# HANDBOOK
For Teacher Candidates, Faculty, Mentor Teachers, and College Supervisors

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About the School of Education

Mission
Florida SouthWestern State College’s School of Education provides a rigorous learning environment ensuring teacher candidates will achieve their greatest potential through Principles of Excellence. Building on a strong pedagogical, ethical and socially conscious foundation that fosters creativity and innovation. Florida SouthWestern State College’s School of Education produces graduates equipped to contribute to the diverse community of life-long learners in Southwest Florida.

Vision
Florida SouthWestern State College's School of Education will mentor reflective practitioners endowed to educate 21st century learners in a world-class global environment.

Principles of Excellence
The teacher candidate will...
- Synthesize academic content, pedagogical skills and educational technology to instruct digital natives.
- Continually explore new methods, best practices and instructional designs to impact p-12 learning.
- Employ strong written, verbal and non-verbal communication skills.
- Emulate and foster caring and ethical behavior in order to build teaching and learning environments that build upon the strengths of students’ diverse cultures and learning styles.
- Collaborate with key stakeholders; such as, administrators, colleagues, parents and leaders in the local community.
- Engage in reflective practice with an understanding that learning is a lifelong process.

The School of Education at Florida SouthWestern State College offers pathways for candidates interested in working in educational settings from birth to Grade 6. All programs focus on preparing candidates for their roles as a positive and engaging educational practitioner. It is through transformational education initiatives that focus on social justice and practical experiences that teacher candidates will learn to educate in today’s diverse classrooms.

The School of Education offers rigorous and demanding education programs. Setting high expectations and requiring all teacher candidates meet these expectations, enables teacher candidates to glean the knowledge and skills needed to be successful educators. Teacher candidates will graduate from the School of Education’s Elementary Education program certified with both Reading and ESOL endorsements.

Faculty and staff continually strive towards excellence in preparing candidates to work in diverse environments. Through the School of Education, teacher candidates will have the ability to build a strong sense of community and support amongst teacher candidates and faculty.

Teacher candidates engage in diverse field experiences at the onset of every program and continue honing their pedagogical skills and knowledge throughout the program. Teacher candidates are assessed on their knowledge, dispositions and performance throughout the education programs.

School of Education Programs
Admission Requirements for the Bachelor of Science in Elementary Education
In addition to fulfilling the entrance requirements for Florida SouthWestern State College, applicants for the BS in Elementary Education degree program must meet the following requirements consistent with Florida Statute 1004.04:

1. Completion of the Associate in Arts (AA) degree or the equivalent, including all general education and required Florida mandated common course prerequisites. Teacher candidates with a minimum of 60 transferable hours, with all general education requirements and prerequisites met, may apply for admission.

2. Completion of the lower-division education prerequisite courses: EDF 2005 - Introduction to the Teaching Profession, EDF 2085 - Introduction to Diversity for Educators - I, and EME 2040 - Introduction to Technology for Educators with grades of “C” or higher.

3. Applicants must have a grade point average of at least 2.5 on a 4.0 scale for the general education component of undergraduate studies or have completed the requirements for a baccalaureate degree with a minimum grade point average of 2.5 on a 4.0 scale from any college or university accredited by a regional accrediting association, as defined by State Board of Education rule, with a minimum of 60 credit hours.

4. Demonstrated mastery of general knowledge, including the ability to read, write, and compute, by passing the General Knowledge Test of the Florida Teacher Certification Examination, a corresponding component of the National Teachers Examination series, or a similar test pursuant to rules of the State Board of Education.

5. Applicants not meeting stated admissions criteria may petition for program admittance if they feel that there are mitigating circumstances. Applicants must submit an official petition form to the School of Education. (p.4)

Apply
Go to https://www.fsw.edu/admissions/ftic to apply to the Associate of Science in Early Childhood Education program

Go to https://www.fsw.edu/admissions/bachelor to apply to the Bachelor of Science in Elementary Education program

Make an Advising Appointment
To schedule a meeting with an advisor in the School of Education, please call (239) 489-9369, e-mail dkoehler@fsw.edu, or book an appointment with Mr. Koehler in your Student Portal. Mr. Koehler is located in U-214M.

Information About the General Knowledge Test
APPEAL REQUEST- Admission to the Bachelor of Science in Elementary Education Program

This appeal is for (circle one):  GKT  GPA  GKT + GPA

Name: ____________________________ Banner ID # __________________

FSW email: ________________________ Phone Number: ________________

*General Knowledge Test  *Please provide documentation from FTCE download

<table>
<thead>
<tr>
<th>General Knowledge Test Date</th>
<th>Math Score</th>
<th>Reading Score</th>
<th>Language Arts Score</th>
<th>Written Language Score</th>
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Please attach a letter to explain in detail the reason for this appeal including circumstances that led to this requirement not being met.

GPA for the last three semesters:

 Semester  GPA  Semester  GPA  Semester  GPA

Overall GPA:

I understand that if my request for appeal is granted and I am allowed to start the Bachelor of Science in Elementary Education program in the School of Education, I will be required to follow an Individual Remediation Plan until the deficiency is satisfied.

Signature ____________________________ Date ____________________________

*Please attach a copy of your unofficial transcript and submit to the School of Education.

DEPARTMENT USE ONLY
Appeal Decision: __________________________________________________________
Person Notifying: __________________________________________________________
Student Notified on __________________________ through _______________________
(phone number or email)
Elementary Education Degree Program Curriculum:
Teacher candidates enrolled in the School of Education will be required to complete the following courses:
Full time teacher candidates:

Semester 1:
- EDG 3410 Classroom Management 3 credits
- EDG 3620 Curriculum and Instruction 3 credits
- EDG 4004 Special Topics I 1 credit
- EDF 3214 Human Development and Learning 3 credits
- TSL 4080 Second Language Acquisition and Culture 3 credits

Semester 2
- ESE 4323 Educational Assessment 3 credits
- RED 4012 Foundations of Reading and Literacy Development 3 credits
- EEX 3012 Educ. Needs of Exceptional Students 3 credits
- EDE 4304 C Integrated Math & Science with Practicum or 4 credits
- EDE 4226C Integrated Lang. Arts, Social Studies and Literature With Practicum 4 credits

(Note: Depending on your admission – fall or spring- the following courses are only offered once a year. EDE 4304C is only offered in the fall semester and EDE 4226 C is only offered in the spring semester)

Semester 3 (summer)
- LAE 4416 Children’s Literature 3 credits
- EDF 4782 Ethics and Law 2 credits
- EDE 4223 Integrated Music, Art & Movement 2 credits
- EDE 4220 Integrated Health and Recreation 2 credits

Semester 4
- EDE 3315 Math in the Elementary Classroom 3 credits
- RED 4519 Diagnosis & Intervention in Reading 3 credits
- TSL 4140 ESOL Methods, Curriculum & Assessment 3 credits
- EDE 4304 C Integrated Math & Science with Practicum or 4 credits
- EDE 4226C Integrated Lang. Arts, Social Studies and Literature With Practicum 4 credits

Semester 5
- EDE 4940 Internship, Elementary Education 12 credits

Course descriptions can be found in FSW Course Catalog (catalog link)

Please note that teacher candidates who are part time may not follow the same sequence, but are required to take the same courses. Pay attention to the pre requisites and the courses that are only offered once a year.
Pre requisites for courses in the Elementary Education Program:

<table>
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<tr>
<th>Course</th>
<th>Pre-requisite</th>
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<tr>
<td>EDE 4304C- Integrated math &amp; Science with Practicum and EDE 4225C Integrated Language Arts, Social Science and Literature with Practicum.</td>
<td>EDG 3410- Classroom Management, EDG 3620- Curriculum and Instruction, EDG 4004- Special Topics I</td>
</tr>
<tr>
<td>RED 4519- Diagnosis and Intervention in Reading-</td>
<td>RED 4012- Foundations of Reading and Literacy Development</td>
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<tr>
<td>LAE 4416 Children’s Literature</td>
<td>RED 4012- Foundations of Reading and Literacy Development</td>
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<tr>
<td>TSL 4140 ESOL Methods, Curriculum &amp; Assessment</td>
<td>TSL 4080 Second Language Acquisition and Culture</td>
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Required State Mandated Tests:
Teacher candidates must attempt both the Professional Education Test (Pro Ed) and Subject Area (SAE) before entering full internship. Teacher candidates must complete service learning hours including the service learning portfolio.

Documentation and Required Programs:
Teacher candidates are required to purchase Watermark - an assessment software program for documentation of Critical Tasks in the program.
Teacher candidates are required to purchase SibMe for video recording of lessons taught for both in the program and for final internship.
ATTENDANCE CONTRACT

After three classroom hour absences, teacher candidates will not be permitted to return to class without written permission from the instructor (attendance form, A-1 will be kept on file). Each absence thereafter may result in a 10% reduction of overall grade. Issues of appeal will be reviewed by the Associate Dean of the School of Education and may be forwarded on to the Education Review Committee, if necessary.

I, _________________________________ am aware of the above attendance policy. On the following dates _________________________________.

I have missed more than three classroom hours in _________________________________.

Course Name and Number

Examples: T-Th class absences = 2 missed classes
M- W class absences = 2 missed classes
M-W-F class absences = 3 missed classes
Evening Classes = 1 class

I understand that any future absences may result in a 10% reduction in my overall course grade. A grade of 75% or better is required for all education baccalaureate program course work. Excessive absences may result in a failing grade and/or removal from the program.

