirts (not short shorts or minis), collared shirts, polos, etc. Items should not be low-cut, show a bare midriff, contain thin straps, or be see-through. Clothing cannot have tears or patches, and it cannot contain slogans or references to alcohol or pop-culture, include gang symbolism, or display religious or political statements.

Attire for field studies and internship experiences:

The candidate must wear clothing that is appropriate for a professional while working with children. Dress pants or skirts, paired with collared shirts, blouses, or polos are good choices. Items should not be tight, too short, low-cut, show a bare midriff, contain thin straps, or be see-through. Clothing cannot have tears or patches, and it cannot contain slogans or references to alcohol or pop-culture, include gang symbolism, or display religious or political statements. It is important not to wear jeans unless this has been approved by the cooperating teacher, as for a special casual day at the school.

ACADEMIC and PROGRAM INFORMATION

Attendance Policies

The teacher candidate is expected to adhere to the professional standard of prompt attendance and full preparation for class. The individual must be present for the duration of the session and be focused on full personal participation in the day's activities.

Class Attendance

Class attendance is an integral part of the learning process. Due to the amount of content and in-class learning experiences, including discussion, reflection, and collaboration with peers, a candidate should plan to attend every scheduled class. **There are no excused absences in the program except in the following cases (if documentation is** p**rovided)**:

- Jury duty
- Military duty
- Religious observance (I.e., with reasonable notice of at least one week prior to the intended absence.) More information about these types of absences can be found in District Board of Trustees Rule 4.24: *Policy Regarding Religious Observances by Students* (https://www.polk.edu/about/rules/).

Absences for any other reason result in loss of Attendance-Promptness-Participation points, as follows.

- **For a 16-Week Course:**
    - If the class meets one time per week and the candidate misses one class, one-half of the allotted points are deducted from the Attendance-Promptness-Participation section of the course grade. If the individual misses two classes, all (100%) the allotted points are deducted from the Attendance-Promptness-Participation section of the course grade.
    - If the class meets two times per week and the candidate misses one class, one-fourth of the allotted points are deducted from the Attendance-Promptness-Participation section of the course. If the individual misses two classes, one-half of the allotted points are deducted from the Attendance-Promptness-Participation section of the course. An individual who misses four classes loses all (100%) the allotted points from the Attendance-Promptness-Participation section of the grade.
    - If a student misses more than two sessions in a class that meets once a week, or more than four sessions in a class that meets two times a week, before the withdrawal deadline listed in the *Polk State Academic Calendar*, he or she is notified to withdraw from the course (or the instructor withdraws the student).
    - If an additional class is missed after the Withdrawal Deadline in the Polk State *Academic Calendar*, the student is no longer permitted to attend class and receives a course grade of *F*.

- **For a Twelve-Week Course**
    - If the candidate misses one class, all (100%) the allotted points are deducted from the Attendance-Promptness-Participation section of the course.
    - A candidate may not miss more than one class. If an additional class is missed before the Withdrawal Deadline published in the *Polk State Academic*

Calendar, the student is notified to withdraw, or the professor may withdraw the individual from the class.

- If an additional class is missed after the Withdrawal Deadline listed in the *Polk State Academic Calendar*, the Candidate is not allowed back in class and receives a course grade of *F*.

Note: *The last day to withdraw from a class is noted on the Polk State Academic Calendar, which is available on the College's website (https://www.polk.edu/academics/academic-calendars/).*

Participation

Each candidate is expected to fully engage and actively participate in all classroom discussions and activities. Active participation is not passive attendance within the class. It involves listening, speaking, and physically engaging in classroom learning experiences. Failure to actively participate results in a point deduction from the allotted Attendance-Promptness-Participation portion of the grade. In addition, lack of engagement or participation can have an adverse effect on the student's overall grade for the course. The points lost for participation are at the sole discretion of the instructor.

- **Face-to Face and Hybrid Attendance and Participation**

  Attendance is vital for receiving information, collaborating with peers, and asking questions.
  - Following two class absences, the teacher candidate must contact the professor to discuss the impact of the absence(s) on the grade. The professor may reach out to the Director of Education and a collaborative SOAR to Success Plan may be written to provide support for success.
  - Following a fourth absence from a day class the student may be asked to withdraw from the course. Conversely, the instructor may process the withdrawal. The last day to withdraw from a class is noted in the *Polk State Academic Calendar* available on the College's website (https://www.polk.edu/academics/academic-calendars/).
  - Full points for attendance and participation are contingent upon being in class on time and bringing all class materials (per the Course Syllabus).

- **Online and Hybrid Online Attendance and Participation**

  Online and hybrid online attendance and participation are vital for receiving information, collaborating with peers, and asking questions.
  - If the hybrid online course requires virtual meetings, attendance at those meetings is expected.
  - Each student is required to log into the course during each week and review the week's material. Attendance is assessed in the form of participation in the discussion forums and weekly assignments. A student is considered to have attended class for the week if he or she answers the discussion questions and responds to at least two classmates' responses or submits the weekly assignment (as appropriate to the week). Participation in the discussion forums and class attendance are important to personal success and essential to the success of others. Courses are designed to be interactive and student-centered. The student is responsible for pressing the "submit" button each time an assignment is completed.

- A student who fails to participate in discussion forums or weekly assignments in the manner described above for two or more discussion forums may be withdrawn from the class for failing to attend.
- It is the student's responsibility to review each Course Syllabus and remain fluent regarding deadlines for discussions and submissions. Late discussion posts and assignment submissions are NOT accepted.
- Assignments are due on the dates published in the syllabus.
    - If the assignment (listed on the syllabus) is not submitted by the due date, 50 percent of the total assignment points (or grade) is deducted (except for discussion forum posts and weekly assignments, which are not accepted late).
    - If the assignment (listed on the syllabus) is not submitted within one additional week, zero points are earned, and an assignment grade of *F* is assigned (as appropriate).
    - An assignment may be submitted early, but it may not be reviewed by the professor until after the due date.

Punctuality

Tardiness or leaving early (i.e., eight minutes or greater) results in points deducted from the allotted Attendance-Promptness-Participation section of the course per the class instructor.

Cell Phones

The following are guidelines for cell phone etiquette:

- Each teacher candidate must be respectful regarding his or her cell phone use.
- Phones should not be left on during class, unless the use of a phone is directly related to the learning process and approved by the professor (e.g., class survey-response activity).
- When attending field studies or internship experiences at a cooperating school, the teacher candidate must leave all electronic devices turned off and stored away for the duration of the learning experience, unless guided by the professor or Cooperating Teacher to use the item during instruction or observation. Failure to do so could impact the individual's grade.

BS in Education AI Statement

In our courses, certain assignments will permit or even encourage the use of generative artificial intelligence (GAI) tools such as ChatGPT. Unless explicitly stated, the use of these tools is generally prohibited. Where AI use is allowed, it must be appropriately acknowledged and cited in your submissions.

It is each student's responsibility to critically evaluate the relevance and accuracy of AI-generated content used in coursework. You are ultimately responsible for ensuring that such content meets the course requirements.

Violations of this policy, including failure to acknowledge AI assistance, will be treated as academic misconduct.

Please note that AI usage policies may vary across different courses at Polk State College. It is your responsibility to be aware of and comply with the specific guidelines set for each course you are enrolled in.

Communication

The Bachelor of Science in Elementary Education and Bachelor of Science in Early Childhood Education degree programs use the College's learning management system, Canvas, for communication with faculty regarding course information, as well as departmental announcements via the Canvas course called *Education Station*. The teacher candidate is expected to check Canvas at least once a week.

The Polk State College student email address (my.polk.edu account) is used to communicate with each enrolled teacher candidate. The teacher candidate is expected to check this email account at least once a week. Candidates are strongly advised not to set the College email account to forward messages to a personal email address, as the College's communication may be blocked by the outside carrier; similarly, any messages sent from an outside carrier to a polk.edu account may be blocked. The candidate is responsible for any notices and email messages sent to the College email, regardless of whether these were received and read.

Florida Educator Accomplished Practices (FEAPs)

The *Florida Educator Accomplished Practices* (FEAPs) are Florida's core standards for effective educators. These published competencies provide valuable guidance to Florida's public-school educators and state educator preparation programs regarding what educators are expected to know and be able to do. The FEAPs are based upon three foundational principles that focus on high expectations, knowledge of subject matter, and the standards of the profession. Each effective educator applies the foundational principles through six *Educator Accomplished Practices*. Each Practice is clearly defined to promote a common language and statewide understanding of the expectations for quality instruction and professional responsibility. (More information about the FEAPs can be found on the Florida Department of Education website: https://www.fldoe.org)

Throughout coursework, mastery of the FEAPs is evaluated through formative and summative assessments to ensure the teacher candidate is ready for the classroom prior to graduation (cf. Appendix E).

Florida Reading Endorsement Competencies (2022)

The Polk State College teacher candidate must demonstrate skills to satisfy the requirements of the *Florida Reading Endorsement Competencies (2022)*. These endorsement competencies are infused within the program courses, including formative and summative assessment measures.

Formative assessment of the Reading Endorsement competencies occurs as the teacher candidate progresses through program coursework and associated field studies. The reading course professor serves as the evaluator for these requirements and considers feedback from the host teacher at the field-studies site when applicable.

Summative assessment of the Reading Endorsement criteria takes place during final internship. The Polk State College Internship Supervisor evaluates the candidate via one capstone course, and considers feedback as provided by the district-based cooperating teacher when determining evidence of the Reading Endorsement competencies (cf. Appendix F).

Florida Teacher Standards for ESOL Endorsement (2010)
Each Polk State College teacher candidate must demonstrate skills to satisfy requirements for the Florida Teacher Standards for the English Speakers of Other Languages (ESOL) Endorsement (2010). The ESOL Endorsement competencies are infused within program courses, including formative and summative assessment measures.

Formative assessment of the endorsement competencies occurs as the teacher candidate progresses through program coursework and associated field studies. The course instructor serves as the evaluator of the ESOL Endorsement requirements, but feedback from the district-based cooperating teacher at the field-studies site is also incorporated when applicable.

Summative assessment of ESOL Endorsement criteria takes place during final internship. The College Internship Supervisor evaluates the candidate's performance during the capstone course in the program. The Internship Supervisor considers feedback as provided by the cooperating teacher in determining evidence of endorsement competencies (cf. Appendix G).

