



The University of Tampa Department of
Education Candidate Handbook:
Undergraduate Program
2023-2024 Academic Year

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Timeline for Fulfilling Requirements in the Department of Education Undergraduate Program

Freshman Year/Transfer Students – Upon admission to The University of Tampa, declare Pre-Education as your major. Choose from: Elementary Education with ESOL Endorsement and Reading Endorsement, Secondary Biology Education with ESOL Endorsement (6-12), Secondary Mathematics Education with ESOL Endorsement (6-12), or Secondary Social Science Education with ESOL Endorsement (6-12).

Please note that while you may have declared Pre-Education as your major, you still need to apply for admission to the Education Department and you must meet ALL entry requirements (see Sophomore Year below) before admittance is granted. Start this process NOW. Ask for an Education Faculty member as an advisor through your UTTAMPA course. Take required courses. Take General Knowledge (GK) exam. See catalog for details. Go to <http://www.ut.edu/education> to download the Department of Education Candidate Handbook Undergraduate Program (PDF format).

Keep electronic and hard copies of all assignments from Education courses. Coursework throughout the program will require candidates to provide evidence of mastery of designated Supertasks and Critical Candidate Performance Assessment Tasks. These evidences will be uploaded to the Live Text electronic data base for the purpose of review, scoring and data tracking.

Sophomore Year – Obtain a Live Text user account from the Education Department. Take and pass all components of the General Knowledge (GK) exam. Check your credit hours and general education requirements on Workday. Students need a minimum of 124 credit hours to graduate and all requirements must be met. Students must apply and be accepted to the Teacher Education Program.

Students who have submitted the following documentation are eligible for admission to teacher candidacy:

- A completed Admission to Teacher Education application.
- An unofficial transcript indicating completion of 30 credit hours of coursework.
- A GPA of at least 3.0 (on a 4.0 scale). Students who have a GPA 2.9 - 3.0 may be referred to the department's Admissions, Retention and Dismissal Committee for further consideration.
- Documentation of passing scores on all portions of the General Knowledge (GK) Exam on the Florida Teacher Certification Examinations (FTCE).
- A signed Cooperative Learning Agreement.
- A completed Applicant's Perspective on Education.
- Two completed UT Educator Disposition Assessments with ratings of "1" or higher.
- One letter of recommendation.
- Criminal Record Information Form.

Completed applications are to be submitted online to the Department of Education at <http://www.ut.edu/education/teacherapplication/> by March 15th (for Fall admittance) or October 15th (for Spring admittance).

Maintain a 3.0 GPA or better overall and a 3.0 in education coursework. Continue to keep electronic and hard copies of all assignments from Education courses.

Junior Year – Maintain a 3.0 GPA or better overall, a 3.0 in content area courses required for the major (Secondary and K-12 majors), and a 3.0 in education coursework. Coursework throughout the program will require candidates to provide evidence of mastery of designated Supertasks and Critical Candidate Performance Assessment Tasks. These evidences are flagged as Supertasks and UCC Critical Assessment Tasks & ESOL Core Tasks in your EDU syllabi. All Supertasks and UCC Tasks must be uploaded to the Live Text electronic data base for the purpose of review, scoring, and data tracking. EDA forms submitted for any reason will be used in program decisions by departmental faculty via committee. The Florida Teacher Certification Exam (FTCE): Professional Education should be taken and passed in either EDU 312/354. Check your credit hours and general education requirements on Workday. Students need a minimum of 124 credit hours to graduate and all requirements must be met.

Senior Year – Have all coursework completed so that the last semester can be devoted to Practicum IV: Final Internship.

Elementary and 6-12 program majors are required to sit for the FTCE: Subject Area Exam (SAE) in Practicum III. In your 2nd semester senior year, the final internship, Practicum IV takes place. All requirements must be met to be admitted to the final internship program. These requirements are: (1) continue to maintain a 3.0 GPA or better overall and a 3.0 GPA in education coursework, (2) register to sit for all remaining components of the FTCE (any sections not passed after the first attempt), (3) earn a minimum of accomplished/exemplary ratings on The Practicum I teaching evaluation and “Progressing” or better on the Practicum II and III Hillsborough County Public Schools Educator Evaluation (4) earning a minimum of a “developing/1” rating on the EDA, and (5) upload all targeted UCC/CAEP (InTASC Standards) Critical Assessment Tasks, ESOL Core Tasks, Supertasks to Live Text and earn acceptable/target scores on all UCC/CAEP standards measured through UCC/CAEP rubrics. Additional requirements are found in the intern application packet.

Department of Education Mission

We are leaders, educators, and scholars who passionately prepare exceptionally qualified and highly effective, socially responsive facilitators of active learning.

Department of Education Vision

The Department of Education’s vision is that every educator makes a positive difference in the world by creating learner-centered environments that meet the developmental needs of all.

Goals

The goals of the Department of Education are to prepare pre-service education graduates to:

- apply knowledge of how learners develop socially, cognitively, emotionally, aesthetically, physically, and morally in the process of meeting their individual developmental needs
- demonstrate an understanding of the role physical diversity, linguistic diversity, culture, environment, socio-economic status, race, religion, sexual orientation and gender play in the development of the individual and to use that understanding to design optimal learning encounters
- demonstrate an awareness of the sociological and political forces affecting society, learners, families, and teachers, and how these impact learning environments
- establish high expectations for all learners and ensure that *all* learners regularly experience success
- teach, motivate and inspire learners through modeling effective and persuasive oral and written communication skills
- possess a positive, transformative inter and intrapersonal ability
- meet the diverse learning needs of individual students by tenaciously pursuing creative, diverse and unique instructional techniques

- possess knowledge of pedagogy and facility for implementing progressive, active techniques such as cooperative learning, interdisciplinary and thematic instruction, discovery learning, direct instruction, authentic instruction and performance assessment
- possess substantive instructional planning facility for developing long-range and short-range objectives including lesson and unit planning
- diligently pursue learning strategies that model the application of creative thought and develop higher order thinking abilities in learners
- possess the ability to analyze the entire classroom context including the learner, subject content, climate, and instructional methods, to create a compelling learning environment
- apply learning theory and philosophy to the practical aspects of classroom management and facilitation
- apply traditional and authentic assessment strategies and data to meet the diverse needs of learners,
- possess cooperative and collaborative planning, working, teaching and learning skills,
- have deep and substantive content knowledge,
- possess substantive problem-solving and decision-making skills and
- possess an understanding and commitment to the legal, ethical, and moral responsibilities of teachers.

