



Student Handbook

2024-2025



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School of Education Overview

Mission

Florida SouthWestern State College's School of Education provides a rigorous learning environment to ensure that students will achieve their greatest potential through Principles of Excellence. Building 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 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 student 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' cultures and learning preferences.
- 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 academic pathways for students interested in working in educational settings from birth to Grade 6. All programs focus on preparing candidates for their roles as positive and engaging educational practitioners through transformational education initiatives. To support the development of strong pedagogical skills and content knowledge, students complete field experiences that prepare them to work with students across age and grade levels and of various demographics. Throughout their program, students are assessed on their academic knowledge, professional disposition, and teaching performance.

School of Education Degree Programs

Associate in Science, Early Childhood Education

The Associate in Science (AS) in Early Childhood Education prepares students for immediate employment educating children from birth through age eight years in a variety of settings.

Completion of the AS qualifies students to serve as the Lead Teacher in childcare settings and Florida Voluntary Pre-Kindergarten, and as paraprofessional educators within school districts. Courses in Early Childhood Education equip students to become reflective and transformative educators. An emphasis on relationships between children, families, and communities in our diverse world is central to the framework of our courses and experiences. The opportunity to build a foundation of practical experience with young children in a variety of educational settings allows our students to be well prepared to enter the work force.

One or more College Credit Certificates are associated with this AS degree:

- Child Development Specialization, CCC
- Inclusion Specialization, CCC
- Preschool Specialization, CCC

Information about these certificates is available in the [FSW College Catalog](#) (2024-25).

The AS in Early Childhood Education requires students to complete 18 credit hours of General Education requirements; 39 credit hours of program requirements; 3 credit hours of an elective; and field experiences requirement of approximately 85 hours in conjunction with Early Childhood Education courses and 70 hours across two practica.

General Education Requirements: 18 Credit Hours

- | | |
|---|-----------|
| • ENC 1101 – Composition 1 | 3 credits |
| • SPC 1017 – Fundamentals of Communication Studies | 3 credits |
| OR | |
| SPC 2608 – Introduction to Public Speaking | 3 credits |
| • General Education Core Social Sciences | 3 credits |
| (Students required by F.A.C. 6A-10.02413 to demonstrate Civic Literacy should take AMH 2010, AMH 2020, or POS 2041) | |
| • General Education Core Mathematics | 3 credits |
| • General Education Core Humanities | 3 credits |
| • General Education Core Natural Sciences | 3 credits |

Program Requirements: 39 Credit Hours

- | | |
|--|-----------|
| • CHD 1120 – Infant/Toddler Development | 3 credits |
| • CHD 1134 – Management of Early Childhood Learning
(CDA/FCCPC eligible course) | 3 credits |
| • CHD 1135 – Understanding Young Children
(CDA/FCCPC eligible course) | 3 credits |
| • CHD 1220 – Introduction to Child Development | 3 credits |
| • CHD 1332 – Creative Experiences for the Young Child | 3 credits |
| • CHD 2324 – Early Childhood Language Arts and Reading | 3 credits |
| • EEC 1000 – Foundations in Early Childhood Education
(CDA/FCCPC eligible course) | 3 credits |

- EEC 1202 – Principles of Early Childhood Curriculum 3 credits
- EEC 1603 – Positive Guidance and Behavior Management 3 credits
- EEC 1946 – Early Childhood Practicum I 3 credits
- EEC 1947 – Early Childhood Practicum II 3 credits
- EEX 1013 – Special Needs in Early Childhood Education 3 credits
- HSC 1421 – Health, Safety, and Nutrition for the Young Child 3 credits

Electives: 3 Credit Hours

Choose one (1) of the following courses:

- DEP 2004 – Lifespan Development 3 credits
- EEC 2521 – Administration of a Child Care Center (Director Credential course) 3 credits
- EME 2040 – Introduction to Technology for Educators 3 credits
- EDF 2005 – Introduction to the Teaching Profession 3 credits
- EDF 2085 – Introduction to Diversity for Educators 3 credits

Field Experience Requirement

Approximately 85 hours completed in conjunction with Early Childhood Education courses and 70 hours across two practica courses.

Total Degree Requirements: 60 Credit Hours

Additional information may be found on the [School of Education Home Page](#).

Bachelor of Science, Elementary Education

The Bachelor of Science in Elementary Education (BS ELED) is designed to prepare individuals to teach all subject areas for grades K-6. The program provides an educational pathway for students who have earned an Associate in Arts (AA) degree. This program is also a good option for students with a child development focus. The B.S. in Elementary Education is a state-approved program (FLDOE) that culminates with students' eligibility to apply for K-6 certification with both Reading and ESOL endorsements.

Admission Requirements:

Applicants must complete the Bachelor's Degree admissions application online, pay the \$30.00 application fee, and be accepted to Florida SouthWestern State College. Official transcripts from all previously attended colleges or university must be sent directly to the Office of the Registrar. 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. Applicants must have earned:
An Associate in Arts (AA) degree from a regionally accredited institution, as defined by State Board of Education rule, with a minimum of 60 credit hours.

OR

A minimum of 60 credit hours from a regionally accredited college or university, as defined by State Board of Education rule, with all state of Florida general education core requirements met.

2. Applicants must have completed EDF 2005 – Introduction to the Teaching Profession with a grade of “C” or better.
3. Applicants must have a minimum cumulative grade point average of 2.5 on a 4.0 scale.

Note: Upper Division Transfer Course Review: Students who have completed previous upper division coursework in an Education program may present those courses for evaluation by the Elementary Education Department Chair. Students may transfer equivalent courses as determined by the State Common Course Numbering System. However, Florida SouthWestern State College reserves the right to deny common course number credit for courses in which practicum or internship components reside. Florida SouthWestern State College’s Office of the Registrar will ensure that previous coursework meets all relevant academic standards before acceptance for transfer. The Dean of the School of Education and the Credit Review Committee will ensure adherence to the above admissions criteria.

Requirements to Enroll in Upper Division Courses:

1. Upon admission to the BS program, students must attend a mandatory orientation session prior to enrollment in upper division (3000 and 4000 level) courses.
2. Students must complete ENC 1101 – Composition I, ENC 1102 – Composition II, and one general education math course prior to enrollment in any upper division courses.
3. Additional Lower Division Requirements must be successfully completed with a grade of “C” or better.
4. Cross-enrollment approval: Baccalaureate degree seeking students must obtain prior approval to cross enroll (as a transient student) in courses intended to fulfill baccalaureate program requirements. Approval will be determined by the appropriate dean in collaboration with program faculty. Students initiate this process using www.floridashines.org.
5. Students who have not fulfilled the State of Florida General Education Requirements must complete them. Students who transfer to Florida SouthWestern State College with a previous Associate in Arts degree from a Florida College or Baccalaureate degree from a regionally accredited institution are considered to have met the General Education component of the degree.
6. Students who have previously earned an Associate in Arts or a Baccalaureate degree from a college or university outside of the State of Florida will be reviewed on a case-by-case basis to determine which courses meet the 36-hour General Education Requirements. Students must have earned equivalent credit hours in each General Education category.
7. To be eligible to enroll in EDE 4940 – Internship in Elementary Education, students must have passed all sections of the General Knowledge Test, the Professional Educator’s Exam, and the Subject Area Exam.

8. Prior to entering any school to complete an internship, practicum, or field service hours, students must be fingerprinted and screened by the Florida Department of Law Enforcement.

Academic Policies

1. In addition to adherence to the Florida SouthWestern State College Student Code of Conduct, policies, and procedures, teacher candidates must adhere to disposition policies, unit policies, and procedures as published in the School of Education Handbook.
2. While Florida SouthWestern State College governs a student's program requirements, changes to a program emanating from the Florida State Board of Education will take precedence over the College catalog and may alter a student's program of study.
3. Students who have been fully admitted to the Elementary Education, BS program, but do not enroll in at least one course for three consecutive semesters are required to apply for readmission to the program. Upon readmission, students are governed by the catalog requirements of the readmission year.
4. Students with special circumstances preventing them from being readmitted to the program may make an appeal to the Dean of the School of Education for their enrollment to be reactivated. Reactivation appeals must include a letter justifying the request, a letter of support from a faculty member, and any documentation that supports the student's appeal. Reactivated students will be governed by the catalog in place during the year in which they were first admitted to the program.

Graduation Requirements

1. Students must fulfill all specific degree requirements of the program to be eligible for graduation.
2. Students must satisfactorily complete a minimum of 120 credit hours as outlined in the Elementary Education, BS program of study.
3. To satisfy residency requirements, a minimum of 15 credit hours of Upper Division Program Requirements and a minimum of 30 total credit hours must be completed at Florida SouthWestern State College.
4. Students must earn a minimum cumulative grade point average of 2.0 or higher on a 4.0 scale.
5. Students must earn a grade of "C" or better in all Upper Division (3000 or 4000 level) Program Requirements.
6. Students must complete the State of Florida General Education Core Requirements, including any assessment of General Education outcomes required by the College. Transfer courses will be reviewed for equivalency. Students who transfer to Florida SouthWestern State College with an Associate in Arts degree from a Florida College or baccalaureate degree from a regionally accredited institution are considered to have met the General Education component of the degree.
7. Students must complete the State Civic Literacy Competency Requirement which is met by achieving a passing score on the Florida Civic Literacy Exam and by successfully passing a civic literacy course.

