Florida Agricultural and Mechanical University’s Core Values:

- Scholarship
- Excellence
- Openness
- Fiscal Responsibility
- Accountability
- Collaboration
- Diversity
- Service
- Fairness
- Courage
- Integrity/Ethics
- Respect
- Collegiality
- Freedom

HANDBOOK FOR STUDENT TEACHING

COLLEGE OF EDUCATION
FLORIDA A & M UNIVERSITY
TALLAHASSEE, FLORIDA

2010
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"No person shall on the basis of gender, marital status, sexual orientation, race, religion, national origin, age, or disability be denied employment, receipt of services, access to or participation in school activities or programs if qualified to receive such services, or otherwise be discriminated against or placed in a hostile environment in any educational program or activity including those receiving Federal financial assistance, except as provided by law."
CONCEPTUAL FRAMEWORK:

The Conceptual Framework for the FAMU Professional Education Unit (PEU) is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioners and developmental theorists. Concepts from these writers from varied educational learned societies help form the knowledge base for the unit’s curriculum components and principles of the PEU’s conceptual framework. This integrated approach provides educational experiences that result in exemplary professional educators, i.e., high quality classroom teachers, administrators, and educational support personnel who can function effectively in a diverse society and who demonstrate a commitment to improving educational practices in culturally diverse and differing ability contexts. Key components of the conceptual frameworks include the following:

- Diversity
- Technology
- Values
- Critical Thinking
- Professionalism
- Urban and Rural Education

The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
Mission:

The primary mission of the College of Education (COE) is the production of exemplary professionals to serve in educational institutions who are informed, proactive, competent, and reflective practitioners. The COE administers the pre-service, in-service professional education, and graduate programs encompassed within five (5) undergraduate and graduate degree granting departments: Elementary Education; Secondary Education and Foundations; Health, Physical Education and Recreation; Workforce Education; and Educational Leadership and Human Services. The COE in combination with the College of Arts and Sciences, known as the Professional Education Unit (PEU), provides the relevant curriculum for elementary, secondary, and graduate education programs supporting 19 undergraduate degrees and 18 graduate degrees.

PURPOSE:

The College of Education’s purposes are to:

1) assume leadership for the selection, guidance and professional preparation of teacher educators and practitioners who will serve in elementary, secondary/post-secondary schools, and other related agencies of Florida and the nation;

2) provide a substantial foundation for advanced study as students choose to extend their educational preparation and pursuits.

These purposes will be met through a foundation of general education, a planned sequence in professional education and rigorous graduate programs providing excellent preparation for professional pursuits, graduate study and post-graduate work.
INTRODUCTION

This handbook has been created to clearly identify the roles and responsibilities of all persons involved in the student teaching process. During this advanced clinical experience, student teachers are exposed to various teaching methods, researched best practices, and school environments. Students will also participate in experiences directly associated with the effective demonstration of the Florida Educators Accomplished Practices (FEAPs). Clinical experiences are designed to provide opportunities for students to enhance and sharpen the skills that will allow for the application of teaching and learning principles, identifying, theories in diagnosing and solving problems in real-life teaching situations, utilizing appropriate technology to augment and enrich instruction and practicing professional dispositions on a daily basis.

This handbook serves as a common resource for the student teacher and the cooperating teacher with the primary purpose of facilitating the student teaching experience. If you have questions or concerns, please contact your university supervisor. The Induction staff is available upon request.

Continuous program improvement is one of the goals to ensure successful completion by the student teachers. Consequently, feedback is highly encouraged regarding the clinical experiences.

The quality of the student teaching experience will provide practical knowledge and tools to help create a positive and lifelong impact on student performance.

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DEFINITION OF TERMS

Cooperating Teacher - The cooperating teacher is a certified teacher who has completed clinical educator training and is responsible for working daily to assist in developing the professional growth of the student teacher through demonstration of and instruction in teaching skills and attitudes. The cooperating teacher works with the university supervisor to support and continuously evaluate the student teacher.