The University of Tampa Department of Education Philosophy of Teaching and Learning

The best way to prepare learners is to equip them with problem solving strategies that will enable them to cope with new challenges in their personal and professional lives and to discover what truths are relevant to the present. History demonstrates that knowledge that is true in the present may not be true in the future.

The teacher's role is to serve as a guide, whose primary responsibility is to act as a resource person for student learning. In the process of creating learning experiences and environments, the teacher takes into account the well-being and development of the whole learner in terms of their physical, emotional, social, aesthetic, and intellectual and language developmental needs. The teaching and learning process needs to be characterized by extensive interactions between teacher and learners and among learners themselves. Teachers provide learners with experiences that enable them to learn by doing, because meaningful learning is an active process.

School is a place where learners develop personal, as well as social values. In the words of Philosopher, Social Activist and Teacher, Maxine Greene, "We have to know about our lives, clarify our situations if we are to understand the world from our shared standpoints." Schooling needs to prepare learners with a broad understanding of the democratic process and the role of the individual in that process. Such an understanding includes how governance structures operate in a democratic society. Schools should not only transmit knowledge about the existing social order; they should seek to reconstruct it as well. Learners must be enabled to understand how individuals can take advantage of the democratic process and to act as change agents even as they pursue efforts to restructure the society in positive ways.

Teachers need to place a premium on bringing the community, if not the world, into the classroom. Learning experiences need to include field trips, telecommunications, community-based projects and opportunities to interact with persons beyond the four walls of the classroom.

Teachers must allow learners freedom of creative choice and provide them with carefully designed experiences that will help them find meaning in their lives and to find their own answers to questions. This does not suggest, however, that learners may do whatever they please. The choices that are offered to learners are well structured and are designed to provide optimal learning. Curricula are judged by whether or not they contribute to the individual's quest for personal and professional meaning. Appropriate curricula result in an increased level of personal awareness, as well as content area knowledge.

Curriculum/Advising

Programs

State approved undergraduate teacher education programs offered through the Education Department include: Secondary Biology Education (6-12), Elementary Education (K-6)/ESOL/Reading Endorsements, Secondary

Mathematics Education (6-12), and Secondary Social Science Education (6-12). Certification endorsements are also earned in ESOL and Reading (Reading is specific to the Elementary Education program).

The specific course and degree requirements for each of these programs/endorsements are listed in The University of Tampa Catalog under the academic Department of Education, and those academic departments offering teacher education certification programs.

Approved programs in teacher education are reviewed by the State of Florida Department of Education and nationally accredited by CAEP. The Florida State Board of Education Rules specify the credit requirements in General, Professional, and Specialization Areas as follows:

- a. *General Preparation* - Core requirements at The University of Tampa. (See The University of Tampa Catalog)
- b. *Professional Preparation* - internship requirements, and specified courses of study in Foundations of Education, General and Special Methods of Teaching, Elementary and Secondary School Curriculum, etc.
- c. *Specialization Preparation* - courses in the subjects or fields that are usually defined as majors and will meet the specific course teacher certification requirements in selected majors.

All courses of study that meet these Professional and Specialization Preparation requirements are incorporated into each of the four-year schedules for approved certification areas. Candidates who wish to add-on certification areas beyond their approved program should anticipate an additional semester of course work beyond the standard four year program, and consult with their academic advisor regarding the availability of required courses.

Departmental and University Publications

Teacher candidates are responsible for the information contained in The University of Tampa Catalog, this handbook, and other publications produced by the UT Department of Education.

When a candidate enters the University, he or she agrees to comply with the curriculum regulations outlined in the catalog. A candidate may choose either of two catalogs: (1) the one in effect at the time of original enrollment, provided the period between the original enrollment and graduation does not exceed six calendar years; or (2) the one in effect at the time of graduation. This policy applies to any student who leaves the University and later returns, except when graduation is not possible within the required six years. In that case, the candidate must use either the catalog in effect at the time of re-entry or the one in effect at the time of graduation.

The above is applicable for all core courses. However, because the State of Florida Department of Education mandates and regulations change periodically, all Education candidates are bound by Education major requirements as they are reflected in the most recent edition of the Catalog.

Advising

All education majors must be officially assigned to an education faculty member advisor. Additionally, all candidates enrolled in an education program should be listed officially as an education major. Please complete the appropriate form provided by the Academic Advising Office to make any changes and submit the form to the Academic Advising Office.

Candidates exploring the possibility of taking a course at another institution must contact the Academic Advising Office and complete a Transient Student Form. Also, check with the Registrar's Office to verify that the course will transfer and meet your program's requirements. Candidates are to contact their advisor for further information.

Every education transfer candidate must have his/her transcript officially evaluated by the Registrar's Office and meet with an education advisor to design an academic plan.

Scholarships

Two scholarships available for Education majors are the Hispanic Scholarship and the Florida Fund for Minority Teachers. Each scholarship has its own requirements. Applications can be found in the wall pocket outside of UT Department of Education Office in Plant Hall.