8. Students must successfully complete 12 semester hours of coursework demonstrating college level writing skills with a grade of “C” or better in order to meet the Writing Intensive Requirement. Six (6) credit hours must be taken in English Composition and six (6) credit hours must be taken in additional coursework that demonstrates college-level writing skills.
9. Students must satisfy the State Foreign Language Competency Requirement which is met by completing one of the following:
 - 2 years of the same High School Foreign Language, or
 - Documented foreign language proficiency through testing (for example, CLEP), or
 - 2 semesters of the same College Level Foreign Language (Level II proficiency).

Note: Students who wish to participate in the Commencement Ceremony must indicate their intention to attend the Commencement Ceremony by completing the Commencement Application by the published deadline.

Lower Division Requirements (36 Credit Hours)

Refer to the FSW [General Education Program Guide](#)

Additional Lower Division Requirements

Note: Some of the following courses may have been completed within the General Education Requirements. A student must have completed PSY 2012 or DEP 2004 prior to enrolling in EDF 3214, an upper division course requirement.

- | | |
|---|-----------|
| • EDF 2005 – Introduction to the Teaching Profession | 3 credits |
| • EDF 2085 – Introduction to Diversity for Educators | 3 credits |
| • EME 2040 – Introduction to Technology for Educators | 3 credits |
| • PSY 2023 – Introduction to Psychology | 3 credits |
| OR | |
| DEP 2004 – Lifespan Development | 3 credits |

Upper Division Program Requirements: 60 Credit Hours

Upper division coursework for the BS ELED program is offered during the mini-semesters (A and B) with the exception of the last course in the program, EDE 4940, Internship in Elementary Education. When registering for courses, students need to pay close attention to a) which courses they should take according to their program progression; and b) whether they will attend course during the day at the Ft. Myers Thomas Edison campus or in the evening on Zoom. To date, only two courses in the BS ELED program are fully online: EDG 4004 and EEX 3012. All other courses meet on specific days and at specific times, either in person or on Zoom. Course descriptions are available in the [FSW Catalog](#).

Students taking coursework part-time are encouraged to meet with the School of Education advisor, Mr. David Koehler, prior to registering each semester, as some courses require pre-requisites.

Semester 1: Foundations Level

Mini-A Term	EDG 4004 – Special Topics (online) – 1 credit EDG 3620 – Curriculum and Instruction – 3 credits EDF 3214 – Human Development and Learning – 3 credits
Mini-B Term	EDG 3410 – Classroom Management and Communication – 3 credits (15 hours of field experience) EDE 3315 – Math in the Elementary Classroom – 3 credits TSL 4080 – Second Language Acquisition and Culture – 3 credits (15 hours of field experience)

Semester 2: Practicum 1 Level

Mini-A Term	SSE 3313 – Teaching Social Studies in Elementary School – 3 credits (15 hours of field experience) EEX 3012 – Educ Needs of Students with Exceptionalities (online) - 3 credits (15 hours of field experience)
Mini-B Term	RED 4012 – Foundations of Reading – 3 credits (15 hours of field experience) *LAE 3314 – Teaching Language Arts in Elementary School – 3 credits (20 hours of field experience)

Summer

Mini-A Term	ESE 4323 – Educational Assessment – 3 credits EDE 4223 – Integrated Music, Art, and Movement – 3 credits *LAE 4416 – Children’s Literature – 3 credits
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Semester 4: Practicum II Level

Mini-A Term	*SCE 3310 – Teaching Science in Elementary School – 3 credits (15 hours of field experience) RED 4519 – Diagnosis and Intervention in Reading - 3 credits (15 hours of field experience)
Mini-B Term	*MAE 4310 – Teaching Math in Elementary School – 3 credits (20 hours of field experience) *TSL 4140 – ESOL Methods, Curriculum, and Assessment – 3 credits (15 hours of field experience)

Semester 5: Final Internship

15-Week Term	*EDE 4940 – Internship in Elementary Education – 12 credits (560 hours of field experience)
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*Course Program Prerequisites

Course(s)	Pre-requisite(s)
SSE 3313 LAE 3314 SCE 3310 MAE 4310	EDG 4004 EDG 3410 EDG 3620
RED 4519	RED 4012
LAE 4416	RED 4012
TSL 4140	TSL 4080
EDE 4940	All other courses

Total Degree Requirements: 120 Credit Hours

Additional Program Requirements

Florida Teacher Certification Exams

In addition to successfully completing coursework required for the Bachelor of Science in Elementary Education degree, students must pass a series of Florida Teacher Certification Exams (FTCEs) as graduation requirements:

- General Knowledge Test (GKT)
- Professional Education Exam (ProEd)
- Elementary Education K-6 Exam

Students are encouraged to take the [General Knowledge Test](#) during their first semester in the program. It includes four subtests that can be taken individually at different times:

- English Language Skills
- Mathematics
- Reading
- Essay

The [Elementary Education K-6 Exam](#) includes four subtests that can be taken individually at different times:

- Language Arts and Reading
- Social Science
- Science
- Mathematics

It is recommended that students take each of the four subtests during or immediately following the semester in which the respective practicum course is taken, with attention to deadlines related to entering EDE 4940:

Elementary K-6 Social Science Subtest	SSE 3313
Elementary K-6 Language Arts and Reading Subtest	LAE 3314
Elementary K-6 Science	SCE 3410

[The Professional Education Test](#) assesses knowledge of pedagogy and professional practices aligned with K-12 instruction. It is recommended that the Professional Education Test be taken between the Practicum I and Practicum II semesters.

Visit the [FTCE website](#) to learn more about the FTCEs, including how to register. Prior to taking the exams, students should review content and test-taking strategies that will have an impact on success. The School of Education provides 30 days of access to 240 Tutoring, an online test preparation course that includes modules that review content and skills assessed on all FTCEs. Students can request access to 240 Tutoring by contacting Dr. Joyce Rollins, Chair; or Dr. Anne Angstrom, Associate Dean.

Florida Civic Literacy Exam

Florida State Rule 6A-10.02413 Civic Literacy Competency requires students entering a Florida College System institution in 2021-22 and thereafter to pass an assessment to demonstrate competency in civic literacy prior to graduation. The Civic Literacy Exam (FCLE), required for graduation, may be taken at no cost at FSW. Students can learn more about how to register for the FCLE [here](#).

Service-Learning Requirement

Service-learning, as defined by the Campus Compact National Center for Community Colleges (2010), 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 services that address local needs, while developing their academic skills, sense of civic responsibility, and commitment to the community.”

Teachers, as members of their communities, benefit from learning about organizations that serve children and families outside of the school environment. As a program requirement, students earning the Bachelor of Science in Elementary Education are expected to complete 20 hours of service-learning, document those hours, and create a Service-Learning Portfolio that showcases their observations and learning experiences while volunteering. As part of their documentation, students will be expected to complete a Service-Learning Log for each volunteer opportunity they complete. The log, along with the directions for completing the Service-Learning Portfolio, are located in the School of Education Canvas course. The hours completed and the creation of the portfolio fulfills the 30-hour service-learning experience program requirement for graduation.

The following steps illustrate the process for completing service-learning:

1. Service-learning opportunities are announced in the School of Education Canvas course Announcements at the beginning of each fall and spring term.
2. Students select a service-learning opportunity through a survey that will be distributed.

3. Once the survey closes, students will be contacted by the faculty advisor who will provide additional instructions for how to get started.
4. Students should print a hard copy of the Service-Learning Log and document their time at the site, obtaining a signature from the site facilitator.
5. Students should submit their completed Service-Learning Log to the School of Education faculty sponsor of the service-learning experience for a signature.
6. The faculty sponsor will return the signed Service-Learning Log to students.
7. Students include the signed Service-Learning Log in their Service-Learning Portfolio upon its completion and submission to the School of Education Canvas course.

Opportunities vary from semester to semester, and students may sign up for different opportunities across their time in the program. Any service-learning opportunity not offered by the School of Education must be approved by the faculty-led Service-Learning Committee. Questions about service-learning should be directed to Dr. Regina Miller, Chair of the Service-Learning Committee. Note that all service-learning hours and portfolio must be completed prior to entering EDE 4940, Internship in Elementary Education.

Advising and Registration

Students in the School of Education are encouraged to schedule advising appointments at key intervals throughout their time in the program to ensure they are meeting graduation requirements and program expectations. Mr. David Koehler, the Recruiting and Advising Specialist for the School of Education, may be contacted at 239-489-9359 or by e-mail at dkoehler@fsw.edu. Mr. Koehler's office is located in U-214H on the Lee Thomas Edison Campus.