Director of Student Teaching – The major responsibility of the director of student teaching is to direct, coordinate and supervise the implementation of the Student Teaching Program.

Student Teacher - The student teacher is a “student of teaching” completing the university's professional teacher education program in a clinical setting and under the guidance of an appropriately qualified certified teacher.

Student Teaching – That period of the professional education program, organized and directed by the university, during which the student is placed in an accredited public or private school for a period of consecutive weeks, under the supervision of a qualified classroom teacher and a university faculty member.

Student Teaching Placement - The process of collaborating with schools or appropriate agencies to secure mutually beneficial learning environments in which student teachers work to gain supervised teaching experiences and demonstrate the twelve Florida Educator Accomplished Practices. The student teaching coordinator approved placement requests from program personnel and communicates those requests to schools or appropriate agencies. A positive dialog continues until a suitable placement with qualified personnel is secured and confirmed by the exchange of properly executed agreements.

University Supervisor - The university supervisor represents the student teacher's academic program or department and is the faculty member directly responsible for supervision and evaluation of the student teacher. Services provided by the university supervisor include observation of student teachers and direct assistance to both student and cooperating teachers.
I. Preparation

To comply with the Jessica Lunsford Act and ensure the security and safety of students, faculty and staff, all student teachers must complete the following:

1. Complete a Level II background screening (fingerprinting). Application forms are available in 301-B Gore Education Complex. Cost of this screening is $95.00.
2. Secure your own medical insurance (Leon County School District only)
3. Purchase professional liability insurance
4. Purchase FAMU ID badge

II. Requirements: Student Teaching

Students desiring to participate in the student teaching program must meet the following criteria:

- Have been admitted to a teacher education program
- Have satisfactorily completed all program requirements;
- Have a cumulative grade point average (GPA) of 2.50 or higher in a 4.0 scale; and
- Have passed a Level II security background check.

Application Procedures: Student Teaching

The procedures for making application to participate in the student teaching program are as follows:

- Student should complete a Student Teaching Clearance Application at least one semester prior to the semester in which he/she plans to participate in the student teaching program, to the Center for Academic Success for initial screening to determine his/her status.
- The application will be evaluated by the Center for Academic Success staff to determine if the applicant meets the unit’s requirements to participate in the student teaching program.
- Approved Student Teaching Clearance Applications are forwarded to the Office of Student Teaching which is responsible for the advising of students in receiving their Student Teaching Application.
- Students receiving Student Teaching Instruction Sheet are expected to complete and submit the application at predetermined deadlines. These deadlines are posted on appropriately situated bulletin boards and online.
- Completed Student Teaching Applications are returned to the Office of Student Teaching who then forwards them to the appropriate departments for review and approval or disapproval.
- All applications are returned to the Office of Student Teaching by the departments for appropriate action.
- Students who do not qualify to participate in the student teaching program are notified of the deficiencies and are advised of how they can overcome the deficiencies.
APPLICATION DEADLINES

<table>
<thead>
<tr>
<th>Semester Desired for Student Teaching</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL SEMESTER 2010</td>
<td>March 12, 2010</td>
</tr>
<tr>
<td>SPRING SEMESTER 2011</td>
<td>October 15, 2010</td>
</tr>
</tbody>
</table>

III. THE STUDENT TEACHING PROGRAM

The Florida A&M University (FAMU) student teaching program consist of a period of supervised teaching where the student teacher takes increasing responsibility for guiding the learning experiences of a given group of students, or a class, over a period of fourteen (14) consecutive weeks. During this time, the prospective teacher gradually works his/her way into assuming total responsibility for teaching a group of students or a class for a consecutive number of weeks.

