

Southeastern University



Student Handbook

College of Education



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I. General Information about Southeastern University

A. Administration and Control

Southeastern University, a four-year undergraduate University, is regionally owned and operated by the eight Southeastern area districts of the Assemblies of God. Each cooperating district is represented on the Board of Directors. This board determines the policies of the University, is responsible for its financial support, and selects the administrative officers of the University.

Implementation of the policies and the operation of the University are the responsibilities of the Board of Administration and the administrative officers.

The administrative officers and the faculty of the University participate in committee and faculty meetings to contribute to the formulation and implementation of instructional policies.

B. Location

Founded in 1935, Southeastern University currently enrolls more than 9,500 students (total in person and distance programs). Surrounded by the beautiful lakes and citrus groves that characterize central Florida, the 60-acre campus represents an attractive and picturesque scene for the students' pleasure and academic environment. The campus on Longfellow Boulevard overlooks Lake Holloway and Lake Bonny in Lakeland, Polk County, Florida.

C. Mission Statement

Equipping students to discover and develop their divine design to serve Christ and the world through Spirit-empowered life, learning, and leadership.

D. Vision Statement

Southeastern University is anchored by Spirit-empowered education in a Christ-centered, student-focused learning community. Southeastern's global impact is marked by a deep commitment to transforming minds and engaging culture through the integration of faith, learning, and service. Each student's divine design is nurtured and unleashed through the investment of faculty and staff, relationships within the community, the rigor of scholarship, diverse learning experiences, and the discipline of spiritual formation, which propels students into a lifetime of serving the world in the Spirit of Christ.

E. Accreditations and Endorsements

SACS Accreditation

Southeastern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Memberships and Endorsements

Accreditation Council for Business Schools and Programs (ACBSP)
 The Alliance for Assemblies of God Higher Education (The Alliance)
 American Associate of Collegiate Registrars and Admission Officers (AACRAO)
 American Society of Composers, Authors and Publishers (ASCAP)
 Association of American Colleges and Universities (AAC&U)
 Association of Christian Schools International (ACSI)
 Association of Departments of English
 Association for General and Liberal Studies (AGLS)
 Association of Institutional Research (AIR)
 Association of Theological Schools (ATS)- Associate Member
 Broadcast Music Inc. (BMI)
 Commission on Collegiate Nursing Education (CCNE)
 Council for Christian Colleges and Universities (CCCCU)
 Council for Colleges of Arts and Sciences (CCAS)
 Council for Independent Colleges (CIC)
 Council for Higher Education Accreditation (CHEA)
 Council on Social Work Education (CSWE)
 Florida Association of Colleges for Teacher Education (FACTE)
 Florida Department of Education (FLDOE) – Southeastern University is approved to grant degrees that meet certification requirements for a Florida teaching credential.
 Florida Association for Institutional Research (FAIR)
 Florida League of Christian Schools (FLOCS)
 Independent Colleges and Universities of Florida (ICUF)
 National Association of Independent Colleges and Universities (NAICU)
 National Association of Intercollegiate Athletes (NAIA)
 National Christian College Athletic Association (NCCAA)
 National Collegiate Honors Council (NCHC)
 Polk Arts Alliance
 Southern Association for Institutional Research (SAIR)

F. State Approval of Programs

Teacher education programs at Southeastern University are state-approved by the Florida Department of Education (FLDOE). Southeastern teacher prep programs are also approved/recognized by FLOCS (Florida League of Christian Schools) and ACSI (Association of Christian Schools International).

G. Kappa Delta Pi

In April 2004, Southeastern University chartered the Alpha Beta Mu chapter of Kappa Delta Pi (KDP), the International Honor Society in Education. Membership is open to education majors who meet KDP requirements. The society sponsors outreaches to local schools and communities and participates in national events. Further information is available in the College of Education.

II. General Information about Teacher Education Programs

The College of Education administers education programs for the preparation of teachers in Early Childhood Education (PreK-3), Elementary Education (K-6), Secondary Biology (6-12), Secondary English (6-12), Secondary Mathematics (6-12), Secondary Social Science (6-12), Music Education (K-12), and Exceptional Student Education 4+1 (ESE K-12). These majors require a sequence of courses that meet certification requirements for a Florida teaching credential through the State of Florida Department of Education as well as Association of Christian Schools International (ACSI) and Florida League of Christian Schools (FLOCS).

Teacher education programs of Southeastern University are subject to the requirements and review of accrediting and certifying agencies. When the rules or procedures of these agencies change, such requirements supersede the statements made herein.

A. Minimum Degree Requirements

A candidate for a bachelor's degree from the College of Education must complete the University requirements of a specified minimum number semester hours, depending on the major, and specified course work with a minimum cumulative GPA of 3.0.

Students who plan to graduate with state approval from the SEU College of Education (Teacher Preparation Program) must obtain passing scores on **all** required certification exams aligned with your major (before the degree is conferred). Requirements for an initial Florida professional teaching certificate include completing the Florida Department of Law Enforcement fingerprinting/background screening and submission of passing scores on the Florida Teacher Certification Examination (FTCE), which consists of the General Knowledge Test (GKT), the Professional Educator Examination (PED), and the Subject Area Examination (SAE).

