



2024-2025 TEACHER PREPARATION STUDENT HANDBOOK

Anne Spencer Daves College of
Education, Health, and Human Sciences

OFFICE OF ACADEMIC SERVICES AND INTERN SUPPORT (OASIS)



Welcome!

You are receiving this handbook because you are enrolled in a major that leads to initial educator certification. The College of Education, Health, and Human Sciences (CEHHS) provides accreditation oversight to all educator preparation programs at FSU, even those located in other Colleges, such as Arts & Sciences, Fine Arts, and Music.

Please take the time to carefully read through the following materials, as they include important information about what makes your major different than other majors across campus. There is a team of staff and faculty who are here to answer your questions and guide you along your pathway to becoming an educator or educational leader! I am happy that you have chosen a career that many of us in the CEHHS have worked in for most of our lives. We think working with children in our P-12 schools is an amazing career and we hope you find it equally as satisfying.

Wishing you a wonderful academic year and Go Noles!

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Table of Contents

<i>What is Educator Preparation?</i>	3
<i>Advising Resources</i>	4
<i>Educator Preparation Milestones</i>	5
1. Program Course Minimum Grades	6
2. Dispositions	6
3. Signature Assessments	7
4. Early Field Placements and Evaluations	9
5. Florida Teacher Certification Examinations (FTCE)	10
6. Student Teaching	13
<i>Use of Via</i>	14
<i>FSU Academic Honor Policy</i>	14
<i>Student Grievance Process</i>	14
<i>Appendix A: Educator Preparation Milestones</i>	16
<i>Appendix B: FEAPs Signature Assessments - All Programs</i>	17
<i>Appendix C: Reading Signature Assessments</i>	25
<i>Appendix D: ESOL Signature Assessments</i>	27
<i>Appendix E: Autism Signature Assessments - Special Education</i>	28
<i>Appendix F: University Student Grievance Process</i>	29
<i>Appendix G: FSU-CEHHS Criminal Background Check Policy</i>	30

What is Educator Preparation?

You are enrolled in a Florida state-approved initial teacher preparation program. In order for you to be eligible for an initial certification, the Florida Department of Education (FLDOE) requires the college to carefully collect and closely monitor your academic progress and completion of specific milestones.

The FLDOE refers to students enrolled in initial certification programs as “candidates” or “teacher candidates”. If you see this language, know it is referring to you.

Overview of State-Approved Programs

The following FSU academic programs are approved for the following Florida certification areas:

Program	State-Approved Certification Area
Art Education (BA/MS) <i>College of Fine Arts</i>	Art (grades K-12)
Elementary Education (BS) <i>College of Education, Health, and Human Sciences Panama City Campus</i>	Elementary Education (grades K-6) ESOL Endorsement Reading Endorsement
Elementary Education (BS/MS) <i>College of Education, Health, and Human Sciences Tallahassee Campus</i>	Elementary Education (grades K-6) ESOL Endorsement Reading Endorsement
English Education (BS/MS) <i>College of Education, Health, and Human Sciences</i>	English (grades 6-12) ESOL Endorsement Reading Endorsement
FSU-Teach Mathematics (BS) <i>College of Arts & Sciences College of Education, Health, and Human Sciences</i>	Mathematics (grades 6-12)
FSU-Teach Science (BS) <i>College of Arts & Sciences College of Education, Health, and Human Sciences</i>	<i>One of the following:</i> Biology (grades 6-12) or Chemistry (grades 6-12) or Earth/Space Science (grades 6-12) or Physics (grades 6-12)
Music Education (BS) <i>College of Music</i>	Music (grades K-12)
Social Science Education (BS/MS) <i>College of Education, Health, and Human Sciences</i>	Social Science (grades 6-12)

Special Education (BS/MS) <i>College of Education, Health, and Human Sciences</i>	Exceptional Student Education (grades K-12) Autism Endorsement ESOL Endorsement Reading Endorsement
Visual Disabilities (BS/MS) <i>College of Education, Health, and Human Sciences</i>	Visually Impaired (grades K-12)

Advising Resources

The College provides a variety of advising resources to all students. The Office of Academic Services and Intern Support (OASIS), located on the second floor of the Stone Building in Suite 2301, provides central advising services and academic support. For more information about OASIS and contact information for all staff, please go to <https://cehhs.fsu.edu/OASIS>.

Your department and academic program also provide advising resources specific to your major. Each program has a main contact referred to as the Program Coordinator.