By signing below, I acknowledge that I have read and understood the above attendance policy. Furthermore, I understand that this contract must be signed by my instructor prior to returning to class.

_________________________________________    ____________________________
Teacher Candidate Signature                              Date

_________________________________________    ____________________________
Instructor Signature                                    Date

_________________________________________    ____________________________
Coordinator of Assessment & Student Success Signature   Date

Please return a copy to Coordinator of Assessment & Student Success in the School of Education.

EH 05/2014 A-1
ATTENDANCE RECORD FORM

Teacher Candidate: _______________________________________________________

Course Name and Number: _______________________________________________

Instructor: ___________________________ Semester: _______________________

Date A-1 submitted: _____________________________________________________

<table>
<thead>
<tr>
<th>Date of Absence</th>
<th>Course Grade</th>
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EH 05/2014

A-2
Petition for Appeal of Attendance Policy Grade Reduction

Name of Teacher Candidate   ID #   Course Name and CRN   Semester and Year

School of Education Attendance Policy: After three classroom hour absences, teacher candidates will not be permitted to return to class without written permission from the instructor (attendance form, A-1 will be kept on file). Each absence thereafter may result in a 10% reduction of overall grade.

Examples:
- T-Th class absences = 2 missed classes count as 3 hours of absence
- M-W class absences = 3 missed classes count as 3 hours of absence
- M-W-F class absences = 3 missed classes count as 3 hours of absence
- Evening class absences = 2 class counts as 3 hours of absence

Directions: In order to be considered, this form must be filled out completely, and required documentation must be attached. Explanations and documentation must be provided for each day of absence for the course.

<table>
<thead>
<tr>
<th>Date of Absence</th>
<th>Hours missed</th>
<th>Course Professor</th>
<th>Reason for absence</th>
<th>Type of Documentation</th>
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In the space below, explain your justification that the absences from the specified course this semester warrant consideration of appeal of the FSW School of Education's established Attendance Policy. Include all documentation by attaching it to this form before submitting to the Office of either the Elementary Coordinator or the Middle Grades Coordinator of the FSW School of Education.

Signature of Teacher Candidate

Date
WHAT IS A HIGH QUALITY PROFESSIONAL EDUCATOR?

The conceptual framework for the School of Education at Florida SouthWestern State College is based upon the Mission of preparing students for responsible citizenship, productive careers, and to be the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop as leaders within their field. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understanding necessary to become successful. During student teaching experiences, teacher candidates are assessed in domains related to the values and behaviors specified by the Florida Educator Accomplished Practices. These domains are connected to the strategic directions of the School of Education where we seek to create innovations in learning, engage the world and focus on those we serve. The Florida Educator Accomplished Practices are included below for your perusal.

Florida Educator Accomplished Practices (Rule 6A-5.065)
Source: https://www.flrules.org/gateway/ruleno.asp?id=6A-5.065

(1) Purpose and Foundational Principles.
(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.
(b) Foundational Principles. The Accomplished Practices are based upon and further describe three (3) essential principles:
1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Quality of Instruction.

Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;
b. Manages individual and class behaviors through a well-planned management system;
c. Conveys high expectations to all students;
d. Respects students’ cultural linguistic and family background;
e. Models clear, acceptable oral and written communication skills;
f. Maintains a climate of openness, inquiry, fairness and support;
g. Integrates current information and communication technologies;
h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

**Instructional Delivery and Facilitation.** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

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

**Assessment.** The effective educator consistently:

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

**Continuous Improvement, Responsibility and Ethics.**

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

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

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

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Histor–New 7-2-98, Amended 2-13-11.
Florida Reading Endorsement

Teacher candidates will understand and teach reading as an ongoing strategic process resulting in their students comprehending diverse text.
Teacher candidates will understand how writing, listening, and speaking support the teaching of reading, and how family involvement supports student achievement in reading.
Teacher candidates 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 candidates will understand that the problem solving process is recursive and ongoing, utilized for effective instructional decision making.

READING ENDORSEMENT COMPETENCIES

Florida Reading Endorsement Competencies are taught in reading and literacy courses and they are infused in the teaching of all upper level courses. Professors in the School of Education document competencies on bi-annual Qualtrics surveys. Teacher candidates are assessed on knowledge of competencies during exit interviews completed toward the end of their internship semesters.

Competency 1: Foundations of Reading Instruction

Teachers will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

Performance Indicator A: Comprehension
1.A.1 Understand that building oral and written language facilitates comprehension.
1.A.2 Understand the importance of learning syntax, semantics, pragmatics, vocabulary, and text structures required for comprehension of formal written language of school, often called “academic language.”
1.A.3 Understand the impact of text upon reading comprehension (e.g., genre, readability, coherence, text structure, and text complexity).
1.A.4 Understand how the interaction of reader characteristics, motivation, purpose of reading, and text elements impacts comprehension and student engagement.
1.A.5 Identify 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.
1.A.6 Understand reading as a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes.
1.A.7 Understand the reading demands posed by domain specific texts.
1.A.8 Understand that effective comprehension processes rely on well-developed language, strong inference making, background knowledge, comprehension monitoring and self-correcting.
1.A.9 Understand how English language learners’ linguistic and cultural background will influence their comprehension.
1.A.10 Understand the role of formal and informal assessment of comprehension in making instructional decisions to meet individual student needs.

Performance Indicator B: Oral Language
1.B.1 Understand how the students’ development of phonology, syntax, semantics, and pragmatics relates to comprehending written language.
1.B.2 Understand the differences between social and academic language.
1.B.3 Understand that writing enhances the development of oral language.
1.B.4 Understand that the variation in students’ oral language exposure and development requires differentiated instruction.
1.B.5 Recognize the importance of English language learners home languages, and their significance for learning to read English.
1.B.6 Understand the role of formal and informal oral language assessment to make instructional decisions to meet individual student needs.

Performance Indicator C: Phonological Awareness
1.C.1 Understand phonology as it relates to language development and reading achievement (e.g., phonological processing, phonemic awareness skills, phonemic analysis and synthesis).
1.C.2 Recognize the phonological continuum beginning with sensitivity to large and concrete units of sound (i.e., words & syllables) and progressing to small and abstract units of sound (onset-rimes and phonemes).
1.C.3 Understand that writing, in conjunction with phonological awareness, enhances reading development.
1.C.4 Distinguish both phonological and phonemic differences in language and their applications in written and oral discourse patterns (e.g., language & dialect differences).
1.C.5 Understand how similarities and differences in sound production between English and other languages affect English language learners’ reading development in English.
1.C.6 Understand the role of formal and informal phonological awareness assessment to make instructional decisions to meet individual student needs.

Performance Indicator D: Phonics
1.D.1 Understand that phonological units (words, syllables, onset-rimes, and phonemes) map onto orthographic units (words, rimes, letters) in alphabetic languages.
1.D.2 Understand sound-spelling patterns and phonics (grapheme-phoneme correspondence rules).
1.D.3 Understand structural analysis of words.
1.D.4 Understand that both oral language and writing can be used to enhance phonics instruction.
1.D.5 Understand the role of formal and informal phonics assessment to make instructional decisions to meet individual student needs.

Performance Indicator E: Fluency
1.E.1 Understand that the components of reading fluency are accuracy, expression, and rate which impact reading endurance and comprehension.
1.E.2 Understand that effective readers demonstrate flexibility by adjusting their reading rate to accommodate the kinds of texts they are reading in order to facilitate comprehension.
1.E.3 Understand the relationships among fluency, word recognition, and comprehension.
1.E.4 Understand that both oral language and writing enhance fluency instruction.
1.E.5 Understand the role of formal and informal fluency assessment to make instructional decisions to meet individual student needs.

Performance Indicator F: Vocabulary
1.F.1 Understand the goal of receptive and expressive vocabulary instruction is the application of a student’s understanding of word meanings to multiple oral and written contexts.
1.F.2 Understand morphology as it relates to vocabulary development (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis).
1.F.3 Identify principles of semantics as they relate to vocabulary development (e.g., antonyms, synonyms, figurative language, etc.).
1.F.4 Understand the domain specific vocabulary demands of academic language.
1.F.5 Understand that writing can be used to enhance vocabulary instruction.
1.F.6 Understand the role of formal and informal vocabulary assessment to make instructional decisions to meet individual student needs.

Performance Indicator G: Integration of the reading components
1.G.1 Identify language characteristics related to social and academic language.
1.G.2 Identify phonemic, semantic, and syntactic variability between English and other languages.
1.G.3 Understand the interdependence between each of the reading components and their effect upon reading as a process for native speakers of English and English language learners.
1.G.4 Understand the impact of oral language, writing, and an information intensive environment upon reading development.
1.G.5 Understand the importance of comprehension monitoring and self correcting to increase reading proficiency.
1.G.6 Understand the role of formal and informal reading assessment to make instructional decisions to meet individual student needs.

Competency 2: Application of Research-Based Instructional Practices
Teachers will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Teachers will engage in the systematic problem solving process.