B. State Approval/Reciprocity

All teacher education programs have met requirements for Program Approval through the Florida Department of Education. Students who plan to teach in Florida schools must file an application with the Department of Education for professional certification. It is the student's responsibility to determine reciprocity with the state in which they intend to teach.

C. Endorsements

The Florida State Department of Education requires that all teacher education programs include ESOL courses. The ESOL Endorsement is required by law of all primary language arts providers (Category 1), which refers to elementary teachers, Exceptional Student Education (ESE) teachers, Reading teachers, ESOL teachers, and Language Arts/English teachers (both middle grades and secondary). Education majors in these programs will earn the ESOL endorsement by successfully completing the Education program at Southeastern University. Other education majors (math, music, science, social science, and school counseling) will complete the Category 2/3/4 ESOL training requirement by successfully completing the required ESOL course in their program.

All Elementary, ESE, and secondary English Ed majors will earn the state-approved Reading Endorsement. All other majors may elect to add the Reading Endorsement to their program. Electing the Reading Endorsement must be decided upon with the Academic Advisor prior to the senior year of the program. All ESE majors will earn the gifted endorsement as well as the autism endorsement.

Students enrolled in the Global Teacher Education Program are not eligible for endorsements.

III. Requirements of Teacher Education Programs

A. Requirements of the SEU College of Education

All students planning to pursue a teacher education program must first declare the major they desire. Only those students who have been previously accepted into the College of Education (COE) may apply for placement in Student Teaching.

I. General Policies

Attendance

- All COE professors **will** drop a student's overall course grade by one letter grade if the student exceeds the allowed absences.
- **All** absences count toward the allowed number, with the exception of SEU approved activities (i.e. field trips, sports, missions, student life, SEU functions, etc.).

- If a student exceeds the allowed absences, s/he may appeal, in writing, one or more of the absences to the professor and the Dean or Chair. (This allows for extenuating circumstances such as extended serious illness, death in family, etc.). If the decision of the professor and Dean or Chair is unacceptable to the student, s/he may appeal to the Provost per SEU policy.
- **Students should keep documentation of every absence in order to substantiate reasons for absences.** Documentation of doctor's visits, school activities, hospitalizations, or any similar circumstances must be submitted for all absences along with the written letter of appeal to the Dean. The Dean will inform students of the result of appeals through Southeastern University email. The Dean will copy the professor on the result of the appeal so the professor can follow through with the result.
- Professors are under no obligation to allow a student to make-up, for any credit, any missed work/projects/assignments/points given in class/etc. on days such student is absent – except for SEU approved activities.
- Some courses with variable meeting schedules (i.e. Field Study, Practicum, and Student Teaching) may require different attendance policies. For example, there are no excused absences granted for missing an appointment with a Cooperating Teacher in the field.
- As an added layer of support, many of the components within this domain are included in the Undergraduate Preparation and Leadership Student Dispositions rubric. Non-compliance may result in a departmental review.

Tardies

- If a student misses any part of the full class period – beginning, middle, or end – s/he receives a tardy.
- Three tardies = one absence.
- Professors are under no obligation to allow a student to make-up any time, work, projects, assignments, or points missed in class.

Late Work

- In order to receive full credit, assignments are due according to the date and time set by the professor. After that the professor is under no obligation to award any credit to the student for the assignment. However, all assignments required for FEAPs and FLDOE competencies and skills must still be successfully completed, demonstrated, and mastered. Professors are under no obligation to award any credit toward the course grade for late/re-submitted FEAPs and FLDOE tasks.

APA

- ALL assignments requiring any type of essay and/or formal writing must be completed in the most current version of APA format, including any title pages and/or reference pages required by the professor.

- Professors reserve the right to also require fewer formal assignments to be completed in the most current version of APA format.

Cell Phones/Computers

- Electronic devices are allowed and encouraged in class when it is course-related (example: for taking notes, survey, web searches, etc.) and instructed by the professor.
- Off-topic texting, talking, or surfing on any electronic device during class for personal leisure is discourteous to others and may be prohibited by the professor. This standard also applies to any student's guest(s) in the classroom.
- Cell phones should be set to vibrate in the event of an emergency call. Student must discreetly excuse him/herself from class to answer any emergency phone calls.

Classroom Etiquette

- Students must be especially kind, engaged, and participatory when anyone (i.e. teacher, fellow student, guest speaker, etc.) is talking to the whole class. Golden rule: be the student you would like to have in your class someday!

Dress Code

- College of Education students are considered leaders on campus and must present themselves as such; therefore, COE students will adhere to the dress code expectation of modesty in all education class meetings and gatherings. Please refer to the Student Dress Code listed in the Southeastern University Student Handbook.
- Students dressed inappropriately for class meetings will be asked to leave and charged an unexcused absence.
- Students must dress professionally for ANY class presentation (individually or in a group) and all field experiences.
- Professors will deduct points from the presentation/activity for each student who fails to dress professionally.

ePortfolio

- Students must keep a current ePortfolio with all required FEAPs assignments in MyFire.