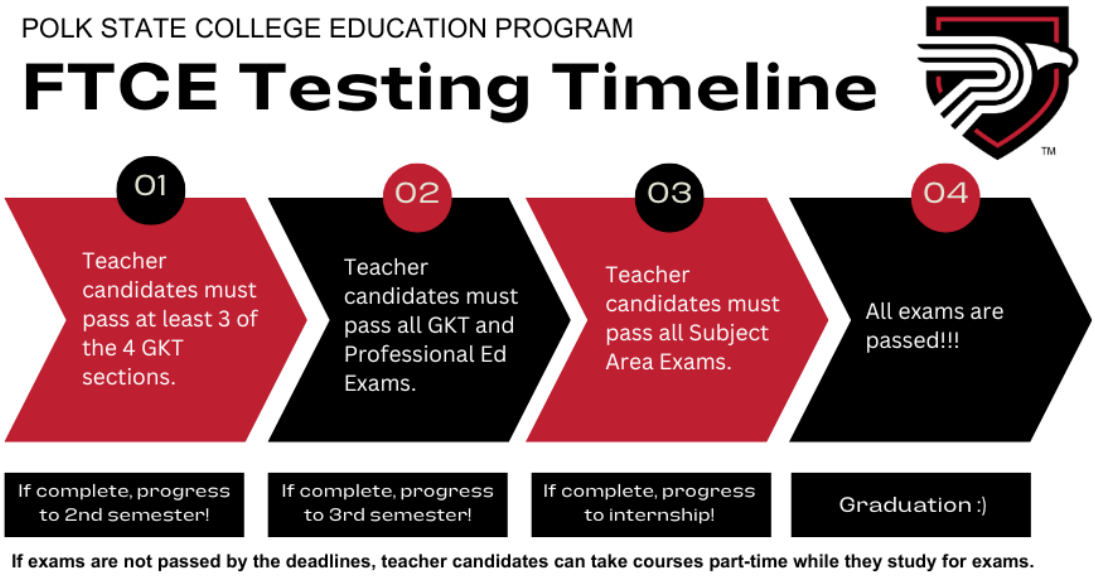
Florida Teacher Competency Exams

Each teacher candidate is required to pass the Florida Teacher Competency Exams (FTCE). The FTCE is broken down into three sections: the General Knowledge Test (GKT), the Subject Area Exam (SAE), and the Professional Education Test (PEd). Beginning in Spring 2025, stop points will be in place to ensure completion of FTCE before forward movement in the program

- **General Knowledge Test:** While each teacher candidate is strongly encouraged to take and pass all four sections of the General Knowledge Test prior to admission, an applicant may be admitted to the program without doing so (i.e., as of July 1, 2021, per *Florida House Bill 1159*). If a candidate enters the program without completing all four parts of the FTCE, he or she is encouraged to (at a minimum) obtain a passing score on the FTCE General Knowledge Test during the first semester of the baccalaureate program. Support is provided, as necessary.

- **The Subject Area Exam (SAE)** and **Professional Education Test (PEd)** must be completed as the candidate progresses through the teacher preparation program. A passing score on the SAE and PEd are required <u>before</u> the candidate can be approved for placement in a classroom for final internship. There are no exceptions to this rule.
  - The deadline to pass the SAE/PEd for fall internship placement is April 1.
  - The deadline to pass the SAE/PEd for spring internship placement is October 1.

***Note:** All exam costs are the student's responsibility.*



FTCE Testing Supports

- Free 30-day access to 240 Tutoring for all exams
- Free GKT Bootcamp
- Free developmental math course for GKT Math
- Free SAE study guides in Education Station
- Free virtual study sessions for various exams

All study session information will be posted in Education Station!

Grading Policies

- Assignments are due on the dates published in the syllabus. If the assignment, as listed in the syllabus, is not submitted by the due date, 50 percent of the total assignment points or grade is deducted (except for discussion forum posts and weekly assignments, which are not accepted late under any circumstances). If the assignment, as listed on the syllabus, is not submitted within a week of the due date, zero points are awarded for the assignment (or a course grade of *F* is earned).
- An assignment may be submitted early, but it may not be reviewed by the professor until after the due date.

Grading Scale: All baccalaureate courses for the Education programs (i.e., 3000-4000 level) use the following grading scale:

A = 93-100
B = 85-92
C = 77-84
D = 70-76
F = 69 and below

Any student who does not pass a class with a grade of C or better is required to re-take the course.

> ***Note:*** *The teacher candidate must earn a course grade of C or better in all Education courses at the baccalaureate level (i.e., 3000-4000 level), as well as in the AS in Early Childhood lower division courses included in the BS in Early Childhood program and the EDF1005 lower division prerequisite.*

Mandatory Meetings

The teacher education baccalaureate programs have mandatory meetings that ensure each candidate receives guidance and communication, as well as builds a community that supports success. The following components are mandatory for all enrollees:

New Teacher Candidate Orientation

Each potential teacher candidate must attend the required Coffee and Conversations orientation before admittance to the program.

Polk Educator Preparation (PEP) Rally

The teacher candidate is required to attend PEP Rally each fall. PEP Rally is *usually* held on the first Saturday following the start of classes. Candidates will hear a keynote education speaker, participate in professional development breakout sessions, and view educational resources. Information regarding this event is posted in the Canvas-based *Education Station*.

Registration Confirmation Each Semester

Teacher candidates are required to meet with their Bachelor Advisor, assigned faculty member, or Director of Education prior to starting the program, as well as before each semester to plan for the subsequent semester to ensure correct course progression.

Name and Address Changes

Any change of name, address, or other contact information must be made within Banner as soon as possible after the change occurs. The teacher candidate must also notify the assigned program coordinator of the change as soon as possible to avoid issues with communication.

PROGRAM ENROLLMENT AND ADMISSION PROCEDURES

General Admission and Enrollment Procedures

Each program applicant is required to complete a series of steps prior to being admitted to either the Bachelor of Science in Elementary Education Program or Bachelor of Science in Early Childhood Education Program.

During the Coffee and Conversations meeting, an interview is conducted, and the required forms are received. Additional information regarding final admission steps and registration for classes is provided. It is critical to remain in contact with the assigned Bachelor Advisor, faculty member or Director or Education during the admission process to ensure any final steps are completed.

Deadlines for Program Admission

The deadlines for fall and spring admission vary from year to year based on each semester's start date. Deadlines are posted on the *Admission Checklist*, which is available from the Program Coordinator, a baccalaureate advisor, or the following webpages:

- Getting Started | Elementary Education Degree (BS) | Polk State College
- Getting Started | Early Childhood Education (BS) | Polk State College

Admission Requirements

The following are required for admission to the Education baccalaureate programs:

- The student must have a minimum undergraduate grade point average (GPA) of 2.5 or higher.
- The applicant must complete EDF 1005 *Introduction to the Teaching Profession* with a grade of *C* or better.
- Each program requires the completion of an associate-level degree, as follows:
  - For the Bachelor of Science in *Elementary Education*, the applicant must have completed an Associate of Arts (AA) degree.
  - For the Bachelor of Science in *Early Childhood Education* Program, the applicant must have completed an AA degree or Associate in Science (AS) in Early Childhood Education and Management degree.

Note: *Additional graduation requirements (e.g., foreign language or civic literacy) may be necessary. It is the responsibility of the teacher candidate to contact a baccalaureate advisor for more information on these requirements.*

Admission Process

1. Complete the application for acceptance as a degree-seeking student at Polk State College at https://www.polk.edu/admission-aid/
2. Complete online orientation at https://www.polk.edu/admission-aid/admissionsteps/student-orientation/
3. Activate your Polk State email (if you haven't already done so.) Click here for student technology help: https://www.polk.edu/wp-content/uploads/Student-Tech-Halp-Vertical-HiRes-1.pdf
4. Contact Bachelor Advising to inquire about any outstanding requirements for admission:
   a. **Last name A-L:** FZimmerman@polk.edu
   b. **Last name M-Z:** LaWilliams@polk.edu
5. Send transcripts to Polk State College. If you have taken classes at other colleges or universities, you will need to send official transcripts to Polk State. If you fulfilled your foreign language requirement in high school, you would also need to send official high school transcripts.
6. Attend the **required** Coffee & Conversations event. At this mandatory onboarding event, you will complete the required program paperwork, receive your schedule and formal approval to register for classes, learn about field studies, program overview, and receive info for fingerprinting and badge. To register for an event, access the **Admission Checklist** on one of the pages below:
   a. https://www.polk.edu/elementary-education-bs/getting-started/

   b. https://www.polk.edu/early-childhood-education-bs/getting-started-2/

Official Admission

- Make sure you are registered for Canvas.
- Register for financial aid
  - It is the sole responsibility of the teacher candidate to seek and obtain financial aid for support while enrolled in the program.

    Note: *Each Polk State College student is strongly encouraged to begin the financial aid application process early, as it can take time to determine results and receive approval.*

    To apply for financial aid, a prospective student must complete a *Free Application for Federal Student Aid* (FAFSA). The *FAFSA* is required for all federal and state aid, as well as some institutional aid. The *FASFA* can also be filled out online (https://studentaid.gov/h/apply-for-aid/fafsa)

    The Polk State Student Financial Aid Office can provide essential information regarding the *FAFSA,* including deadlines, information needed, and conditions for approval. A student can be dropped from classes if he or she fails to obtain aid or pay for classes on time.

    Current information related to student financial aid can be found on the College's website (www.polk.edu/admission-aid/financial-aid).

Residency Status

A prospective student who qualifies as a Florida resident must submit the *Residency Status Form* with supporting documentation as soon as possible. It is strongly advised to complete this residency declaration with the Registrar's Office as soon as possible to avoid overpaying for classes, as in-state students receive a discount on tuition.

Note: *A prospective student does not need to wait until he or she is admitted to the program to complete the Financial Aid and Residency steps listed above.*

Scholarships

There are scholarships available to individuals enrolled in the Education baccalaureate programs. It is the student's responsibility to apply and submit all required documentation for a given scholarship in a timely manner.

- **Florida Fund for Minority Teachers (FFMT)** – The Minority Teacher Education Scholars (MTES) Program provides funding for minority students enrolled in the Bachelor of Science in Elementary Education or Bachelor of Science in Early Childhood Education Program. A student who wishes to apply for this scholarship is encouraged to do so early. To be eligible, a student must have completed fewer than 18 credit hours in the baccalaureate program of choice. The FFMT Facilitator can answer questions, and you can also learn more at https://www.ffmt.org.
- **The Greenhouse Project** – This is not a scholarship, but rather a tuition-reimbursement plan offered to non-instructional employees of the Polk County Public School System. An applicant who accepts reimbursement must agree to work in a Polk County Public School for a specified length of time once certification is

obtained; this period is based upon the number of credit hours reimbursed by the Greenhouse Project. Please contact Polk County Public Schools for more information.

