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INTRODUCTION

Early Field Experience is an integral part of Florida State University's Educator Preparation Unit. As such, it is the ultimate realization of the Conceptual Framework on which the Educator Preparation Unit is structured: Instruction that moves, leadership that inspires, and scholarship that makes a difference in the 21st century.

*Because of the special significance of the Early Field Experience (pre-internship) in the professional preparation of our teachers, The Florida State University Educator Preparation Unit is particularly indebted to the district schools and to the Cooperating Teachers and their administrators who make this experience possible.*

While this handbook is intended to be an Early Field Experience resource guide, it is focused primarily on detailing the responsibilities of the principal participants:

- The Early Field Experience Student (Student engaged in Early Field Experiences prior to Student Teaching Semester)
- The Cooperating Teacher
- The University Supervisor

The handbook is designed to provide each member of this professional team with the procedures and materials necessary to assure maximum professional growth for the Early Field Experience student.

This handbook is organized into two parts: the General Guide, and the Appendices. The General Guide provides general guidelines, which apply to all Early Field Experience students at Florida State University. The Appendices include general information applicable to all Early Field Experience students at Florida State University and general forms, including Early Field Experience student self-evaluation form and instructions. This handbook serves as a comprehensive reference for all professionals participating in the Early Field Experience.
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* For the most current information, contact the Office of Academic Services and Intern Support (850) 644-3760.
EDUCATOR PREPARATION UNIT MISSION AND CONCEPTUAL FRAMEWORK
THE FLORIDA STATE UNIVERSITY

Professional Education at FSU is the work of a broad-based cross section of educators spread throughout the FSU campus. We are joined by a sense of common purpose in one Educator Preparation Unit.

Mission of the Educator Preparation Unit

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

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

Conceptual Framework

FSU Educator Preparation Unit: Instruction that moves, leadership that inspires, and research that makes a difference in the 21st century.

Instruction that moves

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

Leadership that inspires

- by modeling the dispositions of effective teaching by demonstrating a belief that every student can learn, and by supporting each student in his and her efforts to succeed; while demonstrating the FSU moral code of “responsible freedom guided by ethical standards”;
• by participating in life-long learning through continual dedication to the professional development that grows in on-going scholarship and reflection, and systematic evaluation of one’s academic strengths and areas for improvement;
• by exploring and experimenting with the use of available technologies that can enhance teaching and learning;
• by treasuring the works that have shaped the field, while providing time and space for consideration of new ideas to challenge the existing ideas (Lambert, 1998; Beveridge, 2005; Westheimer, J., 2008; Freire, P., 1998; Goodlad, 2008; Apple, M., 2008; Greene, M., 1988).

Scholarship that makes a difference
• through asking important questions about teaching and learning;
• through engaging in studies that explore significant issues related to teaching and learning, and to the ways that education is conducted and occurs in formal and informal settings;
• through disseminating results of studies to various groups of stake-holders who need to be informed about trends, improvements, weaknesses, and potential changes in education, including teachers, researchers, parents, policy-makers, school, district, state, and national-level, administrators, and politicians;
• through collaboration with counterparts in other schools and colleges across Florida State University and other colleges and universities, who can help us better understand the issues that are most pressing today and that will be most in need of attention tomorrow;
• through demonstrating unfailingly high ethics as we engage in scholarship of all kinds, including research that leads to the preparation of published manuscripts, research grants, personnel preparation and other service grants, professional presentations, and any other scholarship by which we represent Florida State University, the field of education, and the collective group of teacher educators. (Borko, H., Whitcomb, J., and Byrnes, K., 2008; Cochran-Smith, M. & Demers, K., E., 2008; King, J. E., 2008; Cochran-Smith, 2006; Cochran-Smith, 2005; Cochran-Smith & Zeichner, K. (Eds.), 2005; Cochran-Smith, 1990; Ball, 1990, Shulman, 1986; Wilson, Shulman, & Richert, 1987).
DEFINITION OF TERMS

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

Early Field Experience - That period of the Professional Education Program, organized and directed by the university, during which the student is placed in an accredited public or private school under the supervision of a qualified Classroom Teacher (Cooperating Teacher) and a University Supervisor.

Early Field Experience Coordinator - The university faculty or staff member responsible for the administration and coordination of all phases of Early Field Experiences at FSU. Responsibilities include verifying Early Field Experience students have cleared required background checks with the school system and obtained medical insurance (professional liability insurance is strongly recommended). The Early Field Experience Coordinator also provides information to the School District at the beginning of each semester which includes student names, contact information, and school and classroom assignment requests before Early Field Experience students are sent to schools for field placement activities.