FEAPs packets

- Every student is responsible to maintain the FEAPs packet he/she receives in Introduction to Education. Transfer students should download a FEAPs packet from the Undergraduate Education Forum (<https://library.seu.edu/UndergradEdForum>). Every student should hand-deliver his/her own

FEAPs packet to the applicable professors for signature at the end of each semester. Professors will *not* pass FEAPs packets from person to person for signatures.

Advising

- Students should meet with their advisors at least once per semester to ensure adequate progress towards graduation.
- It is important that students follow the course plan as outlined on the four-/five-year plan for the major. Courses will be offered every semester, once a year, or once every two years depending on need.

II. Admission to the College of Education

Application for official admission into the College of Education (COE) State Approved Teacher Preparation Program must be submitted by the end of their Field Study 1 course. Transfer students must submit this application during their first semester of enrollment at SEU showing attempts on all sections of the GKT. Applications can be found on the Undergraduate Education Forum (<https://library.seu.edu/UndergradEdForum>).

Admission Requirements into the College of Education:

- Enrollment as a degree-seeking student at the university;
- No grade lower than a “C-” in any religion course, professional education course, or specialization course;
- Minimum cumulative GPA of 3.0 for all courses. If you become ineligible to continue in your program, you may re-apply for admittance when eligibility has been re-established by making a written request to the Compliance Committee. (You may apply one more time.)
- Minimum grade of “B-” in Fundamentals of Speech, Oral Interpretation, or Introduction to Music Education;
- Completed personality profile (MBTI);
- Official documentation of scores showing attempts on all sections of the GKT, including any retakes and remediation as mandated by Florida Statute 1004.04(3)(b);
 - Note: For the State Approved Teacher Preparation Program, all Florida Teacher Certification Examination (FTCE), which consists of the General Knowledge Test (GKT), the Professional Educator Examination (PED), and the Subject Area Examination (SAE) must be successfully passed in order to be a completer of the program and graduate with your degree and endorsements conferred.
- Admission approval by the Teacher Education Screening Committee. **At the moment of admission, the student is considered a “candidate.”**

III. Field Studies

Field Study 1

- Students are required to complete a minimum of 30 PreK-12 classroom hours.
- Students are expected to take and pass the GKT prior to or during Field Study 1.
- Students who attempt but do not pass all sections of the GKT OR do not apply to the College of Education prior to the completion of Field Study 1 will earn a grade no higher than an 80% ("B-") for Field Study 1.
- Students who **do not** attempt the GKT prior to the completion of Field Study 1 will earn a grade no higher than a 70% ("C-") for Field Study 1.
- Students who do not attempt or do not pass the GKT during the Field Study 1 semester OR who do not apply to the College of Education **must** meet with their advisor and the COE Compliance Coordinator to develop an action plan for preparing for and passing the exam within six months of the Field Study 1 semester in order to stay on track in their program of study.

Field Study 2

Students have the option to complete Field Study 2 abroad. Students interested in completing Field Study 2 abroad, should see their advisor at the end of Field Study 1 for more information and application procedures.

- Students are required to complete a minimum of 45 PreK-12 classroom hours.
- Students are expected to take and pass the Professional Educator (Prof Ed) exam prior to or during Field Study 2.
- Students who attempt but do not pass the Prof Ed exam prior to the completion of Field Study 2 will earn a grade no higher than an 80% ("B-") for Field Study 2.
- Students who **do not** attempt the Prof Ed exam prior to the completion of Field Study 2 will earn a grade no higher than a 70% ("C-") for Field Study 2.
- Students who do not attempt or do not pass the Prof Ed exam during the Field Study 2 semester **must** meet with their advisor and the COE Compliance Coordinator to develop an action plan for preparing for and passing the exam within six months of the Field Study 2 semester in order to stay on track in their program of study.

Field Study 3

- Students are required to complete a minimum of 60 PreK-12 classroom hours.
- Students are expected to take and pass the applicable Subject Area Exam (SAE) prior to or during Field Study 3.
- Students who attempt but do not pass the SAE prior to the completion of Field Study 3 will earn a grade no higher than an 80% ("B-") for Field Study 3.
- Students who **do not** attempt the SAE prior to the completion of Field Study 3 will earn a grade no higher than a 70% ("C-") for Field Study 3.
- Students who do not attempt or do not pass the Subject Area Exam during the Field Study 3 semester **must** meet with their advisor and the COE Compliance Coordinator to develop an action plan for

preparing for and passing the exam within six months of the Field Study 3 semester in order to stay on track in their program of study.

- ESE students must pass the Elementary Education SAE before the end of Field Study 3.
- Students **must** attempt the SAE at least once in order to be eligible for student teaching.

Field Study 4 (ESE only)

- Students are required to complete a minimum of 60 PreK-12 classroom hours.
- Students are expected to take and pass the ESE Subject Area Exam (SAE) and the Middle Grades Subject Area Exam prior to or during Field Study 4.
- Students who attempt but do not pass **both** the ESE SAE and the Middle Grades SAE prior to the completion of Field Study 4 will earn a grade no higher than an 80% ("B-") for Field Study 4.
- Students who **do not** attempt either the ESE SAE or the Middle Grades SAE prior to the completion of Field Study 4 will earn a grade no higher than a 70% ("C-") for Field Study 4.
- Students **must** attempt both the ESE SAE and the Middle Grades SAE in order to be eligible for student teaching.