Objectives

- Opportunity for students to achieve realistic understandings of the individual child as a developing human being and to acquaint students with techniques and methods in achieving this goal.
- Opportunity for students to understand the total organization and program of the modern school, including curricular and co-curricular offerings, staffing patterns and services.
- Opportunity for students to gain insights into the relationship between the school and the community which it serves.
- Opportunity to provide experiences in planning/learning activities and in the selection and employment of methods and materials of instruction appropriate to the varying age, ability and interest levels of individuals or groups of pupils who are being taught.
- Opportunity to promote the professional growth of student by helping them to become familiar with appropriate professional literature courses of study and technology; and by encouraging critical thinking.
- Opportunity for students to analyze their personality traits to the end that they will develop some of the dispositions which good teachers should possess such as: breadth of interest, sound judgment, self-control, leadership, intellectual curiosity, adaptability, co-cooperativeness, friendliness and personal neatness.

State Competency Examination

Passing all appropriate sections of the Florida Teacher Certification Examination is a pre-requisite requirement for student teaching. Please be sure that a copy of your test results are on file in the Office of Student Teaching, 301-B Gore Education Complex.

Electronic Portfolio

The state of Florida, Department of Education requires that all students graduating from initial teacher preparation programs demonstrate evidence of competency in the Florida Educator Accomplished Practices and The Uniform Core Curriculum. Therefore, your Pre-Professional Appraisal Form, documenting mastery of the Accomplished Practices/Core Curriculum must be completed prior to the end of your student teaching. Failure to do so will result in a grade of incomplete.
IV. GENERAL POLICIES AND PROCEDURES FOR STUDENT TEACHING

A. First Day in School – Prior to beginning student teaching, the student teacher should establish contact with the cooperating teacher. The student teacher reports to school at the same time cooperating teachers are expected to report. The student teacher should report first to the school office and then to the cooperating teacher. The student teacher should meet the school principal at the earliest opportunity. Note: The student teacher will follow the school district calendar, not the FAMU semester calendar.

B. Absences During Student Teaching - Student teachers are permitted no “cuts” during student teaching. If illness or an emergency should require the student teacher to be absent from school for any period of time, it is the responsibility of the student teacher to notify the cooperating teacher and university supervisor as soon as possible. Absences of three or more days must be reported to the university supervisor. In cases of prolonged or repeated absences, the university supervisor and Director of Student Teaching will, after consulting with the cooperating teacher and principal, determine whether the student teacher’s experience will be terminated or extended. The Request for Absence Form (Appendix B) and/or appropriate written documentation must be submitted. Appropriate documentation would include doctor, dentist, medical, military, police, jury duty summons, funeral program or other as deemed acceptable by Director of Student Teaching. Return Absence Request Form to the Director of Student Teaching.

C. Attire and Grooming - The attire and grooming of the student teacher should meet or exceed accepted local professional practices.

D. Outside Activities - The student teacher should make no plans for involvement in out-of-school activities that would interfere with teaching responsibilities in any way. If there is a pressing need for participation in any activity, first, it must be cleared with the university supervisor and Director of Student Teaching and cooperating teacher.

E. Taking Additional Courses Concurrently with Student Teaching - During the student teaching semester, students should not enroll in additional courses.

F. Students with Physical and Sensory Disabilities - In keeping with Section 504 of the 1973 Vocational Rehabilitation Act and with The Americans with Disabilities Act, students with physical disabilities, who have successfully completed all necessary prerequisites, will routinely be allowed to student teach. Only if the student’s disability would prevent the performance of the essential functions of teaching would placement be denied. In order to assist in securing an appropriate placement and arranging any necessary accommodations, such candidates should consult with the Director of Student Teaching.

G. Temporary Physical Conditions - It is advisable that students inform the Director of Student Teaching if special health conditions (pregnancy, temporary medication, etc.) prior to the negotiation of placements for student teaching. This notification will afford the school and the Director of Student Teaching an opportunity to secure appropriate assignments.

H. Transportation - It is the responsibility of the student teacher to arrange his or her own transportation throughout student teaching.

I. Substitute Teaching - The planned program of student teaching does not imply the use of the student teacher as a substitute teacher.