Program	Department	Program Coordinator
<u>Art Education</u>	College of Fine Arts / <u>Art Education</u>	<u>Dr. Rachel Fendler</u>
<u>Elementary Education</u> <i>Panama City Campus</i>	<u>School of Teacher Education</u>	<u>Dr. Elizabeth Crowe</u>
<u>Elementary Education</u> <i>Tallahassee Campus</i>	<u>School of Teacher Education</u>	<u>Dr. Angie Davis</u>
<u>English Education</u>	<u>School of Teacher Education</u>	<u>Dr. Blake Tenore</u>
<u>FSU-Teach</u>	College of Arts & Sciences/ <u>School of Teacher Education</u>	<u>Dr. Robin Smith</u>
<u>Music Education</u>	College of Music	<u>Dr. Steve Kelly</u>
<u>Social Science Education</u>	<u>School of Teacher Education</u>	<u>Dr. Chantelle Grace</u>
<u>Special Education</u>	<u>School of Teacher Education</u>	<u>Dr. Addie McConomy</u>
<u>Visual Disabilities Education</u>	<u>School of Teacher Education</u>	<u>Dr. Eileen Bischof</u>

OASIS & Program/Department Student Services

OASIS	Academic Department
• Monitor CEHHS Educator Preparation Milestone Completion • Mapping Registration Holds • Dean's Registration Holds • 100 Hour Academic Progress Check • Permission for Undergraduates to Take Graduate Courses • Medical and Mental Health Withdrawals • Collect and Monitor Florida Teacher Certification Exam (FTCE) Scores • Field Work Paperwork & Clearances • Approval of Master's Program of Study • Student Teaching Application & Placements • Final Graduation Check	• Upper-Division Coursework Advisement • Disposition Monitoring and Advisement • Field Work Placements • FTCE Timeline • Registration • Add/Drop • Student Success Plans for Academic Performance and Dispositions • Application to Master's Program

Curriculum Maps

A complete listing of all the required courses for your major is available online at <https://annescollege.fsu.edu/educator-preparation>. These curriculum maps show the program's course sequence by term, the number of credit hours for each course, where university requirements are met, the number of field experience hours associated with the course, and courses in which Signature Assessments and Dispositions are assessed in courses throughout the program.

Educator Preparation Milestones

All students enrolled in a Florida state-approved program must meet specific milestones throughout their program in order to graduate:

1. Complete all program courses with appropriate minimum grades
2. Demonstrate positive professional dispositions
3. Complete Signature Assessments at appropriate performance level
4. Complete Early Field Experiences at appropriate performance level
5. Pass all Florida Teacher Certification Exams (FTCE's)
6. Complete Student Teaching at appropriate performance level

The College and your program coordinator will work collaboratively to help you meet these important milestones. Students that are unable to meet these milestones will be required to change their major out of educator preparation.

1. Program Course Minimum Grades

Program	Undergraduate Courses
Art Education	B or better in all major coursework
Elementary Education	C or better in all major coursework
English Education	C or better in all major coursework
FSU-Teach	C or better in all major coursework
Special Education	C or better in all major coursework
Social Science Education	C or better in all major coursework
Visual Disabilities Education	C or better in all major coursework

Students must earn a grade of B or better (B- or lower is not accepted) in all graduate coursework taken while enrolled in the undergraduate portion of the combined BS/MS degree program. Otherwise, the course(s) must be repeated.

Student must earn a grade of C- or higher in all graduate-level courses taken while enrolled in the graduate portion of the combined BS/MS program. Credit hours for graduate courses graded below a C- will not apply toward the MS degree and must be repeated but are computed in the graduate GPA. A minimum cumulative FSU graduate GPA of 3.0 is required to maintain good academic standing and for graduate degree conferral.

2. Dispositions

Dispositions are defined as “habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards, p. 6). You will be required to demonstrate positive professional dispositions in your courses and field experiences. The instructors in your educator preparation courses will evaluate your dispositions each semester in Via. You must demonstrate professional dispositions with an average score of 3.00 (Developing 2) across all courses each semester. During the semester prior to student teaching, you must demonstrate professional dispositions with an average score of 4.00 (Target) across all courses in that semester.

For more information about the Disposition Evaluation tool used by Anne’s College, please visit https://annescollege.fsu.edu/sites/default/files/2026-02/Revised%20Dispositions_7344.docx.

Student Success Plans for Dispositions

Students who have a concerning pattern of scoring below Developing 2 in key disposition areas will be placed on a Student Success Plan outlining expected improvement and student outcomes. Students may only be placed on two Student Success Plans related to disposition concerns. Further issues in the area of dispositions may result in program dismissal.