IV. Eligibility Requirements for Student Teaching

Student teaching (the capstone course) involves a field experience in pre-kindergarten, elementary, middle grades, or secondary public or private schools according to the major and area(s) of certification. The Coordinator of Clinical Education is responsible for the assignment of all student teachers and assigning a university supervising professor for each student teacher. Southeastern University works with the District Office of collaborating school districts to place Student Teachers in diverse settings. Southeastern University complies with each district's policies and requirements for placing Student Teachers. If there are discrepancies between the district policies and Southeastern University's policies, the policies at Southeastern University will supersede.

Students who wish to apply for a student teaching experience outside of Polk County must submit a formal letter of request at least 1 year prior to the projected semester of Student Teaching to the Clinical Education Coordinating Team. Late requests will be considered on a case by case basis depending on site availability. Approvals/denials will be determined by the Clinical Educators' Team on a case by case basis.

To be eligible for student teaching, students must:

- complete and upload the personality profile (Myers-Briggs or MBTI) in ePortfolio;
- maintain a minimum 3.0 cumulative GPA;
- earn no grade lower than a "C-" (70) in any religion course, professional education course, or specialization course;
- be accepted into the College of Education as required by Florida Statute 1004.04;
- successfully complete **all** course work *prior to day one* of Student Teaching;
- satisfactorily complete required clinical education field experiences;

- have attempted the GKT, Prof Ed and Subject Area Exam(s) as required by Florida Statute 1004.04(3)(b);
 - Note: For the State Approved Teacher Preparation Program, all Florida Teacher Certification Examination (FTCE), which consists of the General Knowledge Test (GKT), the Professional Educator Examination (PED), and the Subject Area Examination (SAE) must be successfully passed in order to be a completer of the program and graduate with your degree and endorsements conferred.

V. Exit Requirements

College of Education Program Completion

Florida State Approved Teacher Certification Program

Your admission into the state approved program qualifies you to pursue a Florida State Approved Teacher Certification Program leading to Florida Professional Teaching Certification, Association of Christian Schools International (ACSI) certification, and Florida League of Christian Schools (FLOCS) certification. Your retention in the program is contingent upon your maintaining the college requirements for all B.S. degree programs. In pursuing a Florida State Approved Teacher Certificate, you must meet all additional requirements for admission, student teaching and exiting the program.

The following requirements must be met prior to graduation in order to complete the Florida State Approved Teacher Certification Program:

- Receive acceptance into the College of Education;
- Complete and upload the personality profile (Myers-Briggs or MBTI) in ePortfolio;
- Maintain a 3.0 cumulative GPA or higher;
- Earn no grade lower than a “C-” (70) in any religion course, professional education course, or specialization course;
- Achieve passing scores on all required Florida Teacher Certification Exams for the major (see your specific four-year plan and audit sheet for required state exams including the GK, PED, SAE, ESE, etc.);
- Successfully complete all course work *prior to day one* of Student Teaching;
- Submit a completed ePortfolio;
- Satisfactorily complete required clinical education field experiences, including a final grade for Student Teaching of a “B-” (80%) or higher.

Students who complete Student Teaching without passing the General Knowledge Test (GKT), the Professional Educator Examination (PED), and the Subject Area Examination (SAE) may choose to delay having their degree conferred. You may have up to one year following the Student Teaching experience, to pass the appropriate certification exam and graduate state-approved. If a student does not pass the applicable certification exam(s) within one year after finishing Student Teaching, he/she will graduate non-state approved and will forfeit all teaching certifications and endorsements.

Global Teacher Education Program

Please see the Global Education handbook.

Teacher Induction Ceremony

The Teacher Induction Ceremony is for graduating student teachers who have successfully completed all requirements for certification in the state approved program. Because this ceremony welcomes new teachers into the profession, student teachers who do not successfully complete all requirements for certification in the state approved program will not be eligible to participate.

Students in the ESE 4+1 program will not be eligible to participate in the Teacher Induction Ceremony until they have successfully completed their Masters' level coursework.

IV. Clinical Education - Student Teaching

A. ECED 4912/EDUC 4912/ESED 5712 Student Teaching Requirements (12 credit hours)

- Ten to fifteen weeks of full-time student teaching in the same K-12 school classroom. Southeastern University and student teachers must follow the Student Teaching Release to Hire Protocol if offered a teaching job prior to the end of Week 15.
 - Student Teaching Release to Hire Protocol:
 - Complete 70 days of student teaching;
 - All forms and assignments must be completed, uploaded into MyFire, and graded (allow at least one week from submission);
 - Written documentation of the teaching position being offered from the principal/school;
 - All indicators on the most recent observation must be a 2 or higher;
 - An e-mail from the Registrar confirming that your degree has been conferred.

*Until you have received email confirmation from the Registrar and/or the Coordinator of Clinical Education that your degree has been conferred, you are expected to continue reporting to your student teaching placement.