Tuition and Financial Aid

Students should consult FSW's resources and information regarding financial aid by visiting the [Financial Aid website](#). Students can learn how to complete the Florida Residency Affidavit by visiting FSW's website that includes information about the [Florida Residency Declaration and in-state tuition](#). Students receiving financial aid are advised to contact their financial aid specialist to ensure that there are no unexpected holds or delays that may impact course registration.

Advising and Registration Resources

The College calendar is available on the [FSW website](#).

The [Office of the Registrar's website](#) includes a variety of "How-To" videos, including how to search for a class, view holds, run a degree audit/evaluation, view an unofficial transcript, request an official transcript, and change an address.

Bachelor of Science, Elementary Education Program Policies and Procedures

Attendance

For courses that require synchronous, live attendance, whether in person or on Zoom, students are permitted to miss *no more than three hours* of a class.

Attendance will be monitored and recorded by the professor. Students are expected to arrive to class on time. Each tardy will be counted as 30 minutes toward an absence. After three unexcused classroom hours, students will not be permitted to return to class without submitting to the professor the School of Education Attendance Contract, available in the School of Education Canvas course and in the Forms section of the handbook. Each unexcused absence thereafter will result in a 10% reduction of overall course grade. Issues of appeal will be reviewed by the department chair and/or associate dean of the School of Education.

Critical Tasks

Courses in the B.S., Elementary Education program include assessments (assignments) that are designated as “Critical Tasks.” Critical Tasks are assessed with a rubric to ensure that students are meeting important course competencies associated with certification in Florida. The School of Education has a specific policy regarding Critical Tasks that may be found in the Simple Syllabus for each course:

Any Critical Task receiving a grade less than 75% must be resubmitted to the professor. The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate. For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the professor will issue a grade of “Incomplete” for the course. If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average. Revising a Critical Task may not necessarily result in a change in the overall course average.

Late Assignments

The penalties for late Critical Task assignments are as follows:

- 1 day late = 10% grade reduction of task
- 2-6 days late = 20% grade reduction of task
- 7+ days late = zero points earned towards course grade

The Critical Task must still be completed according to the Critical Task revision policy.

Non-Critical Tasks will not be accepted late. If a student misses the deadline for a non-Critical Task, zero points will be awarded for the task.

Zoom

Some courses in the School of Education are offered as Live Online courses. These courses are taught on a specific day and time on Zoom. The School of Education has a specific policy, also found in Simple Syllabus, regarding attendance by Zoom.

School of Education Live Online Zoom Policy

- Your attendance at scheduled Zoom classes is mandatory.
- Your Zoom video camera, showing your face, is to be on for the entire class.
 - The only exception to this is if a situation has been discussed and approved by the professor a minimum of 24 hours prior to the class.
- Your first and last name, as they appear on the class roster, must be visible.
- Your Zoom audio should be muted when you are not speaking.
- You will show active participation in an academic setting by maintaining eye contact with classmates and the professor, as well as being seated in an upright position, as if you were seated in a face-to-face classroom.
- You are expected to be appropriately dressed for a college course in an academic setting.
- You need to be in a distraction-free space during the entire class time.
 - Other people in your household should not converse with you or distract you during class.
 - You should not be multi-tasking in any way during class; this includes household chores or working at a job.
- If there are small children in your house, they should have alternate caregivers during class. Just as if you were on campus, you are expected to give your full attention to the class.
- If you are in your car for your Zoom class, the car must be safely parked.
- Each FSW campus has designated Zoom classrooms, equipped with free high-speed internet. These spaces are provided for your use as distraction-free spaces for you to attend class meetings if you need them.

Failure to comply with the School of Education's Live Online Zoom Policy may result in a student being counted as absent for the period of time in which attendance, as defined by the policy, was comprised. The professor reserves the right to determine how and when the policy was violated.

Field Experiences

Definition of Terms

Cooperating Teacher: The Cooperating Teacher is a fully certified teacher who has completed Clinical Educator training and at least three years of professional teaching experience. The Cooperating Teacher is responsible for assisting in the professional growth and development of the teacher candidate. The Cooperating Teacher is a highly qualified professional as evidenced by professional teaching evaluations and impact on student learning. The Coordinator of Clinical Placements will work cooperatively with district personnel to identify highly qualified Cooperating Teachers. The Cooperating Teacher of Teacher Candidates enrolled in EDE 4940, Internship in Elementary Education, models effective teaching practices and works in collaboration with the College Supervisor to assess mastery of course expectations.

Teacher Candidate: The term *Teacher Candidate* is used to distinguish the college student from students they encounter during field experience. The Teacher Candidate is a student of

teaching who is enrolled in coursework that requires field experience in a clinical setting 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 field experience requirements associated with coursework in the Bachelor of Science, Elementary Education program at Florida SouthWestern State College.

Field Experience: Field experience is the requirement associated with specific courses in the Bachelor of Science, Elementary Education program that stipulates that Teacher Candidates complete a specified number of hours in an accredited public or private school.

Teacher Candidate Field Experience Placement: The field experience placement is the assignment of a Teacher Candidate to a classroom in an accredited public or private school. The goal of the Coordinator of Field Experiences and partner districts is to obtain a strong and supportive learning environment in which Teacher Candidates can meet field experience expectations associated with program coursework. The Coordinator of Field Experiences receives applications from approved Teacher Candidates and collaborates with district personnel to assure quality placements confirmed by the exchange of partner agreements.

Final Internship: Final internship is field experience associated with enrollment in EDE 4940, Internship in Elementary Education. Teacher candidates in final internship complete a minimum of 15 weeks in the field. The timeline for completion of final internship may be adjusted based on student performance in the field.

School of Education Faculty Supervisors of Final Internship: School of Education Faculty Supervisors serve as liaisons between Florida SouthWestern State College and partner districts. They are faculty members responsible for supervision and evaluation of Teacher Candidates enrolled in EDE 4940, Internship in Elementary Education. Faculty Supervisors are experienced, highly qualified educators who have completed Clinical Educator training required by the Florida Department of Education. They support Teacher Candidates' professional growth and development through the following: formal observations and evaluation of teaching; weekly review of Teacher Candidate lesson plans; guidance in the development of Critical Tasks to demonstrate mastery of the Florida Educator Accomplished Practices; and support for continuous improvement throughout the final internship as requested by the Teacher Candidate, the Cooperating Teacher, or both. Faculty Supervisors provide support to the Cooperating Teacher by clarifying course and program expectations and collaborating, when necessary, in the review and evaluation of Teacher Candidate progress toward mastery of course expectations.

Courses Requiring Field Experience

Foundations	EDG 3410 – Classroom Management – 15 field hours TSL 4080 – Second Language Acquisition and Culture – 15 field hours
Practicum 1	SSE 3313 – Teaching Social Studies in Elementary Classroom – 15 field hours EEX 3012 – Educ Needs of Studies with Exceptionalities – 15 field hours LAE 3314 – Teaching Language Arts in Elementary School – 20 field hours RED 4012 – Foundations of Literacy – 15 field hours

Practicum 2	SCE 3310 – Teaching Science in Elementary School – 15 field hours RED 4519 – Diagnosis and Intervention in Reading – 15 field hours MAE 4310 – Teaching Math in Elementary School – 20 field hours TSL 4140 – ESOL Methods, Curriculum, and Assessment – 15 field hours
Final Internship	EDE 4940 – Internship in Elementary Education – 15 weeks/560 field hours

Requesting a Field Experience Placement

Specific coursework in the B.S., Elementary Education program requires students to successfully complete field experience. Each semester, Teacher Candidates should complete a field experience application to request a placement for the field experience associated with courses taken in the forthcoming semester. The field experience application is sent out through Canvas announcements in the School of Education course at the following intervals: mid-October for spring placements; and mid-March for fall placements. Before completing the application, Teacher Candidates should refer to the curriculum map to determine which courses require field experience. While every effort is made to place Teacher Candidates in their desired geographic area, districts only guarantee a placement within that district. Failure to submit the field experience application by the deadline may result in a delay in receiving a placement that meets course requirements.

Only Teacher Candidates enrolled in EDE 4940, Internship in Elementary Education, are permitted to request specific schools on the field experience application. Teacher Candidates at all other levels of field experience (Foundations, Practicum 1, and Practicum 2) will be asked to identify a desired geographic area for the field experience. Teacher Candidates completing field experience hours for courses across the Mini-A and Mini-B terms will be placed at the same school, in the same classroom, unless placement criteria warrant a change. While Teacher Candidates may wish to request specific conditions associated with field experience placements, placement decisions will reflect adherence to departmental policies that are in alignment with degree and program requirements, including placements in schools and grade levels that reflect a range of demographics and instructional levels.