3. Signature Assessments

Throughout the program, courses will include Signature Assessments that must be uploaded into Via. Signature Assessments have been identified by the College to assess your mastery of FLDOE outcome standards. FLDOE requires all state approved programs to assess individual teacher candidate performance throughout coursework, field experiences, and student teaching.

There are four types of Signature Assessments:

- FEAP Signature Assessments (All Programs)
- Reading Signature Assessments (Elementary Education, English Education, Special Education Teaching)
- ESOL Signature Assessments (Elementary Education, English Education, Special Education Teaching)
- Autism Signature Assessments (Special Education Teaching)

Standards-based rubrics will be used to evaluate Signature Assessments and there are minimum levels of performance associated with all Signature Assessments. Students who receive a rating below the associated minimum level of performance will need to revise the assignment and resubmit the Signature Assessment in Via during the course.

A failing grade will be given in the course if a student cannot show mastery at the minimum level of performance by the end of the course or does not submit the Signature Assessment in Via.

FEAP Signature Assessments (All Programs)

The FLDOE requires that all teacher education candidates demonstrate mastery of the Florida Educator Accomplished Practices (FEAPs), which are the state's core standards for effective educators. The FEAPs are organized around 6 areas, with a total of 37 indicators that must be assessed during your coursework and field work. There are 8 FEAP Signature Assessments (FSAs) that are embedded in your program. FSA 1-8 are located in your various coursework.

FSAs Minimum Level of Performance:

- FSA 1–8: Developing 2 for all FEAPs criteria

There are FSAs that also evaluate Florida Department of Education Reading Endorsement Competencies and/or ESOL Standards. Please refer to Appendix B to see the courses in which FSAs are assessed and the minimum performance levels for Reading and ESOL Standards in these assessments.

Reading Signature Assessments (Elementary Education, English Education, Special Education, and Visual Disabilities)

The FLDOE also requires that all teacher education candidates demonstrate mastery of Florida Reading Competencies that have been developed by Just Read, Florida. There are various Reading Signature Assessments (RSAs) embedded in your program. You will fall into one of the two following groups based on the program in which you are enrolled.

Visual Disabilities

All students must show mastery of Reading Competencies 1 & 2 if they are enrolled in Visual Disabilities. These students will learn to enhance literacy skills as they apply to their specialized field of instruction, as these fields are not considered to provide primary literacy instruction.

RSA Minimum Level of Performance:

- RSAs 1 – 4: Target for all Reading Endorsement Competency Criteria

Elementary Education, English Education, Special Education

All students enrolled in Elementary Education, English Education, Special Education must show mastery of Reading Competencies 1-5. Students in these programs will be eligible for a Reading Endorsement as part of their initial teacher education program. There are also ESOL standards that are assessed in specific RSAs.

RSA Minimum Level of Performance:

- RSAs 1-5: Target for all Reading Endorsement Competency criteria, Developing 2 for all ESOL Standards criteria
- RSA 6: Target for all Reading Endorsement Competency criteria and ESOL Standard criteria

Please see Appendix C to see in which courses RSAs are assessed.

ESOL Signature Assessments (Elementary, English Education, and Special Education)

The FLDOE requires that specific teacher education candidates demonstrate mastery of

Florida ESOL Standards. Mastery of these standards are measured through the use of ESOL Signature Assessments (ESAs).

ESAs are only applicable to ESOL Endorsed Programs, which includes Elementary Education, English, and Special Education. Students enrolled in these programs must show mastery of all ESOL standards to be eligible for an ESOL Endorsement as part of their initial teacher education program.

ESA Minimum Level of Performance:

- ESAs 1 -2: Developing 2 for all ESOL Standards Criteria

Please see Appendix D to see in which courses ESAs are assessed.

Autism Signature Assessments (Special Education)

Students in the Special Education BS/MS pathway are required to show mastery of the Council of Exceptional Children's (CEC) Initial Preparation Standards for Developmental Disabilities and Autism Spectrum Disorder. Mastery of these standards are measured through Autism Signature Assessments (ASAs) embedded in coursework. Students are eligible for the Autism Endorsement as part of their initial teacher education program.

ASA Minimum Level of Performance:

- ASAs 1- 10: Target on all Standard criteria

Please see Appendix E to see in which courses ASAs are assessed.