- Students are assigned and supervised at the Student Teaching school by a cooperating teacher who has met the following supervisory criteria: three years of successful teaching experience, successful completion of Clinical Educator training, and holds a Florida Professional Teaching Certificate (in field).
- Students are assigned and supervised by Southeastern University supervisor(s).

- Students attend mandatory teaching seminars and conferences on and off Southeastern University's campus.

I. Student Teaching Programs Available at Southeastern University:

A. Local Student Teaching

These student teaching experiences are located in schools throughout Polk County. All evaluations are completed by the local university supervisor. Students are expected and required to participate in all Student Teaching activities.

B. Distance Student Teaching

These student teaching experiences are located globally throughout the world. All evaluations are completed by the assigned university supervisor appropriate to the arrangements of Student Teaching. Students participating in this experience must submit a formal request one year before the Student Teaching experience and be approved by the approving committee demonstrating a need, availability, fit, and recommendation by faculty on the committee. Late requests will be considered on a case by case basis depending on site availability. Approvals/denials will be determined by the Clinical Educators' Team on a case by case basis. Students participating in this program are responsible for all additional fees and costs associated with the experience. Individuals may apply by first meeting with the Coordinator of Clinical Education.

V. Role of Participants

A. College of Education

I. Provost

The Southeastern University Provost works directly with the Dean of the SEU College of Education and the Coordinator of Clinical Education in coordinating the teacher education program within the University.

II. Dean of the College of Education

The Dean of the SEU College of Education works with the Provost and the Coordinator of Clinical Education in coordinating the program within the College of Education. The Dean is responsible for coordinating the planning and administering of all teacher education programs offered by the University.

III. Coordinator of Clinical Education

The Coordinator of Clinical Education is assigned the administrative responsibility for organizing and coordinating all phases of the clinical education program. He/she may serve as liaison between the Florida State Department of Education and the University's College of Education.

The Coordinator serves as liaison between the schools and the College of Education and works with each school system's placement office in assigning student teachers for their field experience. The Coordinator is responsible for providing orientation of cooperating teachers to the student teaching program.

The Coordinator works with the Student Teaching university supervisors on specific problems involving student teachers. The Coordinator is responsible for completing the final evaluation of the student teacher's ePortfolio for the Pre-service Teacher. The Coordinator maintains a permanent file for each student teacher and submits final grades for student teachers to the Registrar, based on the student's coursework grades, university supervisors' and cooperating teachers' recommended grades.

IV. University Supervisors of Student Teachers

University supervisors of student teachers represent the SEU College of Education and the departments offering the specialization or major (content area) and are directly responsible for the supervision of the student teachers while assigned to the schools. Supervisors participate in the pre-student teaching seminar and activities coordinated by the Coordinator of Clinical Education.

Supervisors work cooperatively with the principals/administrators of the local school in interpreting the program. Supervisors work with cooperating teachers in planning and carrying out the student teachers' programs, observe and assist student teachers, gather and interpret evaluative information concerning their progress, and conduct critiquing sessions and conferences/seminars with student teachers and cooperating teachers.

Supervisors communicate with the Coordinator of Clinical Education concerning the progress of the student teachers. Supervisors are responsible for submitting to the Coordinator of Clinical Education a final evaluation form with a recommended grade for the student teacher, with input from the cooperating teacher, the student teacher, and the Coordinator of Clinical Education.

B. School System Personnel

The representative of the school system works with the Coordinator of Clinical Education and the local supervisors and principals in assigning student teachers for their field experience.

I. The Principal

Principals work directly with the representative of the school system in selecting qualified classroom cooperating teachers and in placing student teachers.

II. The Cooperating Teacher

The cooperating teacher, approved by the principal of the cooperating school, is in a key position to assure the success of the student teaching experience. This teacher participates in the program willingly and regards working with student teachers as a professional contribution. The cooperating teacher works with university supervisors in the promotion of personal and professional growth of the student teacher. All cooperating teachers must meet State of Florida criteria for supervising interns.

- Effective for the 2022-2023 school year, school district personnel and instructional personnel who supervise or direct teacher preparation students during internships in kindergarten through grade 3 or students who are enrolled in a teacher preparation program for a certification area identified pursuant to s.1012.585(3)(f), F.S., must hold a certificate or endorsement in reading.

The Cooperating Teacher mentors and evaluates the Student Teacher regularly, openly providing feedback to the Student Teacher. The Cooperating Teacher allows the Student Teacher to assume teaching responsibilities throughout the Student Teaching in order for the Student Teacher to gain relevant experience. The Cooperating Teacher attends a Cooperating Teacher Seminar to become acquainted with the Student Teaching experience.

VI. Policies Governing the Student Teacher

A. Application for Student Teaching

1. Students are *not* to attempt to locate their own student teaching assignment.
2. Students will *not* be placed in a school in which they attended nor in which a close relative is employed.
3. The Coordinator of Clinical Education will notify student teachers concerning their field assignments and their specific university supervisor(s).