Admission to Teacher Education

Candidates who intend to major in a teacher education program at The University of Tampa must apply for admission and have completed, or will complete, 30 hours by the end of that semester. Transfer students must be admitted to teacher education before enrolling in any 300 or 400 level education courses. Candidates may not enroll in 300 or 400 level education courses until they are officially admitted to teacher education.

Students who have submitted the following documentation are eligible for admission to teacher candidacy:

1. a completed Admission to Teacher Education application form,
2. an unofficial transcript indicating the candidate has completed 30 hours of course work
3. a 3.0 overall grade-point average and a 3.0 minimum in 200 level EDU courses as certified by the Academic Advising Office,
4. documentation of passing scores on all portions of the General Knowledge (GK) Test on the FTCE. The University of Tampa must be designated as a score recipient with the testing agency.
5. a signed Cooperative Learning Agreement (see below),
6. a completed Applicant's Perspectives on Education essay,
7. two (2) UT Education Disposition Assessment forms completed by UT Education Faculty,
8. one letter of recommendation,
9. Criminal Record Information Form (see below)

Completed applications are to be submitted online to the Department of Education at <http://www.ut.edu/education/teacherapplication/> by March 15th (for Fall admittance) or October 15th (for Spring admittance).

Candidate Performance Assessment

Courses in the Teacher Preparation Program assess the candidate's mastery of the Unified Core Curriculum (UCC)/InTASC Standards and associated descriptors/indicators prior to Teaching Practicum IV Final Internship to ensure the candidate is fully prepared for success in the final clinical educator internship. Course goals and objectives are explicitly derived from the UCC/InTASC Standards and associated descriptors/indicators. In education courses, candidates are required to generate evidence of mastery of the stated goals and objectives. Evidences of mastery are designated the *critical candidate performance assessment tasks (critical tasks)/Supertasks*. Satisfactory completion of all *critical candidate performance assessment tasks/Supertasks* is a requirement for the award of the Bachelor's degree in Education.

Cooperative Learning Agreement

Education majors at The University of Tampa are required to engage in numerous group activities, projects and presentations. Many of these are prepared outside of class time. The rationale for this requirement is two-fold:

1. Contemporary teachers are required to facilitate non-competitive group investigation and cooperative learning experiences in their classrooms. They must understand the process of cooperation, and possess related skills. Such an understanding and skills are developed during one's *own* involvement in cooperative experiences.

2. Teachers are compelled to collaborate and cooperate non-competitively with other teachers in their school, to team-teach and to carry out various school missions, projects, and presentations.

Therefore, as a teacher preparation institution, The UT Department of Education expects candidates to create and implement group activities, projects and presentations. Candidates are asked to verify that they are aware of the need for this component of professional development and are fully committed to meet the requirements in terms of availability, preparation, punctuality, determination, reliability and the spirit of cooperation.

Failure to meet these requirements may result in dismissal from the UT Department of Education Teacher Preparation Program.

Criminal Record Information Form

In order to be a full-time intern in Hillsborough County Schools, all UT education majors are required to submit a Criminal Record Information Form to the county and be fingerprinted. If any one of the following three questions applies to a prospective intern, that candidate *may* be prevented from participating in the final internship with Hillsborough County and/or receiving Florida Certification from the Florida Department of Education:

1. Have you ever been arrested or charged for a criminal offense other than a minor traffic violation? (Driving Under the Influence (DUI) is NOT considered a minor traffic violation).
2. Is there any criminal charge now pending against you other than a minor traffic violation? (DUI is NOT considered a minor traffic violation).
3. Are you currently on probation or currently under any imposed requirements for charges other than a minor traffic violation? (DUI is NOT considered a minor traffic violation).

Therefore, a Criminal Record Information form must be submitted as part of the application process to the Department of Education to determine if the candidate could be prevented from completing the program based on this information. Falsification of records, which includes omission of information, constitutes grounds for dismissal from the Teacher Education Program. The form can be found in the application packet or requested in the UT Department of Education Office.

Retention Requirements

To continue teacher education studies at The University of Tampa, the candidate must:

- maintain a minimum GPA of 3.0 (see below for Departmental Grading Scale) (on a 4.0 scale) in the undergraduate general curriculum distribution, a 3.0 in content area courses required for the major (Secondary and K-12 majors), and a 3.0 in education coursework,
- make satisfactory progress toward mastery of the UCC/InTASC Standards as documented through the Live Text electronic data-base,
- complete all required field assignments satisfactorily,
- demonstrate appropriate professional dispositional behaviors and
- pass all three sections of the FTCE prior to graduation: General Knowledge Exam (GK), Professional Area Exam (PED), and Subject Area Exam (SAE). The University of Tampa must be designated as a score recipient with the testing agency.

Candidate Remediation

The candidate who fails to meet any state mandated candidate performance assessment benchmark, fails to demonstrate appropriate professional dispositional behaviors, and fails to evidence acceptable mastery of the UCC/InTASC Standards will be referred to the Department Chairperson and the **Admission, Retention, Dismissal (ARD)/Committee Candidate Performance** for remediation. The committee will recommend specific candidate interventions intended to help the candidate achieve the expected targets as well as professional and dispositional benchmarks. Remediation always requires enrolment in the zero to three (0-3) credit hour course, **EDU 380, Professional Development**.

The Admissions, Retention, Dismissal (ARD)/Candidate Performance Committee Dismissal Process

Students/candidates of concern may be dismissed from their program by the Education Department. The process for dismissal from the department is delineated below. Please note that a student/candidate may be considered for dismissal based on professor concerns, unacceptable attainment of critical tasks/Supertasks or dispositional issues.