- Other scholarships and financial assistance opportunities are available via the Polk State College website (https://www.polk.edu/admission-aid/financial-aid/scholarships/) and the Polk State College Foundation website (http://foundation.polk.edu/scholarships/).

Register for Classes

- Each semester, the teacher candidate must meet with the assigned bachelor advisor, faculty member or Director of Education to determine which courses to take the following semester. A list of courses is provided, and the student may not alter these courses without the express permission of the advising personnel. Many courses require prior coursework or prerequisite knowledge to fully engage with class activities.
- After program admission, the teacher candidate is responsible for course registration via the Banner system (i.e., the online registration and record-keeping system); the individual is encouraged to register early to obtain classes at his or her preferred times. The student is encouraged to resolve any holds (e.g., financial holds, blocks for online orientation, outstanding library loans) prior to the opening of the registration period, as these can delay an individual's ability to register.
- A student enrolled in the wrong classes may be administratively withdrawn (with or without notice).

Obtain an identification badge for field studies experiences.

- You will be provided instructions on how to apply for this and conduct your background check following admission to the program. Please see below for Criminal History Disclosure related to teaching.
- Per *Florida Statutes,* a conviction for certain offenses makes an individual ineligible for a Florida Educator Certificate or employment in any position that requires direct student contact in a district school system, charter school, or private school accepting students under the Corporate Tax or McKay Scholarship, or the Florida School for the Deaf and the Blind. Examples of disqualifying criminal offenses are listed below. (***Note:*** *This list is meant to serve as a guideline, and is not a complete list*).

  Each program applicant must read the list and disclose ANY criminal history that may pose a barrier to completing the field experience requirements or pursuing a career in the field of education. An individual with a criminal history that includes a guilty plea (regardless of adjudication), a no-contest plea, or pretrial intervention or diversion with the following offense(s) cannot be hired or granted access to schools:
  - Arson
  - Child Abuse
  - Currently on Probation (or with a case pending)
  - Extortion
  - Extreme Violence (e.g., aggravated assault or aggravated battery; murder or attempted murder)
  - False Imprisonment

- Indecent Exposure if Sexual in Nature
- Kidnapping
- Manslaughter (including vehicular homicide or involuntary manslaughter)
- Pornography
- Prostitution or Solicitation of Prostitution
- Sexual Offense (e.g., lewd and lascivious behavior, sexual battery, rape, or sex with a minor)

The following criminal activity may be considered if the crime was committed more than ten years prior:

- Burglary
- Felony Battery or Assault
- Felony Drug Use
- Felony Possession of a Concealed Weapon
- Forgery
- Grand Larceny
- Grand Theft/Robbery
- Welfare or Unemployment Fraud

The following criminal activity is considered if the offense is more than five years old:

- Battery or Assault
- Domestic Violence
- Misdemeanor Drug or Paraphernalia Possession
- Possession of Concealed Weapon at the Misdemeanor Level
- Resisting Arrest with Violence

The following criminal activity may be reviewed on a case-by-case basis:

- Arrest without Violence
- Disorderly Conduct
- Driving Under the Influence
- Larceny
- Loitering
- Multiple Criminal Offenses
- Petty Theft (e.g., theft to deprive, retail theft, or shoplifting)
- Sale of Alcohol to Minor
- Trespassing
- Worthless Checks
- Other Criminal Offenses

Note: *Failure to disclose information relating to a criminal history that may pose a barrier to completing field-experience requirements or pursuing a career in education may result in dismissal from the program.*

Register for the General Knowledge Test (GKT).

- Effective July 1, 2021, it is no longer a requirement for a student to pass the General Knowledge Test (GKT) prior to admission to the Education baccalaureate programs; however, passing the GKT is still a program requirement for some activities and for graduation. A student who chooses to enter the program without the GKT completed must pass all four sections of this test by the time the individual has completed the first sixteen program credit hours. A teacher candidate cannot participate in an internship until all sections of the General Knowledge Test, Professional Education Test (PEd), and Subject Area Exam (SAE) are successfully completed.

- While an applicant is not required to have passed all four sections of the GKT to be admitted to the program, the individual is strongly encouraged to register and prepare for the GKT prior to admission so personal study time is not divided between preparation and study for classes and preparation and study for the GKT. An individual can find more information about the General Knowledge Test and other required Florida Teacher Certification Exams (FTCEs) in this Handbook under the *Florida Teacher Certification Exams* portion within the *Academic and Program Information* section of this Handbook.

Program Progression

Each baccalaureate program consists of 60 hours of coursework in addition to the 60 earned credits from the associate degree. The final 12 upper-division credit hours enrollment in EDG4940 – Final Education Program Internship.

During progression through the program, the teacher candidate is expected to:

- Take courses in the order presented per the program sequence.
- Contact the assigned bachelor advisor, faculty member or Director of Education with any questions about course order, degree progression, or any registration issues or exceptions.

  Note: *An enrolled student should be aware that a failure to take courses in the expected order or advised sequence may result in being administratively dropped from a course, with or without notice and may slow the progression in the program.*

Because there are many courses with field-studies requirements or field-studies components, most classes are only offered during the spring and fall terms, when a teacher candidate would have access to a classroom for these components; however, the student is strongly encouraged to take classes during the summer and to enroll in specific program classes when advised by a Program Coordinator.

Full-Time and Part-Time Enrollment Status

A student may enroll in the program on a full-time or part-time basis during most semesters. A student attending the program on a full-time basis (i.e., 13-16 credit hours during the fall and spring terms) could finish the program in two years, but the student is not required to be enrolled full-time and progress at this pace.

Some semesters may require a heavier load than others, depending on whether the individual is enrolled in field studies. The final internship is provided only on a full-time basis. Specific questions about the course load and internship and their interaction with personal work and with family responsibilities must be brought to the program coordinator or Intern Facilitator.

Re-Enrollment and Re-Admission to the Program

If a teacher candidate is inactive (i.e., does not take classes for a full year), he or she must re-apply to the College and to the program for re-admission. A new admission interview may or may not be necessary, depending on the length of time the candidate was absent from the program and its activities.

Once re-admitted, the individual should meet with the assigned program coordinator to determine if there are any changes to the curriculum, state mandates for educators, or the *Polk State College Course Catalog/Student Handbook* that would affect progress to graduation or course sequence. The program coordinator can help the individual discern which classes to take and in what order (if there are any changes). A candidate who returns to the program after an absence is generally required to adhere to the current Catalog in place at the time of re-enrollment, and this could require the student to take different or additional courses.

FIELD STUDIES POLICIES

The Purpose of Field Studies

Field studies are crucial to a future teacher's development. These activities help professionals practice competencies; reflect, set, and achieve goals; gain skillsets; and build confidence while increasing personal efficacy. Field studies provide relevant learning opportunities in an authentic environment, allowing for the growth and adaptability necessary for candidates to become excellent, highly qualified teachers.

Each teacher candidate has the opportunity to learn from a master educator (i.e., the cooperating teacher), while observing classroom management techniques and instructional best practices. The expertise of the master educator enables the candidate to build skills and ensure a smooth transition into the teaching profession.

The assessment of teacher competencies is completed in the classroom through course assignments. These assignments are shared with the cooperating teacher during the first meeting. The cooperating teacher supports the teacher candidate, allowing the individual to learn through positive, timely, and actionable feedback.

There are a total of three field studies experiences in the program; each experience is tied to at least one specific course that must be taken concurrently. The candidate may not take more than one field study course option per semester and is strongly encouraged to enroll in specific aligned courses with each field studies (as listed below) to ensure completion of the required assignments and timely progression to a degree.

Field Studies courses EDG4941, EDG4942 and EDG4943 have specific content courses connected. Depending on your program, check with faculty to note which should be taken together. Other courses also house field studies components that can be completed while in a concurrent field studies course. If you have content related field studies expectations and are not currently enrolled in the field studies course

> ***Note:*** *Additional courses can be paired with Field Studies courses; the teacher candidate must consult with the Program Coordinator to determine which courses have field-study components for appropriate inclusion.*

Assignment to Field Studies Locations

Placements to field studies school sites are completed by the Field Faculty Facilitator. While there is an effort to accommodate special needs and requests related to proximity to home or work, there are no guarantees. The teacher candidate is not permitted to reach out to any school to facilitate or locate a position. Travel to and from the school site is the responsibility of the teacher candidate.

Attendance, Punctuality, and School Procedures

The teacher candidate is expected to:

- Be present and punctual for each scheduled day in the host classroom.
- Participate fully in the classroom activities from bell to bell.
- Follow the procedures of the school and school district.
- Contact the school in the event of a personal illness, lateness, or emergency. The teacher candidate should contact the Cooperating Teacher, school office, and Field Faculty Facilitator in the event of lateness or absence. *(**Note:** If more than two days are missed, this may result in failure of the Field Studies course.)*
- Reschedule any missed day (when this is possible) to make up the obligations for the *Field Studies Timeline.* This includes any time missed when the Cooperating Teacher is absent, as well as if the teacher candidate must miss a day.
- ***Note:** The teacher candidate is not permitted to serve as a substitute within the Cooperating Teacher's classroom during field studies under any circumstances. If the Cooperating Teacher is absent, the candidate must reschedule. Additionally, the teacher candidate is not permitted to attend field studies when there is a substitute for the Cooperating Teacher.*

Field Studies Course Grading Policies

A teacher candidate must earn a passing grade (i.e., minimum grade of *C*) to successfully complete a Field Studies course. Failure to earn a grade of *C* or better results in a need to retake the Field Studies course.

Identification Badges for Field Studies

A fingerprint-based background check must be completed through the Polk County School Board to engage in field studies. The ID badge is received after admission and prior to the beginning of EDG 4941 *Field Studies* I (i.e., approximately during the third week of the first semester in the program). The candidate must provide a photocopy of this ID badge to the Field Faculty Facilitator. In some instances, a badge from a non-instructional position within the Polk County School Board may be sufficient for the candidate's use. If a candidate already has a badge, he or she should submit a copy to the Field Faculty Facilitator to determine whether it is acceptable for Field Studies courses or if a new one must be obtained.

The process and instructions for obtaining an ID badge can vary from semester to semester, so the teacher candidate is encouraged to check with the Field Faculty Facilitator prior to beginning the fingerprinting and badging process.

***Note:** All fees for fingerprinting and obtaining a badge from the Polk County School Board are the responsibility of the teacher candidate.*

Professional Educator Dispositions Specific to Field Studies

Professional Educator Dispositions are monitored throughout field studies experiences (cf. Appendix C). A professional dispositions survey will be completed each semester by the cooperating teacher, Field Faculty Facilitator.