Student Success Plans for Signature Assessments

If a student has not met the minimum performance expectations for a Signature Assessment or has not submitted a Signature Assessment, they will be placed on a Student Success Plan. The Signature Assessment must be submitted and scored at the appropriate level by the end of the 7th week of classes in the semester following completion of the course. Once the student has successfully completed the Signature Assessment in Via, their grade may be changed to reflect the grade in the course. For students who cannot successfully remediate the Signature Assessment by the end of the 7th week of the semester, the instructor will keep the grade of "F". No student may enter Student Teaching without demonstrating in Via appropriate scores on all Signature Assessments.

4. Early Field Placements and Evaluations

Early field experiences provide an opportunity to participate in teaching activities in a classroom with a certified teacher. Instructors work with our Field Placement

Coordinator in OASIS to provide a diversity of placements, supportive supervision, and an experience that will challenge and help re-affirm the choice of profession. School districts have taken precautionary measures to ensure the security and safety of their students. To gain entry into schools and to comply with the Jessica Lunsford Act, you must:

- 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. Cost of the screening and red badge is \$95 and is effective for five years.
- Secure and provide proof of medical insurance

Please see Appendix G for the Anne's College Background Check Policy.

It is strongly recommended that you purchase professional liability insurance. For more information about professional liability insurance, please visit <https://annescollege.fsu.edu/academics/office-academic-services-and-intern-support-oasis/classroom-field-experience> and click on "Clearance Procedures for Field Experience."

Students will be evaluated on their performance in field experiences once per academic year. These evaluations will provide students with areas of strengths and areas for improvement in their teaching practice. These evaluations will assist students in preparing for their student teaching experience in their final semester.

For more information about these field experience requirements, please contact Tala Hagan in OASIS at thagan@fsu.edu. The hours for early field experiences vary based upon your major and semester.

Please see the Curriculum Maps for the number of hours students need to complete per semester.

5. Florida Teacher Certification Examinations (FTCE)

Section 1004.04, Florida Statutes requires that all candidates pass all three sections of the Florida Teacher Certification Examinations in order to be endorsed as a program completer. The General Knowledge exam is taken prior to admission to your program. The other two tests you must take are the Professional Education Examination and the Subject Area Examination specific to your program. These must be taken prior to student teaching.

Exam Preparation

Test preparation resources provided by the state of Florida can be found at the following link: <http://www.fl.nesinc.com/resources.asp>. In addition, the Office of Academic Services & Intern Support (OASIS) maintains a collection of study guides for all Subject Area Exams and the Professional Education Examination. Currently enrolled FSU students may borrow two study guides at a time for up to 7 days. OASIS is located in the Stone Building, Room 2301. Our office hours are 8:00 AM – 5:00 PM. For more information on our test preparation resources, please visit <https://annescollege.fsu.edu/academics/office-academic-services-and-intern-support-oasis/test-preparation>.

Exam Registration

To register, please visit the [FTCE website](#). When registering, be sure to request that your scores be sent to Florida State University. You must make this request at the time of registration. OASIS will also request your official exam results directly from the testing, but this will take an additional 5-7 days from when the test scores are released.

Scores for the Professional Education Examination and all Subject Area Examinations that are multiple choice may take approximately 2-3 weeks to be reported to the university. Subject areas that have subtests with written essay components may take approximately 4-6 weeks for scores to be reported. It is essential that you take the exam in a timely manner to meet the deadline for passing scores for student teaching for your program.

No teacher candidate may begin student teaching without official passing scores on the appropriate Subject Area Examination or the Professional Education Examination by the deadline. **There are no exceptions to this policy.**

Deadlines for Verifying Passing Scores:

The Office of Academic Services and Intern Support (OASIS) is responsible for verifying official Subject Area and Professional Education Examination scores in the score reporting system.

Please note that unofficial exam score reports or screen shots of exam score reports are not acceptable. In order to finalize their placements for student teaching, official passing scores must be verified by the deadlines outlined in the table below. Failure to meet the final deadlines will result in a delay in student teaching until the following semester.

Student Teaching Semester	Academic Program	1 st Attempt	2 nd Attempt	Deadline for Passing Scores
Fall	Elementary Education (Panama City) FSU-Teach Programs Visual Disabilities Education	March 1 (SAE) April 1 (Pro Ed)	April 15 (SAE) May 15 (Pro Ed)	June 1
Spring	Art Education Elementary Education (Tallahassee & Panama City) English Education FSU-Teach Programs Social Science Education Special Education Teaching Visual Disabilities Education	May 1 (SAE & Pro Ed)	July 1 (SAE & Pro Ed)	November 1

List of Required Examinations by Program

Prior to student teaching, all teacher candidates must pass the FTCE Professional Education Test and the corresponding FTCE Subject Area Exam for their program.