1. Notification is brought to the chair of Admissions, Retention, Dismissal (ARD)/Candidate Performance Committee that expresses specific concerns about the student/candidate continuing in the department.
2. The student/candidate is notified of the specifics of the concern(s) by email. The email includes reasons for the concerns and outlines the processes of Admissions, Retention, Dismissal (ARD)/Candidate Performance Committee and appeals. A meeting is then arranged allowing the student to speak to the Admissions, Retention, Dismissal (ARD)/Candidate Performance Committee.
3. The meeting is held and the Admissions, Retention, Dismissal (ARD)/Candidate Performance Committee documents their decision.
4. The student/candidate is informed of the decision via email.
5. If the finding supports dismissal, the student/candidate may appeal the decision accordingly to university policies (see student handbook).

Appeal Process - Department Level

If a candidate chooses to appeal a grade in a course, the following steps describe the process at the department level for the individual to follow.

- a. Notify the professor in writing with all supporting documentation to resolve the issue (for example: a screenshot of an email is documentation).
- b. If no resolution has been reached within ten working days, the candidate will notify ARD in writing with all supporting documentation for the grade appeal (for example: a screenshot of an email is documentation).

Uniform Core Curriculum (UCC)/CAEP (InTASC Standards) Benchmarks

Prior to the final clinical educator experience (Final Internship Practicum IV), the candidate is required to complete all *critical candidate performance assessment tasks*, Supertasks, all ESOL Core Tasks, and all ESOL Competencies and Skills (where applicable) at a satisfactory level as mandated by the Florida Department of Education current Program Approval Standards.

Check Points in the Management System for the Assessment of Candidate Performance of the Uniform Core Curriculum

The Florida Department of Education requires approved teacher preparation programs to develop a planned sequence of assessments for candidate performance on the uniform core curriculum content and competencies demonstrated in coursework and field/clinical experiences that are reviewed at the program level through benchmarks, course grades, etc.

The University of Tampa Education Department offers a planned sequence of assessments for candidate performance on UCC content and competencies/InTASC Standards demonstrated in field/clinical experiences and in coursework. There are **four (4) checkpoints** built into the department's management system. The assessment sequences flows as follows:

Key:

J1 – first semester juniors

J2 – second semester juniors

S1 – first semester seniors

S2 – second semester seniors

Check Point One

Point in Program: Junior 1 (J1) – Near the end of the first semester of the candidate's junior year

Assessed by: Admission, Retention, Dismissal (ARD)/Candidate Performance Committee with recommendations made to the Department Chair

Data Assessed: Practicum I Evaluation, Candidate Critical Performance Assessment Tasks/Supertasks uploaded to Live Text, Disposition Assessment (if applicable)

Assessment Instrument: Candidate Remediation/Waiver Plan

Results of Assessment:

Candidate is recommended to continue in program,

Candidate is referred to the Department Chair for remediation

The Admission, Retention, Dismissal (ARD)/Candidate Performance Committee offers recommendations for remediation

The Admission, Retention, Dismissal (ARD)/Candidate Performance Committee and the faculty member teaching EDU 380 Professional Development then work on a remediation plan as documented in the Candidate Remediation/Waiver Plan form; paperwork is filed in departmental file and a copy is sent to the education advisor

Candidates needing remediation enrolls in EDU 380 Professional Development and works one-on one with unit faculty for remediation the next semester

Check Point Two

Point in Program: Junior 2 (J2) – Near the end of the second semester of the candidate's junior year

Assessed by: Admission, Retention, Dismissal (ARD)/Candidate Performance Committee with recommendations to the Department Chair

Data Assessed: Practicum II Evaluation, Candidate Critical Performance Assessment Tasks uploaded to Live Text, Disposition Assessment

Assessment Instrument: Candidate Remediation/Waiver Plan

Results of Assessment:

Candidate is recommended to continue in program

Candidate is referred to the Department Chair for remediation

The Admission, Retention, Dismissal (ARD)/Candidate Performance Committee offers recommendations for remediation

The Admission, Retention, Dismissal (ARD)/Candidate Performance Committee and the faculty member teaching EDU 380 Professional Development then work on a remediation plan as documented in the Candidate Remediation/Waiver Plan form; paperwork is filed in departmental file and a copy is sent to the education advisor

Candidates needing remediation enrolls in EDU 380 Professional Development and works one-on one with unit faculty for remediation the next semester

Check Point Three

Point in Program: Senior 1 (S1) – In the week after exam week at the end of the first semester of the senior year

Assessed by Admission, Retention, Dismissal (ARD)/Candidate Performance Committee with recommendations made to the Department Chair

Data Assessed: Practicum III Evaluation, Candidate Critical Performance Assessment Tasks uploaded to Live Text

Assessment Instrument: Practicum IV Intern Practicum Document Checklist (completed by the Director of Clinical Education) and the Candidate Remediation/Waiver Plan

Results of Assessment:

Candidate is recommended to continue in program

Candidate is referred to the Department Chair for remediation or drop

The Admission, Retention, Dismissal (ARD)/Candidate Performance Committee offers recommendations for remediation

The Admission, Retention, Dismissal (ARD)/Candidate Performance Committee and the faculty member teaching EDU 380 Professional Development then work on a remediation plan as documented in the Candidate Remediation/Waiver Plan form; paperwork is filed in departmental file and a copy is sent to the education advisor

Candidates needing remediation enrolls in EDU 380 Professional Development and works one-on one with unit faculty for remediation the next semester

Check Point Four "A"

Point in Program: Senior 2 (S2) – Near the mid semester of the candidate's final internship in the second semester of the senior year

Assessed by: Director of Clinical Education or Secondary/K-12 Coordinator, the Clinical Education Committee, the Director of Educator Preparation Programs, and the Chair (If the candidate demonstrates the need for intervention/assistance, he/she will meet with the ARD/Candidate Performance Committee at this time)

Data Assessed: Practicum IV Midterm Evaluation, Disposition Assessment

Results of Assessment:

Candidate is recommended to continue in program

After seven weeks of the internship, if a student has earned unacceptable ratings on more than 50% of the UCC indicators/InTASC Standards on the midterm evaluation form, the intern will be referred by the Director of Clinical Education or Secondary/K-12 Coordinator to the Clinical Education Committee to consider a remediation plan. The Clinical Education Committee and the Director of Clinical Education or Secondary/K-12 Coordinator will develop a remediation plan and then the intern, cooperating teacher, and Director of Clinical Education or Secondary/K-12 Coordinator will meet to review the plan and take the necessary action required. If the intern fails to fulfill the remediation plan as prescribed by the committee, a grade of "Incomplete" or an "F" will be assigned by the Director of Clinical Education or Secondary/K-12 Coordinator for the final internship. Chair (If the candidate demonstrates the need for intervention/assistance, he/she will meet with the ARD/Candidate Performance Committee at this time) The internship will be repeated, when appropriate, the following semester. In the case where it is no longer viable to continue the internship (due to any number of circumstances) the intern will be removed from the experience and *may* be offered the option to repeat the internship in following semester.

Check Point Four "B"

Point in Program: Senior 2 (S2) –At the end of the candidate's final internship in the second semester of the senior year

Assessed by: Director of Clinical Education or Secondary/K-12 Coordinator, the Clinical Education Committee, the Director of Educator Preparation Programs, and the Chair

Data Assessed: Practicum IV Final Evaluation and all other data as documented in Workday

Results of Assessment:

Candidate is cleared to graduate from the program, paperwork is filed in departmental file and a copy is sent to the education advisor

Candidates who have failed to meet graduating requirements, such as failing to successfully pass the PED and SAE components of the FTCE are not eligible to graduate from the institution. The passing of the exams is part of the graduation requirement check. Once all requirements are fulfilled, a passing grade will be issued.

Departmental Grading Scale

A	96 – 100%
A/B	90 – 95%
B	84 – 89%
B/C	80 – 83%
C	76 – 79%
C/D	71 – 75%
D	65 – 70%
F	0 – 64%

Records to Keep for the Intern Application

When you apply for your final internship, Practicum IV, you must provide the following information to the Director of Clinical Education (Elementary Education majors) or the Secondary Education Coordinator (Secondary and K-12 majors):

1. Intern Application Form,
2. Unofficial copy of transcript documenting a 3.0 (on a 4.0 scale) overall grade-point average and a 3.0 or better in education coursework with no "I" (Incomplete) grades, and completion of a minimum of 30 credit hours in the University of Tampa Teacher Preparation program,
3. Criminal Record Information Form,
4. Educator Disposition Assessment,
5. Documentation providing proof of fingerprinting form,
6. Official documentation of pass scores on the Professional Area Exam (PED), and Subject Area Exam (SAE) of the FTCE or proof of registration for either of the sections not yet passed.

Other paperwork is required; however this list will alert you to that information which must be saved by you for later use.

University of Tampa Field Experiences

Early Field Experiences

Early field experiences provide opportunities for all education candidates to explore school settings from “the teacher’s side of the desk”. They are designed to help prospective teachers determine whether or not teaching is their appropriate career choice. Field experiences also provide future educators with opportunities to apply strategies and theories acquired at The University of Tampa. In-school opportunities are integrated throughout the pre-service program and are structured to enable candidates to participate in a variety of activities designed to facilitate the development of elements of the Unified Core Curriculum/InTASC Standards. Requirements and number of field experience hours are determined by faculty teaching methodology courses.

Formal Clinical Field Experiences

The department provides a planned series of formal clinical experiences: Pre-Practicum, Practicum I, II, III, & IV that begin early in the program and culminate with a final internship that meets the content and focus requirements of approved programs. Candidate participation in the practica allows for gradual induction of the intern into the classroom environment, reaching full responsibility during the final internship at which time the intern is accountable for instruction and classroom management. All practica are formally evaluated by university faculty with Practicum III and Practicum IV being evaluated by the cooperating teacher and the university supervisor (Except PE K-12 where Practicum III is evaluated by university faculty). *Students must earn a “2/progressing or higher” on practicum evaluations to move to the next Practicum level.*

Pre Practicum

To fulfill the Academic Service-Learning component, teacher candidates will participate in the Pre Practicum Field Experience at a local public school. This course is designed to provide teacher candidates with the opportunity to conduct careful and systematic field-based observations tied to coursework and engage in seminar discussions regarding those experiences. During the Pre Practicum, candidates will complete eight essential research-based tasks required of those doing observations and fieldwork in school and classroom settings and engage in initial instructional activities. Candidates will 1) observe, 2) notice, 3) notate, 4) predict, 5) generate, 6) analyze, 7) critique, and 8) reflect. Employing the use of these eight (8) tasks to guide classroom observations efforts promotes the critical analysis of classroom life and facilitates the development of a realistic perspective of the realities of teaching.

Practicum I

This practicum is designed to provide teacher candidates the opportunity to actively spend time in age appropriate classrooms with experienced teachers. During this experience, students will work with small groups of students,

teach at least two lessons, critique a video of themselves teaching, receive feedback from the classroom teacher on their teaching, interview teachers about their use of technology, observe students when they participate in specials (PE, music, etc).

Practicum II (ESOL Placement for Elementary Education and Secondary Majors)

Candidates enrolled in the Elementary Education Program participate in Practicum II, EDU 319. Elementary majors work at local elementary schools with significant second language learner populations where they complete over 45 hours of field work.

Secondary Education majors enrolled in the course EDU 354 Teaching English to Speakers of Other Languages I – Secondary (TESOL I) the ESOL Survey course for Secondary also participate in the Practicum II course-based experience.

