

DIRECTIONS:

1. Confirm notice of acceptance to Polk State College.
2. Print this Additional Admission Requirements packet.
3. Create a professional letter of introduction as described in this packet.
4. Provide signature and date to acknowledge all statements of understanding included in this packet.
- 5. Submit the completed packet at one of the following locations:**
 - **Lakeland Academic Affairs – LLC 2230**
 - **Winter Haven Academic Affairs – WSC 101**

PACKET CONTENTS:

1. Cover Sheet
2. Professional Letter of Introduction
3. Code of Ethics and Principles of Professional Conduct Acknowledgement
4. Criminal History Disclosure Acknowledgement
5. Florida Teacher Certification Exam Acknowledgement
6. Field Experience and Internship Acknowledgement
7. Attendance Policy Acknowledgement
8. Polk Educator Preparation Rally Acknowledgement
9. Professional Dispositions Acknowledgement
10. Additional Requirements Checklist
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12. Appendix B: Ethics in Education Act
13. Appendix C: Teacher Candidate Professional Dispositions

PROFESSIONAL LETTER OF INTRODUCTION

Every school and every teacher work from a set of core beliefs – a philosophy of education – that influences what and how students are taught. A philosophy of education represents answers to questions about the purpose of schooling, a teacher’s role, and what should be taught and by what methods.

Please write a one-page **professional letter** of introduction to the Polk State College Bachelor of Science in Education Program Admissions Committee that

- provides an introduction of yourself to the Committee,
- presents your personal philosophy of education, and
- explains why you are interested in a career as an educator.

Insert your typed letter in place of this page. Your letter will become page 2 of the Additional Admission Requirements packet.

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

Polk State College BS in Education programs prepare individuals to teach in diverse learning environments in the professional field of education. In Florida, certified educators are held to standards of conduct as outlined in the Florida Statutes and State Board of Education Rules. Prospective teachers must be able to demonstrate that they are individuals of strong moral character who can make mature decisions. Teachers are responsible for the education, safety, and well-being of any student in their charge. As such, students enrolled in Polk State's teacher education programs must adhere to the Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida. These guideposts serve as a reminder to the educator that there are obligations and expectations associated with the profession.

Please read Appendix A: Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida, found on pages 12 – 14 of this document.

More information about Florida Professional Teaching Practices can be found at <http://www.fldoe.org/teaching/professional-practices/>.

STATEMENT OF UNDERSTANDING

I understand that upon admission to the BS in Education program at Polk State College as a teacher candidate, I will be expected to adhere to the Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida. I also acknowledge that I have received and read this document which was included in this packet of information.

Applicant's Printed Name

Signature

Date

CRIMINAL HISTORY DISCLOSURE

Florida statutes establish that a conviction of certain offenses makes one ineligible for a Florida Educator Certificate and employment in any position that requires direct student contact in a district school system, charter school, or private school that accepts students under the Corporate Tax or McKay Scholarships or the Florida School for the Deaf and the Blind.

Please read Appendix B: Ethics in Education Act, found on pages 15 – 17 of this document.

Examples of disqualifying criminal offenses are listed below. This is not intended to be a complete list but shall serve as a guideline. After reading the list, please disclose **ANY** criminal history that may pose a barrier in completing field experience requirements or pursuing a career in the field of education.

Individuals with criminal records including guilty pleas (regardless of adjudication), no-contest pleas, and pre-trial intervention/diversion with the following offense(s) will not be hired or granted access to schools:

- Arson
- Child Abuse
- Currently on probation or has a case pending
- Extortion
- Extreme Violence (Aggravated Assault/Aggravated Battery, Murder, Attempted Murder)
- False Imprisonment
- Indecent Exposure if Sexual in Nature
- Kidnapping
- Manslaughter (Including Vehicular Homicide/Involuntary)
- Pornography
- Prostitution or Solicitation of Prostitution
- Sexual Offense (Lewd and Lascivious Sexual Battery, Rape, Sex with a Minor)

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

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

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

- Battery/Assault
- Domestic Violence

- Misdemeanor Drug and/or Paraphernalia
- Possession of Concealed Weapon-Misdemeanor
- Resisting Arrest with Violence

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

- Arrest without Violence
- Disorderly Conduct
- DUI
- Larceny
- Loitering
- Multiple Criminal Offenses
- Petty Theft (Theft to Deprive/Retail Theft/Shoplifting)
- Sale of Alcohol to Minor
- Trespassing
- Worthless Checks
- Other Criminal Offenses

Teacher candidates admitted into a bachelor of education program at Polk State College must **report criminal activity within 48 hours of the offense**. Teacher candidates who fail to report prior criminal history or new criminal charges may be denied access or separated from the program.