J. Social and Professional Activities

1. Extracurricular activities - It is appropriate for the student teacher first to observe and later participate, as appropriate and approved, in various extracurricular activities present in the school. Appropriate protocol, including the assistance of the cooperating teacher, must be exercised in gaining permission for the student teacher to participate in interest clubs, athletic teams, public performances, etc.

2. Social Activities - It is expected that student teachers will lead normal lives both professionally and socially. They should, in fact, seek to broaden contacts with the community through social activities open to teachers, but must exercise mature judgment, tact, and discretion in all relations with students.
3. Professional Activities - The student teacher should attend and participate, when appropriate, in professional meetings. These include in-service seminars, faculty meetings, PTA sessions, subject area meetings, etc.

K. Cancellation of Student Teaching Placement - When cancellation of a student teaching placement becomes necessary, the appropriate academic program or departmental head should initiate such cancellation through the office of the Director of Student Teaching. Student teachers must not leave their school site without the permission of their university supervisor. Cancellation of a student teaching placement by the school or district due to the student’s inappropriate behavior is final and a grade of “F” is assigned.

L. Reassignment During Student Teaching - When advisable, a field assignment may be changed with the approval of the academic program, school, and district personnel. Steps to initiate such a change should originate with the academic program supervisor and in cooperation with the Director of Student Teaching and the appropriate school and district personnel.

M. Repeating the Student Teaching Experience - In cases where the university supervisor and Director of Student Teaching recommend that a student teacher repeat the student teaching experience, a Professional Development Plan must be completed and successfully implemented. The university supervisor will work with the Director of Student Teaching to secure a new assignment. The University Supervisor will monitor the Professional Development Plan. (Appendix C)

N. Students Attempting to Arrange Their Own Student Teaching Assignments. Students must not, in any way, attempt to arrange their own student teaching assignments.

O. Orientations and Professional Development. Attendance at all orientations and professional development activities are mandatory. During the internship there will be 3 full days of professional development coordinated by the Director of Student Teacher and the Induction team. The main purpose of these sessions is to support professional growth and to clarify issues emerging as the term progresses.

P. Withdrawal. A teacher candidate, who withdraws or is withdrawn from student teaching and is assigned for the second time, must remain in the field for the regular 14 weeks.

V. SUBSTITUTING AND/OR ABSENCE OF COOPERATING TEACHER

The following describes FAMU policy on use of student teachers as substitutes:

Substitute Teaching - The planned program of student teaching does not include the use of the student teacher as a substitute teacher. To assure continued success for both the student teacher and the pupils, the school administration will arrange for a certified substitute to be available for the time required.

VI. Student Teaching Program Descriptions

The primary purpose of the FAMU student teaching program is centered in providing students with an opportunity for further growth in an ongoing school situation.

Interns are not expected to step in and take over teaching responsibilities immediately upon arrival at the school. The cooperating teacher is the judge of this; as he/she works with the student day by day, assessment can be made of readiness on the part of the intern for assuming teaching responsibilities. After an adequate observation period, interns are able to begin working their way into planning and teaching at least part of the lessons taught by the cooperating teacher.
First Level: Observation

The first phase of the student teaching period is designed mostly for observation purposes and should not exceed one week in duration. This period is very important because it gives the student an opportunity to become more familiar with the school, its program, its teachers and its students.

He/she should:

1. Learn the names of the pupils.
2. Study the local, state, and national standards as appropriate for your student teaching assignment.
3. Become acquainted with the instructional equipment, materials and supplies available to him/her in the school.
4. Study the cooperating teacher’s methods of teaching and controlling the class.
5. Establish acquaintance with the total school center, its personnel and its environment.
6. Learn about his/her duties as a student and what the school expects of him/her through conferences with the cooperating teacher and principal.