State-Approved Program	Required Examinations
All Programs	Professional Education Test
Art Education (BA/MS)	Art (grades K-12)
Elementary Education (BS/MS)	Elementary Education (grades K-6)
English Education (BS/MS)	English (grades 6-12)
FSU-Teach Mathematics Majors (BS)	Mathematics (grades 6-12)
FSU-Teach Biology Majors (BS)	Biology (grades 6-12)
FSU-Teach Chemistry Majors (BS)	Chemistry (grades K-12)
FSU-Teach Earth/Space Sci. Majors (BS)	Earth/Space Science (grades 6-12)
FSU-Teach Physics Majors (BS)	Physics (grades 6-12)
Social Science Education (BS/MS)	Social Science (grades 6-12)

Special Education Teaching (BS/MS)	Exceptional Student Education (grades K-12)
Visual Disabilities (BS/MS)	Visually Impaired (grades K-12)

Student Success Plans for Florida Teacher Certification Examinations

If a student does not pass one of the required Florida Teacher Certification Examinations, they will be placed on a Student Success Plan and provided with test preparation prior to their next attempt on the exam. Student Success Plans will provide the student with competency and scaled scores that need improving, specific recommendations for improvement, and a timeline for meeting the requirements.

6. Student Teaching

Student Teaching is the culminating experience in Florida State University's Educator Preparation Program. During this experience, you will be given an opportunity to practice and demonstrate the various skills that you have learned throughout your educator preparation program. For many students, this is the most memorable part of their experience at FSU.

In order to be admitted to Student Teaching, all of the appropriate milestones must be met. These milestones include but are not limited to, completion of all coursework and successful completion of all Florida Teacher Certification Exams (FTCEs) prior to the beginning of the student teaching semester. If you are student teaching in the Spring semester, FSU must receive passing FTCE scores by November 1st of the prior Fall semester. If you are student teaching in the Fall semester, FSU must receive passing scores by July 1st of the prior Summer semester.

The Director of Student Teaching and will guide you through the process beginning with the student teaching application. Your program advisor or faculty will let you know when it is time to apply to student teaching. You can choose the district in which you student teach in the State of Florida. The Director of Student Teaching will provide you with a list of approved school districts to choose from. Once you have chosen your school district, the Director of Student Teaching and your Program Leader will determine the most appropriate placement for you. College policy requires all student teaching placements to take place in the State of Florida within an approved school district. Out of State placements will not be considered.

You will be assigned a University Supervisor who will mentor you throughout your student teaching experience. This University Supervisor will observe your teaching and evaluate your performance several times throughout the semester. These evaluations will provide you with areas of strengths and areas for improvement in your teaching

practice. For more information about the student teaching experience, please contact Jessica Tucker at jntucker@fsu.edu.

Use of Student Learning & Licensure

Completion of a Florida state approved educator preparation program requires students to demonstrate mastery of the required standards for your program. In order to track and collect data on the Signature Assessments, FSU has adopted Student Learning & Licensure (formally Via). Student Learning & Licensure (SLL) will be used to upload your assessments as you progress throughout your program.

An SLL membership is required for successful completion of your state approved teacher preparation program. Your membership is good for seven years and allows you to retain evidence of your demonstration of the standards required for a state approved program. The SLL membership costs \$139.00 and must be purchased within the first 30 days of the first semester in your program. Failure to do so will result in a registration hold.

An email will be sent to you from Tonya Jones in the second week of classes providing your username and instructions for purchasing your account. If you have any questions about program requirements for SLL you may contact Tonya Jones at tjones7@fsu.edu or 850-644-1627.

FSU Academic Honor Policy

It is important to remember that the FSU Academic Honor Policy applies to both your coursework and field work. We recommend that you become familiar with the Academic Honor Policy at <http://fda.fsu.edu/Academic-Resources/Academic-Honor-Policy>

Forging field experience logs, collaborating on assignments that are not group work, reusing assignments in classes without instructor permission, and fabricating data are all violations of the FSU Academic Honor Policy.

Please be aware that using social media to collaborate on and share course exams or assignments with other students that are not identified by the course instructor as group work is a violation of the FSU Academic Honor Policy. If you have any questions, contact your instructor to ask for clarification.

Student Grievance Process

If you are experiencing issues in any of your classes, it is important to attempt to resolve

these issues through the proper processes. Appendix F includes the general student grievance process at FSU.