Please disclose and describe any criminal offenses whether they are listed above or not:
Date of Charge: _____ Offense/Charges:

STATEMENT OF UNDERSTANDING

By signing below, you agree that you have reviewed the Florida Ethics in Education Act and disclosed any criminal history. Furthermore, upon admission to the BS in Education program at Polk State College as a teacher candidate, **you agree to report any criminal activity within 48 hours of the offense.**

Applicant's Printed Name

Signature

Date

FLORIDA TEACHER CERTIFICATION EXAM (FTCE)

The Florida Teacher Certification Exam consists of three separate examinations that must be completed as follows:

Before admission to a BS in Education degree program:

1. General Knowledge Test (GKT)
 - Four subtests: Essay, English Language Skills, Reading, and Mathematics
 - Current fee is \$130 for any combination of the 4 subtests

Before approval for final internship:

2. Professional Education (PEd) Test
 - Recommended after completion of 30 credit hours in a BS in Education program.
 - Current fee is \$150
3. Subject Area Examination (SAE)
 - Recommended after completion of 42 credit hours in a BS in Education program.
 - Current fee is \$200

Polk County School Board requires a passing score on all three FTCE exams before placement in a local school for the final internship requirement.

NOTE: If you have not already done so, please sign into the Pearson (PearsonVUE) portal and request that Polk State College receive your official FTCE scores. The College must receive the score report directly from Pearson. Please complete this step before submitting this packet.

For FTCE information and resources, please see polk.edu/education.

STATEMENT OF UNDERSTANDING

I understand that a passing score on the General Knowledge test is required for admission to a BS in Education program and have authorized Pearson VUE, the FTCE contractor, to send my scores to Polk State College. I further understand that the **Professional Education and Subject Area Exams must be passed during the degree program prior to placement in a school for the final internship**. I understand that passing scores on all portions of the Florida Teacher Certification Exam are required to complete the BS in Education bachelor degree program.

Applicant's Printed Name

Signature

Date

FIELD STUDIES AND INTERNSHIP

The term ***field studies*** is used to describe a special kind of course requirement that asks you to make connections between what is learned in class and how that knowledge is applied in professional practice. These objectives are accomplished through hours of study in classrooms to observe and/or participate more directly in the learning experiences of students. The college Field Experience Coordinator will manage placements for field experience as required in many program courses to ensure that teacher candidates gain expertise in a variety of school settings and grade levels as they progress through the program.

At the end of the bachelor's program, a final ***internship*** is required to provide ample time for teacher candidates to demonstrate mastery of the skills and competencies necessary for effective teaching and learning. The typical final internship experience is a 12-week placement in a local school where teacher candidates assume the role of a full-time classroom teacher.

Field studies and internship placements for teacher candidates in the BS in Education program at Polk State College will be **limited to schools within Polk County, Florida.**

STATEMENT OF UNDERSTANDING

I understand that field studies is required in all BS in Education programs and that before program completion and graduation, a final full-time teaching internship in a Polk County classroom is required.

Applicant's Printed Name

Signature

Date

ATTENDANCE POLICY

Attendance is an integral part of the learning process. Due to the amount of content and in-class learning experiences, including discussion and reflection, teacher candidates should attend every scheduled class.

Teacher candidates are expected to contact instructors regarding any absences. Following two absences from regularly scheduled day classes (one night class), teacher candidates need to discuss the potential impact of absences on their course grade with the instructor and submit a Course Absence Acknowledgement form.

Following a fourth day absence (second night absence), candidates may be asked to withdraw from the course, or the instructor may withdraw them.

STATEMENT OF UNDERSTANDING

I have read and understand the attendance policy above. I understand it is my responsibility to be in class at all times, unless there is an extreme emergency or illness.

I also understand I need to contact my instructor regarding any absences. Furthermore, I understand that following a second absence (day class) or first absence (night class), I will need to discuss possible impacts on my grade and will submit a Course Absence Acknowledgement form to my instructor.

Following a fourth absence (day class) or second absence (night class), I may be asked to drop the class or the instructor may drop me from the class.

Applicant's Printed Name

Applicant's Signature

Date

Polk Educator Preparation Rally

The PEP Rally is a 4-hour team-building and professional development event for teacher candidates who have been admitted to a BS in Education degree program. Held twice each year, this mandatory event is typically scheduled on the Saturday morning prior to the first full week of classes in August and in January.