Second Level: Participation

The period of participation is very important because it represents a gradual approach to the teaching process. During the second week, the student may:

1. Assist in correcting, grading papers, and projects.
2. Assist with housekeeping duties such as ventilation, adjusting lights, keeping the room neat, and arranging seats.
3. Prepare materials to be distributed during class discussion.
4. Tutor individual and/or small groups of students.
5. Bring instructional materials such as posters, slides, and pictures to class.
6. Check attendance.
7. Learn to operate appropriate technology.
8. Plan and make attractive bulletin boards.
9. Study cumulative records.
10. Make teaching plans and locate resources for use during the period of actual teaching.
11. Assist with the supervision of study hall or other activities.
**Third Level: Student Teaching**

Teaching includes planning, teaching the class, coordinating class activities, evaluating class work, and implementing effective classroom management with the class. He/she should:

1. Plan and teach lessons. (Minimum requirement: eight weeks of full-time teaching; 280-300 clock hours, plus additional teaching as assigned by Cooperating Teacher).
2. Plan and use teaching units or areas of study.
3. Make assignments.
4. Conduct pupil activities.
5. Supervise study.
6. Correct written work.
7. Keep records.
8. Make attendance reports.
10. Organize pupils for group work.
11. Participate in school testing program.
12. Maintain the neatness of the classroom.
13. Attend to routine duties such as checking attendance, keeping up bulletin boards, decorating and planning for holidays, reading announcements, collecting lunch money, and the like.
14. Conduct field trips and excursions as appropriate.
15. Make special studies of individuals and groups of pupils.
16. Conduct homeroom activities.

**Fourth Level: Participation in Out-of-Class Activities**

The student is expected to engage in many rich and varied experiences outside the classroom. The out-of-class activities which the student might participate in are:

1. Attend regular staff meeting.
2. Assist with the planning of special programs.
3. Accompany the cooperating teacher if home visits are appropriate.
4. Assist with the supervision of student activities:
   a. on playgrounds
   b. in the lunch room
   c. in the media center
   d. on field trips and excursions
   e. in club activities
   f. at social affairs
   g. at sports events
   h. in school and community programs
   i. attend P.T.A., P.T.O, P.T.S.A meetings
   j. visit with the principal to observe administrative and guidance procedures
   k. observe and participate in community affairs

5. Observation of other classes may be completed in the building in which you are currently student teaching or you may choose to make arrangements to visit another school in the area. Permission from the school principal must be obtained. Look to other types of activities/professionals in the school to gain insight into the whole school environment.

VII. The Student Teaching Team Responsibilities

1. The Student Teacher will:
   a. report to the clinical site every day the site is in session; the student teacher is expected to be punctual
   b. plan all activities carefully
   c. maintain the standards of the school
   d. prepare lesson plans and discuss them with the Cooperating Teacher. These plans will be detailed and prepared one week prior to teaching the lesson(s).
   e. dress professionally as set forth by The College of Education, Student Professional Dispositions (Appendix A)
   f. hold conferences with the cooperating teacher until he/she become adjusted to school routine (s) and to the new role as “member of the faculty”
   g. maintain a high standard of performance in the areas of specialization
   h. keep a daily journal of his/her professional experiences
   i. be thoughtful, considerate, and socially sensitive
   j. be courteous to pupils
   k. give evidence of loyalty to the assigned schools
   l. seek to make definite contributions to the school and to the community
2. **Cooperating Teacher/Supervising Teacher**

**Responsibilities of the Cooperating Teacher**

The cooperating teacher occupies a most strategic position in the student teaching program. He/she is seen by the student, and increasingly by teacher education, as the most important single influence on the student teacher. He/she is the core around which student teaching revolves. The success or failure of the student teacher in developing into an effective teacher of children rests largely with the cooperating teacher.