The above process does not cover grade appeals, which follow a separate, time sensitive process. For more information, go to <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/general-academic-appeals-student-grievances>.

Bullying and Harassment

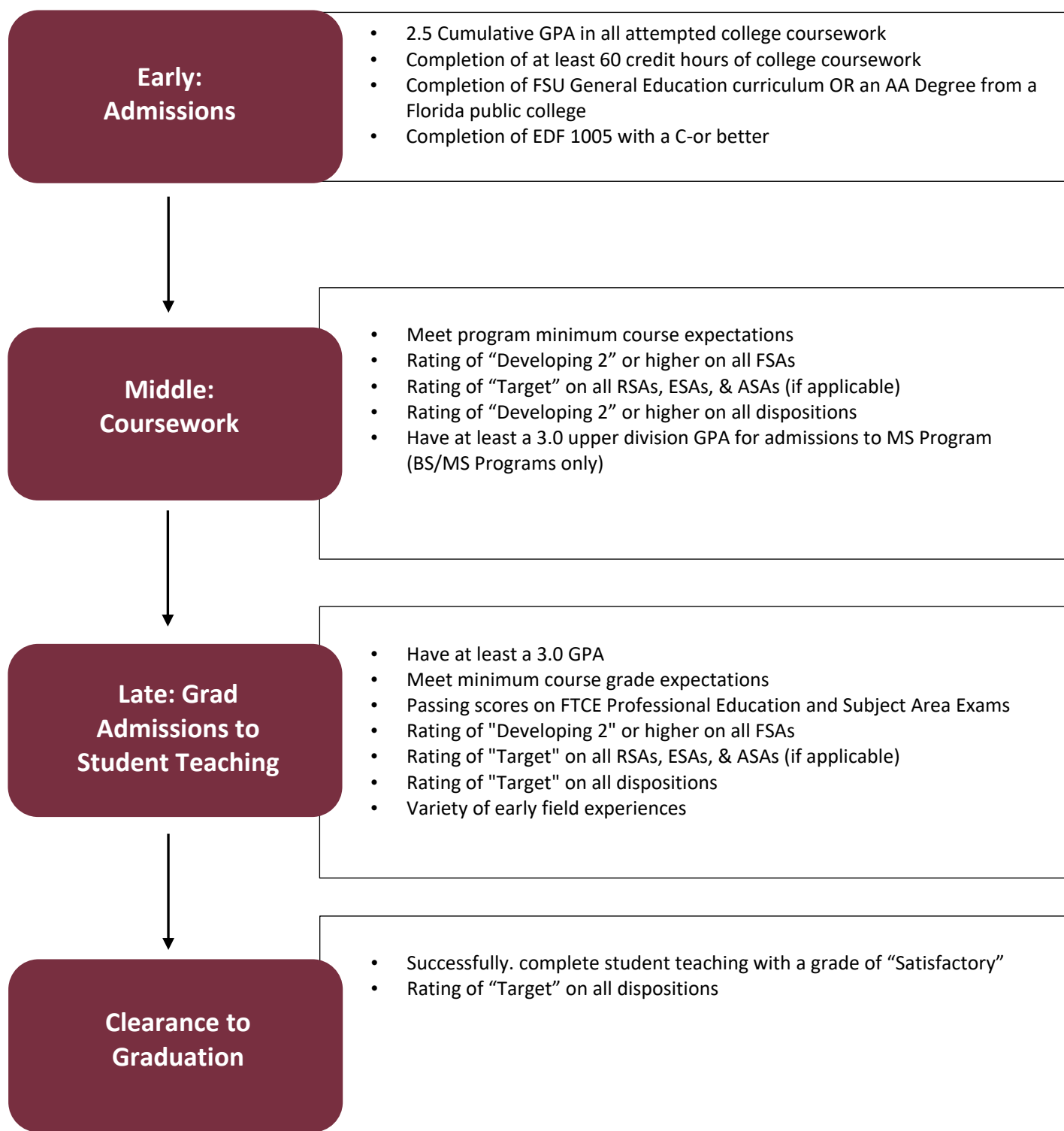
The FSU Student Code of Conduct forbids FSU students from engaging in face to face or on-line harassment and bullying.

“This policy prohibits any form of harassment on the basis of actual or perceived membership in a protected class, by any member or group of the campus community, which unreasonably interferes with an individual’s work or academic environment.