Performance Indicator A: Comprehension
2.A.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of higher order thinking, comprehension skills, comprehension monitoring and self-correcting (e.g., reciprocal teaching, “think aloud,” etc.).
2.A.2 Use both oral language and writing experiences to enhance comprehension.
2.A.3 Apply appropriate instructional practices determined by the student’s strengths and needs, text structure, and the reading demands of domain specific text.
2.A.4 Provide opportunities for student extended text discussion to enhance comprehension, promote motivation and student engagement.
2.A.5 Select narrative or informational print or digital texts that are appropriate to the comprehension instruction to be provided.
2.A.6 Provide comprehension instruction that supports students’ ability to read multiple print and digital texts and to synthesize information within, across and beyond those texts.
2.A.7 Scaffold discussions to facilitate the comprehension of text and higher order thinking skills for students with varying English proficiency levels.
2.A.8 Model a variety of strategic activities students can use to foster comprehension monitoring and self correcting.
2.A.9 Recognize, describe, and incorporate appropriate comprehension assessments to guide instruction.

Performance Indicator B: Oral Language
2.B.1 Apply intentional, explicit, and systematic instructional practices for scaffolding development of oral/aural language skills (e.g., language experience approach, Socratic questioning).
2.B.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.
2.B.3 Recognize and apply an English language learner’s home language proficiency as a foundation and strength to support the development of oral language in English.
2.B.4 Use writing experiences to enhance oral language (e.g., interactive writing, student to teacher sentence dictation).
2.B.5 Recognize, describe, and incorporate appropriate oral language assessments to guide instruction.

Performance Indicator C: Phonological Awareness
2.C.1 Apply intentional, explicit, systematic instructional practices to scaffold development of phonological awareness. (e.g., blending and segmenting syllables, onset-rimes, and phonemes).
2.C.2 Provide opportunities for students to use oral/aural language to enhance phonological awareness (e.g., rhyming and alliteration).
2.C.3 Understand and apply knowledge of how variations in phonology across languages affect English language learners’ reading and writing development.
2.C.4 Use writing experiences, in conjunction with phonological instruction, to enhance reading achievement (e.g., Elkonin boxes or magnetic letters, individual response whiteboards).
2.C.5 Recognize, describe, and incorporate appropriate phonological awareness assessments to guide instruction.

Performance Indicator: D: Phonics
2.D.1 Apply intentional, explicit, systematic instructional practices for scaffolding phonics development on a continuum from the individual phoneme-grapheme level through the multi-syllabic word level.
2.D.2 Recognize and apply an English language learner’s home language as a foundation and strength to support the development of phonics in English.
2.D.3 Use oral/aural language and writing experiences to enhance phonics instruction (e.g., sentence strip words, phrases, and pocket charts).
2.D.4 Recognize, describe, and incorporate appropriate phonics assessments to guide instruction.

Performance Indicator E: Fluency
2.E.1 Apply intentional, explicit, systematic instructional practices to scaffold accuracy, expression, rate, and reading endurance (e.g., paired reading, repeated reading, echo reading, reader’s theater, etc.).
2.E.2 Use oral/aural language and writing experiences to enhance fluency (e.g., poetry charts, song lyrics).
2.E.3 Recognize, describe, and incorporate appropriate fluency assessments to guide instruction.

Performance Indicator F: Vocabulary
2.F.1 Apply intentional, explicit, systematic instructional practices to scaffold vocabulary and concept development (e.g., shared reading, semantic mapping, etc.).
2.F.2 Provide for continual integration, repetition, and meaningful use of domain specific vocabulary to address the demands of academic language.
2.F.3 Incorporate vocabulary instruction through analogies (e.g., cognates, Greek and Latin roots).
2.F.4 Provide an environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.
2.F.5 Incorporate instructional practices that develop authentic uses of English to assist English language learners in learning academic vocabulary and content.
2.F.6 Use oral/aural language and writing experiences to enhance vocabulary (e.g., interactive word walls, word sorts, word charts for secondary).
2.F.7 Use multiple methods of vocabulary instruction (e.g., multiple contexts, examples and non-examples, elaborations, etc.).
2.F.8 Recognize, describe, and incorporate appropriate vocabulary assessments to guide instruction.

Performance Indicator G: Integration of the reading components
2.G.1 Apply comprehensive instructional practices, including writing experiences, that integrate the reading components.
2.G.2 Identify instructional practices to develop students’ metacognitive skills in reading (e.g., text coding such as INSERT, two column notes).
2.G.3 Use resources and research-based practices that create information intensive environments (e.g., diverse classroom libraries, inquiry reading).
2.G.4 Use research-based guidelines for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency (e.g., young adult literature, informational texts).
2.G.5 Demonstrate understanding of similarities and differences between home language and second language reading development.
2.G.6 Triangulate data from appropriate reading assessments to guide instruction.

Competency 3: Foundations of Assessment
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.

Performance Indicators
3.1 Understand and apply measurement concepts and characteristics of reading assessments.
3.2 Understand the purposes of various informal assessments (e.g., informal reading inventories, analyzing writing samples) including an emphasis on matching reader to text.
3.3 Understand the purpose of various formal assessments including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
3.4 Understand the meaning of test reliability, validity, and standard error of measurement and describe major types of derived scores from standardized tests.
3.5 Demonstrate knowledge of the characteristics, administration, and interpretation of both quantitative and qualitative instructional assessments (to include each of the following: screening, progress monitoring, diagnosis and outcome measures).
3.6 Analyze data to identify trends that indicate adequate progress in student reading development.
3.7 Understand how to use data within a systematic problem solving process to differentiate instruction, intensify intervention and meet the needs of all students. (e.g., grouping practices, appropriate curriculum materials).
3.8 Identify appropriate criteria for selecting materials to include in portfolios for monitoring student progress over time.
3.9 Identify interpretive issues that may arise when assessments in English are used to measure reading proficiency in English language learners.
3.10 Identify appropriate assessments and accommodations for monitoring reading progress of all students.
3.11 Identify and implement appropriate and allowable accommodations as specified in the Individual Education Plan or 504 Plan when assessing students with disabilities in the area of reading.

Competency 4: Foundations and Applications of Differentiated Instruction
Teachers will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Teachers will engage in the systematic problem solving process.

Performance Indicators
4.1 Understand and apply knowledge of socio-cultural, socio-political and psychological variables to differentiate reading instruction for all students.
4.2 Understand the stages of English language acquisition for English language learners and differentiate reading instruction for students at different levels of English language proficiency.
4.3 Understand and apply current theories of second language acquisition to differentiate instruction for English language 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.

4.5 Recognize how characteristics of both language and cognitive development impact reading proficiency.

4.6 Recognize the characteristics of proficient readers to more effectively differentiate instruction.

4.7 Compare language, cognitive, and reading acquisition of different age groups (primary, intermediate, secondary levels) and abilities.

4.8 Select and use developmentally appropriate materials that address sociocultural and linguistic differences.

4.9 Plan for instruction that utilizes increasingly complex print and digital text, embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups.

4.10 Differentiate reading instruction for English language learners with various levels of first language literacy.

4.11 Scaffold instruction for students having difficulty in each of the components of reading.

4.12 Implement a classroom level plan for monitoring student reading progress and differentiating instruction.

4.13 Monitor student progress and use data to differentiate instruction for all students.

4.14 Implement research-based practices in comprehension, oral language, phonological awareness, phonics, fluency and vocabulary to differentiate instruction for all students.

4.15 Implement research-based instructional practices for developing students’ higher order thinking.

4.16 Implement research-based instructional practices for developing students’ ability to read critically.

4.17 Implement research-based instructional practices using writing to develop students’ comprehension of text.

4.18 Implement appropriate and allowable instructional accommodations as specified in the Individual Education Plan or 504 Plan when differentiating instruction for students with disabilities.

4.19 Modify assessment and instruction for students with significant cognitive disabilities while maintaining high expectations for achievement that reflect appropriate levels of access to general education instruction.

**Competency 5: Demonstration of Accomplishment**

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Teachers will engage in the systematic problem solving process.

**Performance Indicators**

5.1 Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.

5.2 Demonstrate research-based instructional practices for facilitating reading comprehension.

5.3 Demonstrate research-based instructional practices for developing oral/aural language development.

5.4 Demonstrate research-based instructional practices for developing students’ phonological awareness.

5.5 Demonstrate research-based instructional practices for developing phonics skills and word recognition.

5.6 Demonstrate research-based instructional practices for developing reading fluency and reading endurance.

5.7 Demonstrate research-based instructional practices for developing both academic and domain specific vocabulary.

5.8 Demonstrate research-based instructional practices to facilitate students’ monitoring and self correcting in reading.

5.9 Demonstrate research-based comprehension instructional practices for developing students’ higher order thinking to enhance comprehension.

5.10 Demonstrate research-based instructional practices for developing students’ ability to read critically.

5.11 Demonstrate differentiation of instruction for all students utilizing increasingly complex print and digital text.

5.12 Demonstrate skill in assessment and instruction with English language learners from diverse backgrounds and at varying English proficiency levels.

5.13 Create an information intensive environment that includes print and digital text.

5.14 Use a variety of instructional practices to motivate and engage students in reading.

5.15 Demonstrate intentional, explicit, systematic writing instruction as it relates to the ability to read written language.
**ESOL Endorsement**

Teacher candidates will graduate from the School of Education's Elementary Education certified with an ESOL endorsement. In the State of Florida, teachers who are assigned to teach English Language Learners are required to participate in special training. The ESOL endorsement satisfies state mandated requirements for qualifying teachers to teach English Language Learners and will prepare teacher candidates to teach ELL students.