The PEP Rally is a future educator celebration that includes program policy and information updates, mini-workshops presented by faculty, guest speakers, and an opportunity to network with other teacher candidates.

In accordance with professional educator behaviors, it is expected that teacher candidates will communicate with the program director regarding an unavoidable absence from a PEP Rally.

STATEMENT OF UNDERSTANDING

I have read and understand that participation in the August and January PEP Rally events is required for teacher candidates admitted to a BS in Education program.

In case of my absence at this mandatory event, I understand that it is my responsibility to demonstrate professionalism by contacting the BS in Education Program Director regarding my absence.

Applicant's Printed Name

Applicant's Signature

Date

Polk State College Mission Statement: *Polk State College, a quality driven institution, transforms students' lives through the power of education by providing access to affordable associate and baccalaureate degrees, career certificates and workforce employment programs, delivered by diverse, qualified faculty and staff.*

Polk State College Teacher Education Mission Statement: *The mission of Polk State's teacher education programs is to prepare teacher candidates with the knowledge and dispositions necessary to become competent and compassionate professional educators dedicated to serving the diverse cultural, linguistic, and exceptional learning needs of all students.*

As a Polk State College teacher candidate, you are expected to demonstrate appropriate attitudes, behaviors, and dispositions while on campus and at field study host schools. Dispositions are defined as “the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development, as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice” (InTASC and NCATE, 2002).

Professional Dispositions will be assessed, but not graded, each semester. If an area is identified for candidate improvement, a Soar to Success Contract will be required. The contract will establish a specific target and timeline for improvement.

Please read Appendix C: Teacher Candidate Professional Dispositions, found on pages 18 – 19 of this document.

STATEMENT OF UNDERSTANDING

I understand that Polk State College teacher candidates are expected to:

- demonstrate an expectation that all students can learn and are a vital part of the learning community.
- display sensitivity to students' diverse needs.
- collaborate with peers, instructors, college supervisors, and relevant stakeholders to advance student learning.
- model poise, maturity, and sound judgment.
- engage in continuous self-evaluation and improvement.
- contribute to the positive advancement of the teaching profession.

Applicant's Printed Name

Signature

Date

CHECKLIST

Please complete each step listed below and initial each line to certify the step has been completed.

- _____ Accepted to Polk State College.
- _____ Completed an AA or AS degree (or the equivalent) with college transcripts on file with the Polk State College Registrar.
- _____ Achieved an overall cumulative grade point average of at least 2.5 on a 4.0 scale for AA/AS degree work.
- _____ Completed the following lower-division prerequisite education courses with a grade of C or better:
 - EDF 1005 - Introduction to the Teaching Profession (3 credit hours)
 - EDF 2085 - Introduction to Diversity for Educators (3 credit hours)
 - EME 2040 - Introduction to Technology for Educators (3 credit hours)
- _____ Notified PearsonVUE to send all Florida Teacher Certification Exam (FTCE) scores to Polk State College.
- _____ Attached Additional Admissions Requirements cover sheet with contact information.
- _____ Attached professional letter that contains a personal introduction, explains interest in the program, and offers a personal philosophy of education.
- _____ Signed and dated acknowledgement of each Statement of Understanding contained in this packet.
- _____ *Optional:* Requested an Admissions Waiver and attached the Request Form (provided by the program director) and supporting documents to this packet.

I have completed all of the above requirements.

Signature _____

Date _____

Submit the completed packet to one of the following locations:

- **Lakeland Academic Affairs – LLC 2230**
- **Winter Haven Academic Affairs – WSC 101**

For your records only. Do not include this page in the packet submission.

APPENDIX A

CODE OF ETHICS and PRINCIPLES OF PROFESSIONAL CONDUCT FOR THE EDUCATION PROFESSION IN FLORIDA

Florida Statute Rule 6A-10.080 Code of Ethics of the Education Profession in Florida.

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

Rulemaking Authority 1001.02, 1012.51, 1012.53 FS. Law Implemented 1012.32, 1012.34, 1012.51, 1012.53, 1012.795, 1012.796 FS. History-New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, 7-6-82, Formerly 6B-1.01, 6B-1.001.

Retrieved March 2016 from <http://www.fldoe.org/teaching/professional-practices/code-of-ethics-principles-of-professio.shtml>

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

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
3. Obligation to the student requires that the individual:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.