This field experience requires candidates to teach English Language Learners individually, in small groups, or in a whole class setting. This instruction is reflected in activities, lesson plans, and evaluation forms used in this placement. The application of ESOL instructional strategies is measured through course rubrics and checklists used in field experience and clinical observations. As they are developing lesson plans, candidates in the practicum use rubrics to guide their planning efforts that include the ESOL standards as well as applications of the standards. This is also evidenced through their completion of course EDU 312 Communication and ESOL Applications and EDU 354 Teaching English to Speakers of Other Languages I – Secondary (TESOL I).

Practicum III Elementary and Secondary Education Majors

Elementary and Secondary Education teacher candidates (except Music and P.E. Majors, who are K-12) complete Practicum III (EDU 409) during the first semester of their senior year prior to their final internship. This is a 110 hour field experience where candidates are required to observe and teach students from diverse cultures and performance levels. Practicum placements are arranged by the program's Director of Clinical Education/Secondary Internship Coordinator who schedules candidates to work in a variety of settings including magnet, charter, suburban, urban, and high-needs (to ensure sites represent a full spectrum of school communities); the clinical experience is coupled with seminars held at The University of Tampa campus. Candidates who perform satisfactorily in Practicum III will be permitted to intern the following semester if they have met all other requirements.

Candidates are formally assessed on their performance and must successfully complete this practicum to be eligible to participate in the next, Practicum IV.

Practicum IV

The capstone experience for all teacher education programs is the full-time, fourteen week internship in an accredited public, private or charter school located in Hillsborough County under the guidance of a certified clinically trained Cooperating Teacher and University Supervisor. Candidates formally apply for entrance to the Practicum IV final internship by submitting an application to the Director of Clinical Education/Secondary Internship Coordinator. The Director of Clinical Education/Secondary Internship Coordinator forwards pertinent application content to the Hillsborough County School District Office and places a copy in the candidates' departmental file. The final intern placement site is determined by school district personnel in the Hillsborough County School District Office. The Director of Clinical Education/Secondary Internship Coordinator, and members of the Clinical Education Subcommittee review placements, and, if necessary, request changes through the district. Candidates report the location of the field placement on field placement forms.

To be eligible for the final internship the candidate must submit evidence indicating he/she has: completed a minimum of 30 semester hours in The University of Tampa Teacher Education Program, displayed appropriate dispositions as documented on the Educator Disposition Assessment, submitted a Criminal Record Information Form to the county, been fingerprinted in the Hillsborough County fingerprinting office, earned passing scores on all preceding practicum evaluations, submitted an unofficial copy of transcripts documenting a GPA of 3.0 overall and a 3.0 in the major and with no Incomplete (I) grades, and fulfill all other requirements.

The Practicum IV internship provides opportunities for the application of learning theories, curriculum and instructional principles and strategies in an authentic setting. Through the continued monitoring and feedback provided by the

University Supervisor and Cooperating Teacher, the candidate should develop professional skills, behaviors and attitudes essential for success as a beginning teacher.

The internship assignment involves a contract between the Cooperating Teacher, the school principal, and The University of Tampa. The intern must fulfill this contractual obligation in order to successfully complete the internship.

The internship, and its accompanying required seminar, should be taken the final semester of the senior year. No other classes should be taken in conjunction with the Practicum IV Internship and Seminar. Interns are placed in their final field experience at the onset of the semester and are expected to work in that placement for 14 weeks.

The candidates must attain mastery of the UCC/InTASC Standards by the end of this final clinical experience.

NOTE: For all field experiences, transportation to the school site is the sole responsibility of the candidate. There are schools in walking distance if a candidate does not have a vehicle.

Lesson Plans

Practicum IV Final Interns are required to prepare detailed, thorough lesson plans for every lesson/unit they teach. The specific expectations and rationale for this requirement will be discussed fully by your assigned University Supervisor and are needed at this juncture in the candidates' course of professional development.

Effective lessons include the following major components:

1. Objectives
2. Materials
3. Procedures (this includes differentiation and questions that will be asked during the lesson)
4. Evaluation/assessment

Beyond these major components, there are many models for lesson plan formats. You will work with a variety of formats in your EDU courses at UT. Ultimately the lesson plan formats you choose depend on the type of instructional model you select based on the content and your teaching style.

It is recommended that each final intern electronically store their lesson plans for maintenance and accessibility.

Florida Standards

The state of Florida has adopted the B.E.S.T. Standards as international benchmarks for student learning. Candidates are expected to know about the B.E.S.T. and infuse them in course content where applicable.

A comprehensive explanation of the Florida B.E.S.T. English Language Arts (ELA) Standards is found at: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/la/elabeststandardsfinal.pdf>

A comprehensive explanation of the Florida B.E.S.T. Mathematics Standards is found at: <https://cpalmsmediaproduct.blob.core.windows.net/uploads/docs/standards/best/ma/mathbeststandardsfinal.pdf>

Progress Toward Professional Development

Professional Attire for All Field Experiences

As the candidate enters various schools to meet field experience requirements, he/she must remember, there is only one chance to make a first impression. Candidates are representatives of The University of Tampa. *All that is done, said and worn* reflect upon the institution and upon perceptions of one's capacity to be an effective educator.

Clothing worn by teachers affects the work attitude and discipline of students. The majority of program candidates (excluding PE K-12) enrolled in Practicum I, II, and III are required to wear the departmental polo and khaki long pants or skirts of appropriate length for field visits. Dress professionally to obtain four main effects: 1) Respect, 2) Credibility, 3) Acceptance; 4) Authority.