Field placements are established through a collaboration between the Coordinator of Field Experience and designated district representatives. Teacher Candidates are not permitted to contact schools or districts directly to arrange field experiences. Confirmation of field experience placements will be sent by the Coordinator of Field Experience to Teacher Candidates' Bucs e-mail address at the start of each semester.

Fingerprinting

[According to Florida Statute section 1012.32\(2\)\(d\)](#), "Student teachers and persons participating in field experience pursuant to s. 1004.04(5) or s. 1004.85 in any district school system, lab school, or charter school must, upon engagement to provide services, undergo background screening as required under s. 1012.56. A person subject to this subsection who is found ineligible for employment under [s. 1012.315](#), or otherwise found through background screening

to have been convicted of any crime involving moral turpitude as defined by rule of the State Board of Education, may not be employed, engaged to provide services, or serve in any position that requires direct contact with students. The cost of the background screening may be borne by the employer or a person subject to this subsection.”

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. Security clearance and background screening policies for field experience in private school are determined by the private school.

School District of Lee County fingerprinting guidelines will be available in the School of Education Canvas course. Fingerprints are valid for two (2) years. Teacher Candidates who take a semester off from coursework will need to be reprinted.

All other districts’ fingerprinting guidelines will be available from district personnel or the Coordinator of Field Experience.

Other important information regarding fingerprinting:

- If a Teacher Candidate does not pass fingerprinting background screening, he or she will be notified at the email address provided during the printing process. The Bucs email address should be the address of record.
- Some districts require drug testing.
- When fingerprinting background screening has been completed, the districts will contact the Teacher Candidate and the Coordinator of Field Experience. Once cleared, Teacher Candidates may begin field experience.
- The cost of fingerprinting ranges from \$80 - \$130, depending on the district.

Preparing to Begin Field Experience

1. After receiving the placement information by e-mail, Teacher Candidates should respond to the email with “Reply All” to introduce oneself to the Cooperating Teacher and discuss the anticipated schedule and availability for both parties.
2. Exchange contact information as preferred by the Cooperating Teacher.
3. Acquire an [FSW Bucs ID card](#), which should be worn at all times in the field. Teacher Candidates will be expected to check in at school sites with a state-issued ID (driver’s license) and to sign in and out on the school’s visitor log.
4. Teacher Candidates in Foundations and Practicum 2 will be issued an FSW polo shirt to be worn during field experience. Shirts are available in U 214 from Mr. David Koehler, School of Education Recruiting and Advising Specialist.

Expectations for Professionalism during Field Experience

Dress Code

Teacher Candidates in field experience at the Foundations, Practicum 1 and Practicum 2 levels are expected to wear their FSW School of Education polo shirt when completing all field experience hours. Students enrolled in EDE 4940, Internship in Elementary Education, may wear professional attire and/or the School of Education polo. All Teacher Candidates are expected to

wear shoes that meet the safety requirements of the school and district. Teacher Candidates are expected to abide by the district's dress code for instructional personnel.

Attendance and Punctuality

Teacher Candidates are expected to be mindful of school start and end times, including traffic patterns at the school building for arrival and dismissal. The following arrival procedures should be followed:

- Arrive 10 – 15 minutes in advance of scheduled start time to allow for timely parking and check-in at the front office.
- Sign in and sign out in the visitor log at the front office each day you are in attendance.
- Be polite and patient when speaking with office staff.
- Ensure that your Cooperating Teacher is aware of your anticipated field experience schedule and inform him or her of any changes or sudden absences in a timely manner. Leave a message if necessary. It is expected that you attend at least once a week in order to meet required field experience hours.
- Record all field experience hours weekly, by Friday, in Anthology, providing narrative description of the specific activities completed for each of the courses for which you are enrolled in field experience.
- Ensure that the Cooperating Teacher has approved your logged field experience hours in Anthology each week.

Professional Conduct in the Field

Teacher Candidates are required to respect the policies and procedures of the school in which they are completing field experience, as well as the Principles of Professional Conduct of the Education Profession in Florida, featured below. The following expectations apply to field experience in the classroom:

- Teacher Candidates should use their FSW Bucs email address when communicating with their Cooperating Teacher and the Coordinator of Field Experience.
- Teacher Candidates should avoid engaging in negative oral or written communication about the college, school staff, students, classmates in their cohort, or the Cooperating Teacher.
- Teacher Candidates must maintain confidentiality regarding students' academic progress, behavior, and records.
- Teacher Candidates must follow the lead of the Cooperating Teacher in terms of direct involvement with students, assisting with the facilitation of activities, and lesson planning. However, it is the responsibility of the Teacher Candidate to take the initiative to play an active role in the classroom environment (e.g., providing remediation for students with academic difficulties, assisting LEP students, attending to managerial tasks as requested by the Cooperating Teacher).
- Teacher Candidates must communicate specific guidelines associated with assignments/Critical Tasks with the Cooperating Teacher to ensure that both parties are informed of the responsibilities associated with completing course assignments

according to deadlines established by the instructor. This expectation extends to the use of GoReact as a video recording platform at the Practicum 1, 2 and final internship levels.

- Teacher Candidates enrolled in a course that requires the formal design and teaching of lessons are expected to submit their lesson plans, using the FSW School of Education template, to their Cooperating Teacher at least 48 hours in advance of teaching the lesson so as to provide ample time for the evaluation and discussion of the plan.
- Teacher Candidates should arrive to their assigned classroom prepared to teach lessons with materials for instruction.

Principles of Professional Conduct of the Education Profession in Florida

Rule 6A-10.081, Florida Administrative Code

- (1) Florida educators shall be guided by the following ethical principles:
 - (a) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
 - (b) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
 - (c) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.
- (2) Florida educators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual's educator's certificate, or the other penalties as provided by law.
 - (a) Obligation to the student requires that the individual:
 1. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 2. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 3. Shall not unreasonably deny a student access to diverse points of view.
 4. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 5. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 6. Shall not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by Sections 1003.42(2)(n)3. And 1003.46, F.S.
 7. Shall not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in Rule 6A-1.09401, F.A.C., or is part of a reproductive health course or health lesson for which a student's parent has the option to have his or her student not attend.

8. Shall not intentionally violate or deny a student's legal rights.
 9. Shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.
 10. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination. Discrimination on the basis of race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in Section 1000.05(4)(a), F.S.
 11. Shall not exploit a relationship with a student for personal gain or advantage.
 12. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
 13. Shall not violate s. 553.865(9)(b), F.S., which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution.
 14. Shall not violate s. 1000.071, F.S., which relates to the use of personal titles and pronouns in educational institutions.
- (b) Obligation to the public requires that the individual:
1. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 2. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 3. Shall not use institutional privileges for personal gain or advantage.
 4. Shall accept no gratuity, gift, or favor that might influence professional judgment.
 5. Shall offer no gratuity, gift, or favor to obtain special advantages.
- (c) Obligation to the profession of education requires that the individual:
1. Shall maintain honesty in all professional dealings.
 2. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 3. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 4. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 5. Shall not make malicious or intentionally false statements about a colleague.
 6. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
 7. Shall not misrepresent one's own professional qualifications.

8. Shall not submit fraudulent information on any document in connection with professional activities.
 9. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
 10. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
 11. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
 12. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
 13. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), F.S.
 14. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.
 15. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.
 16. Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
 17. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of the subordinate.
- Rulemaking Authority 1001.01, 1012.795(1)(j) FS. Law implemented 1012.795 FS. History – New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98, Formerly 6B-1.006, Amended 3-23-16, 11-22-22, 2-21-23, 5-23-23, 8-22-23.*

Revocation of a Field Experience Placement

Violations of ethics as articulated by the Principles of Professional Conduct, field experience expectations, the [FSW Student Code of Conduct](#), Florida Administrative Code, and/or state and federal law may result in the revocation of a field experience placement. A placement may be revoked by the school district, charter school, private school, the Coordinator of Field Experience, or School of Education leadership. Any revocation of a placement will result in a

meeting between the Teacher Candidate, Coordinator of Field Experience, college faculty, and other relevant parties (site principal, School of Education leadership). Violations will be documented on the Teacher Candidate Disposition Concerns Form (D2) and kept on file by the Coordinator of Field Experience. A reassignment of field experience for the semester in which the violation occurred is determined by the circumstances of the violation and may not be possible.

Retention or Dismissal of Unsuccessful Teacher Candidates in Field Experience

Teacher Candidates who are unsuccessful in their initial field experience placement may elect to re-register for a course(s) requiring field experience for the following semester in order to receive a new placement. Violations of the Florida Administrative Code and/or state or federal law may result in loss of future clinical experience opportunities.

Resolving Issues During Field Experience

When an issue arises that may have an impact on the successful completion of field experience requirements as outlined by coursework requiring field experience, Teacher Candidates are expected to proactively work to resolve issues in the following manner:

- Discuss any specific concerns with the Cooperating Teacher, relevant course instructor, and the Coordinator of Field Experience.
- Document in writing any field-based concerns or communication so that records can serve as support for effective problem solving.
- Take an active role in listening to understand and communicating your needs for clarification.
- If your Cooperating Teacher and the Coordinator of Field Experience determine that an intervention plan should be developed to support your successful completion, exhibit a willingness to implement the recommended skills and strategies. You will be expected to demonstrate evidence of progress.