B. Attendance at School and Seminars

1. The calendar of the local school is followed rather than the University calendar in regard to holidays and work schedule.
2. Student teachers are to report every contractual workday for school faculty and spend the same amount of time in school as the cooperating teacher's contract hours.
3. When illness or an emergency necessitates an absence, it is the responsibility of the student teacher to notify the cooperating teacher, the assigned school, the instructor of Student Teaching, and the University supervisor(s) as far in advance as possible and give full explanation of the reason for the absence. Under no conditions is a student teacher to be absent from school without contacting the cooperating teacher.
4. Too many absences could result in a discontinuation or an extension of the field experience period.
5. Student teachers are expected to devote full time to the field experience. They should not plan activities that interfere with performance of teaching responsibilities. Student teachers will not be excused from any student

teaching responsibilities in order to work, take campus coursework, or participate in outside activities. If there is a pressing need for involvement in any of these types of activities, it must be first cleared with the Coordinator of Clinical Education and Dean of the College of Education.

6. Student teachers attend all meetings that the cooperating teacher attends unless the teacher denotes otherwise. Student teachers may assist the cooperating teacher in extracurricular activities; however, they are not permitted to chaperone activities.

7. Student teachers are required to attend the pre-student teaching seminar coordinated by the Instructor of Student Teaching, as well as all seminars and/or conferences.

8. All on and off campus appointments must be scheduled before or after school, according to their assigned cooperating teacher's contract hours.

C. School Policies

1. Student teachers work under the immediate guidance of their cooperating teachers.

2. Student teachers should immediately make efforts to become acquainted with the school (including all routines and regulations).

3. Student teachers will dress in accord with the standards for professional personnel, conforming to the dress code of the local school district/faculty in the assigned school and meet all university requirements.

4. Lesson planning is carried out on a daily and long-range basis according to the procedures and instructions of the university supervisors and the cooperating teacher; lesson plans must be completed at least two weeks prior to implementation.

5. The degree to which the student is given full control of the class and the amount of time the student teacher is left on his or her own in the classroom will vary, but this period could be three to four weeks in order to ensure an opportunity to perform adequately.

6. All confidential information pertaining to the cooperating school, the cooperating teacher, and the pupils should be handled in a professional manner.

7. The student teacher should develop and maintain a receptive attitude toward suggestions and criticism.

8. The student teacher will not be used as a substitute teacher. If the cooperating teacher is absent from school and if a substitute teacher is not hired, a certified teacher or administrator must be appointed as a temporary cooperating teacher for the student teacher, even though the student teacher is teaching the class.

D. University Policies

1. Student teachers are expected to complete and submit all required forms and assignments on assigned due dates to proper university personnel.

2. At least three/four visits will be made by university supervisors to observe the student teachers at work with the pupils. Student teachers should plan the visit to include time demonstrating working with pupils in a normal

teaching-learning situation. One formal, recorded observation is required by each student teacher. Written work or study periods should be avoided. Time will be set aside for post-evaluation conferences with the supervisors.

3. If a problem arises, the student teacher should contact the university supervisor(s) and discuss the situation fully.

4. The final evaluation and recommended grade and credit for the student teaching experience are the responsibility of the university supervisors in collaboration with the Student Teaching course instructor. The supervisors will take into consideration the student teacher's self-appraisals, the cooperating teacher's evaluations, information gathered by the supervisor(s) through observations, conferences, seminars and reports, and the student's promptness in completing and handing in all required reports.

5. Student teachers who receive an unsatisfactory grade may utilize the regular university grade appeal system to appeal the grade.

VII. Student Teacher Code of Ethics

A. Student Teachers and Pupils

1. Keep all information about children/pupils confidential.
2. Maintain the dignity necessary to gain the respect of pupils. Always act like an adult.
3. Show high regard for each child; show enthusiasm for each area of the curriculum that you teach.
4. Be sympathetic and courteous toward all pupils.
5. Consider yourself a member of the community in which you are teaching and act accordingly.
6. Discipline used by the student teacher should be conformed to the policies of the cooperating teacher/school.
7. Be a good example to your pupils in every way – physically, mentally, and ethically.
8. Be just as interested in and just as ready to assist with improvement of the class as if it were your own.
9. Recognize that each child is individual; take into consideration individual abilities, interests, and capacities for learning.
10. Be impartial in dealing with pupils and strive to be fair while judging a pupil's actions.
11. Refrain from imposing your own religious or political views upon pupils; exhibit a broad-minded, tolerant attitude toward all groups of individuals.
12. Demonstrate mastery of the most recent version of the Florida Educator's Accomplished Practices.

B. Student Teachers and Cooperating Teacher

1. Consider a cooperating teacher as one who is helping you to become a competent teacher.
2. Have your lesson plans checked by the cooperating teacher in accordance with university policies.

3. When the class begins, concentrate upon the lesson and forget that you are being observed by the cooperating teacher.

4. Provide time in which you and the teacher may have multiple conferences in order to discuss problems/progression of teaching skills.