If any issues arise during field studies related to the Dispositions, the teacher candidate is required to speak with the Field Coordinator or Supervisor to determine the best course of action. A *Soar to Success Plan* may be developed (as determined by the type of issue and the severity). All elements of the *Soar to Success Plan* need to be completed before the semester is finished.

Professional Expectations During Field Studies

The following lists provide the expectations for both the cooperating teacher and the teacher candidate.

The cooperating teacher is expected to:

- Provide an atmosphere in which the teacher candidate can observe effective instruction and can ask questions when appropriate.
- Model professional responsibility and ethical conduct.
- Read and review the *Field Studies Cooperating Teacher Handbook.*
- Share professional materials and instructional strategies.
- Sign time logs and provide actionable feedback during each visit.
- Contact the Polk State College professor if there are questions regarding assignments to be completed.
- Complete two online surveys regarding the *Professional Educator Dispositions* observed for the teacher candidate.
- ***Convey positive advocacy in advancement of the profession***, as well as demonstrate and embrace both the challenges and benefits of continuous improvement and adaptation.

The teacher candidate is expected to:

- Demonstrate professional integrity when working with students, the Cooperating Teacher, and all school personnel.
- Demonstrate professional integrity and confidentiality as these relate to the sharing of information by teachers or students (i.e., follow the *Family Educational Rights and Privacy Act*)
- Document accurate hours for field studies and acquire proper signatures.
- Receive actionable feedback and reflect on this individually and with the insights of the Cooperating Teacher.
- Schedule field experience hours around the Cooperating Teacher's schedule.
- Wear clothing the is appropriate for educational professionals who work with children. For example:
    - No tight or short clothing is allowed.
    - Shirts cannot be low-cut or see-through.
    - Clothing cannot have tears or patches, or contain alcohol, cultural, pop-culture, gang-related, religious, or political references.
    - No jeans unless approved by the Cooperating Teacher for a special day.
- Strive for excellence in all aspects of the learning experience, including, but not limited to, the following behaviors:
    - Arriving early and attending ***all*** scheduled field studies meetings.
    - Completing all requirements of the field studies experience.
    - ***Demonstration of initiative*** by helping the Cooperating Teacher when appropriate.

    - Complying with the host school's rules and procedures related to timing, dress code, etiquette, and behavioral expectations, as well as teaching standards.
- ***Turn off and put away all electronic devices upon entry to the classroom and for the duration of the field studies learning experience*** (i.e., unless the candidate is guided by the Cooperating Teacher to use the device during instruction). Failure to follow this expectation can severely impact the course grade.

Roles and Responsibilities within Field Studies

The teacher candidate's responsibilities include:

- Utilizing the time in the classroom to hone knowledge, techniques, and skills needed to be a highly effective educator.
- Communicating with the cooperating teacher regarding schedules, lesson plans, special events, and reflective feedback.
- Adhering to the host school's policies and procedures.
- Communicating with the Field Coordinator or Supervisor regarding schedules, special school events, observation reviews, and other aspects of the learning experience.
- Providing contact information for the course professor.
- Submitting the cooperating teacher observation form to Canvas and scheduling an appoint with the Field Studies Supervisor to review (EDG4941 and EDG4943).
- ***Completing and submitting time logs each week with the correct signatures***.

The responsibilities of the cooperating teacher include:

- Ensuring a positive, productive learning environment where the teacher candidate gains knowledge, skills, techniques, and dispositions essential to the teaching profession.
- Informing the Field Coordinator or Supervisor of any concerns soon after these are noted.
- Providing specific, actionable, and timely feedback to the teacher candidate to aid in his or her continued growth as a future educator.
- Conducting one 20-minute observation (EDG4941 and EDG4943) using the Actionable Feedback Form and providing feedback to the teacher candidate that will also be reviewed by the Field Supervisor.

The responsibilities of the school administrator include:

- Providing a learning environment in which the teacher candidate can learn and grow.
- Communicating with the cooperating teacher as necessary regarding meetings, feedback, and development of the teacher candidate, as well as communicating any concerns or feedback to the Polk State College Field Coordinator or Supervisor.

The responsibilities of the Field Faculty Facilitator:

- Supporting and assisting the cooperating teacher, as necessary.
- Communicating specific feedback to the teacher candidate on teaching and instructional practices observed during classroom visits.
- Observing the teacher candidate during field studies (EDG4942) (i.e., either during one visit over the 10 weeks or by viewing a recorded lesson) and providing the candidate with actionable feedback.
- Communicating with the cooperating teacher regarding any concerns related to the experience.

Note: *Once a concern is communicated, the Field Faculty Facilitator requests a meeting with the teacher candidate to discuss the cause and steps for a solution. If the problem continues, the teacher candidate is expected to meet with the Field Faculty Facilitator again to create a Soar to Success Plan to eliminate the issue. If the plan is not followed, suspension or withdrawal from the course may be necessary. This determination is made by the Faculty Advisory Board, the Field Faculty Facilitator, and the Director of Education.*

Regarding field experiences, per the Florida Department of Education:

'Settings for candidate field experiences are selected and monitored to ensure they are relevant to the program's objectives for the development and practice of candidate skills that represent the full spectrum of school communities in multiple contexts. Examples of multiple contexts may include school districts that serve or include populations containing urban, rural, and low-income students, as well as English Language Learners and students with disabilities.'

--FLDOE Program Approval Folio, 2014

FINAL INTERNSHIP POLICIES

General Information for Final Internship

The last semester of the program contains a final internship experience. While other semesters may be offered on a part-time basis, the final internship experience is only offered on a full-time basis. ***The internship is unpaid, so the student must plan accordingly.*** To prepare for this opportunity, the teacher candidate must be proactive and adjust current job and family responsibilities to ensure full participation in the internship. A teacher candidate who is a non-instructional school board employee (e.g., paraprofessional) must contact their school administration for directions related to the district's Human Resources expectations for time away during final internship. There is now an Internship Temporary Certificate you can apply for before internship. That information will be provided by the Intern Facilitator the semester before internship.

The teacher candidate is provided with the *Polk State College Internship Handbook* that provides specific instructions; however, the following information provides an overview of the experience and the expectations.

There is now the opportunity to work toward attaining a Temporary Internship Certificate which allows you to be hired as a teacher of record during internship and receive teacher pay. Please communicate with the Internship Supervisor for more information.

The Purpose of Final Internship

A strong, solid internship is crucial in the development of a future teacher. As with anything in life, practice facilitates goal achievement, skill improvement, and professional development, as well as self-confidence and independence. The purpose of the internship is to provide growth opportunities in an authentic setting that supports the intern on the journey to becoming a highly effective educator.

An Intern is assessed throughout the internship experience based on Polk County Public Schools' Teacher Evaluation Model. An administrator from the host school is also asked to evaluate the intern toward the end of the internship experience.

Note: *Polk State's baccalaureate programs are Florida-approved teacher education programs with Reading Endorsement competencies embedded within the curricula; as such, the teacher candidate must have ample practice to strengthen reading instructional skills presented. Although the interning candidate follows the host school's reading plan, the cooperating teacher is asked to allow the candidate an opportunity to offer suggestions and practice these important instructional strategies as part of this experience.*

Assessment of Final Internship

The teacher candidate is assessed in a variety of ways throughout the three internship courses and the twelve-week period in the classroom. The following items are included in the assessment:

- Prompt attendance within the host classroom.
- Attendance and participation in the district's Intern Seminar and the program seminar course (i.e., EDE 4936 *Senior Seminar in Elementary Education* or EEC 4936) *Senior Seminar in Early Childhood Education.*
- Four observations are conducted during the semester by the intern supervisor. Observations include a pre-observation conference and post-observation conference. The *Actionable Feedback Form* provides a tool for candidate reflection and supervisor feedback.
- Two formal observations are conducted by the cooperating teacher and one observation is conducted by the school administrator. These include post-observation actionable feedback using the *Actionable Feedback Form* or the district's formal evaluation tool.
- *Professional Educator Dispositions* are evaluated twice during internship by the Intern Facilitator/supervisor and cooperating teacher.
- Teacher candidate assignments consist of reflection essays requiring research, as well as other assignments that address specific topics.
- As intern assignments are evaluated and actionable feedback is provided, the Intern is encouraged to apply the feedback to make corrections and resubmit work.
- Final intern assignments, for possible state review, will be housed in your Canvas course shell.

Assignment to the Final Internship Host School and Cooperating Teacher

A teacher candidate preparing for an internship is not permitted to contact a school to request permission to intern there. ***This is a district policy***. All school assignments are handled through program and district officials. Although the program advocates for placement near an intern's home or within a preferred school, there are no guarantees. The candidate should plan for any travel time that may be involved.

Attendance, Punctuality, and School Expectations

The teacher candidate participating in an internship experience is expected to:

- Be present and punctual for each day that teachers are present at the school. This includes pre-planning days, professional development days, teacher workdays, etc.
- Maintain the same scheduled hours as the contracted cooperating teacher. This may also include after-school hours for faculty meetings, car or bus duty, parent conferences, etc.
- Adhere to the school calendar.
- Follow the procedures of the school and school district.

- Contact the school in the event of a personal illness, lateness, or emergency. The teacher candidate should also contact the cooperating teacher, the school office, and the Intern Facilitator or Intern Supervisor immediately. (***Note:*** *More than two days of absence may cause the teacher candidate to be withdrawn from the internship course*.)
- Make up any day that is missed within the *Internship Timeline*.
- ***Note: A teacher candidate serving in an internship can never serve as a substitute for the Cooperating Teacher's classroom***. If the cooperating teacher is absent, the school must place a district-approved substitute in the classroom. The intern will remain in the classroom to carry out the lessons and procedures.

Identification Badges for Final Internship

A teacher candidate who is participating in an internship must have an ID badge issued by the Polk County School Board with both the District and Polk State College logos. The teacher candidate must provide a copy of this badge to the Field Faculty Facilitator. Instructions on obtaining a badge for the internship are provided once the candidate registers for the internship experience. If you have a badge still active from field studies, it may be used for internship.

Final Internship for the Baccalaureate Programs in Education

The final teaching internship consists of one course, EDG4940. This course provides candidates the opportunity to demonstrate mastery of concepts related to the Florida Educator Accomplished Practices (FEAPs), English Speakers of Other Languages (ESOL) Standards, the Florida Reading Endorsement Competences.

Final Internship Timeline

The internship course lasts a total of sixteen weeks. The school-based internship takes place during the first 12 weeks. The final four weeks (i.e., week 13-16) allow for completion of course work.

An internship may be extended up to the end of the semester (i.e., based on the need for successful completion of *Reading Endorsement Competencie*s and *Professional Educator Dispositions)*. At approximately the eighth week of the semester, the Internship Supervisor evaluates the need for any extensions.