The cooperating teacher is expected to:

- a. orient the student teacher in the school where he/she is to participate in his/her internship and treat the intern as a co-worker rather than a subordinate
- b. create an atmosphere of acceptance of the student teacher on the part of himself/herself, the students, faculty and community
- c. guide the student teacher in order that he/she may attain those attributes which should make him/her a successful teacher
- d. evaluate the student teacher’s work and review the electronic portfolio
- e. encourage the student teacher by constructive criticism
- f. act as a coordinator between the college and the school in developing and maintaining a harmonious situation
- g. submit prompt and accurate reports on the student teacher’s progress
- h. supply the student with a pupil data sheet for each pupil being taught
- i. help to maintain a wholesome atmosphere in the classroom
- j. direct the student teacher on how to implement positive discipline
- k. provide the opportunity for observation and participation for the student teacher in various classes and extra class activities
- l. assist the student teacher in:
  
  1. supporting all student teaching requirements to include action research and teaching a 5-day instructional unit
  2. conducting individual conferences
  3. administering tests
  4. planning extra-class activities and home visitations
  5. utilizing technology equipment
  6. caring for equipment
  7. carrying out community projects
3. University Supervisor

The university supervisor assumes the major responsibility for the general welfare of the student teacher and serves as the liaison between the college and the school system to which the student is assigned.

Responsibility of the University Supervisor

It is the duty of the university supervisor to work closely with both the student and the school so as to assure that the interest and the responsibilities of each are being satisfied. He/she should confer frequently with the principal, as well as with the cooperating teacher, in order to identify both the areas of excellence and the deficiency as viewed by the cooperating teacher and the school principal. The university supervisor will regularly observe the student teacher and hold conferences with him/her. The purpose of these conferences is to effect a synthesis between the student teacher’s college preparation and the practices of the cooperating school so as to provide a proper basis for evaluating progress and planning for future development.

The university supervisor should:

a. meet with the assigned student teachers on the third day of the pre-student teaching seminar

b. attend each semester, an informational session with the Director of Student Teachers

c. attend each semester, an orientation meeting which will include the cooperating teachers

d. cooperate with the school administration and cooperating teacher in helping the student teacher to make the transition from a college student to a well-adjusted teacher

e. make recommendations to student teachers regarding best practices based on the Florida Educator Accomplished Practices (FEAPs)

f. share information with the cooperating teacher and advise both cooperating teacher and student on the experiences to be provided for the student teacher

g. be available to the cooperating teacher in a collaborative capacity

h. work with the cooperating teacher in evaluating the college student’s teaching growth as indicated by the FEAPs

i. complete a Professional Development Plan for a student repeating the student teaching experience - The University Supervisor will work with the Director of Student Teaching to secure a new assignment. The University Supervisor will monitor the Professional Development Plan. (Appendix C)

The University Supervisor is responsible for the development, implementation and monitoring of the evaluation process and any interventions if student teacher difficulties arise during the semester. (Intervention Form will be used – Appendix D)
4. **Director of Student Teaching**

Specific duties of the Director of Student Teaching are to:

a. provide overall educational leadership and direction to student teaching in the university.

b. coordinate the application process involving the Center for Academic Success and the various departments.

c. make initial judgment regarding internship eligibility in consultation with the student’s advisor, department chair, and Center for Academic Success.

d. make final judgment regarding internship eligibility and placement in consultation with the applicant, department chair and Center for Academic Success.

e. make contact with school districts regarding student teaching placements; arrange for and place in public, private and charter clinical sites all applicants for student teaching who have met requirements.

f. maintain proper files relative to student teaching

g. schedule and preside at all meetings of the Student Teaching Committee

h. evaluate the Student Teaching Program to obtain up-to-date information upon which to base decisions relative to program improvements; and

i. develop and distribute to appropriate individuals and areas of the university all forms and materials essential to their effective participation in the student teaching program.