Early Field Experience Students - The Early Field Experience student is a student in one of several programs within the Educator preparation unit at Florida State University. These students participate in a variety of Early Field Experiences in a classroom setting and under the guidance of a qualified certified teacher, as part of the coursework required for their degree program. These experiences occur prior to the student teaching semester and may include active observation, tutoring, assisting (with or without instruction), small group instruction and whole class instruction.

University Supervisor - The University Supervisor represents the student's academic program or department and is the person directly responsible for supervision and evaluation of the student engaged in Early Field Experience. Services provided by the University Supervisor include direct assistance to students and Cooperating Teachers.
GENERAL POLICIES AND PROCEDURES FOR EARLY FIELD EXPERIENCE

A. First Day in School - The Early Field Experience student should report to school at least ten (10) minutes earlier than the time expected. The Early Field Experience student should report to the school office and then to the Cooperating Teacher.

B. Absences During Early Field Experience - Early Field Experience students are allowed no "cuts" during Early Field Experience. If illness or an emergency should require the Early Field Experience student to be absent from school for any period of time, it is the responsibility of the Early Field Experience student to notify as soon as possible the Cooperating Teacher, University Supervisor, and, if required, school administrator. In cases of prolonged or repeated absence, the University Supervisor shall, after consulting with the Cooperating Teacher and School Principal, determine whether the Early Field Experience student’s experience will be terminated or extended.

C. Attire and Grooming - The attire and grooming of the Early Field Experience student should meet or exceed accepted local professional practices. The Early Field Experience student should seek the guidance of the Cooperating Teacher in these matters.

D. Outside Activities - The Early Field Experience student should make no plans for involvement in out-of-school activities that would in any way interfere with teaching responsibilities. If there is a pressing need for participation in any outside activity, first, it must be cleared with the University Supervisor and second, Cooperating Teacher.

E. Restrictions on Placement - Early Field Experience students will not be placed in a high school from which they have graduated or in a school in which an immediate relative is a student or staff member.

F. Students with Disabilities - In keeping with Section 504 of the 1973 Vocational Rehabilitation Act and with The Americans with Disabilities Act, students with disabilities, who have successfully completed all necessary prerequisites, will be allowed to participate in Early Field Experiences. Given the circumstances in identifying and securing an appropriate placement and arranging any necessary accommodations, such candidates should consult with the FSU Early Field Experience Coordinator and their program advisor early in the placement process.

G. Temporary Physical Conditions - It is strongly advised and encouraged that students inform their Academic Program Leader and/or FSU Early Field Experience Coordinator of special health conditions (pregnancy, temporary medication, etc.) prior to the negotiation of placements for Early Field Experience. This notification will afford the school site personnel and the Field Experience Director an opportunity to secure appropriate assignments.

H. Transportation - It is the sole responsibility of the Early Field Experience student to arrange his or her own transportation throughout the Early Field Experience.

I. Cancellation of an Assignment - When cancellation of an Early Field Experience assignment becomes necessary, the appropriate academic program or departmental head should initiate such cancellation through the office of the FSU Early Field Experience Coordinator. Early Field Experience students must not leave their assignments without the permission of their University Supervisor.
J. **Reassignment During Early Field Experience** - When advisable, an Early Field Experience assignment may be changed only with the approval of the academic program, school, and district personnel. Steps to initiate such a change should originate with the Academic Program Supervisor and in cooperation with the FSU Early Field Experience Coordinator and the appropriate school and district personnel.

K. **Students Attempting to Arrange Their Own Early Field Experience Assignments.** *Students must not*, in any way, attempt to arrange their own Early Field Experience assignments.

L. **Grade Appeal Procedure** - An Early Field Experience student who receives an unsatisfactory grade may appeal that grade through the regular university grade appeals system.

M. **Student Exposure to Diversity** - In order to adequately prepare future teachers for a variety of classroom settings and students, the Educator Preparation Unit at FSU is committed to providing students with a diverse set of placements during their Early Field Experience courses.
BASIC CONCEPTS OF THE EARLY FIELD EXPERIENCE PROGRAM

Early Field Experience represents an integral part of the University's teacher-preparation program, integrating the various elements of basic studies and professional education for application to the “real world” of a teacher. Early Field Experience students synthesize and apply theoretical knowledge from previous courses in realistic, planned, professional settings. These experiences are intended to prepare the Early Field Experience Student for success in full-time teaching in a Florida public school. Early Field Experience Students are expected to demonstrate competency in the Florida Educator Accomplished Practices (http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.shtml; see also Appendix F) and Educator Preparation Unit Dispositions (see Appendix E).