A school administrator's observation and evaluation (e.g., the principal or assistant principal) is appreciated during week eight, with a follow-up review. The *Polk State College Teacher Education Actionable Feedback Form* (i.e., an evaluative tool based on the Polk County School District teacher evaluation criteria), or an actual *Polk County School District Teacher Evaluation Form,* may be used for this observation and reflection instrument.

An intern must provide the official time-log to the cooperating teacher at the end of each week for his or her signature. The cooperating teacher can use this form to share any concerns or encouragement. The Intern Facilitator or Intern Supervisor are also available via e-mail to discuss any concerns.

The *Polk State College Internship Handbook* contains more specific details regarding the timeline, video release forms, and other information relevant to the internship experience.

Final Internship Objectives

During the internship, the teacher candidate must demonstrate required skills, outcomes, and competencies related to:

- *The Florida Educator Accomplished Practices* (FEAPs)
- *The Florida English Speakers of Other Languages (ESOL) Performance Standards*
- *The Florida Reading Endorsement Competencies*
- *The Florida State Standards*
- *The Florida Code of Ethics and Principles of Professional Conduct*

Professional Educator Dispositions for Final Internship

Professional Educator Dispositions are monitored throughout the internship experience (cf. Appendix C). The Cooperating Teacher is asked to complete one electronic surveys related to the intern's growth in the Professional Educator Dispositions. The Internship Supervisor also notes these dispositions through observations.

If any issues arise during the internship that relate to the educator dispositions, the intern is required to speak with the Intern Facilitator to determine the best course of action. A *Soar to Success Plan* may be developed. All elements of the *Soar to Success Plan* need to be completed before the internship is completed (cf. Appendix G).

Roles and Responsibilities within Final Internship

The teacher intern demonstrates responsibility by:

- Utilizing time in the classroom to hone the knowledge, techniques, and skills needed to be a highly effective educator.
- Communicating information with the Cooperating Teacher related to scheduling, lesson plans, special events, and reflective feedback.
- Adhering to the host school's policies and procedures
- Communicating with the Intern Facilitator or Internship Supervisor regarding schedules, special school events, observation reviews, etc.
- Submitting thorough and accurate time-logs with the required signatures.
- Providing evidence of learning through key assessment essays, key assessment presentations and projects, and lesson plan development.
- Displaying professionalism and ethical behavior throughout the internship, including through his or her attire, use of technology, and classroom management, etc.

The Cooperating Teacher's responsibilities include:

- Reading and reviewing the *Internship Handbook for Cooperating Teachers* and contacting the Intern Facilitator with any questions.
- Attending a Cooperating Teacher Workshop presented by the Polk County School District or Polk State College.
- Ensuring a positive, productive learning environment where the intern builds the knowledge, techniques, skills, and professional dispositions essential to the teaching profession.
- informing the Intern Faciliator or Internship Supervisor of any concerns as soon as they arise (rather than later in the internship experience).
- Following the *Internship Gradual-Release Timeline* while mentoring the intern daily as he or she begins to take control of the classroom. **(*Note:* *Co-teaching during internships is now encouraged by the Florida Department of Education and Polk*

County Public Schools, with the cooperating teacher providing guidance throughout the learning process.)

- Providing specific and actionable feedback to aid in the intern's continued growth as a future educator.
- Orienting the intern to the necessary school facilities and resources.
- Providing the intern with his or her own space to work during the internship.
- Not leaving the intern in the classroom alone.

The school administrator's responsibilities include:

- Ensuring a positive learning environment in which the intern can grow as a future educator.
- Communicating with the cooperating teacher as necessary regarding meetings, feedback, and the process of development for the intern.
- Communicating any concerns or feedback to the Polk State College Field Coordinator.
- Evaluating the intern based on the *Polk County Public Schools: Teacher Evaluation System* and providing professional feedback using the *Polk State College Actionable Feedback Form* or the *Polk County Teacher Evaluation Form.*

The Internship Supervisor's responsibilities include:

- Supporting and assisting the cooperating teacher, as necessary.
- Attending Senior Seminars when possible.
- Obtaining a copy of the daily classroom schedule where the intern is working.
- Communicating specific feedback related to teaching and instructional practices noted during classroom visits, as well as before and after observations.
- Setting goals with the intern for future observations and visits.
- Conducting a minimum of four scheduled visits (i.e., each observation of one hour or duration or more) to observe the intern and instructional practices, classroom management, and transitional times.
- Communicating any concerns or questions to the Intern Facilitator. *(**Note:** Once a concern is communicated, the Intern Facilitator requests a meeting with the intern to discuss possible causes and solutions. If the problem continues, the intern is expected to meet with the Intern Facilitator again to create a Soar to Success Plan to resolve the issue. If the plan is not followed, the intern may be withdrawn from the internship course. This determination is made by the Faculty Advisory Board, the Field Coordinator, and the Director of Education.)*

Per the Florida Department of Education:

'Settings for candidate field experiences are selected and monitored to ensure they are relevant to the program's objectives for the development and practice of candidate skills that represent the full spectrum of school communities in multiple contexts. Examples of multiple contexts may include school districts that serve or include populations containing urban, rural, and low-income students, as well as English Language Learners and students with disabilities.'

--FLDOE Program Approval Folio, 2014

Final Internship Expectations

Each Polk State College teacher intern is a guest at the host school; therefore, it is critical to display exemplary conduct as a liaison of the Polk State College Education Program. The teacher intern should consistently demonstrate the professional dispositions of *The Principles of Professional Conduct for the Education Profession in Florida* (i.e., as stated in

State Board of Education Rule 6B-1.006). The internship is designed to enable the individual to practice skills and instructional techniques discussed during the Education Program.

The teacher intern is expected to:

- Demonstrate professional integrity when working with students, cooperating teachers, and all school personnel.
- Demonstrate professional integrity and maintain confidentiality as these relate to the sharing of student information (cf. *Family Educational Rights and Privacy Act – FERPA*).
- Document the time spent in the internship environment accurately and acquire the proper signatures.
- Receive actionable feedback from cooperating teachers and reflect on this input. Reflection can be provided through journaling or sharing in groups during the Senior Seminar sessions.
- Follow the school's policies and the cooperating teacher's contracted hours and schedule.
- Dress professionally. The intern should wear clothing that is appropriate for educational professionals working with children (i.e., no tight, short, low-cut, or see-through clothing; no clothing with tears or patches; no items containing alcohol, cultural, gang-related, pop-culture, religious, or political references). The intern should not wear jeans or capris unless this is approved by the cooperating teacher for a special-event day.
- Strive for excellence during the internship experience. This includes, but is not limited to:
    - Completion of all requirements.
    - Demonstration of initiative within the classroom.
    - Compliance with the host school's rules and procedures related to time and timeliness, dress code, meeting etiquette, behavioral expectations, and teaching of standards.
    - Proficient exhibition of academic content and use of instructional strategies.
    - Effective application of the behavioral management system of the school and classroom.

Academic and Classroom Expectations

The teacher intern is expected to:

- Be familiar with the curriculum for the grade level being served during the internship experience.
- Follow the daily schedule of the classroom and school site.
- Be aware of all student names and any other relevant information about each student within the host classroom.
- Develop and implement lessons using effective instructional and assistive technology to increase student motivation, learning, and achievement.
- Use provided data to help drive instruction and decisions.
- Schedule time with the cooperating teacher for collaboration on, and submission of, lesson plans on a daily or weekly basis for perusal and approval before the lessons are taught.
- Develop effective lesson plans and assessments under the supervision of the cooperating teacher. (***Note:*** *Lesson plans may be developed based on the school's expectations; however, any lesson plan that is turned into the Canvas course drop box must also include the elements expected by the Polk State College Teacher Education Program based on The Gradual Release or 5E Lesson Plans.)*

- Assume responsibility for the classroom during the fourth through tenth weeks of the internship experience (i.e., a longer time period may also be utilized based on the cooperating teacher's discretion).
- Schedule a time daily with the cooperating teacher to discuss and receive actionable feedback on classroom management, lesson timing, thoroughness, and delivery.
- Welcome suggestions for improvement and demonstrate the ways in which these suggestions have been implemented through future lesson planning or reflection.
- Demonstrate competency in all *Florida Educator Accomplished Practices* (FEAPs).
- Demonstrate competency with all *Reading Endorsement Competency Five* indicators.
- Demonstrate competency with regards to the objectives listed in the English Speakers of Other Languages (ESOL) domains.

Student Conduct, Discipline, and Due Process at Polk State College

Teacher Candidate Concerns

In the unlikely event that a teacher candidate has an issue with a Polk State College professor, he or she **must speak with the professor first** before reaching out to the Director of Education or appropriate academic dean. If the concern continues, the individual must refer to the Polk State College website or appropriate Dean and follow the information on student grievances at https://www.polk.edu/rule/student-appeal-complaint-policy/

Interim Suspensions

The Polk State College Dean of Student Services (or the Vice President for Student Services) may suspend a program candidate for an interim period pending disciplinary proceedings, a medical evaluation, or psychological evaluation. An interim suspension is indicated when there is a reason to believe that the continued presence of the individual on the College campus or within the program poses a possible threat to that individual, others, or to the stability and continuance of normal College functions.

Student Conduct, Discipline Procedures, and Due Process

Polk State College expects students to act in a responsible manner that supports and enhances the educational process. The College maintains a tradition of excellence in student conduct. The responsibility and behavior of a teacher candidate reflects the academic and professional atmosphere of Polk State College. In the unlikely event unacceptable conduct occurs, this is dealt with in a manner supporting the College's policies and in furtherance of its educational mission.

District Board of Trustees *Rule 4.01: Code of Conduct for Students and Student Organizations* and other related procedures define unacceptable conduct, including sexual misconduct. These regulations also set forth the penalties and disciplinary procedures that apply when violations occur, and they describe due-process policies. Information summarizing these regulations is available online. *Polk State College Procedure 5028: Student Code of Conduct: Sanctions and Assignment of Penalties for Violations* outlines actions the College may take if an individual violates the *Polk State College Student Code of Conduct*. Polk State College Procedure 5026: *Academic Dishonesty Procedure* explains the policies and processes for handling academic

integrity issues, such as plagiarism and cheating. A full listing of all related policies that apply to students can be found in the *Polk State College Catalog/Student Handbook*, which is accessible on the College website. https://www.polk.edu/about/procedures/

If the Director of Education has just cause to dismiss a teacher candidate from the program, Polk State College policies and procedures are followed. Documentation of concerns are collected electronically from all stakeholders, including the Director, faculty members, staff members, school sites, and peers.

