Section II

Basic Concepts

Goal
To understand the Basic Concepts of Student Teaching, the Mission, Conceptual Framework, the 12 Accomplished Practices and to review the Code of Ethics

Included:
- Mission
- Conceptual Framework
- Florida Educator Accomplished Practices
- Code of Ethics
- Activity

“A teacher affects eternity; he can never tell where his influence stops.”

-Henry Brooks Adams
Professional education at FSU is the work of a broad-based cross section of educators spread throughout the FSU campus in 15 colleges and schools. We are joined by a sense of common purpose in one Professional Education Unit.

**Mission of the Professional Education Unit**

The Florida State University Professional Education Unit is based on a conceptual framework that engages faculty, teacher candidates, and community constituents in instruction that moves, leadership that inspires, and scholarship that makes a difference in the 21st century.

The Florida State University Professional Education Unit prepares educational leaders who uphold high professional and academic standards, engage in scientific inquiry, and implement positive results as a basis for the continual improvement of student learning. They assess the needs and abilities of students from diverse backgrounds through the use of appropriate instructional strategies and technologies, demonstrating care and commitment to the belief that all students can learn. Candidates develop these qualities while they study and work within a community of professional partners.

**Conceptual Framework**

**FSU Professional Education: Instruction that moves, leadership that inspires, and scholarship that makes a difference in the 21st century.**

**Instruction that moves**

- from campus-based courses into pre-school, elementary, middle, and high school classrooms; community-housed literacy programs; settings for populations with disabilities; art and music studios; recreational complexes; and other educational settings so that lessons learned on campus are applied to life;
- across academic disciplines, from one subject into others, in order to emphasize the fact that teaching and learning among adults requires attention to the whole person;
- within the intellectual and affective domains, giving attention to the academic, psychological, and emotional development of teachers, so that graduates have the knowledge and the dispositions of successful, effective teachers (Rosaen, C. & Florio-Ruane, S., 2008; Cochran-Smith, 1995; Jennings, 2007);

**Leadership that inspires**

- by modeling the dispositions of effective teaching through demonstrating a belief that every student can learn, and by supporting each student in his and her efforts to succeed while demonstrating the FSU moral code of “responsible freedom guided by ethical standards”;}
The following FSU Unit Indicators are used by cooperating teachers, university supervisors, and student teachers themselves to evaluate the dispositions and professional attitudes of student teachers. The actions, dispositions, and attitudes are measured by both the biweekly and final student teaching evaluations.

1.1. Analyzes and identifies students’ cognitive, social, emotional, and physical needs in order to design instruction.
2.2. Encourages students in a positive and supportive manner while communicating to all students high expectations for learning.
3.2. Seeks to increase her/his own professional growth by establishing professional relationships with peers and colleagues and participating in training and other professional development experiences.
5.1. Establishes a learning environment in which all students are accepted, valued and treated equitably.
5.2. Selects a variety of appropriate and culturally sensitive materials and resources for use in the learning process.
5.3. Employs techniques useful in creating a climate of openness, mutual respect, support, and inquiry.
6.1. Applies the Code of Ethics and Principles of Professional Conduct to realistic professional and personal situations.
7.3. Varies activities to accommodate different student learning needs, developmental levels, and experiential backgrounds.
9.1. Identifies procedures for student and campus safety, including emergencies.
11.1. Identifies student behavior indicating possible emotional distress, substance abuse, abuse or neglect, and suicidal tendencies; and the identification of the rights, legal responsibilities, and procedures for reporting such incidences.
11.2. Identifies and uses community, school, and family resources in order to support and reinforce classroom goals, objectives, and standards.
12.2. Identifies policies and procedures for the safe and ethical use of the Internet, networks, and other electronic media.

• by participating in life-long learning through continual dedication to the professional development that grows in on-going scholarship and reflection, and systematic evaluation of one’s academic strengths and areas for improvement;
• by exploring and experimenting with the use of available technologies that can enhance teaching and learning;
• by treasuring the works that have shaped the field, while providing time and space for consideration of new ideas to challenge the existing ideas (Lambert, 1998; Beveridge, 2005; Westheimer, J., 2008; Freire, P., 1998; Goodlad, 2008; Apple, M., 2008; Greene, M., 1988).

Scholarship that makes a difference
• through asking important questions about teaching and learning;
• through engaging in studies that explore significant issues related to teaching and learning, and to the ways that education is conducted and occurs in formal and informal settings;
• through disseminating results of studies to various groups of stake-holders who need to be informed about trends, improvements, weaknesses, and potential changes in education, including teachers, researchers, parents, policy-makers, schools, districts, state, and national-level, administrators, and politicians;

• through collaboration with counterparts in other schools and colleges across Florida State University and other colleges and universities, who can help us better understand the issues that are most pressing today and that will be most in need of attention tomorrow;

• through demonstrating unfailingly high ethics as we engage in scholarship of all kinds, including research that leads to the preparation of published manuscripts, research grants, personnel preparation and other service grants, professional presentations, and any other scholarship by which we represent Florida State University, the field of education, and the collective group of teacher educators (Borko, H., Whitcomb, J., and Byrnes, K., 2008; Cochran-Smith, M. & Demers, K., E., 2008; King, J. E., 2008; Cochran-Smith, 2006; Cochran-Smith, 2005; Cochran-Smith & Zeichner, K. (Eds.), 2005; Cochran-Smith, 1990; Ball, 1990, Shulman, 1986; Wilson, Shulman, & Richert, 1987).
1. **ASSESSMENT** - Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

2. **COMMUNICATION** - Uses effective communication techniques with students and all other stakeholders.