If it is determined by the Coordinator of Field Experience and related parties that successful completion of field experience in the existing placement is not possible, Teacher Candidates could be assigned a new placement, dependent upon district or school availability. Such measures are taken only in extreme circumstances where conflicts cannot be resolved in a timely and pragmatic way.

Evaluation

The Florida Educator Accomplished Practices (Florida Administrative Code Rule 6A-5.065) serve as the foundation for measuring Teacher Candidate mastery of content and skills through Critical Tasks across courses in the B.S., Elementary Education program:

6A-5.065 The Educator Accomplished Practices

- I. 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 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.

II. 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.

(a) Quality of Instruction.

1. **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 a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

- 1) Designs developmentally, culturally, and linguistically appropriate lesson plans and assessments aligned with relevant state standards.
- 2) Analyzes relevant assessment data independently and with colleagues to refine lesson plans to ensure curriculum coherence and required prior knowledge.

2. **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.
- 1) Analyzes student learning styles and cultural and linguistic diversity to organize and create a safe, flexible and inclusive student-centered learning environment.
 - 2) Establishes high expectations for individual and class behaviors and develops a well-planned behavior management system.

3. **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 students' subject matter 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.
- 1) Designs opportunities for students to engage with subject matter utilizing differentiated instruction and various strategies including technology to meet diverse student needs.
 - 2) Implement higher order thinking, questioning skills and critical thinking to connect life experiences and subject matter.

4. **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.
- 1) Analyzes learning needs and uses a variety of techniques to accommodate differences and varying levels of knowledge.
 - 2) Interprets data from various informal and standardized assessment procedures to make instructional decisions.

(b) Continuous Improvement, Responsibility and Ethics.

5. **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. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- d. Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and

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

- 1) Designs and/or revises a professional development plan that shows evidence of reflection and improvement including short and long-term professional goals.
- 2) Creates and implements methods to foster collaboration with home, school, and/or larger communities to support continued improvement and learning.

6. **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 State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

- 1) Demonstrates high moral standard and professional behavior beyond instructional obligations.
- 2) Cites evidence of the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006.

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. History—New 7-2-98; Amended 12-17-10.

Teacher Candidate performance in field experience is evaluated across levels of field experience:

Foundations

Teacher Candidates are expected to exhibit an understanding of the developmental stages associated with children in grades K-6, rudimentary facets of lesson planning, a willingness to take initiative in working with individual students and small groups, and a professional disposition. Cooperating Teachers complete the following rubric in Anthology to assess performance criteria associated with this level:

2.1 Clear articulation and strong vocal quality, easily understood.	3.0 Fulfilled	2.0 Bridging	1.0 Emerging	0.0 Not Fulfilled
	Any level student consistently uses clear articulation, strong vocal quality, is easily understood across settings, and demonstrates variation as a strategy to enhance learning.	Any level student uses clear articulation, strong vocal quality, is easily understood across settings, and is beginning to demonstrate variation as a strategy to enhance learning.	Any level student uses clear articulation, strong vocal quality, or is easily understood in at least one, but not all observed settings e.g., outdoors, small group, large group, direct instruction, etc.	The student is frequently inarticulate, and/or vocal quality is inappropriate for the learning strategies being employed.

2.5 Demonstrated effective time management.	3.0 Fulfilled Final intern maximizes learning time by having materials in place and through introductions, smooth and efficient transitions, and closure.	2.0 Bridging Any student maximizes learning time through introductions, transitions, closure, and pacing.	1.0 Emerging Any student is beginning to maximize learning through introductions, transitions, and closure.	0.0 Not Fulfilled The student misses numerous opportunities for learning due to inadequate time management
2.10 Encouraged student engagement in learning.	3.0 Fulfilled Final intern consistently implements strategies and selects a variety of settings that support student engagement during the learning process, e.g., Kagan structures, collaboration, self-regulated learning strategies, autonomy, multi-modal experiences and settings.	2.0 Bridging Any student frequently implements strategies that support student engagement during the learning process.	1.0 Emerging Any student demonstrates awareness of and occasionally implements strategies that support student engagement during the learning process.	0.0 Not Fulfilled Any student does not demonstrate strategies for engaging students in the learning process.
3.8 Provided specific feedback and praise.	3.0 Fulfilled The final intern consistently offered specific feedback, demonstrating knowledge of each student's needs and preferences, and praise to support intrinsic motivation.	2.0 Bridging Any student consistently offered feedback and praise to diverse students to guide learning and support the development of intrinsic motivation.	1.0 Emerging Any students offered some feedback and praise. The need to develop student-specific feedback and praise is evident.	0.0 Not Fulfilled The student did not provide feedback and/or praise.
3.9 Exhibited appropriate enthusiasm and expression.	3.0 Fulfilled The final intern consistently demonstrated enthusiasm through tone, movement, and expression that kept students engaged for the duration of the lesson.	2.0 Bridging Any student demonstrated enthusiasm through tone, movement, or expression to support student engagement through most of the lesson.	1.0 Emerging Any student inconsistently demonstrated enthusiasm and expression.	0.0 Not Fulfilled The student was not enthusiastic or engaging in terms of expression, tone, or movement.
5.1 Displayed respect for students.	3.0 Fulfilled Any student consistently displays respect for students verbally, physically, emotionally, and intellectually.	2.0 Bridging Any student displays respect for students verbally, physically, emotionally, and intellectually most of the time.	1.0 Emerging Any student inconsistently displays respect for students verbally, physically, emotionally, and intellectually.	0.0 Not Fulfilled The student does not show respect for their students.
5.2 Demeanor, vocal tone, language, and dress were professional.	3.0 Fulfilled Any student consistently dresses professionally, uses appropriate	2.0 Bridging Any student inconsistently dresses professionally, uses	1.0 Emerging Any student shows professionalism in one or two areas but not	0.0 Not Fulfilled The student does not show professionalism in

	language, is punctual, and contributes to the professional environment of the classroom.	appropriate language, is punctual, and contributes to the professional environment of the classroom.	consistently in a I (dress, demeanor, language, punctuality).	demeanor, vocal tone, language, or dress.
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Practicum 1 and Practicum 2

Teacher Candidate performance at these levels is associated with the planning and delivery of three lessons in each of the four Practicum courses. While the same rubric (below) and performance criteria are used to measure mastery, Teacher Candidates at the Practicum 2 level should demonstrate increased confidence in and knowledge of lesson planning and delivery, assessment, and classroom management. Each of the three lessons associated with the four Practicum courses will be video recorded by the Teacher Candidate in **GoReact** and viewable by the course instructor. Teacher Candidates are required to provide 12-15 reflective annotations on each recorded lesson and to address a series of questions as a final narrative reflection within each lesson plan template.

1.1 Lesson plan was developmentally appropriate and differentiated.	3.0 Fulfilled Final intern consistently presents lesson plans that are developmentally customized for their class (not cookie cutter plans) and differentiated in content, process, or product for two or more sub-groups.	2.0 Bridging Any level student presents a lesson plan that is age/grade level appropriate and differentiated in content, process, or product for at least one sub-group (e.g., ELL, ESE, gifted)	1.0 Emerging Any level student presents a lesson plan that is age/grade level appropriate or differentiated for one sub-group (e.g., ELL, ESE, gifted)	0.0 Not Fulfilled The lesson plan was neither age/grade level appropriate nor differentiated for one sub-group (e.g., ELL, ESE, gifted)
1.2 Selected or created formative assessments to monitor learning successfully.	3.0 Fulfilled Final intern consistently includes appropriate formative assessment(s) that are aligned to learning objectives and state standards to monitor learning gains and mastery.	2.0 Bridging Any level student includes appropriate formative assessment(s) that are aligned to learning objectives and/or state standards.	1.0 Emerging Any level student includes formative assessments that are not aligned to learning objectives or state standards.	0.0 Not Fulfilled There were no formative assessments included in the lesson plan.
1.3 Considered and engaged a variety of learning modalities.	3.0 Fulfilled Final intern consistently includes four learning modalities (Visual, Auditory, Kinesthetic, Tactile) that are aligned with objectives and specific to student needs in lesson plans.	2.0 Bridging Any level student includes three learning modalities that are aligned with learning objectives in lesson plans.	1.0 Emerging Any level student includes two learning modalities that are aligned with learning objectives in lesson plans.	0.0 Not Fulfilled The lesson did not provide opportunities for a variety of learning modalities.