5. **Teacher Education Program**

a. A status earned by students through a formal admissions process in which certain criteria must be met and the application for admission completed and filed.

b. Criteria for admission to an undergraduate teacher education program:

   o have a score of 20 or higher on the Enhanced America College Test (EACT), or 840 or higher on the Scholastic Aptitude Test (SAT):

   o have a cumulative Grade Point Average (GPA of 2.50 or better);

   o have a grade of “C” or better in the required courses taken as a part of the General Education Preparation Program;

   o have evidence of meeting the existing College Level Academic Skills Test (CLAST) requirements;
have met all “Gordon Rule” requirements;

- have demonstrated proficiency in speaking in professional situations; and

- have successfully completed a pre-admission interview by the College of Education Admissions Committee.

VIII. PROFESSIONAL ETHICS (PROTOCOL) FOR STUDENT TEACHERS

Please be advised that under the code of professional and ethical behavior it is inappropriate to discuss any issues related to your students with anyone except your cooperating teacher and your university supervisor.

**Code of Ethics and Principles of Professional Conduct for Florida Educators**

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

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

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

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

**Principles of Professional Conduct for Education Profession in Florida** (Rule 6B-1.006, FAC)

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

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

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

   (a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student’s mental and/or physical health and/or safety.

   (b) Shall not unreasonably restrain a student from independent action in pursuit of learning.

   (c) Shall not unreasonably deny a student access to diverse points of view.

   (d) Shall not intentionally suppress or distort subject matter relevant to a student’s academic program.

   (e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
(f) Shall not intentionally violate or deny a student’s legal rights.

(g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

(h) Shall not exploit a relationship with a student for personal gain or advantage.

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

(4) Obligation to the public requires the individual:

(a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

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

(c) Shall not use institutional privileges for personal gain or advantage.

(d) Shall accept no gratuity, gift, or favor that might influence professional judgment.

(e) Shall offer no gratuity, gift, or favor to obtain special advantages.

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

(a) Shall maintain honesty in all professional dealings.

(b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

(c) Shall not interfere with a colleague’s exercise of political or civil rights and responsibilities.

(d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual’s performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

(e) Shall not make malicious or intentionally false statements about a colleague.

(f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.

(g) Shall not misrepresent one’s own professional qualifications.
(h) Shall not submit fraudulent information on any document in connection with professional activities.

(i) Shall not submit fraudulent statement or fail to disclose a material fact in one’s own or another’s application for a professional position.

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

(k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

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

(m) Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offence other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.

(n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 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 imposing probation, imposing a fine, or restricting the authorized scope of practice.

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

IX. Dispositions

The dispositions evaluate the professional attitudes of student teachers. These items are measured during the semester of student teaching. (See Appendix A)

X. Process to Follow When Difficulties Arise in Student Teaching
Difficulties During Student Teaching

Learning to teach is complex. Student teaching offers prospective teachers an opportunity to learn alongside exemplary experienced professionals who have accepted the responsibility to provide assistance and support during the assigned student teacher’s clinical practice. Challenges or difficulties are a natural part of the student teacher’s growth experiences that require immediate, open, honest feedback and communication.

Cooperating teachers and university supervisors must systematically help a teacher candidate experiencing difficulty. Be honest and frank about the situation. It is important to identify any difficulties the student teacher may be experiencing so that problems can be worked on together.

When a cooperating teacher and a student teacher are confronted with a conflict or concern that they cannot resolve, they are to seek assistance with the following procedure:
Process to Follow When Difficulties Arise in Student Teaching

Initial Discussion with: student teacher, Cooperating Teacher, University Supervisor, Principal, and Chairperson. An Intervention Form will be completed, implemented and monitored by the University Supervisor.

If problems/concerns continue, discussion with the student teacher, Cooperating Teacher, and University Supervisor is required to determine if interventions need to be revised.

Notify Director of Student Teaching and Department chair in writing.

University Supervisor continues to monitor student.

Director of Student Teaching notifies the Dean of the College of Education

If student teacher has not shown improvement, a meeting with the student teacher, Director of Student Teaching, Cooperating Teacher, University Supervisor, Department Chair and Induction Team is scheduled to recommend further action which is termination of student teaching.