3. **CONTINUOUS IMPROVEMENT** - Engages in continuous professional quality improvement for self and school.

4. **CRITICAL THINKING** - Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

5. **DIVERSITY** - Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.


7. **HUMAN DEVELOPMENT AND LEARNING** - Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

8. **KNOWLEDGE OF SUBJECT MATTER** - Demonstrates knowledge and understanding of the subject matter.

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

10. **PLANNING** - Plans, implements, and evaluates effective instruction in a variety of learning environments.

11. **ROLE OF THE TEACHER** - Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

12. **TECHNOLOGY** - Uses appropriate technology in teaching and learning processes.
6B-1.001 Code of Ethics of the Education Profession in Florida.

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

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

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

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

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

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

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

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

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

5. Obligation to the profession of education requires that the individual:
   a. Shall maintain honesty in all professional dealings.
   b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
   c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
   d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
   e. Shall not make malicious or intentionally false statements about a colleague.
   f. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
   g. Shall not misrepresent one's own professional qualifications.
   h. Shall not submit fraudulent information on any document in connection with professional activities.
   i. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
   j. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
   k. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
   l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
m. Shall self-report within forty-eight (48) hours to appropriate authorities (as
determined by district) any arrests/charges involving the abuse of a child or the
sale and/or possession of a controlled substance. Such notice shall not be
considered an admission of guilt nor shall such notice be admissible for any
purpose in any proceeding, civil or criminal, administrative or judicial,
investigatory or adjudicatory. In addition, shall self-report any conviction, finding
of guilt, withholding of adjudication, commitment to a pretrial diversion program,
or entering of a plea of guilty or Nolo Contendre for any criminal offense other
than a minor traffic violation within forty-eight (48) hours after the final
judgment. When handling sealed and expunged records disclosed under this rule,
school districts shall comply with the confidentiality provisions of Sections
943.0585(4)(c) and 943.059(4)(c), Florida Statutes.
n. Shall report to appropriate authorities any known allegation of a violation of the
Florida School Code or State Board of Education Rules as defined in Section
1012.795(1), Florida Statutes.
o. Shall seek no reprisal against any individual who has reported any allegation of a
violation of the Florida School Code or State Board of Education Rules as defined
in Section 1012.795(1), Florida Statutes.
p. Shall comply with the conditions of an order of the Education Practices
Commission.
q. Shall, as the supervising administrator, cooperate with the Education Practices
Commission in monitoring the probation of a subordinate.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2), 231.28 FS.
History - New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98.
Activities for Section I Basic Concepts

In regards to the 12 Florida Educator Accomplished Practices (FEAPS)

1. Share one assessment you have implemented in your classes that has been an effective measure of student achievement. (FEAP #1)
2. What accommodations do you make for students in your classroom? (FEAP # 5)
3. What technology do you have available and feel comfortable using in the classroom? Do you feel that you have the expertise to train another person with this technology? (FEAP #12)

In regards to the Code of Ethics

Please review the Code of Ethics and understand that the student teacher is given virtually the same legal status, responsibility under the law, and protection of the law as the fully certified teacher.

Florida School Laws, 1980 Edition (Title XVI, Education, Chapter 228 Public Education: General Provisions, Section 228.041, 9). This original legislation contained these definitions:

Instructional Personnel – ‘Instructional Personnel’ means any member of the instructional staff as defined by regulations of the state board and shall be used synonymously with the word ‘teacher’ and shall include teachers, librarians, and others engaged in an instructional capacity in the schools. A student who is enrolled in an institution of higher education approved by the state board for teacher training and who is jointly assigned by such institution of higher education and school board to perform practice teaching under the direction of a regularly employed and certificated teacher shall be accorded the same protection of the laws as that accorded the certificated teacher while serving such supervised internship, except for the right to bargain collectively with employees of the school board.

The 1999 Florida Legislature reaffirmed this legal protection with the addition of subsection (3) to Section 231.1725, Florida Statutes. The current Florida Statute states:

A student who is enrolled in a state-approved teacher preparation program in a postsecondary educational institution that is approved by rules of the State Board of Education and who is jointly assigned by the postsecondary educational institution and a district school board to perform a clinical field experience under the direction of a regularly employed and certified educator shall, while serving such supervised clinical field experience, be accorded the same protection of law as that accorded to the certified educator except for the right to bargain collectively as an employee of the district school board [1012.39(3), Florida Statutes].