1.4 Lesson is directly aligned state standards.	3.0 Fulfilled Final intern includes an appropriate state standard for both the primary and integrated content areas at the appropriate level of rigor.	2.0 Bridging Any level student includes a l appropriate primary content area state standard(s) in the lesson plan.	1.0 Emerging Any level student includes at least one appropriate state standard in the lesson plan.	0.0 Not Fulfilled State standards(s) included, but not appropriate for the lesson.
2.1 Clear articulation and strong vocal quality, easily understood.	3.0 Fulfilled Any level student consistently uses clear articulation, strong vocal quality, is easily understood across settings, and demonstrates variation as a strategy to enhance learning.	2.0 Bridging Any level student uses clear articulation, strong vocal quality, is easily understood across settings, and is beginning to demonstrate variation as a strategy to enhance learning.	1.0 Emerging Any level student uses clear articulation, strong vocal quality, or is easily understood in at least one, but not a l observed settings e.g., outdoors, small group, large group, direct instruction, etc.	0.0 Not Fulfilled The student is frequently inarticulate, and/or vocal quality is inappropriate for the learning strategies being employed.
2.2 Used effective and consistent classroom management techniques.	3.0 Fulfilled Final intern consistently implements a variety of effective classroom management techniques. Processes and procedures are consistently followed. (e.g., proximity, democratic classroom, student autonomy, non-verbal cues, Class Dojo, setting- specific system).	2.0 Bridging Any level student frequently implements effective classroom management techniques. Processes and procedures are in place and consistently followed. (e.g., proximity, democratic classroom, student autonomy, non- verbal cues, Class Dojo setting-specific system).	1.0 Emerging Any level student occasionally implements effective classroom management techniques. Processes and procedures are in place but are not consistently followed. (e.g., proximity, democratic classroom, student autonomy, non- verbal cues, Class Dojo, setting-specific system).	0.0 Not Fulfilled The student does not demonstrate effective classroom management techniques. Processes and procedures are not in place.

2.3 Adapted the learning environment based on students' needs.	3.0 Fulfilled Final intern adapted the learning environment consistently and creatively, based on their students' needs, e.g., seating, timing, pacing, modality, use of collaboration, active learning, group size, manipulatives, realia.	2.0 Bridging Any level student adapted the learning environment based on their students' needs, e.g., seating, timing, pacing, modality, use of collaboration active learning, group size, manipulatives, realia.	1.0 Emerging Any level student adapted the learning environment in limited ways and/or inconsistently based on their own needs, e.g., seating, timing, pacing, modality, use of collaboration active learning, group size, manipulatives, realia.	0.0 Not Fulfilled The student makes no adaptations to the learning environment based on students' needs.
2.4 Modeled expectations when appropriate for student understanding.	3.0 Fulfilled Final intern effectively conveys high academic and behavioral expectations by narrating the learning process and demonstrating desired outcomes/product.	2.0 Bridging Any student effectively conveys high academic and behavioral expectations by narrating and/or demonstrating the learning process or product.	1.0 Emerging Any student attempts to convey high academic or behavioral expectations by narrating or demonstrating the learning process or product, but it is clear that their students do not understand what is expected.	0.0 Not Fulfilled The student does not convey high academic or behavioral expectations, does not narrate the learning process, and does not demonstrate the desired outcome or product.
2.5 Demonstrated effective time management.	3.0 Fulfilled Final intern maximizes learning time by having materials in place and through introductions, smooth and efficient transitions, and closure.	2.0 Bridging Any student maximizes learning time through introductions, transitions, closure, and pacing.	1.0 Emerging Any student is beginning to maximize learning through introductions, transitions, and closure.	0.0 Not Fulfilled The student misses numerous opportunities for learning due to inadequate time management
2.6 Writing on white board and/or digital whiteboard was legible and easy to read.	3.0 Fulfilled Final intern demonstrates writing that is consistently legible and follows rules of Standard Edited English.	2.0 Bridging Any student demonstrates writing that is legible and follows rules of Standard Edited English.	1.0 Emerging Any student demonstrates illegible writing and/or errors in Standard Edited English.	0.0 Not Fulfilled Any student demonstrates illegible writing and errors in Standard Edited English that impede meaning.

2.7 Implemented ESOL strategies when necessary.	3.0 Fulfilled Final intern consistently implements and differentiates instruction with multiple ESOL strategies appropriate for L1- L5 students, e.g., use of realia, visual representation, multimodal communication strategies (cueing, modeling, chunking), simplified instruction, TPR, hands-on learning.	2.0 Bridging Any student implements and differentiates instruction with at least three ESOL strategies appropriate for L1- L5 students, e.g., use of realia, visual representation, multimodal communication strategies (cueing, modeling, chunking), simplified instruction, TPR, hands-on learning.	1.0 Emerging Any student demonstrates awareness by attempting to use at least one ESOL strategy appropriate for L1-L5 students, e.g., use of realia, visual representation, multimodal communication strategies (cueing, modeling, chunking), simplified instruction, TPR, hands-on learning.	0.0 Not Fulfilled Any student does not implement ESOL strategies during instruction to support student learning.
2.8 Integrates instructional technology	3.0 Fulfilled Final intern consistently integrates a variety of technology tools across domains to support student learning, e.g., classroom management, assessment, instructional delivery, adaptive tools, personalized learning, social media.	2.0 Bridging Any student integrates a variety of technology tools in at least one domain to support student learning.	1.0 Emerging Any student demonstrates awareness of the need for technology by integrating one tool in one domain to support student learning.	0.0 Not Fulfilled Any student does not integrate technology to support student learning.
2.9 Maintained a climate of openness, inquiry, fairness, and support.	3.0 Fulfilled Final intern consistently models and invites inquiry and fairness by establishing a culturally sensitive environment that supports student learning.	2.0 Bridging Any student models inquiry and fairness in an environment that supports student learning.	1.0 Emerging Any student models fairness in an environment that supports student learning.	0.0 Not Fulfilled Any student does not model fairness, and/or does not encourage inquiry to support student learning.
2.10 Encouraged student engagement in learning.	3.0 Fulfilled Final intern consistently implements strategies and selects a variety of settings that support student engagement during the learning process, e.g., Kagan structures, collaboration, self-regulated learning strategies, autonomy, multi- modal experiences and settings.	2.0 Bridging Any student frequently implements strategies that support student engagement during the learning process.	1.0 Emerging Any student demonstrates awareness of and occasionally implements strategies that support student engagement during the learning process.	0.0 Not Fulfilled Any student does not demonstrate strategies for engaging students in the learning process.

3.1 Reviewed previous content before beginning instruction.	3.0 Fulfilled Final intern begins lesson by reviewing previous content and explicitly connecting students' prior knowledge to new content and skills.	2.0 Bridging Any student begins lesson by reviewing previous content before introducing new material.	1.0 Emerging Any student reviews previous content during or after introducing new material.	0.0 Not Fulfilled Student does not review previous content at any point in the lesson.
3.2 Used appropriate pacing, providing time to process information & directions.	3.0 Fulfilled Final intern implements appropriate pacing strategies, responds to student verbal and nonverbal cues, gives sufficient wait time and clear directions. Pacing supports student engagement and the lesson's learning objectives.	2.0 Bridging Any student implements at least two appropriate pacing strategies (e.g., sufficient wait time, responsiveness to student cues, clear directions).	1.0 Emerging Any student occasionally attempts to implement at least one appropriate pacing strategies (e.g., wait time, responsiveness to student cues, clear directions.).	0.0 Not Fulfilled Any student does not implement appropriate pacing strategies, give time to process information, respond to student cues, or give clear directions.
3.3 Responded to preconceptions/ misconceptions & adjusted instruction to meet student needs.	3.0 Fulfilled Final intern consistently identifies individual and collective misconceptions and effectively adjusts instruction to meet student needs.	2.0 Bridging Any student identifies individual and collective misconceptions and attempts to adjust instruction to meet student needs.	1.0 Emerging Any student identifies/ acknowledges individual and/or collective misconceptions, but does not adjust instruction.	0.0 Not Fulfilled Any level student does not identify or respond to preconceptions/ misconceptions.
3.4 Provided opportunities for students to demonstrate critical thinking skills.	3.0 Fulfilled Final intern consistently uses higher-level questioning and instructional prompts to support synthesis, evaluation, and comparative analysis of key concepts, as well as strategic and extended thinking.	2.0 Bridging Any student uses higher-level questioning and instructional prompts to support synthesis, evaluation, and comparative analysis of key concepts, as well as strategic and extended thinking.	1.0 Emerging Any student begins to use higher-level questioning and/or instructional prompts to support critical thinking.	0.0 Not Fulfilled Any level student does not provide opportunities for critical thinking.
3.5 Related & integrated subject matter with other disciplines and life experiences.	3.0 Fulfilled The final intern consistently makes text-to-text, text-to- self, and text-to- world interdisciplinary connections.	2.0 Bridging Any level student frequently makes text-to-text, text-to- self, and text-to- world interdisciplinary connections.	1.0 Emerging Any level student occasionally makes text-to-text, text-to- self, and text-to- world interdisciplinary connections.	0.0 Not Fulfilled The student misses opportunities to make interdisciplinary or real-world connections.