FSU Rubrics for FEAPs and Dispositions are located at: http://education.fsu.edu/student-resources/student-academic-services-oasis/educator-preparation.
ROLES AND RESPONSIBILITIES OF EARLY FIELD EXPERIENCE STUDENTS

A. Preparation

District schools have taken precautionary measures to ensure the security and safety of students. To gain entry into district schools and to comply with the Jessica Lunsford Act, **all students involved in field experiences** (observation, one-on-one instruction, classroom assistant with or without instruction, small group instruction, whole class instruction) and **student teaching** must:

- Complete a Level II background screening (fingerprinting). Application forms must be obtained from OASIS in 2301 Stone Building and the screening is completed at Leon County Schools Administrative Offices (2757 W. Pensacola St., Tallahassee, FL).
- Secure and provide proof of medical insurance (as current FSU policy states).
- It is **strongly recommended** that students purchase professional liability insurance for at least $2,000,000 (policies must be renewed annually).

It is the responsibility of the student to submit verification of health insurance coverage to the Early Field Placement Office, 2301 Stone Building (i.e., copy of health insurance card; name of insured and dates of coverage).

The Early Field Experience Office will notify the appropriate FSU instructor when students have been cleared to begin their Early Field Experience placement (all clearance documents are on file and the school district has approved the placement).

The Early Field Experience Office will maintain records for all FSU students regarding their various diverse field placements.

B. After Students have been Cleared to Visit Leon County Schools Classrooms for Early Field Experience

**Items Early Field Students take to the school:**
- Leon County ID badge
- FSU ID card
- FSU course-related materials

C. Expectations

Early Field Experience Students consistently rank their field experiences as valuable components of their preparation. Early Field Experience is indeed a vital part of your college training, the time to "put it all together," and to learn in the real world of the schools.

Your Cooperating Teacher expects you to demonstrate:

- Knowledge in your major teaching discipline(s);
- Enthusiasm for your work;
- A cooperative attitude, willingness to learn, and the ability to accept and use positive suggestions;
• Loyalty to your school, students, and Cooperating Teacher;
• Regular and punctual attendance and attention to all administrative and instructional responsibilities;
• Confidentiality in dealing with student information; and
• A continuing improvement in your performance in relation to the Accomplished Practices.

Your University Supervisor expects you to demonstrate:

• Timely completion of all program requirements;
• A cooperative attitude in accepting and using suggestions;
• Timely communication of any problems or concerns;
• Good judgment and professional behavior;
• Initiative;
• Responsibility in securing advanced approval for any special requests, both professional and personal;
• A professional demeanor including appropriate dress, language, and interaction with students; and
• A continuing improvement in your performance in relation to the Accomplished Practices and demonstration of positive impact on student learning.

E. Resources and Regulations

It is expected that you will adhere to the guidelines unless your academic program provides different instructions and materials.

If you have serious concerns regarding the Early Field Experience, first, bring the issue to the person(s) involved (Cooperating Teacher, Supervisor, or Course Instructor) for a discussion and possible resolution regarding these concerns. Experience has shown that most student concerns can be resolved during discussion with the person involved. If the concerns cannot be resolved during this discussion, contact your Academic Program Leader.
ROLES AND RESPONSIBILITIES OF COOPERATING TEACHERS

A. Introduction

Selection as a Cooperating Teacher is tacit endorsement of your effectiveness as a teacher, commitment to students, and skill in human relations. Early Field Experience Students consistently rank field experiences among the most valuable components of their professional education programs. In large part, this is a tribute to the dedication and quality of you, the Cooperating Teacher.

This section is intended to help Cooperating Teachers identify their responsibilities. Your Early Field Experience Student and University Supervisor have the following expectations of the Cooperating Teacher:

B. Expectations

The Early Field Experience Student expects:
- The opportunity to learn by observing your teaching;
- Assistance in learning to plan for instruction;
- Provision of specific suggestions for improvement;
- Recognition of demonstrated improvement and strengths;
- Awareness that he or she is a beginning teacher and should be evaluated at the pre-professional level; and
- A willingness to listen.

The University Supervisor expects:
- A positive attitude in working for the benefit of the Early Field Experience Student;
- A commitment to follow university and departmental guidelines in structuring the Early Field Experience Student’s placement;
- If required, reporting of the Early Field Experience Student’s progress;
- Early alert about any problems;
- Mutual confidence and open communication regarding the Early Field Experience Student’s progress; and
- Support in ensuring the Early Field Experience Student’s timely completion of responsibilities.

C. Responsibilities

- Plan for the arrival of the Early Field Experience Student.
- Welcome the Early Field Experience Student.
- The initial days of field experience are crucial for the Early Field Experience Student. Each Cooperating Teacher should ensure that the Early Field Experience student feels welcome.
- Introduce the Early Field Experience Student into the classroom.
- The Early Field Experience Student should be introduced to the students in a way that encourages them to respond to the Early Field Experience Student as a classroom teacher.
- For all questions regarding general policies and procedures related to Field Experience (see p. 12).
A. Introduction

The University Supervisor is responsible for coordinating the Early Field Experiences of those Early Field Experience students under his or her supervision. The University Supervisor serves both the Early Field Experience student and Cooperating Teacher and must be a readily accessible confidant, trouble shooter, resource person, and teacher. This section of the handbook describes the major responsibilities of the University Supervisor.