Teacher candidates will receive instruction in the following areas required by the State of Florida to teach in a K-12 classroom:

- Methods of teaching English to speakers of other languages (ESOL),
- ESOL curriculum and materials development,
- Cross-cultural communication and understanding,
- Applied linguistics
- Testing and evaluation of ESOL

**ESOL Courses offered in the School of Education:**

TSL 4140 - ESOL Methods, Curriculum and Assessment

TSL 4080 - Second Language Acquisition and Culture

Teacher candidates will complete an ESOL assessment in each ESOL infused course and complete an exit interview during final internship.

**FLORIDA TEACHER STANDARDS for ESOL ENDORSEMENT 2010**

**Domain 1: Culture (Cross-Cultural Communications)**

**Standard 1: Culture as a Factor in ELLs’ Learning**

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

**Performance Indicators**

1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
1.1. b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
1.1. c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
1.1. e. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families (e.g., Parent Leadership Councils (PLC)).
1.1. f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.
Domain 2: Language and Literacy (Applied Linguistics)

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

Performance Indicators
2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs’ development of listening, speaking, reading, and writing (including spelling) skills in English.
2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

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

Performance Indicators
2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.
2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ learning of English.
2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.
**Standard 3: Second Language Literacy Development** Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning.

**Performance Indicators**

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

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

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

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

2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

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

**Standard 1: ESL/ESOL Research and History** Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for 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** Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support 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**

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

**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**

Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based 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 re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

**Standard 2: Instructional Resources and Technology**

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

**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**

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at 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). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations 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
Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate 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.
I ____________________ sign this affidavit as proof of my having read the Field Experience Handbook. This handbook contains policies and procedures of the field experience program at Florida SouthWestern State College. By signing this document I am attesting that I agree, accept, understand and will strictly abide by the policies and procedures of the field experience program at Florida SouthWestern State College. A copy of this document must be present in my file in the Field Experience Office prior to my first day of field experience.

Student Teacher’s Printed Name ____________________________

Student Teacher’s Signature ______________________________

Coordinator of Clinical Placements _________________________

Date ________________________________________________
DEFINITIONS OF TERMS

Mentor Teacher: The Mentor Teacher is a fully certified teacher who has completed Clinical Educator Training and has a minimum of three years of professional teaching experience. The Mentor Teacher is responsible for working daily to assist in developing the professional growth of the student teacher. The Mentor Teacher is a highly qualified professional as evidenced by his or her professional teaching evaluations and his or her impact on student learning. The Coordinator of Clinical Placements will work cooperatively with partner district personnel to identify these highly qualified mentors. The Mentor Teacher works cooperatively with the College Supervisor to guide, demonstrate effective teaching practices, and evaluate the Teacher Candidate.

Teacher Candidate: The Teacher Candidate is a student of teaching. The Teacher Candidate is completing the college’s professional teacher-education program in a clinical setting and under the guidance of a fully certified, highly qualified teacher.

Coordinator of Field Experience: The Coordinator of Field Experience is the college staff member responsible for the administration and coordination of all phases of the student teaching program at Florida SouthWestern State College.

Final Internship/Field Experience: The period in the professional education program when the college student is placed in an accredited public or private school. The Teacher Candidate is under the supervision of a fully certified, highly qualified classroom teacher for a period of 15 weeks.

Teacher Candidate Field Experience Placement: The process of collaborating with partner school districts to obtain strong and supportive learning environments in which teacher candidates work to demonstrate growth in the Florida Educator Accomplished Practices. The Coordinator of Field Experiences receives applications from approved candidates and work with district personnel to find supportive learning environments in which to place teacher candidates. An ongoing dialog between partners assures quality placements which are confirmed by the exchange of partner agreements.

Faculty School of Education Supervisors: Faculty School of Education Supervisors serve as liaisons between Florida SouthWestern State College and the partner districts. They are faculty members who are directly responsible for supervision and evaluation of the Teacher Candidates. School of Education Supervisors are experienced and highly qualified professional educators who have completed Clinical Educator Training which is required by the Florida Department of Education. College Supervisors provide the following supports to the Teacher Candidate: observation of teacher candidates with immediate feedback in oral and written form; weekly review of teacher candidate lesson plans; seven seminars; support; advice and counseling when necessary or requested by either the teacher candidate or mentor teacher. The College Supervisor provides the following supports to the Mentor Teacher: orientation to the teacher candidate experience; collaboration on lesson plan review; support, advice and counseling when necessary or requested by the Mentor Teacher.
Florida SouthWestern State College School of Education  
Learning Policies and Procedures Related to Field Experience

Teacher Candidate Eligibility:
- Completed district security clearance
- Completed application for field experience
- Enrollment in a School of Education course requiring field experience

Placement Sites and Clinical Educators:
- Placements are made only through collaboration between the Coordinator of Field Experience, and designated district representatives
- Teacher Candidates are not to contact districts directly to arrange their own placements

Placement Expectations for Field Experience Teacher candidates:
- Adherence to pre-arranged schedule.
- Follow appropriate professional dress code
- Adherence to Florida Code of Ethics, Standards of Professional Behavior at all times.
- Development, completion and implementation of required work products and all other course assignments, described in the course syllabus

Revocation of Placement:
- Violations of ethics, repeated non-adherence to standards of professional behavior, failure to comply with placement site handbooks, adherence to FSW Student and Behavior Regulation policies and Florida Administrative Code, as outlined in the college catalog, and/or violations of state/federal law
- May be done by Coordinator of Field Experience and/or Department Chair
- Revocation of placement may result in a meeting between the student, college faculty/staff, and/or site principal and Coordinator of Field Experience.
- Reassignment for that semester is determined by the circumstances for the revocation

Retention or Dismissal of Unsuccessful Field Experience Teacher candidates:
- Teacher candidates who are unsuccessful in their initial placement may elect to re-register the following semester and receive a new placement.
- Serious violations of the Florida Administrative Code and/or state/federal law may result in loss of future clinical experience opportunities
Security Clearance Information

The purpose of the Security Clearance procedure is to comply with Chapter 1012.56 of the Florida Statutes under section 9 (a) and (b) which explains procedures and standards that must be followed by Florida school districts when certifying school personnel.

2006 Florida Statutes: Title XLVIII-K-20 Education Code – Chapter 1012

(9) BACKGROUND SCREENING REQUIRED INITIALLY AND PERIODICALLY.

(a) Each person who seeks certification under this chapter must meet level 2 screening requirements as described in s. 1012.32, at which time the school district shall request the Department of Law Enforcement to forward the fingerprints to the Federal Bureau of Investigation for the level 2 screening. If, for any reason after obtaining initial certification, the fingerprints of a person who is required to be certified under this chapter are not retained by the Department of Law Enforcement under s. 1012.32(3)(a) and (b), the person must file a complete set of fingerprints with the district school superintendent of the employing school district. Upon submission of fingerprints for this purpose, the school district shall request the Department of Law Enforcement to forward the fingerprints to the Federal Bureau of Investigation for the level 2 screening, and the fingerprints shall be retained by the Department of Law Enforcement under s. 1012.32(3)(a) and (b). The cost of the state and federal criminal history check required by level 2 screening may be borne by the district school board or the state. Under penalty of perjury, each person who is certified under this chapter must agree to inform his or her employer within 48 hours if convicted of any disqualifying offense while he or she is employed in a position for which such certification is required.

- Teacher candidates wishing to complete field experience hours at a public school must have a valid social security number to obtain fingerprints and security clearance from the school district

- All fingerprinting MUST be done by the school district. Fingerprints taken by other agencies will not be accepted.

- To facilitate and expedite the process, teacher candidates are asked to follow the directions given very carefully as this is the only process for gaining security clearance and field experience placement to complete the field experience component of their course.
Field Placement Information

Contacts/Agreements for Placement – All field experience placements will be arranged through the Field Experience Office in the School of Education. Under no circumstances should an individual student or college professor undertake to arrange a placement for any field experience.

Placement and Multiple Assignments – All effort will be made to comply with the student’s request for special consideration for experience with particular groups and/or programs.

- Teacher candidates needing to complete field experience hours for more than one placement will be placed at the same school to complete all hours, except when placement criteria warrants a separate school.
- Teacher candidates are NOT guaranteed a placement in the same city in which they reside, an attempt will be made to place the student in their residing city, however, if a student can’t be placed, then they will be placed within the geographical region that they chose on the application.
- All placement assignments and changes are done through the individual districts.
- It is the School of Education’s mission that all teacher candidates will receive a diversity of placements throughout their program with FSW. Therefore, careful attention is given to each placement to assure that teacher candidates experience different teachers and grade levels for each semester.
### Courses Requiring Field Experience

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 3410</td>
<td>Classroom Management</td>
<td>15 Hours</td>
</tr>
<tr>
<td>RED 4012</td>
<td>Foundation of Literacy (K -2&lt;sup&gt;nd&lt;/sup&gt; grade)</td>
<td>15 Hours</td>
</tr>
<tr>
<td>RED 4519</td>
<td>Diagnostic &amp; Intervention Reading (3&lt;sup&gt;rd&lt;/sup&gt; – 5&lt;sup&gt;th&lt;/sup&gt; grade)</td>
<td>15 Hours</td>
</tr>
<tr>
<td>TSL 4080</td>
<td>Second Language Acquisition &amp; Culture</td>
<td>15 Hours</td>
</tr>
<tr>
<td>TSL 4140</td>
<td>ESOL Methods, Curriculum, &amp; Assessment</td>
<td>15 Hours</td>
</tr>
<tr>
<td>EEX 3012</td>
<td>Educational Needs of Students with Exceptionalities</td>
<td>15 Hours</td>
</tr>
<tr>
<td>EDE 4226C</td>
<td>Integrated Lang. Arts, Social Science, and Lit. w/Practicum</td>
<td>35 Hours</td>
</tr>
<tr>
<td>EDE 4304C</td>
<td>Integrated Math &amp; Science w/ Practicum</td>
<td>35 Hours</td>
</tr>
<tr>
<td>EDE 4940</td>
<td>Internship, Elementary Education</td>
<td>560 Hours</td>
</tr>
</tbody>
</table>
Reporting to the Field Experience Site

Dress Code - Teacher Candidates will be issued a FSW SOE polo shirt their first semester in the program. Additional shirts can be purchased in the bookstore. Teacher Candidates are required to wear their polo shirt when completing all field experience before final internship. During final internship, teacher candidates may wear professional clothes and/or the SOE polo shirt.