3.6 Demonstrated strong content knowledge.	3.0 Fulfilled The final intern consistently demonstrated strong content knowledge, from a range of Florida Standards, through instructional delivery, to deepen and enrich students' understanding.	2.0 Bridging Any level student demonstrated content knowledge from grade-specific Florida Standards through instructional delivery.	1.0 Emerging Any level student occasionally demonstrated content knowledge at or below grade-level Florida Standards.	0.0 Not Fulfilled The student demonstrated limited to no content knowledge.
3.7 Modeled advanced language in the use of content-area vocabulary.	3.0 Fulfilled The final intern consistently modeled and supported students' use of advanced content area vocabulary reflected in the Florida Standards.	2.0 Bridging Any student modeled and supported students' use of advanced content area vocabulary reflected in the Florida Standards.	1.0 Emerging Any student occasionally modeled the use of advanced content area vocabulary.	0.0 Not Fulfilled The student did not model the use of content area vocabulary.
3.8 Provided specific feedback and praise.	3.0 Fulfilled The final intern consistently offered specific feedback, demonstrating knowledge of each student's needs and preferences, and praise to support intrinsic motivation.	2.0 Bridging Any student consistently offered feedback and praise to diverse students to guide learning and support the development of intrinsic motivation.	1.0 Emerging Any students offered some feedback and praise. The need to develop student-specific feedback and praise is evident.	0.0 Not Fulfilled The student did not provide feedback and/or praise.
3.9 Exhibited appropriate enthusiasm and expression.	3.0 Fulfilled The final intern consistently demonstrated enthusiasm through tone, movement, and expression that kept students engaged for the duration of the lesson.	2.0 Bridging Any student demonstrated enthusiasm through tone, movement, or expression to support student engagement through most of the lesson.	1.0 Emerging Any student inconsistently demonstrated enthusiasm and expression.	0.0 Not Fulfilled The student was not enthusiastic or engaging in terms of expression, tone, or movement.
4.1 Formative and summative assessments are	3.0 Fulfilled The final intern consistently plans and	2.0 Bridging Any student plans and uses appropriate	1.0 Emerging Any student inconsistently plans	0.0 Not Fulfilled The student does not plan or use appropriate

aligned with the learning objective(s).	uses appropriate formative and summative assessments that are aligned with the learning objective(s).	formative and summative assessments.	and/or uses appropriate formative and summative assessments.	formative or summative assessments.
4.2 Students are given multiple means of demonstrating progress.	3.0 Fulfilled The final intern consistently plans and uses appropriate formative and summative assessments that are aligned with the learning objective(s).	2.0 Bridging Any student plans and uses appropriate formative and summative assessments.	1.0 Emerging Any student limits the ways in which students demonstrate progress to traditional paper/pencil tasks.	0.0 Not Fulfilled The student does not give students ways to demonstrate progress.
5.1 Displayed respect for students.	3.0 Fulfilled Any student consistently displays respect for students verbally, physically, emotionally, and intellectually.	2.0 Bridging Any student displays respect for students verbally, physically, emotionally, and intellectually most of the time.	1.0 Emerging Any student inconsistently displays respect for students verbally, physically, emotionally, and intellectually.	0.0 Not Fulfilled The student does not show respect for their students.
5.2 Demeanor, vocal tone, language, and dress were professional.	3.0 Fulfilled Any student consistently dresses professionally, uses appropriate language, is punctual, and contributes to the professional environment of the classroom.	2.0 Bridging Any student inconsistently dresses professionally, uses appropriate language, is punctual, and contributes to the professional environment of the classroom.	1.0 Emerging Any student shows professionalism in one or two areas but not consistently in a I (dress, demeanor, language, punctuality).	0.0 Not Fulfilled The student does not show professionalism in demeanor, vocal tone, language, or dress.

EDE 4940, Internship in Elementary Education

Early Buccaneers

Teacher Candidates entering EDE 4940, Internship in Elementary Education, and who meet the eligibility requirements may apply to complete final internship as an “Early Buccaneer.” Teacher Candidates completing internship as an Early Buccaneer are hired by a district to fill a vacancy that meets certification and degree requirements for the B.S., Elementary Education program. Serving as an Early Buccaneer does not exempt a Teacher Candidate from completing all requirements associated with enrollment in EDE 4940, including the completion of Critical Tasks, attending seminars on campus, or being formally observed by a Cooperating Teacher and School of Education Faculty Supervisor. An Early Buccaneer who is not meeting performance expectations as defined by the School of Education and/or the school district may be removed

from the position and assigned to a traditional internship. Early Buccaneers may also be advised to withdraw from EDE 4940 and re-enroll the following semester as a traditional intern.

In order to be eligible for consideration for becoming an Early Buccaneer, Teacher Candidates must meet the following criteria:

- All FTCEs (General Knowledge Test, Professional Education Exam, K-6 Elementary Education subtests) and the Civic Literacy Exam passed by the stated application deadline;
- No disposition issues during field experiences or academic coursework;
- Demonstrated professional behaviors and skills required for success as an Early Buccaneer, including but not limited to initiative, organization, leadership, academic excellence as related to program coursework, and consistent professional demeanor;
- Recommendation by majority of School of Education faculty

The application process includes the following steps:

1. Attend the mandatory EDE 4940 orientation that is held during the semester prior to your anticipated semester for completing EDE 4940.
2. Ensure that all FTCEs (General Knowledge Test, Professional Education Exam, K-6 Elementary Education subtests) and the Civic Literacy Exam have been passed by the stated application deadline.
3. Complete the application for becoming an Early Buccaneer.
4. Await the decision to be communicated by the Coordinator of Field Experience once all eligibility criteria have been verified.
5. Begin the process for obtaining the Temporary Teacher Internship Certificate from the Florida Department Education (see below).

Temporary Teacher Internship Certification

Effective September 1, 2023, the Florida Department of Education issues a five-year nonrenewable [Temporary Teacher Internship Certificate](#) to Teacher Candidates who are enrolled in a state-approved teacher preparation program and have not earned a bachelor's degree. Specific eligibility requirements and the application to complete the certification process, including fees associated with certification, are available on the [FLDOE's website](#). In order to be eligible for the Temporary Teacher Internship Certificate, Teacher Candidates must be enrolled in EDE 4940 and serving as the Teacher of Record as an Early Buccaneer. As part of the certification process, Teacher Candidates must request that the School of Education dean's office submit a letter of eligibility to the Florida Department of Education on behalf of the Teacher Candidate. Requests for letters of eligibility should be submitted to the associate dean in the School of Education.

Certification

Following the successful completion of EDE 4940, Internship in Elementary Education, and all program requirements associated with the B.S., Elementary Education, Teacher Candidates will be eligible to apply for certification by the Florida Department of Education in K-6 Elementary

Education with endorsements in reading and ESOL. Applying for certification will be reviewed during Teacher Candidates' enrollment in EDE 4940. More information is available at the [website](#) for the Florida Department of Education.

[The Florida Reading Endorsement K-12](#)

The Florida Department of Education, Just Read Florida! office outlines the Reading Endorsement Competencies (2022) that are aligned with the science of reading and specific assignments and Critical Tasks throughout the B.S., Elementary Education program curriculum. A comprehensive list of the competencies is available from the [FLDOE website](#).

[The Florida ESOL Endorsement K-12](#)

The Florida Department of Education outlines the Florida Teacher Standards for ESOL Endorsement (2010) that are aligned with specific assignments and Critical Tasks across the B.S., Elementary Education program curriculum. A comprehensive list of the competencies is available from the [FLDOE website](#).

[Kappa Delta Epsilon](#)

Kappa Delta Epsilon (KDE) is an honorary educational fraternity that supports the cause of education by fostering a spirit of fellowship, high standards of scholastic attainment and professional ideals among its members. KDE was organized on March 25, 1933 in Washington, D.C. The Delta Zeta Chapter in the School of Education, started in 2009, is an active group engaged in preparing its members for the teaching profession. Members of this prestigious honors fraternity participate in and serve the community through various philanthropic partnerships. Teacher Candidates interested in becoming a member of KDE will complete an application and pay the one-time membership dues by the deadline posted in the School of Education Canvas Announcements each semester.

[School of Education Forms](#)

The following attachments include forms associated with the B.S., Elementary Education program:

- BS ELED Curriculum Planning Worksheet
- BS ELED Attendance Contract
- BS ELED Attendance Appeal
- BS ELED Disposition Concerns Form
- BS ELED Service-Learning Log
- BS ELED School of Education Handbook Affidavit (submitted in EDG 4004)

BS ELED Curriculum Planning Worksheet

FLORIDA SOUTHWESTERN STATE COLLEGE SCHOOL OF EDUCATION ELEMENTARY EDUCATION, Bachelor of Science

Program Planning Worksheet 2024-2025

NOTICE TO STUDENTS: This document is not to be considered an official program of study but rather as a worksheet for preliminary planning purposes. Students work with a program advisor to continually update their plan of study.