A *Soar to Success Contract* may be initiated to guide a teacher candidate, address issues, and provide action steps needed to correct any problems. In the event that the candidate does not correct the issue(s), the Teacher Education Review Team meets to determine the next steps, up to recommendation for program dismissal via the Dean of Student Services. Concerns that can lead to disciplinary action include, but are not limited to, the following:

- Poor academic performance
- Lack of collaboration and collegiality with peers
- Misuse of Polk State College technology
- Misuse of personal technology related to communication with peers, faculty, staff, or underage children at school sites
- Lack of professionalism in handling communication with faculty, staff, peers, or school-site professionals (e.g., not responding within a timely manner to staff, peers, or faculty; negative or condescending attitude

The Family Educational Rights and Privacy Act (FERPA) of 1974, is a federal law that establishes the rights of students with regard to education records and ensures students have the right to privacy and confidentiality with respect to those records. This notice is provided as a means for students in the Polk State College Education Program to be aware the Education Program faculty/staff may discuss academic progress with each other as students progress through the program.

APPENDIX A

POLK STATE
Education

Bachelor of Science in Education
S.O.A.R. to Success Contract
(Situation, Opportunity, Action, Result)

Name _____ **Polk State ID #**_____

FOCUS Area for Improvement

_____ Attendance/Tardiness _____ Academic Performance (GPA) _____ Professionalism

Specific Target for Improvement

_____

_____

Please explain in detail the reasons(s) that led to this requirement not being met.

_____

_____

_____

_____

S.O.A.R. ACTION PLAN	
Action Steps	**Timeline**
Follow up with:	On or before:

I understand I may not be permitted to progress in the BS in Education program unless this deficiency is satisfied by this date _____.

_____ _____

Student Signature *Date of Signature*

Soar to Success Plan 8/29/2023

APPENDIX B

U.S. Department of Education
Model Notification of Rights under *FERPA* for Elementary and Secondary Schools

The *Family Educational Rights and Privacy Act* (*FERPA*) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the [Name of school ("School")] receives a request for access.

   Parents or eligible students who wish to inspect their child's or their education records should submit to the school principal [or appropriate school official] a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under *FERPA.*

   Parents or eligible students who wish to ask the [School] to amend their child's or their education record should write the school principal [or appropriate school official], clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

   The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that *FERPA* authorizes disclosure without consent.

   One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for *FERPA* rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the

school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to

the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, a school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll (or is already enrolled) if the disclosure is for purposes of the student's enrollment or transfer. [***Note**: FERPA requires a school or school district to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request, or the disclosure is initiated by the parent or eligible student*.]

3. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] to comply with the requirements of *FERPA*. The name and address of the Office that administers *FERPA* are:

    Family Policy Compliance Office
    U.S. Department of Education
    400 Maryland Avenue, SW
    Washington, DC 20202

[***Note**: In addition, a school may want to include its directory information public notice, as required by § 99.37 of the regulations, with its annual notification of rights under FERPA.*]

The list below provides the disclosures that elementary and secondary schools may make without consent.

FERPA permits the disclosure of PII from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in § 99.31 of the *FERPA* regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, § 99.32 of the *FERPA* regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student:

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in § 99.31(a)(1)(i)(B)(*1*) - (a)(1)(i)(B)(*3*) are met. (§ 99.31(a)(1)).
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of § 99.34. (§ 99.31(a)(2)).

- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency (SEA) in the parent or eligible student's State. Disclosures under this provision may be made, subject to the requirements of § 99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf, if applicable requirements are met. (§§ 99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§ 99.31(a)(4)).
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to § 99.38. (§ 99.31(a)(5)).
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction, if applicable requirements are met. (§ 99.31(a)(6)).
- To accrediting organizations to carry out their accrediting functions. (§ 99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§ 99.31(a)(8)).
- To comply with a judicial order or lawfully issued subpoena if applicable requirements are met. (§ 99.31(a)(9)).
- To appropriate officials in connection with a health or safety emergency, subject to § 99.36. (§ 99.31(a)(10).
- Information the school has designated as "directory information" if applicable requirements under § 99.37 are met. (§ 99.31(a)(11)).
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student's case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L)).
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the *Richard B. Russell National School Lunch Act* or the *Child Nutrition Act of 1966*, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

Last Modified: 12/22/2014
United States Department of Education. (2014). Retrieved from:
https://www2.ed.gov/policy/gen/guid/fpco/ferpa/lea-officials.html

APPENDIX C

State Board of Education Rule 6A-10.081, *Florida Administrative Code*: Principles of Professional Conduct for the Education Profession in Florida

6A-10.081 Principles of Professional Conduct for the Education Profession in Florida.

(1) Florida educators shall be guided by the following ethical principles:

(a) 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.

(b) 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.

(c) 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.

(2) Florida educators shall comply with the following disciplinary principles. 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.

(a) Obligation to the student requires that the individual:

1. 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.

2. Shall not unreasonably restrain a student from independent action in pursuit of learning.

3. Shall not unreasonably deny a student access to diverse points of view.

4. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.

5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

6. Shall not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by Sections 1003.42(2)(n)3. and 1003.46, F.S.

7. Shall not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in Rule 6A-1.09401, F.A.C., or is part of a reproductive health course or health lesson for which a student's parent has the option to have his or her student not attend.

8. Shall not intentionally violate or deny a student's legal rights.

9. Shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.

10. 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. Discrimination on the basis of race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in Section 1000.05(4)(a), F.S.

11. Shall not exploit a relationship with a student for personal gain or advantage.

12. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

13. Shall not violate s. 553.865(9)(b), F.S., which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution.

14. Shall not violate s. 1000.071, F.S., which relates to the use of personal titles and pronouns in educational institutions.

(b) Obligation to the public requires that the individual:

1. Shall take reasonable precautions to distinguish between personal views and those of any educational

institution or organization with which the individual is affiliated.

2. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

3. Shall not use institutional privileges for personal gain or advantage.

4. Shall accept no gratuity, gift, or favor that might influence professional judgment.

5. Shall offer no gratuity, gift, or favor to obtain special advantages.

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

1. Shall maintain honesty in all professional dealings.

2. 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.

3. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

4. 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.

5. Shall not make malicious or intentionally false statements about a colleague.

6. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.

7. Shall not misrepresent one's own professional qualifications.

8. Shall not submit fraudulent information on any document in connection with professional activities.

9. 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.

10. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

11. 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.

12. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.

13. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any 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 of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (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), F.S.

14. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.

15. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.

16. 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.

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

(d) A certificate holder serving as a school principal shall not prevent, direct school personnel to prevent, or allow school personnel to prevent students from accessing any material used in a classroom, made available in a school or classroom library, or included on a reading list unless the certificate holder or his or her designee has

reviewed the material and determines it violates the prohibitions in Section 1006.28(2)(a)2., F.S., the material is unavailable to students based upon school board polices adopted to implement Section 1006.28(2)(d), F.S., or it was determined under the district's objection process adopted to implement Section 1006.28(2)(a)2., F.S., that the material violated one of the prohibitions in that section.

Rulemaking Authority 1001.02, 1012.795(1)(j) FS. Law Implemented 1012.795 FS. History–New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98, Formerly 6B-1.006, Amended 3-23-16, 11-22-22, 2-21-23, 5-23-23, 8-22-23, 5-30-24.

APPENDIX D

Professional Educator Dispositions

I. The Learner and Learning

Based on the *Interstate Teacher Assessment and Support Consortium* (InTASC) *Standards 1-3*

The teacher candidate:

a. Respects each learner's differences and is committed to using this information for the learner's development. (1h)
b. Believes all students can learn and guides students to achieve their highest potential. (2m)
c. Seeks positive and open communication among all learners. (3q)

II. Academic Content

Based on *InTASC Standards 4-6*

The teacher candidate:

a. Is committed to student mastery of academic content. (4r)
b. Takes responsibility for aligning instruction and assessment to learning goals. (6r)
c. Provides effective and timely feedback to students. (6s)

III. Instructional Practice

Based on *InTASC Standards 7-8*

The teacher candidate:

a. Respects the needs and strengths of each learner and includes adjustment of instruction as needed. (7n)
b. Values flexibility and reciprocity in teaching methodologies and processes based on learner needs, ideas, or questions. (8s)
c. Is committed to learning and implementing new technology strategies to enhance the learning process. (8r)

IV. Professional Responsibility

Based on *InTASC Standards 9-10*

The teacher candidate:

a. Takes responsibility in building the knowledge and background to deliver content. (9m)
b. Uses self-reflection and analysis to continue professional growth. (9l)
c. Takes initiative to develop professional relationships and be involved in the educational community. (10r)

APPENDIX E

The Florida Educator Accomplished Practices (FEAPs)

I. Instructional Design and Lesson Planning

1a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity.
1b. Sequences lessons and concepts to ensure coherence and required prior knowledge.
1c. Designs instruction for students to achieve mastery.
1d. Selects appropriate formative assessments to monitor learning.
1e. Uses diagnostic student data to plan lessons.
1f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

II. The Learning Environment

2a. Organizes, allocates, and manages the resources of time, space, and attention.
2b. Manages individual and class behaviors through a well-planned management system.
2c. Conveys high expectations to all students.
2d. Respects students' cultural, linguistic, and family background.
2e. Models clear, acceptable oral and written communication skills.
2f. Maintains a climate of openness, inquiry, fairness, and support.
2g. Integrates current information and communication technologies.
2h. Adapts the learning environment to accommodate the differing needs and diversity of students.
2i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.
2j. Creates a classroom environment where students are able to demonstrate resiliency as outlines in Rule 6A-1.094124, F.A.C.

III. Instructional Delivery and Facilitation

3a. Deliver engaging and challenging lessons.
3b. Deepen and enrich students' understanding through content-area literacy strategies, verbalization of thought, and application of the subject matter.
3c. Identify gaps in students' subject matter knowledge.
3d. Modify instruction to respond to preconceptions or misconceptions.
3e. Relate and integrate the subject matter with other disciplines and life experiences.
3f. Employ questioning that promotes critical thinking.
3g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding.
3h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students.
3i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement.
3j. Utilize student feedback to monitor instructional needs and adjust instruction.

IV. Assessment

4a. 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.

4b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.

4c. Uses a variety of assessment tools to monitor student progress, achievement, and learning gains.

4d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.

4e. Shares the importance and outcomes of student assessment data with the student and the student's parents/ caregiver(s).

4f. Applies technology to organize and integrate assessment information.

V. Continuous Professional Improvement

5a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.

5b. Examines and uses data-informed research to improve instruction and student achievement.

5c. 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.

5d. Collaborates with the home, school, and larger communities to foster communication and support student learning and continuous improvement.