5. The cooperating teacher is eager to help; so, be appreciative of criticism and seek suggestions.

6. Remember that the cooperating teacher is in legal control of the class and is legally responsible for it.

7. You and the teacher should respect one another's professional rights and personal dignity.

8. Accept the cooperating teacher's decisions concerning the material to be covered and the method of presentation.

9. Assume no authority that has not been specifically delegated to you by the cooperating teacher.

10. Know what the cooperating teacher expects of you.

11. Complete cooperation should be established between you and the teacher; conferences should be held as scheduled.

12. Support the teacher in matters of school discipline.

C. Student Teacher Dress Code

College of Education students are considered leaders on campus and must present themselves as such; therefore, COE students will adhere to the dress code expectation of modesty in all education class meetings and gatherings. Please refer to the Student Dress Code listed in the Southeastern University Student Handbook.

All student teachers must dress professionally during each day of Student Teaching. Please be aware that repeated dress code violations will impact the student's final grade and can result in termination of Student Teaching.

Please use the chart below and the Student Dress Code listed in the Southeastern University Student Handbook as your guide.

Women:

Acceptable	Unacceptable
<ul style="list-style-type: none"> ● Neat/tidy clothing ● Attire/grooming/hygiene ● Tops (at least 2-inch shoulders) ● Sweaters/blazers to cover shoulders ● Dresses/skirts (knee-length or longer) ● Pants/slacks ● SEU COE or assigned school's polo shirt 	<ul style="list-style-type: none"> ● Flip-flops ● Sneakers/running shoes ● Mini skirts ● Shorts (dressy shorts are not acceptable) ● T-shirts ● Tank tops ● Denim ● Sheer material/clothing ● Body/facial piercings (earrings permitted) ● Head coverings/hats ● Distracting make-up, jewelry, accessories*

Men:

Acceptable	Unacceptable
<ul style="list-style-type: none"> • Neat/tidy clothing • Pants/slacks • Belt • Button down oxford shirts • Tie/Bowtie • Closed-toe shoes • Dress socks • SEU COE or assigned school's polo shirt 	<ul style="list-style-type: none"> • Flip-flops • Sneakers/running shoes • Shorts • T-shirts • Denim • Open-toed shoes/sandals • Sleeveless shirts • Sheer material/clothing • Head coverings/hats

VIII. Responsibilities of the Cooperating Teacher

A. General Guidelines

The following is a guideline for the cooperating teacher in carrying out his/her responsibilities to the student teacher:

1. Make the student teacher feel welcome to the school and staff.
2. Prepare the pupils for the arrival and participation of the student teacher, emphasizing the professional role of the student teacher.
3. Introduce the student teacher to the classes (use the student teacher's surname – Jane Doe should be introduced as Ms. Doe, not Ms. Jane).
4. Acquaint the student teacher with the over-all school/program, the daily schedule and routines, location of all teaching materials and technology, disciplinary policies, and emergency procedures.
5. Provide a desk or table and storage space, as well as teacher's manuals and textbooks, for the student teacher.
6. Explain the procedures and policies for securing supplies and operating equipment.
7. Arrange for the student teacher to observe a variety of teaching situations, including observations of other teachers' classes especially during the first and last couple of weeks of the Student Teaching.
8. Work with the student teacher in selecting and planning activities for the classes. Discuss lesson plans with the student teacher and discuss limitations and advantages of a variety of teaching methods and materials for specific situations.
9. Share ideas and results of experiences with the student teacher.
10. Provide for learning experiences outside the classroom, including participation in faculty meetings, assemblies, and other related school activities.
11. Exhibit a philosophy of education which governs discipline and classroom control and which will assist the student teacher in developing a personal philosophy.

12. Plan and follow the Student Teacher Activities Checklist (see Appendices) for the student teacher to gradually assume responsibilities of teaching – alter appropriately depending upon pupils, student teacher, and personal preferences.

13. Have frequent conferences or discussions with the student teacher regarding observations, instructional methods, classroom management techniques, and general Student Teaching progression. The student teacher should never wonder about the current state of progress.

14. Help the student teacher to differentiate according to pupils' individualized needs and abilities, especially regarding students in the ESE and/or ESOL program(s).

15. Guide the student teacher in preparing tests and other evaluative techniques.

16. Feel free to call upon the University supervisor(s) to discuss the student teacher's progress or any problems that may exist. Early problem identification is beneficial to all concerned.

17. Complete/submit forms specified by the Coordinator of Clinical Education.

IX. Evaluation Procedures and Policies

A. Procedure for Evaluation

1. The university supervisor(s) will make a final evaluation with a recommended grade (see Form J). This evaluation will be based upon (a) recommendations of the cooperating teacher obtained through conferences and written reports, (b) self-evaluation of the student teacher obtained through conferences, (c) observations by the university supervisor(s) obtained through class visits, conferences, seminars, and reports, and (d) feedback from the Student Teaching instructor concerning promptness and completeness of reports and participation at seminars. The instructor will submit the final grade to the Office of the Registrar.

2. Cooperating teachers and the university supervisor(s) have institutional and professional responsibility to appraise student teachers in terms of actual achievement. Although student teacher applicants are carefully screened, there may be occasions when it will be necessary to recommend further experiences in another situation or professional guidance to help the student teacher find a more suitable outlet for his or her abilities.

3. Student teachers must earn a final grade of at least a B- (80%) to satisfactorily complete the final Student Teaching and be eligible for certification through the state of Florida.