Attendance and Punctuality – Public schools run on a very tight daily schedule, so teacher candidates are expected to be mindful of their time. The teacher candidate is expected to:

- Arrive at the school 10-15 minutes early to check in to the main office
- Always sign-in/sign-out at the school’s front office upon arrival and departure
- Be polite and patient with the office staff
- Maintain a regular schedule and adhere to it! Attendance is mandatory
- Notify the cooperating teacher if a personal emergency arises and will not be able to attend as scheduled. Leave a message if necessary
- Record Field Experience hours and ask the mentor teacher to approve the log at EACH VISIT. Logs are maintained in Watermark.

Maintain Professional Conduct – Teacher candidates are strongly advised to respect the internal rules of the school in which they are placed. The student is expected to:

- Demonstrate professional behavior at all times
- When communicating about field experience you must use your FSW email
- Avoid negative comments about the college, school staff, students, and/or the cooperating/mentor teacher
- Maintain confidentiality of students’ academic progress and behaviors.
- Follow the cooperating/mentor teacher’s directions at all times and do not become a distraction in the classroom
- Provide the cooperating/mentor teacher with a copy of the course syllabus relevant to course assignments. This might be helpful in clarifying what is expected for the course requirements in regard to field placement. Take the time to sit down and discuss/clarify assignments/responsibilities with the cooperating/mentor teacher

Follow the Florida Department of Education Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
FLORIDA DEPARTMENT OF EDUCATION
CODE OF ETHICS AND PRINCIPLES OF PROFESSIONAL CONDUCT OF THE EDUCATION PROFESSION IN FLORIDA

Code of Ethics

(6B-1.001, FAC, The Code of Ethics of the Education Profession in Florida)
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. 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.
Aware of the importance of maintaining the respect and confidence of one’s colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Principles of Professional Conduct
(6B-1.006, FAC, The Principles of Professional Conduct for the Education Profession in Florida)
The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.

1. 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.
2. Obligation to the student requires that the individual:
   • 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.
   • Shall not unreasonably restrain a student from independent action in pursuit of learning.
   • Shall not unreasonably deny a student access to diverse points of view.
   • Shall not intentionally suppress or distort subject matter relevant to a student’s academic program.
   • Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
     • Shall not intentionally violate or deny a student’s legal rights.
     • 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.
     • Shall not exploit a relationship with a student for personal gain or advantage.
     • Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
   • Obligation to the public requires that the individual:
     • Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
     • Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
     • Shall not use institutional privileges for personal gain or advantage.
     • Shall accept no gratuity, gift, or favor that might influence professional judgment.
• Shall offer no gratuity, gift, or favor to obtain special advantages.
• Obligation to the profession of education requires that the individual:
  • Shall maintain honesty in all professional dealings.
  • 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.
  • Shall not interfere with a colleague’s exercise of political or civil rights and responsibilities.
  • 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.
  • Shall not make malicious or intentionally false statements about a colleague.
  • Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
  • Shall not misrepresent one’s own professional qualifications.
  • Shall not submit fraudulent information on any document in connection with professional activities.
  • 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.
  • Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
  • 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.
  • Shall not assist entry into or continuance in the profession of any person know to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes or State Board of Education Rules.
  • Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purposes in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
  • 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.
  • 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.
  • Shall comply with the conditions of an order of the Education Practices Commission.
  • Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.
Teacher Candidate Disposition Concerns – D2 Form

Teacher Candidate’s Name: ___________________________ Date: ___________________________

Date(s) of Incidents: ____________________________________________________________________

Form Completed by: _____________________________________________________________________

☐ Cooperating Teacher ☐ Faculty Advisor
☐ Faculty Member ☐ Field Placement Office

Dispositions are the values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and communities that affect student learning, motivation, and development as well as the educator’s own professional growth (NCATE, 2002). Insufficiencies in teacher candidate’s dispositions are noted as areas in need of growth.

Check category of any dispositional deficiency:

☐ Honesty/Integrity ☐ Communication
☐ Attendance/Punctuality ☐ Appearance
☐ Empathy/Kindness ☐ Confidence/Perseverance
☐ Dependability/Initiative ☐ Equity/Fairness
☐ Other: ___________________________ ☐ Respect

Brief Description of Concern – Be specific as to where the situation occurred and how it relates to the disposition above.

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Area or areas of disposition concern have been thoroughly discussed with the teacher candidate. Signatures, below, indicate understanding of the disposition deficiency or deficiencies indicated.

____________________________________________________________________________________
Faculty/Staff Signature  Teacher Candidate Signature  Date
Tips for a Successful Experience

- You are a guest at the school, but certainly a valuable tool in the classroom.
- Clinical Experiences should be interactive with children.
- **Take Initiative-Ask the cooperating teacher what YOU can do!**
- Circulate throughout the classroom. Observations should be conducted while ACTIVELY engaging with children.
- Remediate with students experience academic difficulties.
- Offer assistance to Limited English Proficient students.
- Assist students working off grade level in curricula areas.
- Ask the cooperating teacher what can be done to assist him/her.
- Have Fun!
- Think of every field experience as a job interview. If you were going to interview for a teaching job, how would you dress? How would you act? What would you want a principal to remember you for?

Clinical Experience Contacts

Elizabeth Perdomo  
Coordinator, Clinical Placements  
(239) 985-3468  
elizabeth.perdomo@fsw.edu

David Koehler  
Recruiting & Advising Specialist  
(239) 489-9369  
david.koehler@fsw.edu

Dr. Joyce Rollins  
Department Chair and Professor  
(239) 985-3447  
joyce.rollins@fsw.edu
Lesson Planning
Specific Lesson Plan Guidelines for the Practicum and Final Internship

Planned instruction incorporates a creative environment and utilizes varied, motivational strategies and multiple resources for providing comprehensible instruction for all students. Successful teaching begins with effective planning. The first step in the planning process is knowing the students’ backgrounds and developing clear learning goals based on their needs and the Florida Standards. The College considers lesson plans to be a vehicle which helps the Teacher Candidate organize the material to be taught. Within the profession there is agreement that good planning contributes to good teaching; however, **there is no agreement that any particular format is best.**

Keeping this thought in mind, the College agrees that some lesson plan models are better suited for novice level teacher candidates and therefore adheres to the following lesson plan policy: **For the Practicum and Final Intern experiences teacher candidates will use an extended lesson plan template which can be found on the Canvas website and in the Resource section of this handbook. The cooperating teacher and College supervisor will examine and approve all lesson plans prior to the lesson being taught.** In order to help the teacher candidate, cooperating teacher and college supervisor analyze the effectiveness of the lesson plan we offer the following guidelines.

- Did the Teacher Candidate inform the students of the objectives of the learning activity and their importance?
- Does the lesson plan lead to the achievement of the learning objective?
- Did the Teacher Candidate provide a complete script for the lesson which explains in detail the procedures including classroom management strategies and special directions?
- Did the Teacher Candidate plan for the active engagement of diverse learners?
- Did the Teacher Candidate plan a distinct introduction to the lesson which stimulates/provides background knowledge needed to support the acquisition of new knowledge?
- Did the Teacher Candidate reflect the use of higher order questions and inquiry in the plan?
- Did the Teacher Candidate indicate how various learning aids including technology, are to be employed?
- Did the Teacher Candidate provide a list of materials necessary for teaching the objective?
- Did the Teacher Candidate plan a distinct closure of the learning activities with a summary of important learning outcomes?
- Did the Teacher Candidate provide information on formative/summative/authentic assessments which will be incorporated into the lesson?