Appeal process is available.
The first line of assistance is the completion of an **Intervention Form** by the University Supervisor. This provides a trigger to intervene early. If the interventions (documented and signed by the intern, cooperating teacher and university supervisor) are not successful within the designated period of time, then student teaching is terminated. An appeal process is available.

**IMPORTANT NOTES:**

- Reassignments, in general, are not granted without documentation of extenuating circumstances.

- No more than two student teaching assignments will be granted.

- A serious violation of procedures and protocol as outlined in the Student Teacher Handbook, will result in termination of the student teaching assignment.

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**Intervention Form**

The purpose of this form is to allow cooperating teachers, supervisors, and faculty working with a candidate in the teacher education program to notify the Dean of the College of Education about the concerns in performance early within a semester. The form provides a trigger to intervene in a pro-active manner with student teachers. You are
NOT required to fill out this form if a student teacher shows no significant difficulties during their student teaching. Return this form to the Director of Student Teaching Office – Phone: 850-561-2145 FAX: 850-599-8575
This form may be used at any time during student teaching.

Date: ____________________________________________
Student Teacher: _______________________________________________________________
Clinical Site: _________________________________________________________________
Cooperating Teacher: ___________________________________________________________
University Supervisor: ___________________________________________________________
Signature of Person Completing the Form: _______________________ Contact Information: __________

Define the Focus: This is based on clear external relevant data:

<table>
<thead>
<tr>
<th>Area of Concern</th>
<th>Examples of the behavior(s) support and interventions needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td></td>
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<tr>
<td>Communication</td>
<td></td>
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<tr>
<td>Continuous Improvement</td>
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<td>Critical Thinking</td>
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<td>Diversity</td>
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<td>Ethics</td>
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<tr>
<td>Human Development and Learning</td>
<td></td>
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<tr>
<td>Subject Matter Knowledge</td>
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<tr>
<td>Learning Environment</td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td></td>
</tr>
<tr>
<td>Role of the Teacher</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
</tr>
<tr>
<td>Dispositions:</td>
<td></td>
</tr>
<tr>
<td>Time line for positive impact</td>
<td></td>
</tr>
</tbody>
</table>
On this the _____ day of __________ in the year of 20__, I do sign this affidavit as proof of my having downloaded/read the Internship Handbook. This handbook contains policy and procedures concerning the student teaching program offered by Florida A&M University. The policies or requirements include, but are not limited to: admission to the educational program and admission to the student teaching program. By virtue of my signature, I am attesting that I agree, accept, understand and therefore will strictly abide by the policies and procedures contained therein. Furthermore, I understand a copy of this affidavit must be present in my file in the Office of Student Teaching prior to my receiving an internship placement.

Student Teacher’s Printed Name ___________________________________________________________

Student Teacher’s Signature ___________________________________________________________

Director of Student Teaching ___________________________________________________________
Appendix B – Request for Absence
College of Education
Office of Student Teaching

Student Teacher Request for Absence

Name of Student Teacher __________________________________________________________

Name of School _________________________________________________________________

School Address _________________________________________________________________

Telephone Number _____________________________________________________________

Date(s) of Absence _____________________________________________________________

Reason for Requested Absence
______________________________________________________________________________
______________________________________________________________________________

Signature of Principal _____________________________ Date _________________________

Signature of Cooperating Teacher _________________________ Date ____________________

Return to Director of Student Teaching
Almeta Hargest Washington
301-Gore Education Complex
Telephone: (850) 561-5145
Fax: (850) 599-8575

Appendix C

Professional Development Plan
Name: ________________________________ Date: ________________________________

Goal: __________________________________________________________________________
____________________________________________________________________________________

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Team Member</th>
<th>Team Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objectives</td>
<td>Activities to meet Objectives</td>
<td>Completion Date</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Behaviors to be maintained:
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

____________________________________________
University Supervisor’s Signature

___________________________________________
Cooperating Teacher’s Signature

___________________________________________
Student Teacher’s Signature