Appropriate Professional Attire

- Clean, pressed career clothes:
- Dress or skirt at either just above the knee or longer than length of fingertips when arms are at sides when standing, at the knee level, or below the knee (for women)
- Shirt or blouse that can be tucked in or extends over waist-band (i.e. no skin should be exposed)
- Slacks, shirt and tie (for men)
- Polo shirt with collar
- Closed-toe shoes, low heels for women
- Official UT shirts with logo

Inappropriate Attire

- Visible body art (such as tattoos)
- Flip-flops
- Shorts
- Miniskirts or dresses
- Exposed undergarments
- Mid drifts or tops that expose stomach or abdomen
- Low cut tops and blouses for women
- High heels for women
- T-shirts, stretch pants, jeans
- Visible body piercing including tongue piercing (earrings are acceptable)

Interns in classrooms must refrain from the following behaviors:

- Chewing gum
- Eating or drinking outside of designated lunch or snack breaks
- Using cell phone & cell phone cameras.

Professional Development

One's success as a teaching professional, in many ways, is determined by one's passion for the profession. Assuming one is competent; passion and enthusiasm for the art and science of teaching distinguish one's career, inspire others and transform the life of the learner.

Your Education professors will observe you for evidence that you possess these characteristics. Your development as a teacher with passion will dictate your success in teacher education at The University of Tampa.

Other required attributes for teachers are reliability, punctuality, and timely submission of assignments. To facilitate your development in these areas, the Department of Education has established the following policies.

Attendance – Teacher Education students receive participation points for every class attended. One cannot earn participation points unless one is present. If one does not earn daily participation points, one will not receive a desirable grade in the Education courses.

Punctuality – If one is not punctual, one will not earn a desirable grade in Education courses.

Florida Educator Accomplished Practices (FEAPs)/InTASC Standards/Professional Education Competencies and Skills for Teacher Certification (PECS)

The Florida Educator Accomplished Practices (FEAPs) were developed by a state level task force and were reviewed by more than 400 educators, parents and university professors. These practices (FEAPS) <https://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.shtml> which are aligned with PECS, were created to establish high and rigorous standards for what accomplished teachers should know and be able to do. The development and use of performance standards is seen as a way to facilitate the professionalization of teaching and to shape the practice of those who prepare teachers. The ultimate intent of the standards is to improve the quality of teaching and increase student achievement.

InTASC Standards

The Council of Chief State School Officers (CCSSO), through its Interstate Teacher Assessment and Support Consortium (InTASC) offer the InTASC Standards

http://www.ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf as an outline of what teachers should know and be able to do to ensure every P-12 student reaches the goals of college and career readiness.

The following FEAPS/InTASC Standards are a component of the UCC (in the state of Florida) and are one basis for teacher licensure and for teacher education program approval:

FEAPs/InTASC Crosswalk

Florida Educator Accomplished Practices (5-3-2023)	InTASC Standards
(a) Quality of Instruction	
1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:	

Florida Educator Accomplished Practices (5-3-2023)	InTASC Standards
a. Aligns instruction with state-adopted standards taking into consideration varying aspects of rigor and complexity;	4n, 7a, 7g
b. Sequences lessons and concepts to ensure coherence and required prior knowledge;	1a, 7c
c. Designs instruction for students to achieve mastery;	2g, 2l, 4r, 7b, 8a
d. Selects appropriate formative assessments to monitor learning;	1a, 6a, 6j, 7d
e. Uses diagnostic student data to plan lessons; and	6c, 6l, 7e, 9c, 10a
f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies;	7a, 8e
g. Provides classroom instruction to students in prekindergarten through grade 12 that is age and developmentally appropriate and aligned to the state academic standards as outlined in Rule 6A-1.09401, F.A.C.	4n, 7a, 7g
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;	2f, 3d
b. Manages individual and class behaviors through a well-planned management system;	3j, 3k
c. Conveys high expectations to all students;	2l, 3c
d. Respects students' cultural, linguistic and family background;	1h, 2j, 2m, 3a, 4m, 7n
e. Models clear, acceptable oral and written communication skills;	3h, 3l, 3q, 4l
f. Maintains a climate of openness, inquiry, fairness and support;	2n, 3a, 3k, 3n

Florida Educator Accomplished Practices (5-3-2023)	InTASC Standards
g. Integrates current information and communication technologies;	3g, 3m, 4g
h. Adapts the learning environment to accommodate the differing needs and diversity of students;	2a, 8a
i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and	3g, 3m, 4g, 5l, 8g
j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.	3i, 3j, 4b, 4d
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;	4l
b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;	5h
c. Identify gaps in students' subject matter knowledge;	1a
d. Modify instruction to respond to preconceptions or misconceptions;	1a, 4e, 4k
e. Relate and integrate the subject matter with other disciplines and life experiences;	4b, 5b, 5j, 7h
f. Employ higher-order questioning techniques;	5d, 5m, 8f, 8i
g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;	4g, 5l, 7k, 8g
h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;	1g, 2a, 2b, 7b, 7q, 8b

Florida Educator Accomplished Practices (5-3-2023)	InTASC Standards
i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and	3r, 6f
j. Utilize student feedback to monitor instructional needs and to adjust instruction.	3e, 7l
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;	6e, 6g, 6t, 10a
b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;	6a, 6b
c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;	1a, 6c, 6e, 6g
d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;	6h, 6p
e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);	6d
f. Applies technology to organize and integrate assessment information.	6i
(b) Continuous Improvement, Responsibility and Ethics	
1. Continuous Professional Improvement. The effective educator consistently:	
a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;	9n
b. Examines and uses data-informed research to improve instruction and student achievement;	9h