5e. Engages in targeted professional growth opportunities and reflective practices.

5f. Implements knowledge and skills learned in professional development in the teaching and learning process.

VI. Professional Responsibility and Ethical Conduct

Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:

6a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decision affecting a student's mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment or neglect as define in Section 39.01, F.S.

6b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S; and,

6c. The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.

APPENDIX F

Florida Reading Endorsement Competencies (2022)

The Florida Reading Endorsement Competencies are aligned with evidence-based instructional and intervention strategies grounded in the science of reading. The competencies address identification of the characteristics of conditions such as dyslexia, implementation of evidence-based classroom and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. The elements of Florida's Formula for Success are integrated throughout the Reading Endorsement Competencies by focusing on six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

Teachers will understand and deliver evidence-based reading instruction and interventions specifically designed for students with reading difficulties, including students with characteristics of dyslexia. Evidence-based reading instruction and intervention includes the use of explicit, systematic and sequential approaches to reading instruction developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies. Teachers will teach reading as an ongoing strategic process resulting in students comprehending diverse text.

Teachers will apply their knowledge of the Reading Endorsement Competency Performance indicators to support standards-aligned instruction in reading and writing. Teachers will understand that all students have instructional needs and apply the systematic problem-solving process, use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem-solving process is recursive and ongoing, utilized for effective instructional decision making.

Incorporated in Rule 6A-4.0163
Effective August 2022

Competency 1 Introduction

Competency 1 encompasses the reading process with a focus on developing emergent literacy skills and progressing through the phases of word reading, resulting in comprehension as the outcome. Teachers will develop substantive understanding of six components of reading as a process: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The total inventory of Performance Indicators (A-G) satisfies Competency 1.

Competency 2 Introduction

Teachers will apply the principles of explicit, systematic, and sequential evidence-based reading instruction and scaffold student learning while integrating the six components of reading. Teachers will engage in the systematic problem-solving process to identify students with reading difficulties, including identification of students with characteristics of dyslexia, provide appropriate interventions and conduct effective progress monitoring. The total inventory of Performance Indicators (A-G) satisfies Competency 2.

Competency 1 ***Foundations of Reading Instruction***	**Competency 2** ***Application of Evidence-based Instructional Practices***
Performance Indicator A: Oral Language	
1.A.1 Understand how the students' development of **oral language** (i.e., **phonology, morphology, syntax, semantics, and pragmatics**) relates to language **comprehension**.	2.A.1 Apply intentional, **explicit, systematic and sequential** instructional practices for **scaffolding** development of oral/**aural** language skills.
1.A.2 Understand the differences between social and **academic language**.	2.A.2 Create an environment where students practice appropriate social and **academic language** to discuss **diverse texts**
1.A.3 Understand that writing enhances the development of **oral language**.	2.A.3 Use word building and writing experiences to enhance **oral language** (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).
1.A.4 Understand that the variation in students' **oral language** exposure and development requires **differentiated** instruction, including **evidence-based** practices for students with reading difficulties and characteristics of **dyslexia**.	2.A.4 **Differentiate** instruction to account for variation in students' **oral language** exposure and development, including **evidence-based** practices for students with reading difficulties and characteristics of **dyslexia**.
1.A.5 Understand the importance of providing and documenting extended discussion in discerning **text** meaning and interpretation.	2.A.5 Provide and document opportunities for extended discussion in discerning **text** meaning and interpretation.
1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **oral language** development.	2.A.6 Apply **evidence-based** practices for students with reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **oral language** development.
1.A.7 Recognize the importance of English learners' home languages and their significance in learning to read English.	2.A.7 Apply an English learner's home language proficiency as a foundation and strength to support the development of **oral language** in English and **scaffold** discussions to facilitate the **comprehension of text** for students with varying English proficiency levels.
1.A.8 Understand the role of **oral language informal** and **formal assessment**, including documentation of results to inform instruction determined by individual student strengths and needs.	2.A.8 Administer and document appropriate **oral language informal and formal assessments** to inform instruction determined by individual student strengths and needs.

Competency 1 ***Foundations of Reading Instruction***	**Competency 2** ***Application of Evidence-based Instructional Practices***
Performance Indicator B: Oral Language	
1.B.1 Understand the differences between **phonological awareness** (e.g., words, **syllables, rimes**) and **phonemic awareness (phonemes)** and that they develop independently from one another.	2.B.1 Apply **explicit, systematic and sequential evidence-based** practices in **phonological awareness and phonemic awareness.**
1.B.2 Understand the role and importance of **phonemic awareness** in the development of **phonic decoding** skills that lead to independent reading capacity.	2.B.2 **Apply evidence-based phonemic awareness** instruction for the development of **phonic decoding** skills that lead to independent reading capacity.
1.B.3 Understand **evidence-based** and **multisensory practices** to develop students' **phonemic awareness** (e.g., **Elkonin boxes** or magnetic letters).	2.B.3 Provide opportunities using **evidence-based and multisensory practices** for students to develop **phonemic awareness** (e.g., **Elkonin boxes** or magnetic letters).
1.B.4 Understand how variations in **phonology** across dialects and speech patterns can affect **phonemic awareness** as it relates to language. development and reading (e.g., phonological processing, **body-coda**, phonemic analysis and synthesis).	2.B.4 Apply knowledge of how variations in **phonology** across dialects and speech patterns affect the development of **phonemic awareness**.
1.B.5 Understand how variations in **phonology** across dialects and speech patterns affect written and **oral language** (e.g., speech and language disorders, language and dialect differences).	2.B.5 Apply knowledge of how variations in **phonology** across dialects and speech patterns affect written and **oral language**. (e.g., speech and language disorders, language and dialect differences).
1.B.6 Understand that **evidence-based phonics** instruction improves **phonemic awareness** and results in enhanced **encoding and decoding** skills.	2.B.6 Provide **evidence-based phonics** instruction to improve **phonemic awareness** and enhance **encoding and decoding** skills.
1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with **dyslexia**, and how they affect **phonemic awareness**.	2.B.7 Apply **evidence-based** practices for students with characteristics of reading difficulties, including students with **dyslexia**, based on their strengths and needs to improve **phonemic awareness**.
1.B.8 Understand **evidence-based** practices for teaching **phonemic awareness** to English learners.	2.B.8 Apply **evidence-based** practices for teaching **phonemic awareness** to English learners.
1.B.9 Understand the role of **phonological awareness informal and formal assessment**, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.	2.B.9 Administer and document appropriate **phonological awareness informal and formal assessments** to inform instruction to meet individual student strengths and needs.

Competency 1 ***Foundations of Reading Instruction***	**Competency 2** ***Application of Evidence-based Instructional Practices***
Performance Indicator C: Phonics	
1.C.1 Understand the structure of English **orthography** and the patterns and rules that inform the teaching of single and multisyllabic regular word and irregular word reading.	2.C.1 Apply **explicit, systematic and sequential evidence-based** instruction in single- and **multisyllabic word reading**, including **orthographic mapping** for regular and irregular words.
1.C.2 Understand grapheme-phoneme patterns and how they relate to spelling and written expression.	2.C.2 Apply evidence-based instruction in grapheme-phoneme patterns in spelling and written expression.
1.C.3 Understand structural analysis and morphology of words.	2.C.3 Apply evidence-based instruction in structural analysis and morphology of words.
1.C.4 Understand that evidence-based spelling and writing practices can enhance phonics instruction and connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).	2.C.4 Incorporate evidence-based spelling and writing practices that connect reading and writing (e.g., Elkonin boxes, spelling of Greek and Latin roots and affixes).
1.C.5 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonics development.	2.C.5 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonics development.
1.C.6 Understand an English learner's home language as a foundation and strength to support the development of phonics in English.	2.C.6 Apply an English learner's home language as a foundation and strength to support the development of phonics in English.
1.C.7 Understand the role of phonics informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.	2.C.7 Administer and document appropriate phonics informal and formal assessments to inform instruction to meet individual student strengths and needs.

Competency 1 ***Foundations of Reading Instruction***	**Competency 2** ***Application of Evidence-based Instructional Practices***
Performance Indicator D: Fluency	
1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension.	2.D.1 Apply intentional, explicit, systematic and sequential instructional practices to develop accuracy, rate and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading).
1.D.2 Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.	2.D.2 Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.
1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.	2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text.
1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.	2.D.4 Teach readers explicitly how to activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.
1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.	2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback, to increase accuracy, rate, prosody and reading endurance.
1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and reading endurance.	2.D.6 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve fluency development and reading endurance.
1.D.7 Understand the role of fluency informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.	2.D.7 Administer and document fluency informal and formal assessments to inform instruction to meet individual student strengths and needs.

Competency 1 ***Foundations of Reading Instruction***	**Competency 2** ***Application of Evidence-based Instructional Practices***
Performance Indicator E: Vocabulary	
1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension.	2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension.
1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.	2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis.
1.E.3 Identify intentional explicit, systematic, and sequential evidence-based practices for vocabulary development and scaffolding concept 2.E.3 Apply intentional, explicit, systematic, and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).	2.E.3 Apply intentional, explicit, systematic, and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).
1.E.4 Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.	2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain-specific vocabulary.
1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary.	2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.
1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary	2.E.6 Provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.	2.E.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development.
1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).	2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).
1.E.9 Understand the role of vocabulary informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.	2.E.9 Administer and document appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs.

Competency 1 ***Foundations of Reading Instruction***	**Competency 2** ***Application of Evidence-based Instructional Practices***
Performance Indicator F: Comprehension	
1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.	2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences, dictation, summary writing) to enhance comprehension.
1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).	2.F.2 Apply explicit, systematic, and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).
1.F.3 Understand the varying demands of text on readers' comprehension, including the demands of domain-specific texts.	2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student's strengths and needs.
1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students' capacity for comprehension.	2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students' capacity for comprehension.
1.F.5 Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.	2.F.5 Use the interaction of readers' characteristics (background knowledge, interests, strengths and needs) along with motivation, text complexity and purpose for reading to impact comprehension and student engagement.
1.F.6 Understand the importance of planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.	2.F.6 Plan, provide and document daily opportunities for reading of connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.
1.F.7 Understand cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.	2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader's cognitive development in the construction of meaning of literary and informational texts.
1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).	2.F.8 Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading).
1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences,	2.F.9 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating

activating background knowledge) and self-correction to monitor comprehension.	background knowledge), higher order thinking, comprehension monitoring and self-correcting to increase understanding of text.
1.F.10 Understand evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.	2.F.10 Apply evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia, based on their strengths and needs.
1.F.11 Understand how English learners' linguistic and cultural background will influence their comprehension, including English learners with characteristics of reading difficulties and dyslexia.	2.F.11 Use knowledge of English learners' linguistic and cultural background to support comprehension, including English learners with characteristics of reading difficulties and dyslexia.
1.F.12 Understand the role of comprehension informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.	F.12 Administer and document appropriate comprehension informal and formal assessments to inform instruction determined by individual student strengths and needs.