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- g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h. Shall not exploit a relationship with a student for personal gain or advantage.
 - i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- 4. Obligation to the public requires that the individual:
 - a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - c. Shall not use institutional privileges for personal gain or advantage.
 - d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - e. Shall offer no gratuity, gift, or favor to obtain special advantages.
- 5. Obligation to the profession of education requires that the individual:
 - a. Shall maintain honesty in all professional dealings.
 - b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - e. Shall not make malicious or intentionally false statements about a colleague.
 - f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
 - g. Shall not misrepresent one's own professional qualifications.
 - h. Shall not submit fraudulent information on any document in connection with professional activities.
 - i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
 - j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
 - k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

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- l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- m. Shall 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), Florida Statutes.
- n. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- o. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), Florida Statutes.
- p. Shall comply with the conditions of an order of the Education Practices Commission.
- q. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Rulemaking Authority 1001.02, 1012.51, 1012.53 FS. Law Implemented 1012.32, 1012.34, 1012.51, 1012.53, 1012.795, 1012.796 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.

Retrieved March 2016 from <http://www.fldoe.org/teaching/professional-practices/code-of-ethics-principles-of-professio.shtml>

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APPENDIX B ETHICS IN EDUCATION ACT

The 2008 Florida Legislature passed, and Governor Crist signed, Senate Bill 1712 , the Ethics in Education Act. This legislation became effective July 1, 2008, and amends multiple sections of the Florida Statutes and creates new statutory sections. In part, this Act created section 1012.315, Florida Statutes, and established that a **conviction of certain offenses makes one ineligible for a Florida Educator Certificate and instructional personnel and school administrators are ineligible for employment in any position that requires direct student contact** in a district school system, charter school, private school that accepts students under the Corporate Tax or McKay Scholarships, or the Florida School for the Deaf and the Blind.

An individual is ineligible for Florida Educator Certification and employment as instructional personnel or school administrator as outlined above, if convicted of any of the following felony offenses:

- Section 393.135, relating to sexual misconduct with certain developmentally disabled clients and reporting of such sexual misconduct.
- Section 394.4593, relating to sexual misconduct with certain mental health patients and reporting of such sexual misconduct.
- Section 415.111, relating to adult abuse, neglect, or exploitation of aged persons or disabled adults.
- Section 782.04, relating to murder.
- Section 782.07, relating to manslaughter, aggravated manslaughter of an elderly person or disabled adult, aggravated manslaughter of a child, or aggravated manslaughter of an officer, a firefighter, an emergency medical technician, or a paramedic.
- Section 784.021, relating to aggravated assault.
- Section 784.045, relating to aggravated battery.
- Section 784.075, relating to battery on a detention or commitment facility staff member or a juvenile probation officer.
- Section 787.01, relating to kidnapping.
- Section 787.02, relating to false imprisonment.
- Section 787.025, relating to luring or enticing a child.
- Section 787.04(2), relating to leading, taking, enticing, or removing a minor beyond the state limits, or concealing the location of a minor, with criminal intent pending custody proceedings.

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- Section 787.04(3), relating to leading, taking, enticing, or removing a minor beyond the state limits, or concealing the location of a minor, with criminal intent pending dependency proceedings or proceedings concerning alleged abuse or neglect of a minor.
- Section 790.115(1), relating to exhibiting firearms or weapons at a school-sponsored event, on school property, or within 1,000 feet of a school.
- Section 790.115(2)(b), relating to possessing an electric weapon or device, destructive device, or other weapon at a school-sponsored event or on school property.
- Section 794.011, relating to sexual battery.
- Former s. 794.041, relating to sexual activity with or solicitation of a child by a person in familial or custodial authority.
- Section 794.05, relating to unlawful sexual activity with certain minors.
- Section 794.08, relating to female genital mutilation.
- Chapter 796, relating to prostitution.
- Chapter 800, relating to lewdness and indecent exposure.
- Section 806.01, relating to arson.
- Section 810.14, relating to voyeurism.
- Section 810.145, relating to video voyeurism.
- Section 812.014(6), relating to coordinating the commission of theft in excess of \$3,000.
- Section 812.0145, relating to theft from persons 65 years of age or older.
- Section 812.019, relating to dealing in stolen property.
- Section 812.13, relating to robbery.
- Section 812.131, relating to robbery by sudden snatching.
- Section 812.133, relating to carjacking.
- Section 812.135, relating to home-invasion robbery.
- Section 817.563, relating to fraudulent sale of controlled substances.
- Section 825.102, relating to abuse, aggravated abuse, or neglect of an elderly person or disabled adult.
- Section 825.103, relating to exploitation of an elderly person or disabled adult.
- Section 825.1025, relating to lewd or lascivious offenses committed upon or in the presence of an elderly person or disabled person.
- Section 826.04, relating to incest.
- Section 827.03, relating to child abuse, aggravated child abuse, or neglect of a child.
- Section 827.04, relating to contributing to the delinquency or dependency of a child.
- Section 827.071, relating to sexual performance by a child.