**Graduating from detailed lesson plans to a more general template: Final Interns Only**

All Final Intern Teacher Candidates will provide detailed lesson plans at the beginning of their 15 week experience. As the class load increases and the teacher candidate becomes more confident in their planning ability; the cooperating teacher and college supervisor **may** suggest that the student teacher provide less detail in their lesson plans. This decision is individual in nature; some may be required to provide detailed lesson plans for all teaching during the entire student teaching experience.
# FSW Lesson Plan Template

<table>
<thead>
<tr>
<th>Teacher Candidate:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Area(s):</td>
<td>Grade Level:</td>
</tr>
<tr>
<td></td>
<td>Allocated Time:</td>
</tr>
</tbody>
</table>

## Topic: 

### Lesson Model:

<table>
<thead>
<tr>
<th>Standards:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Reference number(s) and complete standard(s))</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Instructional Objectives/Learner Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ condition</td>
</tr>
<tr>
<td>☐ action</td>
</tr>
<tr>
<td>☐ measurable criteria for success</td>
</tr>
</tbody>
</table>

## Critical Thinking

<table>
<thead>
<tr>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depth of Knowledge Activities</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>formative</td>
</tr>
<tr>
<td>summative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials:</th>
</tr>
</thead>
<tbody>
<tr>
<td>teacher</td>
</tr>
<tr>
<td>student</td>
</tr>
</tbody>
</table>

## Lesson Preparation:

<table>
<thead>
<tr>
<th>Key Vocabulary:</th>
</tr>
</thead>
</table>

## Literacy Strategies to Support Instruction

<table>
<thead>
<tr>
<th>vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>comprehension</td>
</tr>
</tbody>
</table>

## Instructional Procedures:

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>(amount of time)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step-By-Step Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closure</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accommodations: ELL 1 or 2</th>
<th>Vocabulary Support</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional Support</td>
</tr>
<tr>
<td></td>
<td>Assessment Modifications</td>
</tr>
<tr>
<td></td>
<td>Vocabulary Support</td>
</tr>
<tr>
<td></td>
<td>Instructional Support</td>
</tr>
<tr>
<td></td>
<td>Assessment Modifications</td>
</tr>
</tbody>
</table>

| ESE | accommodations | modifications |

| Extensions or Alternate Activities: |

| Links to Home: |

| Post-Lesson Reflection: |
| What went well? |
| What would you do differently if you taught the lesson again? |
| What was your impact on students’ learning of the concept? |
| What evidence do you have to support student learning? |
Mentor Teacher Information

Collaboration/Co-Teaching

The final internship experience is designed to provide the opportunity to gradually increase responsibilities to novice level teacher candidates. The Final intern field experience should have at least 4 weeks of full responsibility in planning all instruction in their experience.

Full responsibility does not mean that the student teacher is left completely alone all day with the classroom. The Mentor teacher should always be in the school building and accessible. The mentor teacher is not expected to relinquish all responsibility to the Teacher Candidate; the Mentor Teacher and Teacher Candidate should always work as a team to provide a positive academic experience for all students. During the “full responsibility” period the Teacher Candidate will have primary responsibility for all lesson planning and execution of lesson plans, classroom management and record keeping. We offer the following suggestions for the 5 week full responsibility component:

- The mentor teacher can function as an assistant while the Teacher Candidate is teaching.
- The mentor teacher and Teacher Candidate can work together in a team teaching situation.
- The mentor teacher and Teacher Candidate can work together with cooperative groups of students.
- The mentor teacher works with individuals or small groups of students that need additional assistance while the teacher candidate is teaching.
Responsibilities of the Mentor Teacher

As you prepare to assume this role, the Internship Office hopes you find this list of expectations helpful.

Expectations:

- Demonstrate a positive attitude towards all learners and a belief that all students can learn.
- Prepare your students and families for the arrival of the teacher candidate.
- Model professionalism through appearance and relationships with colleagues.
- Maintain open communication with the candidate and the college supervisor.
- Define expectations in a reasonable and clear manner, establish an atmosphere of mutual trust and respect which will lead to a strong collaborative partnership.
- Demonstrate how the Sunshine State Standards/Common Core Standards and the Florida Educator Accomplished Practices are used on a daily basis in planning, teaching, assessing and reflecting.
- Provide opportunities for the candidate to interact with families and the community in meaningful ways.
- Explain the role of all school personnel to the candidate and how each supports the classroom community; facilitate introductions to school personnel.
- Provide the teacher candidate with appropriate textbooks and reference materials for review and use.
- Provide the emergency and safety plan to the teacher candidate.
- Identify health issues of any classroom student - allergies, diabetes, epilepsy etc.
- Provide teacher candidate information about attendance, grading policies and procedures.
- Exchange contact information with the teacher candidate and a procedure to follow if the teacher candidate is absent.
- Share and demonstrate ways to meet the needs of diverse learners.
- Share IEP information with the candidate.
- Preview and observe lessons and provide constructive feedback on a daily basis.
- Help the teacher candidate focus on their impact on student learning as well as on their own professional development.
- Assist the candidate in maintaining a classroom management plan.

Deliverables:

- Meet with practicum student to set up and sign semester schedule.
- Complete all evaluation forms within 48 hours of the lesson observed.
- Sign and return all contracts to the college.
The admission standards to the field experiences serve as an attempt to place only those candidates who have a reasonable chance of successfully completing their degree. All parties must keep in mind that teacher candidates are novice practitioners with unique strengths and insights into the teaching process. With that reality in mind, the School of Education will support the Teacher Candidate and serve as a resource; however, the Teacher Candidate must realize that placement does not guarantee completion. Successful completion of student teaching is the responsibility of each teacher candidate.

When an issue impacting the successful completion of student teaching arises the Student Teacher has the following responsibilities:

- Discuss any specific concerns with the Mentor Teacher and College Supervisor.
- Be an active listener and communicator.
- If Intervention is necessary, work to overcome any weaknesses and follow the Intervention Plan in all areas.

The Mentor Teacher has the following responsibilities:

- Clearly communicate any concerns to the teacher candidate and the Coordinator of Clinical Placements immediately.
- Develop an Intervention Plan with the Coordinator of Clinical Placements and the Teacher Candidate as soon as major concerns are identified.
- Provide specific feedback to the Teacher Candidate and Coordinator of Clinical Placements.
- Document any concerns, interventions and progress of the teacher candidate.

The Coordinator of Clinical Placements has the following responsibilities:

- Communicate with the Mentor Teacher about any concerns.
- Develop an Intervention Plan with the Mentor Teacher and Teacher Candidate.
- Inform/Involve the professors of the courses involved.
- Provide written documentation about any concerns, interventions and progress.
- Follow up with the Educational Team concerning the progress of the Student Teacher.
- When necessary, remove the Teacher Candidate from placement.

The School Administrator has the following responsibilities:

- Communicate with the Mentor Teacher/report any problems.
- Communicate with the Coordinator of Clinical Placements if any problems are not resolved.
- Provide written documentation and or recommendation of removal.

Mentor Teacher Application

SECTION I: Personal Information

Name: ________________________________ Date: ________________________________

Home Address: __________________________

Name of School: _________________________ Principal: ________________________

Grade Level/Subject Area: ____________________________

School Phone Number: ________________ Email: __________________________

Address: ______________________________

Do you hold a valid Florida Teaching Certificate? ______ DOE Number: ________________

Do you have more than three years successful teaching experience? ______ If yes, how many? ______

Have you completed Clinical Educator Training? ______ If yes, what year? ______

SECTION II: Supporting Documentation

- Attach a letter of reference from your current Principal or Assistant Principal. Please note: a pre-made Principal Recommendation Letter is available on www.fsw.edu/fieldexperience/becometeacher for your convenience.
- Attach documentation showing you have completed Clinical Educator Training.
- Attach documentation showing your valid Florida Teaching Certification.

Submit to: Elizabeth Pernomo, Coordinator, Clinical Placements

By Mail: Florida SouthWestern State College, Department of Education, Bldg U, 8099 College Parkway, Fort Myers, FL 33919

By Fax: 239-432-5209

By E-mail: Elizabeth.Pernomo@fsw.edu

Revised: June 10, 2019
Principal Recommendation Form for Mentor Teachers

Dear Field Experience Director,

The following teacher, ________________________________, is being recommended as a mentor teacher. This teacher exhibits strong classroom management skills, equitable and creative pedagogical skills and knowledge. I feel strongly that this teacher would be an asset to the mentor teacher program at Florida SouthWestern State College. Should you need any further information about this teacher, please feel free to contact me at

__________________________________________ School

via ___________________________ or _____________________________.

Phone E-mail

Sincerely,

Principal/Assistant Principal Signature

__________________________________________

Please print name

__________________________________________

Date
Practicum and Final Internship Teacher Candidate Checklist

I Have:

_____ In addition to applying for Field Placement, I have registered for all coursework associated with field experience.

_____ Read the handbook sections on field experience.

_____ Completed district fingerprinting requirements.

_____ Obtained a name badge and polo shirt.

_____ Contacted mentor teacher and made an appointment to visit school prior to beginning of semester.

_____ Reviewed school website:

• Read School Student Handbook
• Marked important dates on calendar
• Found two routes to the school.

_____ Visited School and obtained any pertinent materials from Mentor Teacher.

_____ Introduced myself to the School Office Staff and the Principal.

_____ Signed and submitted the Handbook Agreement.

_____ Marked important dates in personal calendar:

• Lesson Plan Submission Information
• Supervisor Seminars and Locations of Seminars
• College Supervisor and Mentor teacher contact information.
• School/District functions

_____ Obtained the Teacher/District Handbook from the Principal and read it to make myself familiar with district policies especially in regard to the School Safety plan and health concerns.