Student Name:	Student ID Number:
Foreign Language: Met Needed	Prior AA:
Credit Hours:	GPA:

DEGREE REQUIREMENTS

General Education Requirements*	Credits	Met	Required Core Courses	Credits	Met
Communications (6 Credits)*			EDE 3315 Math in the Elementary Classroom	3	
ENC 1101 English Composition I	3		LAE 3314 Teaching Language Arts (Practicum, 20 Hours)	3	
ENC 1102 English Composition II	3		EDE 4223 Integrated Music, Art and Movement	2	
Flex Credit:	3		SSE 3313 Teaching Social Studies (Practicum, 15 Hours)	3	
Humanities (6 Credits)*			SCE 3310 Teaching Science (Practicum, 15 Hours)	3	
HUM (Part A)	3		TSL 4140 ESOL Methods, Curriculum & Assessment (15 hrs. FE)	3	
	3		EDF 3214 Human Development and Learning	3	
Mathematics (6 Credits)*			MAE 4310 Teaching Math (Practicum, 20 Hours)	3	
	3		EDG 3410 Classroom Management (15 hrs. FE)	3	
	3		EDG 3620 Curriculum and Instruction	3	
Natural Sciences (6 Credits)*			EDG 4004 Special Topics in Education	1	
	3		EEX 3012 Ed. Needs of Students w/ Exceptionalities (15 hrs. FE)	3	
	3		ESE 4323 Educational Assessment	3	
Social Science (6 Credits)*			LAE 4416 Children's Literature	3	
WOH (Part A)	3		RED 4012 Foundations of Literacy (15 hrs. FE)	3	
DEP 2004 Human Growth & Development OR PSY 2012 General Psychology	3		RED 4519 Diagnosis and Intervention in Reading (15 hrs. FE)	3	
Flex Credit:	3		TSL 4080 Second Language Acquisitions & Culture (15 hrs. FE)	3	
Total General Education Credits*	36		EDE 4940 Internship in Elementary Education (15 wks./560 hrs.)	12	
*Refer to the Associate in Arts Degree General Education Program Guide for more information about general education course selection.			TOTAL PROGRAM CREDITS	60	
			Total Elementary Education Program Credits	120	
Common Course Educ. Pre-Reqs/Electives*	Credits	Met	Program Advisor Notes: FE=Field Experience PR = Practicum GKT Sections: Math _____ Reading _____ ELS _____ Essay _____ Pro Ed Completed _____ Subject Area Exam Completed _____ Service Learning Hours: <u>30 hours</u>		
EDF 2005 Intro to Teaching Profession (15 hrs. of observation= 5 elem., 5 mid sch., 5 high sch.)	3				
EDF 2085 Intro to Diversity for Educators (Grad. Req.)	3				
EME 2040 Intro to Technology for Educators (Grad. Req.)	3				
Total Elective Credits	24				
Total AA Degree Program Credits	60				

IMPORTANT: Any courses from AA designations can fulfill the program electives. * Must be completed prior to enrollment in upper division.

Student: _____ Date: _____ Advisor: _____ 5.10.13

Revised 8-6-24



Bachelor of Science Elementary Education

Welcome to the Bachelor of Science (BS) in **Elementary Education Program** at Florida SouthWestern State College! This program is designed to prepare individuals to teach all subject areas in grades K-6. The curriculum plan provides an educational pathway for students who have earned an Associate in Arts Degree including EDF 2005. This degree is also a good option for students with a child development focus. Upon graduation, students will meet the state mandated teaching requirements, including teacher certification exams.

Program Highlights: The BS in Elementary Education is a FLDOE approved program that culminates with both Reading and ESOL endorsements. The program includes coursework to teach students with English as a second language and those students with exceptionalities. Teacher candidates accepted into this program will also enjoy curriculum focused on reading competency, classroom management, assessment and integrated approaches to teaching methodologies at the elementary school level. They will learn to facilitate lessons that integrate math and science, health, music and movement as well as literature, fine arts, language arts and social sciences. Field experience requirements are progressive in nature, building upon previous semester experiences. Teacher candidates will observe and work side-by-side with master teachers in the field, teach lessons through the practicum courses, and complete a full-time teaching internship in their final semester. Education classes are offered for full and part time college students, with blended and online courses where applicable.

Other program requirements include:

- two years of one high school foreign language or two college semesters of one foreign language (prior to entering the final internship - FL foreign language requirement)
- maintain a cumulative GPA of 2.5
- complete all school based components as required for graduation from the program
- assessment of teacher candidate dispositions throughout the program
- completion of 30 service learning hours prior to final internship
- students must complete the State Civic Literacy Competency Requirement which is met by achieving a passing score on the Florida Civic Literacy Exam and by successfully passing a civic literacy course.
- (Students required by F.A.C. 6A-10.02413 to demonstrate Civic Literacy should take AMH 2010, AMH 2020, or POS 2041) 3 credits

School Based Hour Requirements (720 total hours):

Refer to individual course descriptions for additional details regarding school based hour requirements.

The program requirements for this degree may be found on the other side of this document.

For further information, please contact Mr. David Koehler, Recruiting and Advising Specialist, School of Education, at (239) 489-9369 or dkoehler@fsw.edu . Thank you!

Revised 8-6-24

ATTENDANCE CONTRACT

Course attendance in the B.S., ELED program is monitored and recorded by the professor. Students are expected to arrive to class on time. Each tardy is counted as 30 minutes toward an absence. After three unexcused classroom hours, students will not be permitted to return to class without submitting to the professor the **School of Education Attendance Contract**, available in the School of Education Canvas course. Each unexcused absence thereafter will result in a 10% reduction of overall course grade. Issues of appeal will be reviewed by the department chair and/or dean of the School of Education.

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

I missed more than three classroom hours in _____ (Course Name and Number).

I understand that any future absences may result in a 10% reduction in my overall course grade. 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. I also understand that this contract must be submitted to the professor prior to my return to class.

Student Signature

Date

Instructor Signature

Date

PETITION FOR APPEAL OF ATTENDANCE POLICY GRADE REDUCTION

Name: _____ Bucs ID #: _____
Course: _____ Instructor: _____ Semester (F, Sp, Su) and Term (A, B): _____

School of Education Attendance Policy: Course attendance in the B.S., ELED program is monitored and recorded by the professor. Students are expected to arrive to class on time. Each tardy is counted as 30 minutes toward an absence. After three unexcused classroom hours, students will not be permitted to return to class without submitting to the professor the **School of Education Attendance Contract**, available in the School of Education Canvas course. Each unexcused absence thereafter will result in a 10% reduction of overall course grade. Issues of appeal will be reviewed by the department chair and/or dean of the School of Education.

Directions: Complete all fields in the table below. Reason for absence and type of documentation must be provided for each day of absence from the course. All documentation must be attached and submitted with this form. A separate form must be completed and submitted for each course in which an appeal is requested.

Date of Absence	Hours Missed	Reason for Absence	Type of Documentation

In the space below, explain your justification for why an appeal to the FSW School of Education Attendance Policy should be considered. Include all documentation by attaching it to this form before submitting it to the department chair of the School of Education for administrative review.

Signature of Student: _____

Date: _____

Teacher Candidate Disposition Concerns Form

Student Name:

Date Filed:

Date(s) of Incident:

Form Completed by and Role:

Check descriptor(s) below that best reflect the dispositional area(s) of concern:

☐	Enthusiasm	☐	Attendance/Punctuality	☐	Confidence
☐	Dependability	☐	Initiative	☐	Equity
☐	Communication	☐	Involvement	☐	Empathy
☐	Appearance	☐	Cooperation	☐	Fairness
☐	Honesty/Integrity	☐	Respect	☐	Other

Brief Description of Concern: Be specific as to where the situation(s) occurred and how it relates to the disposition above.

Student Plan for Addressing Concern:

Signatures below verify that the issue and plan, articulated above, have been discussed with the student.

SoE Staff/Faculty

Student

Date

*Form kept on file by the School of Education.

Student Name: _____ Banner ID: _____

Student Phone: _____ Student Email: _____

Service-Learning Project: _____ Faculty Advisor : _____

I agree that the above record 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: _____

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BS ELED School of Education Handbook Affidavit (submitted in EDG 4004: Special Topics)

I, _____ (student name), sign this affidavit to confirm that I have read and understand the School of Education Handbook. This handbook contains policies and procedures relating to all aspects of the B.S., Elementary Education program, including expectations associated with field experience. By signing this document, I am confirming that I agree, accept, understand, and will abide by the policies and procedures as outlined in the handbook, including those relating to the field experience course requirements at Florida SouthWestern State College. ***The submission of this signed document is a required assignment in EDG 4004: Special Topics and should be submitted to the EDG 4004 Canvas course.***

Student Printed Name _____

Student Signature _____

Date _____