Competency 1 ***Foundations of Reading Instruction***	**Competency 2** ***Application of Evidence-based Instructional Practices***
Performance Indicator G: Integration of Reading Components	
1.G.1 Identify phonemic, semantic and syntactic variability between English and other languages.	2.G.1 Apply the knowledge of phonemic, semantic and syntactic variability between English and other languages to inform instruction.
1.G.2 Identify appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).	2.G.2 Employ appropriate evidence-based practices to develop students' metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).
1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.	2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.
1.G.4 Understand how oral language and an information intensive environment impact reading and writing development.	2.G.4 Use oral language and an information intensive environment to impact reading and writing development.
1.G.5 Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.	2.G.5 Use evidence-based practices for selecting literature and domain specific print and digital text appropriate to students' age, interests and reading proficiency.

1.G.6 Understand the relationships among decoding, automatic word recognition, fluency and comprehension.	2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in reading instruction.
1.G.7 Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.	2.G.7 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension
1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction.	2.G.8 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.
1.G.9 Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.	2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.
1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.	2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.
1.G.11 Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to address individual student strengths and needs.	2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and needs.

Competency 3

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring.

Competency 3 ***Foundations and Applications of Assessments***
Indicator Codes
3.1 Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs.
3.2 Administer formative and summative assessments, including screening, progress monitoring, diagnostic and outcome measures and understand their purposes and functions.
3.3 Administer various informal reading assessments across each component of reading development and understand their purposes and functions.
3.4 Understand the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
3.5 Understand the meaning of test reliability, validity and standard error of measurement and describe major types of derived scores from standardized reading tests.
3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative reading assessments, including for use in triangulating data and planning instruction.
3.7 Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of dyslexia.
3.8 Understand how reading disabilities, including dyslexia, vary in presentation and degree and know when to refer a student for additional assessment.
3.9 Know how to read and interpret standardized reading diagnostic test results administered by psychologists, speech-language professionals and educational evaluators.
3.10 Understand how to document and use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and dyslexia.
3.11 Analyze data to identify trends that indicate adequate progress in student reading development.
3.12 Identify appropriate assessments and accommodations for progress monitoring all students.
3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.
3.14 Understand how to analyze and interpret assessment results and make modifications to an assessment administered in English to an English learner.
3.15 Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.
3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.

Competency 4

Introduction Teachers will have a broad knowledge of students from differing profiles in order to understand and apply evidence-based instructional practices by differentiating process, product and context. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 4 ***Foundations and Applications of Differentiated Instruction***
Indicator Codes
4.1 Differentiate evidence-based reading instruction in oral language, phonological awareness, phonics, fluency, vocabulary and comprehension, ranging from enrichment practices to intensifying interventions.
4.2 Understand the stages of English acquisition for English learners and differentiate evidence-based reading instruction for students at different levels of English proficiency.
4.3 Understand and apply current theories of second language acquisition to differentiate reading instruction for English learners of diverse backgrounds and various levels of prior education.
4.4 Identify factors impeding student reading development in each of the reading components or the integration of these components based on informal and formal assessments.
4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency to differentiate instruction.
4.6 Recognize the characteristics of competent and skilled readers to differentiate instruction more effectively.
4.7 Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform differentiated instruction.
4.8 Select and use developmentally appropriate multisensory materials that address students' strengths and needs in order to differentiate instruction.
4.9 Plan for differentiated instruction that utilizes increasingly complex text, embeds assessment, includes scaffolding and provides reteaching when necessary for individuals and small groups.
4.10 Differentiate reading instruction for English learners across various levels of literacy development in their first language.
4.11 Implement evidence-based intervention practices for students with substantial reading difficulties, including those who exhibit the characteristics of dyslexia.
4.12 Scaffold instruction and intensify interventions for students with identified reading deficiencies and characteristics of dyslexia in each of the components of reading.
4.13 Implement a classroom level plan for monitoring student reading progress and differentiating instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
4.14 Monitor student progress and use data to differentiate instruction for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
4.15 Implement evidence-based practices for developing students' higher order thinking as part of differentiated instruction.
4.16 Implement evidence-based practices for developing students' background knowledge as needed through differentiated instruction, enhancing the ability to read critically.
4.17 Implement evidence-based differentiated instructional practices using writing to develop students' comprehension of text.

4.18 Implement appropriate and allowable instructional accommodations, including use of technology, as specified in the Individual Educational Plan or 504 Plan when differentiating reading instruction for students with disabilities, including students with characteristics of dyslexia.

Competency 5

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive evidence-based reading plan of instruction for all students. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 5 ***Demonstration of Accomplishment***
Indicator Codes
5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.
5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.3 Demonstrate evidence-based practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.4 Demonstrate evidence-based practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.5 Demonstrate evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.6 Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia.
5.7 Demonstrate evidence-based practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.8 Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.9 Demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.10 Demonstrate evidence-based practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.
5.11 Demonstrate evidence-based practices for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia.

5.12 Demonstrate differentiation of instruction for all students utilizing increasingly complex text.
5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.
5.14 Create an information intensive environment that includes print, non-print, multimedia and digital texts.
5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.
5.16 Demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.
5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders
5.18 Demonstrate intentional explicit, systematic and sequential writing instruction to improve decoding skills.

APPENDIX G

Florida Teacher Standards for English Speakers of Other Languages (ESOL) Endorsement (2010)

*[**Note:** Polk State College uses Bloom's Taxonomy in the creation of course learning objectives, as a best practice of the profession, to provide for accurate, observable, and measurable assessment of student achievement. As such, Florida ESOL Endorsement Competencies that are incorporated into program course objectives use demonstrative verbs aligned with course assignments and activities for demonstration of the teacher candidate's progress and mastery related to these requirements.]*

Domain 1: Culture (Cross-Cultural Communications)

Standard 1: Culture as a Factor in English Language Learners' (ELLs) Learning
The teacher understands and applies theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. The teacher identifies and understands 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
The teacher demonstrates understanding of language as a system (including phonology, morphology, syntax, semantics, and pragmatics) and supports English Language Learners' (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
The teacher understands and applies theories and research on second-language acquisition and development to support English Language Learners' (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
The teacher demonstrates an understanding of the components of literacy and applies theories of second-language literacy development to support English Language Learners' (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.

Domain 3: Methods of Teaching English to English Speakers of Other Languages (ESOL)

Standard 1: ESL/ESOL Research and History
The teacher demonstrates knowledge of history, public policy, research, and current practices in the field of English as a Second Language (ESL) and English Speakers of Other Languages (ESOL) teaching, and applies this knowledge to improve teaching and learning for English Language Learners (ELLs).

Performance Indicators:
3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.
3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction.

Standard 2: Standards-Based ESL and Content Instruction
The teacher knows, manages, and implements a variety of teaching strategies and techniques for developing and integrating ELLs' English listening, speaking, reading, and writing skills. The teacher supports ELLs' access to the core curriculum by teaching language through academic content.

Performance Indicators:
3.2. a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
3.2.b. Develop ELLs' L2 listening skills for a variety of academic and social purposes.
3.2.c. Develop ELLs' L2 speaking skills for a variety of academic and social purposes.
3.2.d. Provide standards-based instruction that builds upon ELLs' oral English to support learning to read and write in English.
3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2. g. Develop ELLs' writing through a range of activities, from sentence formation to expository writing.
3.2. h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content area material.
3.2. k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

Standard 3: Effective Use of Resources and Technologies
The teacher is fluent and competent with a wide range of standards-based materials, resources, and technologies and can appropriately select, utilize, and adapt these for use in the classroom.

Performance Indicators:
3.3.a. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

Domain 4: ESOL Curriculum and Materials Development

Standard 1: Planning for Standards-Based Instruction of ELLs
The teacher knows, understands, and applies concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for English Language Learners (ELLs). The teacher plans for multi-level classrooms with learners from diverse backgrounds using a standards-based English Speakers of Other Languages (ESOL) curriculum.

Performance Indicators:
4.1.a. Plan for integrated standards-based ESOL and language-sensitive content instruction.
4.1.b. Create supportive, accepting, student-centered classroom environments.
4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs' cultural background knowledge, learning styles, and prior formal educational experiences.
4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides reteaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

Standard 2: Instructional Resources and Technology
The teacher is fluent and competent with a wide range of standards-based materials, resources, and technologies and is able to select, incorporate, and adapt these for use in the classroom.

Performance Indicators:
4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

Domain 5: Assessment (ESOL Testing and Evaluation)

Standard 1: Assessment Issues for ELLs
The teacher understands and applies knowledge of assessment issues as these affect the learning of English Language Learners (ELLs) from diverse backgrounds and of varying English proficiency levels. Examples include cultural and linguistic bias, testing in two languages, sociopolitical and psychological factors, special education testing and assessing giftedness, the importance of standards, the difference between formative and summative assessment, and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). The teacher understands issues related to accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues related to accommodations used in formal testing situations.

Performance Indicators:
5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.e. Distinguish among ELLs' language differences, giftedness, and special education needs.

Standard 2: Language Proficiency Assessment
The teacher appropriately uses and interprets a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. The teacher understands the use of these tools for identification, placement, and demonstration of language growth of English Language Learners (ELLs) from diverse backgrounds and of varying English proficiency levels. The teacher articulates the appropriateness of ELL assessments to stakeholders.

Performance Indicators:
5.2.a. Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree.
5.2.b. Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels.
5.2.c. Use multiple sources of information to assess ELLs' language and literacy skills and communicative competence.

Standard 3: Classroom-Based Assessment for ELLs
The teacher identifies, develops, and uses a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. The teacher understands the use of these tools for identification, placement, and demonstration of language growth of English Language Learners (ELLs) from diverse backgrounds and of varying English proficiency levels. The teacher articulates the appropriateness of ELL assessments to stakeholders.

Performance Indicators:

5.3.a. Use performance-based assessment tools and tasks that measure ELLs' progress in English language and literacy development.

5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.

5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

5.3.d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3.e. Assist Ells in developing necessary test-taking skills.

5.3. f. Assess ELLs' language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

Specific Authority 1001.02, 1012.55, 1012.56 FS. Law Implemented 1001.02, 1012.54, 1012.55, 1012.56 FS. History–New 10-10-89, Amended 10-30-90, 9-15-97, 4-21-09.