B. Expectations of Early Field Experience Student and Cooperating Teachers

Your Early Field Experience students and their Cooperating Teachers have the following expectations of you:

Early Field Experience Students Expect:
- An orientation to the Early Field Experiences and requirements;
- Timely and periodic observation, feedback, and specific suggestions for improvement;
- Identification of specific weaknesses early enough to allow for improvement during Early Field Experience. This is especially critical in relation to the Early Field Experience student’s development of knowledge and skills necessary to demonstrate the 6 Accomplished Practices for Florida Educators and Unit Disposition;
- Fair and continuing assessment of performance;
- Support during times of personal and professional concern.

Cooperating Teachers Expect:
- Clear information about the Early Field Experience requirements, in person or by mail;
- Timely response to professional problems, including inadequate performance and inappropriate behavior by Early Field Experience Students;
- Professional courtesy in working together.

C. Prior to the Early Field Experience

- Expectations of Early Field Experience Students: Prior to the Early Field Experience semester, University Supervisors are responsible for providing placement expectations for Early Field Experience Students. Normally, this is provided during respective class periods. The nature of this information may differ from program to program; however Early Field Experience Students should be informed of their responsibilities prior to their first visit to the school.

D. During the Early Field Experience

To ensure that the necessary elements of due process are provided to each Early Field Experience Student, the University Supervisor is expected to monitor the Early Field Experience in the following ways:
- The Early Field Experience Student’s progress must be documented by the University Supervisor. If an Early Field Experience student is experiencing difficulty, increased monitoring is expected.
- University Supervisors should counsel Early Field Experience Students early enough in the semester to allow them time to maximize their Early Field Experience.
HANDBOOK
FOR
EARLY FIELD EXPERIENCE

APPENDICES
(A-E)

FLORIDA STATE UNIVERSITY
EDUCATOR PREPARATION UNIT
Appendix A: Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida

Early Field Experience Students are expected to adhere to the Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida. These principles are published at the following website:
http://www.fldoe.org/teaching/professional-practices/code-of-ethics-principles-of-professio.stml

Appendix B: Clearance Information for Students Involved in Early Field Experience

To comply with the Jessica Lunsford Act and ensure the security and safety of students, faculty, and staff, **ALL FSU STUDENTS involved in Early Field Experiences** (observation, one-on-one instruction, classroom assistant with or without instruction, small group instruction, and whole class instruction) should plan now to:

- Complete a Level II background screening (fingerprinting). Application forms must be obtained from OASIS in 2301 Stone Building and the screening is done at Leon County Schools Administrative Offices (2757 W. Pensacola St., Tallahassee, FL).
- Secure your own medical insurance (as current FSU policy states).

The College of Education **strongly recommends** that students engaged in Early Field Experience obtain professional liability insurance. The College of Education does not specifically endorse or recommend any particular insurance carrier or insurance policy; however, information is provided for your convenience as options you may wish to consider:
http://education.fsu.edu/student-resources/student-academic-services-oasis/classroom-field-experience/professional-liability-insurance

Please direct all questions to Office of Academic Services and Intern Support, 2301 Stone Building, (850) 644-3583 (phone), thagan@fsu.edu (850) 644-6868 (fax).

Appendix C: Dispositions (Attitudes, Values, Beliefs) in FSU Educator Preparation Unit

Disposition indicators are intended to evaluate the professional attitudes of Early Field Experience Students. Disposition Evaluation Rubrics may be accessed at the following website address:
Appendix D: Florida Educator Accomplished Practices

The Florida Accomplished Educator Practices (FEAPs), established by State Board of Education Rule 6A-5.065 in 1998, have been used to evaluate Student Teachers (http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.shtml). The FEAPs were last updated in 2010. Each of the FEAPs includes indicators of effective instructional practice for Florida’s Teacher Preparation Programs. FSU Rubrics for evaluating FEAPs may be accessed via: http://education.fsu.edu/student-resources/student-academic-services-oasis/educator-preparation).

Early Field Experience Students are also expected to demonstrate appropriate Educator Preparation Unit Dispositions (see Appendix D) and the ability to have a positive impact on student learning.

**FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (Rule 6A-5.065)**

**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 diagnostic student data to plan lessons; and
   f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

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.

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.

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.

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

2. **Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C., and fulfills the expected obligations to students, the public and the education profession.