This environment may be created by verbal, written, graphic, threatening and/or physical conduct that is sufficiently severe, persistent, or pervasive so as to interfere with, limit, or deny the ability of an individual to participate in or benefit from educational programs or activities or employment access, benefits, or opportunities. Merely offensive conduct and/or harassment of a generic nature not on the basis of membership in a protected class may not result in a violation of this policy but may be addressed through education and/or other resolution methods.”

As a future educator, it is essential that you do not engage in any behaviors that could be perceived as bullying or harassment, including online behaviors. Any reported instances will be sent directly to the Dean of Students as a violation of the FSU Student Code of Conduct and will be documented as part of the Dispositional Evaluation process. Documented instances of harassment or bullying may result in program dismissal.

Appendix A: Educator Preparation Milestones



Appendix B:

FEAPs Signature Assessments – All Programs

FSA Signature Assessments for Art Education, Master's		
FEAPs Signature Assessments (FSAs)	Minimum Performance Expectations	Course
1. Early Lesson Plan	FEAPs – Score of 3 or “Developing 2”	ARE 5046 Theory and Practice I
2. Early Teaching Philosophy	FEAPs – Score of 3 or “Developing 2”	ARE 5047 Theory and Practice II
3. Ethics Module Assignment	FEAPs – Score of 3 or “Developing 2”	ARE 5046 Theory and Practice I
4. Classroom Management Assignment	FEAPs – Score of 3 or “Developing 2”	ARE 5046 Theory and Practice I
5. Assessment Case Study Assignment	FEAPs – Score of 3 or “Developing 2”	ARE 5358 Art for Life
6. ESOL Lesson Plan	FEAPs – Score of 3 or “Developing 2”	TSL 5325 ESOL Instruction in the Content Area
7. Content Area Literacy Lesson Plans	FEAPs – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 5337 Literacy Across the Content Area
8. Field Instructional Impact Analysis	FEAPs – Score of 3 or “Developing 2”	ARE 5246 Contemporary and Historical Issues in Art Education

FSA Signature Assessments for Elementary Education, BS/MS Combined Pathway		
FEAPs Signature Assessments (FSAs)	Minimum Performance Expectations	Course
1. Early Lesson Plans and Reflections	FEAPs – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4310 Foundations of Reading
2. Early Teaching Philosophy	FEAPs – Score of 3 or “Developing 2”	EDE 4907 Directed Field Experiences (Spring 1)
3. Ethics Module Assignment	FEAPs – Score of 3 or “Developing 2”	EDE 4907 Directed Field Experiences (Fall 1)
4. Classroom Management Assignment	FEAPs – Score of 3 or “Developing 2”	EDE 5511 Organization for Classroom Instruction in the Elementary School
5. Assessment Case Study Assignment	FEAPs – Score of 3 or “Developing 2” ESOL Standards – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4541 Literacy Assessment
6. ESOL Lesson Plan	FEAPs – Score of 3 or “Developing 2” ESOL Standards – Score of 4 or “Target”	TSL 5005 Methodologies for Teaching Foreign and Second Languages
7. Content Area Literacy Lesson Plan	FEAPs – Score of 3 or “Developing 2” ESOL Standards – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4241 Differentiating Reading Instruction
8. Field Instructional Impact Analysis	FEAPs – Score of 3 or “Developing 2”	EDE 5942 Elementary Teaching Field Practicum

FSA Signature Assessments for Elementary Education – Panama City, Bachelor’s		
FEAPs Signature Assessments (FSAs)	Minimum Performance Expectations	Course
1. Early Lesson Plans and Reflections	FEAPs – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4310 Foundations of Reading
2. Early Teaching Philosophy	FEAPs – Score of 3 or “Developing 2”	EDG 4410 Classroom Management and Legal Issues
3. Ethics Module Assignment	FEAPs – Score of 3 or “Developing 2”	MAE 4326 How Children Learn Mathematics
4. Classroom Management Assignment	FEAPs – Score of 3 or “Developing 2”	EDG 4410 Classroom Management and Legal Issues
5. Assessment Case Study Assignment	FEAPs – Score of 3 or “Developing 2” ESOL Standards – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4541 Literacy Assessment
6. ESOL Lesson Plan	FEAPs – Score of 3 or “Developing 2” ESOL Standards – Score of 4 or “Target”	TSL 4080 Methodologies for Teaching PK-12 English Learners
7. Content Area Literacy Lesson Plans	FEAPs – Score of 3 or “Developing 2” ESOL Standards – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4241 Differentiating Reading Instruction
8. Field Instructional Impact Analysis	FEAPs – Score of 3 or “Developing 2”	SCE 4892 Problem-Based Science Learning for Elementary Teachers