Florida Educator Accomplished Practices (5-3-2023)	InTASC Standards
c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;	7m
d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;	7e, 8c, 10d
e. Engages in targeted professional growth opportunities and reflective practices, and	9a, 9b, 10f
f. Implements knowledge and skills learned in professional development in the teaching and learning process.	9k
2. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator fulfills the expected obligations to students, the public and the education profession and adheres to:	
a. Guidelines for student welfare adopted pursuant to Section 1001.42(8), F.S., including the requirement to refrain from discouraging or prohibiting parental notification of and involvement in critical decisions affecting a student’s mental, emotional, or physical health or well-being, unless a reasonably prudent person would believe that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.	3a
b. The rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S.; and,	9j, 9o
c. Adheres to The Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rule 6A-10.081, F.A.C.	9o
d. Makes reasonable efforts to protect students from conditions harmful to learning and/or to the student’s mental and/or physical health and/or safety;	3a
e. Maintains honesty in all professional dealings;	

Florida Educator Accomplished Practices (5-3-2023)	InTASC Standards
f. Demonstrates positive regard for the culture, language, religion, gender and sexual orientation of the student;	9e, 9m, 10q
g. Respects others' views and opinions;	3q, 3r
h. Is dependable in attendance;	
i. Is punctual.	

A full description of the FEAPs/PECS and their indicators for teachers can be found at the FDOE website.

Florida Adopted Subject Area Competencies and Skills (SACS)

The Florida Adopted Subject Area Competencies are a set of standards which describe the knowledge and skills teachers should possess and be able to apply in K-12 classrooms. UCC: use of state-adopted content standards to guide curricula and instruction. A full description of the competencies and skills can be found at:

<http://www.fldoe.org/asp/ftce/ftcecomp.asp>

http://www.fldoe.org/core/fileparse.php/7479/urlt/FTCE_22nd-Edition-2015_DOE091515.pdf

ESOL Performance Standards and Competencies

The ESOL Performance Standards (PS) can be found at www.fldoe.org/profdev/pdf/final_esol.pdf. The ESOL PS and Competencies are addressed and assessed in all programs, where appropriate. Critical tasks are uploaded to the Live Text data base. UCC: Strategies appropriate for the instruction of English language learners.

Florida Reading Endorsement Competencies (REC 1-5)

Reading Endorsement Competencies are addressed and assessed throughout programs with critical tasks uploaded to the Live Text data base. UCC: Scientifically researched and evidence-based reading instructional strategies that improve reading performance for all students, including explicit, systematic, and sequential approaches to teaching phonemic awareness, phonics, vocabulary, fluency, and text comprehension and multisensory intervention strategies.

Remaining Components of the UCC are Addressed and Assessed in Programs

- Content literacy and mathematics practices.
- Strategies appropriate for the instruction of students with disabilities.
- Strategies to differentiate instruction based on student needs.
- Strategies and practices to support evidence-based content aligned to state standards and grading practices.
- Strategies appropriate for the early identification of a student in crisis or experiencing a mental health challenge and the referral of such student to a mental health professional for support.
- Strategies to support the use of technology in education and distance learning.

STUDENT ORGANIZATIONS

Kappa Delta Pi

Kappa Delta Pi is an International Honor Society dedicated to scholarship and excellence in education. Members of Kappa Delta Pi have cherished the Ideals and accepted the concepts of duty established when the Society was founded on March 8, 1911

For more than 30 years, The University of Tampa has had a KDP chapter on campus named Kappa Tau. To be eligible for membership in KDP the candidate must be officially admitted to the Teacher Education Program and meet KDP's entrance requirements. Other academic honorary societies serve education student within their major departments. For further information about this organization, please contact the UT Department of Education Office.

THE CODE OF ETHICS

<https://www.fldoe.org/core/fileparse.php/7725/urlt/0072460-ethics.pdf>

The following Code of Ethics is a set of disciplinary rules that Florida teachers are required to follow. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law. Attached you will find a copy of this code.

THE CODE OF ETHICS AND THE PRINCIPLES OF PROFESSIONAL CONDUCT OF THE EDUCATION PROFESSION IN FLORIDA Florida Education Standards Commission Professionalism Through Integrity

State Board of Education Rule 6B-1.001, FAC
THE CODE OF ETHICS OF THE EDUCATION PROFESSION IN FLORIDA

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

State Board of Education Rule 6B-1.006, FAC
*THE PRINCIPLES OF PROFESSIONAL CONDUCT OF THE EDUCATION PROFESSION IN
FLORIDA*

- 1 The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
3. Obligation to the student requires that the individual:

- (a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - (b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - (c) Shall not unreasonably deny a student access to diverse points of view.
 - (d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - (e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - (f) Shall not intentionally violate or deny a student's legal rights.
 - (g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - (h) Shall not exploit a relationship with a student for personal gain or advantage.
 - (i) Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure served professional purposes or is required by law.
4. Obligation to the public requires the individual:
- (a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - (b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - (c) Shall not use institutional privileges for personal gain or advantage.
 - (d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - (e) Shall offer no gratuity, gift, or favor to obtain special advantages.
5. Obligation to the profession of education requires that the individual:
- (a) Shall maintain honesty in all professional dealings.
 - (b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - (c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - (d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - (e) Shall not make malicious or intentionally false statements about a colleague.
 - (f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
 - (g) Shall not misrepresent one's own professional qualifications.
 - (h) Shall not submit fraudulent information on any document in connection with professional activities.
 - (i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

- (j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- (k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- (l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- (m) Shall self-report within 48 hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. 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 guilt or Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment.
- (n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
- (o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
- (p) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
- (q) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

“By virtue of their leadership capacity, teachers are traditionally held to a high moral standard in a community.”

Adams v. State of Florida Professional Practice Council,
406 S. 2nd 1170
Fla. 1st DCA 1981

FOR FURTHER INFORMATION CALL OR WRITE:
Florida Education Standards Commission
Turlington Building, Suite 1514
325 West Gaines Street
Tallahassee, Florida 32399 (850) 245-0505, SUNCOM 278-1523

Florida Department of Education
Affirmative Action/Equal Opportunity Employer