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- Section 843.01, relating to resisting arrest with violence.
- Chapter 847, relating to obscenity.
- Section 874.05, relating to causing, encouraging, soliciting, or recruiting another to join a criminal street gang.
- Chapter 893, relating to drug abuse prevention and control, if the offense was a felony of the second degree or greater severity.
- Section 916.1075, relating to sexual misconduct with certain forensic clients and reporting of such sexual misconduct.
- Section 944.47, relating to introduction, removal, or possession of contraband at a correctional facility.
- Section 985.701, relating to sexual misconduct in juvenile justice programs.
- Section 985.711, relating to introduction, removal, or possession of contraband at a juvenile detention facility or commitment program.

An individual is ineligible for Florida Educator Certification and employment as instructional personnel or school administrator as outlined above, if convicted of any of the following misdemeanor offenses:

- Section 784.03, relating to battery, if the victim of the offense was a minor.
- Section 787.025, relating to luring or enticing a child.

An individual is ineligible for Florida Educator Certification and employment as instructional personnel or school administrator as outlined above, if convicted of:

- Any criminal act committed in another state or under federal law which, if committed in this state, constitutes an offense prohibited under any statute listed in subsection (1) or subsection (2). (offenses listed above)

or;

- Any delinquent act committed in this state or any delinquent or criminal act committed in another state or under federal law which, if committed in this state, qualifies an individual for inclusion on the Registered Juvenile Sex Offender List under s. 943.0435(1)(a)1.d.

Retrieved March 2016 from <http://www.fldoe.org/teaching/professional-practices/background-screening-requirements.stml>

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APPENDIX C

TEACHER CANDIDATE PROFESSIONAL DISPOSITIONS

LEARNER AND LEARNING

- **Respect, Commitment, and Responsibility** – The teacher candidate engages learners by addressing individual strengths and needs, using these to design lessons to promote learners' growth and development.
- **Respect and Value** – The teacher candidate synthesizes input from families and colleagues, supports learners as individuals with different backgrounds and skills, and connects to provide positive and supportive learning environments via these relationships.

CONTENT KNOWLEDGE

- **Content and Knowledge** – The teacher candidate recognizes that content knowledge is not a fixed body of facts, but is complex and ever evolving.
- **Professional Development** – – The teacher candidate illustrates the importance of keeping up to date on new ideas in the education profession.
- **Addresses Bias** – The teacher recognizes the potential of bias in his/her representation of the content and seeks to appropriately address problems of bias.
- **Flexible Learning Environments** – The teacher candidate creates flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

INSTRUCTIONAL PRACTICE

- **Engaging Learners** – The teacher candidate is committed to engaging learners actively in assessment processes and to developing each learners' capacity to review and communicate about their own progress and learning
- **Aligning Instruction** – The teacher candidate organizes instruction and assessment with aligned learning goals.
- **Feedback** – The teacher candidate evaluates through multiple types of assessment processes to support, verify, document, and provide descriptive feedback to learners on their progress.
- **Learning Growth** – The teacher candidate is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.
- **Planning** – The teacher candidate takes professional responsibility to use short and long-term planning to assure student learning, and believes plans must always be open to adjustment and revision based on learner needs.
- **Technology** – The teacher candidate investigates how the use of new and emerging technologies can support and promote student learning.
- **Flexibility** - The teacher candidate recognizes flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and need.

PROFESSIONAL RESPONSIBILITY

- **Teacher as Learner** – The teacher candidate sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice
- **Professional Expectations** – The teacher candidate understands and exhibits the expectations of the profession including code of ethics, professional standards of practice, and relevant law and policy
- **Professional Demeanor** – The teacher candidate understands and exhibits the expectations of professional behavior and demeanor within the college classroom and campus, as well as in field study classrooms.
- **Collaboration** – The teacher candidate actively shares the responsibility for supporting the mission of his/her school as one of advocacy for learners and accountability for their success, all in a positive manner.
- **Advancing Profession** – The teacher candidate takes responsibility for contributing to and advancing the profession, as well as embracing the challenge of continuous improvement and positive change.

Adapted from Council of Chief State School Officers (2013), *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards and Learning Progressions for Teachers 1.0*. Washington, DC.