______ Become familiar with the materials supplied by my Mentor Teacher (teacher editions, curriculum maps, short and long range plans, classroom procedures, classroom management plan etc
| Teacher Candidate: ___________________________ | Date: ___________________________ |
| Observer: ___________________________ | Lesson: ___________________________ |

<p>| <img src="image_url" alt="Heart" /> | <img src="image_url" alt="Question Mark" /> | <img src="image_url" alt="Light Bulb" /> |</p>
<table>
<thead>
<tr>
<th>Domain: Planning and Preparation 1. Demonstrating Knowledge of Content and Pedagogy (1.000, 11%) FL-EIDSON-EP-2013 A.2</th>
<th>Exemplary (4 pts)</th>
<th>Satisfactory (3 pts)</th>
<th>Developing (2 pts)</th>
<th>Not Met (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual and group practices reflect detailed knowledge of state standards, content and instructional practices specific to that discipline.</td>
<td>Individual and group practices reflect some knowledge of state standards, content and instructional practices specific to that discipline.</td>
<td>Individual and group practice reflects little knowledge of state standards, content and instructional practices specific to that discipline.</td>
<td>Individual and group practice reflects little knowledge of state standards, content and instructional practices specific to that discipline.</td>
<td></td>
</tr>
</tbody>
</table>

| Domain: Planning and Preparation 2. Designing Coherent Instruction that Demonstrates Knowledge of Students (1.000, 11%) FL-EIDSON-EP-2013 A.2.1 | The teacher candidate’s plan for learning experiences is detailed and aligned to instructional outcomes. Activities have a clear structure and are differentiated allowing different pathways according to student needs. Detailed interdisciplinary instruction is utilized. | The teacher candidate’s plan for learning experiences is aligned to instructional outcomes. Activities have a clear structure and are differentiated allowing different pathways according to student needs. | The teacher candidate’s plan for learning experiences is partially aligned to instructional outcomes. Activities have recognizable structure and are infrequently differentiated. | The teacher candidate’s plan for learning experiences is poorly aligned to instructional outcomes. Activities have no coherent structure and are not differentiated. |

| Domain: The Classroom Environment 2a. Creating an Environment of Respect (1.000, 11%) FL-EIDSON-EP-2013 A.2.2 FL-EIDSON-EP-2013 A.2.2.1 | Classroom interactions, both between teacher candidate and students and among students, are respectful and reflect genuine warmth, caring, and sensitivity to the cultural and developmental differences among groups of students. | Classroom interactions, both between teacher candidate and students and among students, are respectful and reflect genuine warmth, caring, and sensitivity to the cultural and developmental differences among groups of students. | Classroom interactions, both between teacher candidate and students and among students, are respectful and reflect genuine warmth, caring, and sensitivity to the cultural and developmental differences among groups of students. | Classroom interactions, both between teacher candidate and students and among students, are disrespectful or insensitive to students' cultural and developmental differences. |

| Domain: The Classroom Environment 2b. Establishing a Culture for Learning (1.000, 11%) FL-EIDSON-EP-2013 A.2.2.2 | The teacher candidate has created a positive classroom culture for learning characterized by high expectations for most students. Standards of conduct appear to be clear and the teacher candidate monitors student behavior against these standards. The candidate’s response is suitable and preventative, and the candidate’s response to student misbehavior is appropriate and respectful. | The teacher candidate has created a positive classroom culture for learning characterized by high expectations for most students. Standards of conduct appear to be clear and the teacher candidate monitors student behavior against these standards. The candidate’s response is suitable and preventative, and the candidate’s response to student misbehavior is appropriate and respectful. | It appears that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior, but these efforts are not always successful. | The teacher candidate has not created a positive culture for learning. Teacher commitment to the subject matter and expectations for student achievement are low. |

| Domain: The Classroom Environment 2c. Stopping Misconduct by Using Effective, Appropriate Techniques (1.000, 11%) FL-EIDSON-EP-2013 A.2.2.3 | The teacher candidates’ monitoring of student behavior is subtle and preventative, and the candidate’s response to student misbehavior is sensitive to individual student needs. | The teacher candidates’ monitoring of student behavior is subtle and preventative, and the candidate’s response to student misbehavior is sensitive to individual student needs. | The teacher candidates’ monitoring of student behavior is subtle and preventative, and the candidate’s response to student misbehavior is sensitive to individual student needs. | The teacher candidates’ monitoring of student behavior is insensitive to individual student needs. |

| Domain: Instruction 3a. Communicating with Students (1.000, 11%) FL-EIDSON-EP-2013 A.2.3 | The teacher candidate has a positive presence in the classroom. The candidate effectively develops students’ understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective, and referring to the objective at key points during the lesson. | The teacher candidate has a positive presence in the classroom. The candidate effectively develops students’ understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective, and referring to the objective at key points during the lesson. | The teacher candidate has a positive presence in the classroom. The candidate effectively develops students’ understanding of the objective by communicating what students will know or be able to do by the end of the lesson, connecting the objective to prior knowledge, explaining the importance of the objective, and referring to the objective at key points during the lesson. | The teacher candidate has an inadequate presence in the classroom. The candidate ineffective develops students’ understanding of the objective by not communicating it, the teacher does not have a clear objective, or the lesson does not connect to the objective. |

| Domain: Instruction 3b. Engaging Students in Learning (1.000, 11%) FL-EIDSON-EP-2013 A.3.1 FL-EIDSON-EP-2013 A.3.2 | Activities and assignments, materials, and grouping of students promote significant learning for the instructional outcomes. | Activities and assignments, materials, and grouping of students promote significant learning for the instructional outcomes. | Activities and assignments, materials, and grouping of students promote significant learning for the instructional outcomes. | Activities and assignments, materials, and grouping of students promote significant learning for the instructional outcomes. |

| Domain: Instruction 3c. Using Assessment in Instruction (1.000, 11%) FL-EIDSON-EP-2013 A.3.3 FL-EIDSON-EP-2013 A.3.4 | Feedback to students is of high quality and from a variety of sources. | Feedback to students is of high quality. | Feedback to students is uneven. | No feedback is given to students. |

| Domain: Professional Responsibilities 4a. Showing Professionalism (1.000, 11%) FL-EIDSON-EP-2013 A.5.1 | The teacher candidate consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher candidate complies fully and voluntarily with school and district regulations. | The teacher candidate consistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher candidate complies fully and voluntarily with school and district regulations. | The teacher candidate adheres to standards for professional conduct and overall performance requirements, including attendance and punctuality with some support supervision. The teacher candidate complies only minimally with school and district regulations. | The teacher candidate inconsistently adheres to and models standards for professional conduct and overall performance requirements, including attendance and punctuality. The teacher candidate fails to comply with school and district regulations. |
## Evaluation Rubric for Practicum and Final Internship Lessons

### Instructional Design and Learning

<table>
<thead>
<tr>
<th></th>
<th>Fulfilled (3 pts)</th>
<th>Bridging (2 pts)</th>
<th>Emerging (1 pt)</th>
<th>Not Fulfilled (0 pt)</th>
<th>Not Applicable/Observed (0 pt)</th>
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<tbody>
<tr>
<td>Lesson plan was developmentally appropriate and differentiated (1.000, 33%) FL-TLC-FEAPS-2012.1a FL-TLC-FEAPS-2012.1b FL-TLC-FEAPS-2012.1c FL-TLC-FEAPS-2012.3</td>
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<td>Selected or created formative assessments to monitor learning successfully (1.000, 33%) FL-TLC-FEAPS-2012.1d</td>
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<tr>
<td>Considered and engaged a variety of learning modalities (1.000, 33%) FL-TLC-FEAPS-2012.1f FL-TLC-FEAPS-2012.2h FL-TLC-FEAPS-2012.3g</td>
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### The Learning Environment

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<tr>
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<th>Fulfilled (3 pts)</th>
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<th>Not Fulfilled (0 pt)</th>
<th>Not Applicable/Observed (0 pt)</th>
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<tbody>
<tr>
<td>Clear articulation and strong vocal quality, easily understood (1.000, 10%) FL-TLC-FEAPS-2012.2e</td>
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<tr>
<td>Used effective and consistent classroom management techniques (1.000, 10%) FL-TLC-FEAPS-2012.2k</td>
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<tr>
<td>Modified lesson during delivery based on students’ needs (1.000, 10%) FL-TLC-FEAPS-2012.2e</td>
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<tr>
<td>Modeled expectations when appropriate for student understanding (1.000, 10%) FL-TLC-FEAPS-2012.2e</td>
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<tr>
<td>Demonstrated effective time management (1.000, 10%) FL-TLC-FEAPS-2012.2a</td>
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<tr>
<td>Writing on white board and/or digital whiteboard was legible and easy to read (1.000, 10%) FL-TLC-FEAPS-2012.2a</td>
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<tr>
<td>Implemented ESOL strategies when necessary (1.000, 10%) FL-TLC-FEAPS-2012.2d FL-TLC-FEAPS-2012.2h</td>
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<tr>
<td>Used technology in planning and teaching (1.000, 10%) FL-TLC-FEAPS-2012.2g FL-TLC-FEAPS-2012.3g</td>
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<tr>
<td>Maintained a climate of openness, inquiry, fairness, and support (1.000, 10%) FL-TLC-FEAPS-2012.2f</td>
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<td>Encouraged student engagement in learning (1.000, 10%) FL-TLC-FEAPS-2012.2i</td>
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### Instructional Delivery and Facilitation