4. Students may obtain an excused absence from one Student Teaching seminar; however, attendance at all seminars is required. If a student is absent from a seminar, the student must make arrangements with the instructor to make up the missed time/content.

5. Students must satisfactorily complete all student teaching assignments and demonstrate mastery of the Florida Educators Accomplished Practices for Pre-Service Teachers during the Student Teaching semester. Multiple resubmissions are permitted for mastery of the following tasks: Content Area Literacy Project, RCIs, Ethics Star Report, Data Set Analysis Form, Data Sets, and Professional Growth Chart; however, a student may only resubmit an assignment once for the purpose of earning a better grade.

6. Students with more than one absence from student teaching seminars and/or have not submitted assignments on assigned due dates, will receive an Incomplete until assignments are completed and absences are made-up in accordance with the University Supervisor, Student Teaching instructor, Coordinator of Clinical Education, and Dean of the College of Education. Students not adhering to and completing all assignments and requirements are subject to the same grading criteria as outlined the SEU Student Handbook.

7. Students earning a final Student Teaching grade of a C or lower will not graduate with the certification(s) and/or endorsements that accompany the Bachelor of Science degree in their area of study.

X. Professional Ethics

A. Code of Ethics of the Education Profession in Florida (State Board of Education Rule 6B4.001, FAC)

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

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

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

(Effective 10/92)

B. Principles of Professional Conduct for the Education Profession of Florida (State Board of Education Rule 6B.I.006, FAC)

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

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

3. Obligation to the student requires that the individual:

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

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

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

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

e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

f. Shall not intentionally violate or deny a student's legal rights.

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

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

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

4. Obligation to the public requires that the individual:

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

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

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

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

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

5. Obligation to the profession or 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 admit 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 or increments, significant changes in employment, or termination of employment.
- l. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- m. Shall 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(i), Florida Statutes.
- n. 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(i), Florida Statutes.
- o. 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.
- p. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Appendix A

A. Student Teacher Activity Checklist

This is a suggested plan for student teacher activities during Student Teaching. This plan may be modified to meet the needs of the classroom.

Week 1:

Teaching and Planning: Student teacher should observe in the assigned classroom and assist the cooperating teacher and may assume the following responsibilities:

- daily attendance
- lunch count/verification
- assist in accompanying students to other classes/transition times from classroom to special area, lunchroom, auditorium, etc....
- discuss upcoming plans with cooperating teacher
- collaborate with cooperating teacher regarding planning upcoming lessons

Review and become acquainted with the following:

- lesson plans completed by the cooperating teacher
- school grounds
- teacher handbook for school and district policies including library times, library check-out policies for teachers and students, field trips, fire drills and other emergency procedures, uniform dress code, student conduct, bathroom breaks, check out policy, clinic visits
- daily and weekly schedules, taking note of all special area classes and special events
- curriculum implemented in classroom including Sunshine State Standards
- teaching styles or techniques implemented in classroom
- participate in all facets of cooperating teacher's schedule (faculty meetings, committee meetings, parent conferences, department/grade level meetings, PTA meetings, SAC meetings)

Evaluation: Student teacher and cooperating teacher should have daily meetings to evaluate progress and/or give advice on any areas the cooperating teacher may feel need to be addressed.

Weeks 2, 3, 4

Teaching/Planning: Student teachers should begin working with small groups of students for mini lessons, remediation, small group activities, etc....

The student teacher is still following all teacher lesson plans during week 2 and beginning to teach a minimum of one period/subject day with the approval of the cooperating teacher.

During week 3, the student teacher should be planning and teaching a minimum of two subjects/periods per day.

Evaluation: Student teacher and cooperating teacher should have daily meetings to evaluate progress or give advice on areas for which the cooperating teacher may feel need to be addressed.

Weeks 5, 6:

Teaching and Planning: Student teacher should be planning and teaching three to four periods/subjects per day.

Evaluation: Student and cooperating teacher should have daily meetings to evaluate progress or give advice on areas for which the cooperating teacher may feel need to be addressed.

*Student teachers should be preparing for full responsibility of the classroom.

Weeks 7, 8:

Teaching and Planning: Student teacher should begin assuming complete responsibility of the classroom under the direct supervision of the Cooperating Teacher

All lesson planning is completed by student teacher including all Sunshine State Standards and ESOL benchmarks.

Evaluation: Student teacher and cooperating teacher should have daily meetings to evaluate progress or give advice on areas for which the cooperating teacher may feel need to be addressed.

Week 9, 10, 11, 12:

Teaching and Planning: Student teacher has assumed complete responsibility of the classroom under the direct supervision of the Cooperating Teacher.

All lesson planning is completed by student teacher including all Florida Standards and ESOL benchmarks.

Evaluation: Student teacher and cooperating teacher should have daily meetings to evaluate progress or give advice on areas for which the cooperating teacher may feel need to be addressed.

Week 13, 14:

Teaching and Planning: Student teachers begin to phase out of all teaching and classroom responsibilities. Student teachers are encouraged to observe other master teachers during week 14.

Evaluation: All final conferences with the cooperating teacher should be completed by the end of week 13.