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<th>Fulfilled (3 pts)</th>
<th>Bridging (2 pts)</th>
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<th>Not Fulfilled (0 pt)</th>
<th>Not Applicable/Observed (0 pt)</th>
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<tbody>
<tr>
<td>Reviewed previous content before beginning instruction. (1.000, 11%) FLTLC-FEAPS-2012.3c</td>
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<tr>
<td>Used appropriate pacing, providing time to process information and directions. (1.000, 11%) FLTLC-FEAPS-2012.2e FLTLC-FEAPS-2012.3j</td>
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<tr>
<td>Responded to misconceptions and adjusted instruction to meet student needs. (1.000, 11%) FLTLC-FEAPS-2012.3e FLTLC-FEAPS-2012.3d FLTLC-FEAPS-2012.3h</td>
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<tr>
<td>Provided opportunities for students to demonstrate critical thinking skills. (1.000, 11%) FLTLC-FEAPS-2012.3f</td>
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<tr>
<td>Related and integrated subject matter with other disciplines and life experiences. (1.000, 11%) FLTLC-FEAPS-2012.3c FLTLC-FEAPS-2012.3d FLTLC-FEAPS-2012.3a</td>
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<tr>
<td>Demonstrated strong content knowledge. (1.000, 11%) FLTLC-FEAPS-2012.3b</td>
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<tr>
<td>Modeled advanced language in the use of content area vocabulary. (1.000, 11%) FLTLC-FEAPS-2012.3b</td>
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<tr>
<td>Provided specific feedback and praise. (1.000, 11%) FLTLC-FEAPS-2012.3i FLTLC-FEAPS-2012.3j</td>
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<tr>
<td>Exhibited appropriate enthusiasm and expression. (1.000, 11%) FLTLC-FEAPS-2012.3a</td>
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### Assessment

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<tr>
<th>Fulfilled (3 pts)</th>
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<th>Not Fulfilled (0 pt)</th>
<th>Not Observed/Applicable (0 pt)</th>
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<tbody>
<tr>
<td>Formative and summative assessments are aligned with the learning objectives. (1.000, 50%) FLTLC-FEAPS-2012.4b</td>
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<tr>
<td>Students are given multiple means of demonstrating progress. (1.000, 50%) FLTLC-FEAPS-2012.4c FLTLC-FEAPS-2012.4d</td>
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### Continuous Improvement, Responsibility & Ethics

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<th>Not Applicable/Observed (0 pt)</th>
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<tr>
<td>Displayed respect for students. (1.000, 50%) FLTLC-FEAPS-2012.6a</td>
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<tr>
<td>Demeanor: vocal tone, language, and dress were professional. (1.000, 50%) FLTLC-FEAPS-2012.6a</td>
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Procedure to Follow if Problems Arise During Field Experience

The admission standards to the field experiences serve as an attempt to place only those candidates who have a reasonable chance of successfully completing their degree. All parties must keep in mind that teacher candidates are novice practitioners with unique strengths and insights into the teaching process. **With that reality in mind, the School of Education will support the Teacher Candidate and serve as a resource; however, the Teacher Candidate must realize that placement does not guarantee completion. Successful completion of student teaching is the responsibility of each teacher candidate.**

When an issue impacting the successful completion of student teaching arises the Student Teacher has the following responsibilities:

- Discuss any specific concerns with the Mentor Teacher and College Supervisor.
- Be an active listener and communicator.
- If Intervention is necessary, work to overcome any weaknesses and follow the Intervention Plan in all areas.

**The Mentor Teacher has the following responsibilities:**

- Clearly communicate any concerns to the teacher candidate and the Coordinator of Clinical Placements *immediately*.
- Develop an Intervention Plan with the Coordinator of Clinical Placements and the Teacher Candidate *as soon as major concerns are identified*.
- Provide specific feedback to the Teacher Candidate and Coordinator of Clinical Placements.
- Document any concerns, interventions and progress of the teacher candidate.

**The Coordinator of Clinical Placements has the following responsibilities:**

- Communicate with the Mentor Teacher about any concerns.
- Develop an Intervention Plan with the Mentor Teacher and Teacher Candidate.
- Inform/Involve the professors of the courses involved.
- Provide written documentation about any concerns, interventions and progress.
- Follow up with the Educational Team concerning the progress of the Student Teacher.
- When necessary, remove the Teacher Candidate from placement.

**The School Administrator has the following responsibilities:**

- Communicate with the Mentor Teacher/report any problems.
- Communicate with the Coordinator of Clinical Placements if any problems are not resolved.
- Provide written documentation and or recommendation of removal.
Service Learning

There are many definitions of service-learning but all reflect the principles captured in this definition from the Campus Compact National Center for Community Colleges, Service-learning is a teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. Service-learning programs involve students in organized community service that addresses local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community.

Practicing teachers at all levels have obligations outside of the classroom whether it is committee work, tutoring, club sponsor or other. Many unique opportunities are presented to Florida SouthWestern State College’s School of Education from community organizations such as WGCU, SWF reading council, local schools, lee county art fest and others. In order for these partnerships to be successful we must have student support. This is a perfect learning experience for our students as they choose an initiative that they are interested in. This mirrors the process they will have once they become teachers in the schools. Florida SouthWestern State College’s school of education feels that this is one more way that our graduates will be better prepared for their career choice. 30 hours of service learning are required to graduate.
Service Learning Log Sheet

In order for you to earn service learning credit, this form must be submitted to the Faculty Sponsor for your service-learning project one week prior to the end of the semester.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Banner ID:</th>
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<tbody>
<tr>
<td>Student Phone:</td>
<td>Student Email:</td>
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<tr>
<td>Service-Learning Project:</td>
<td>Faculty Advisor:</td>
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<tr>
<th>Date</th>
<th>Description of Activity</th>
<th>Hours</th>
<th>Supervisor Comments</th>
<th>Authorized Signature</th>
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I agree that the above information represents a full and accurate record of the services rendered by this student in connection with the service-learning project specified above.

Faculty Sponsor: ___________________________ Date: ___________________________
Kappa Delta Epsilon was organized March 25, 1933 in Washington, DC and was established at FSW in 2009. Kappa Delta Epsilon (KDE) is an honorary educational fraternity which supports the cause of education by fostering a spirit of fellowship, high standards of scholastic attainment and professional ideals among its members. The Delta Zeta Chapter in the School of Education at FSW is an active group engaged in preparing more than 300 members for the teaching profession. Members of this prestigious honors fraternity participate in and serve the community in a number of ways including partnering with the Boston Red Sox during their Spring Training to “Knock Literacy Out of the Park” and working with the Ronald McDonald house.
Obtaining Teaching Certification

The Florida Department of Education establishes the process for obtaining certification for teaching in a K-12 environment in the state of Florida. The FLDOE and its website should be considered the primary source for the most current information, as it is updated regularly to reflect changes. The most current information may be found at [http://www.fldoe.org/teaching/certification/](http://www.fldoe.org/teaching/certification/). Contact the FLDOE Bureau of Educator Certification at 1-800-445-6739.

Before beginning the steps to certification as outlined by the FLDOE, it is important to ensure that the following conditions have been met:

1. All final grades have been submitted for the semester in which you were last enrolled;
2. All final grades have been processed by the FSW Office of the Registrar;
3. Your degree has been formally conferred by the FSW Office of the Registrar. The process for conferring a degree may take several weeks from the end date of the semester. You may log in to the FSW Portal and, from the “Academics” tab, “View Unofficial Transcript.” Scroll to the bottom of your transcript and look specifically for this statement:

4. Once your Bachelor of Science degree has been officially conferred and the statement is visible, you will need to request a copy of your official transcript from FSW and all institutions of higher education you previously attended. Official FSW transcripts, available for a $5 fee, may be requested online. Follow the instructions listed under “How do I request official transcripts?” on the Registrar’s web site: [https://www.fsw.edu/registrar/faq](https://www.fsw.edu/registrar/faq). Because the FLDOE requires that the official transcript include your Social Security Number, inquire with the Registrar’s office about including your Social Security Number. The transcript should then be mailed by you or sent electronically by FSW to the FLDOE.

Official transcripts and other certification documents should be mailed to the following address:

Bureau of Educator Certification
Room 201, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400

FLDOE Steps to Certification

Completing Your Initial Application Package

2. Click on “Step 1: Completing Your Initial Application.”

Step 1: Completing Your Initial Application Package

All completed application packages must have:

- A completed CG-10 application form (More Info?)
- Appropriate processing fee for each subject you request (More Info?)
- Official transcripts showing all degrees and credits (More Info?)
- If applicable, copies of teaching certificate(s) you hold from U.S. states or territories (More Info?)

Your application package cannot be evaluated until it is completed, submitted and all items received in the Bureau of Educator Certification.

3. Click “Apply or Check Status.”
4. Here, you will be prompted to establish an online account through the FLDOE’s Online Licensing Service. Click “Begin Here for Sign-up.” You will then be asked to provide your name, e-mail address, and a password. At this point, you will be walked through the process. Read carefully and continue to follow the directions.

**Fees and Licensure**

Be sure you have a credit card available for completing the application process online. The certification fee schedule is available at [http://www.fldoe.org/teaching/certification/steps-to-certification/certification-application-fee-schedule.shtml](http://www.fldoe.org/teaching/certification/steps-to-certification/certification-application-fee-schedule.shtml). As of printing, initial Florida certification is $75 per subject; FLDOE lists your subject as “Elementary Education (grades K-6).” In addition, you will be applying for two “Academic Endorsements”: “English for Speakers of Other Languages (ESOL)” and “Reading.” Each endorsement is an additional $75. You should expect to pay $225.

**Obtaining an Official Statement of Status of Eligibility**

After your application has been processed and the FLDOE has received your transcripts, you will be issued an [Official Statement of Status of Eligibility](http://www.fldoe.org/teaching/certification/steps-to-certification/certification-application-fee-schedule.shtml) by mail. If you are hired, the district will expect you to provide this document once it is received and will assist you in beginning the process for fingerprinting.