FSA Signature Assessments for English Education, BS/MS Combined Pathway		
FEAPs Signature Assessments (FSAs)	Minimum Performance Expectations	Course
1. Early Lesson Plans and Reflections	FEAPs – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4310 Foundations of Reading
2. Early Teaching Philosophy	FEAPs – Score of 3 or “Developing 2”	LAE 3331 Teaching Literature and Drama in High Schools
3. Ethics Module Assignment	FEAPs – Score of 3 or “Developing 2”	LAE 3333 Teaching Writing and Language in High Schools
4. Classroom Management Assignment	FEAPs – Score of 3 or “Developing 2”	LAE 5368 Classroom Management and Methods of Planning and Instruction in Secondary English
5. Assessment Case Study Assignment	FEAPs – Score of 3 or “Developing 2” ESOL Standards – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4541 Literacy Assessment
6. ESOL Lesson Plan	FEAPs – Score of 3 or “Developing 2” ESOL Standards – Score of 4 or “Target”	TSL 5005 Methodologies for Teaching Foreign and Second Languages
7. Content Area Literacy Lesson Plans	FEAPs – Score of 3 or “Developing 2” ESOL Standards – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4241 Differentiating Reading Instruction
8. Field Instructional Impact Analysis	FEAPs – Score of 3 or “Developing 2”	LAE 5941 Practicum in Secondary English

FSA Signature Assessments for FSU-Teach Programs, Bachelor's		
FEAPs Signature Assessments (FSAs)	Minimum Performance Expectations	Course
1. Early Lesson Plan	FEAPs – Score of 3 or “Developing 2”	SMT 3100 Knowing and Learning in Science and Mathematics
2. Early Teaching Philosophy	FEAPs – Score of 3 or “Developing 2”	SMT 3100 Knowing and Learning in Science and Mathematics
3. Ethics Module Assignment	FEAPs – Score of 3 or “Developing 2”	SMT 3100 Knowing and Learning in Science and Mathematics
4. Classroom Management Assignment	FEAPs – Score of 3 or “Developing 2”	SMT 4301 Classroom Interactions
5. Assessment Case Study Assignment	FEAPs – Score of 3 or “Developing 2”	SMT 4301 Classroom Interactions
6. ESOL Lesson Plan	FEAPs – Score of 3 or “Developing 2”	TSL 4324 ESOL Instruction in the Content Area
7. Content Area Literacy Lesson Plans*	FEAPs – Score of 3 or “Developing 2” Reading Endorsement Competencies 1 and 2 – Score of 4 or “Target”	RED 4335 Literacy Across the Content Area
8. Field Instructional Impact Analysis	FEAPs – Score of 3 or “Developing 2”	SMT 4664 Project Based Instruction

FSA Signature Assessments for Social Science Education, BS/MS Combined Pathway		
FEAPs Signature Assessments (FSAs)	Minimum Performance Expectations	Course
1. Early Lesson Plan	FEAPs – Score of 3 or “Developing 2”	SSE 4362 Fundamentals in Teaching Social Studies
2. Early Teaching Philosophy	FEAPs – Score of 3 or “Developing 2”	SSE 4362 Fundamentals in Teaching Social Studies
3. Ethics Module Assignment	FEAPs – Score of 3 or “Developing 2”	SSE 4042 Teaching as a Profession
4. Classroom Management Assignment	FEAPs – Score of 3 or “Developing 2”	SSE 5943 Field Laboratory Internship
5. Assessment Case Study Assignment	FEAPs – Score of 3 or “Developing 2”	SSE 4783 Classroom Assessment for Social Studies Education
6. ESOL Lesson Plan	FEAPs – Score of 3 or “Developing 2”	TSL 4324 ESOL Instruction in the Content Area
7. Content Area Literacy Lesson Plans*	FEAPs – Score of 3 or “Developing 2” Reading Endorsement Competencies 1 and 2 – Score of 4 or “Target”	RED 4335 Literacy Across the Content Area
8. Field Instructional Impact Analysis	FEAPs – Score of 3 or “Developing 2”	SSE 5943 Field Laboratory Internship

FSA Signature Assessments for Special Education Teaching, BS/MS Combined Pathway		
FEAPs Signature Assessments (FSAs)	Minimum Performance Expectations	Course
1. Early Lesson Plans and Reflections	FEAPs – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4310 Foundations of Reading
2. Early Teaching Philosophy	FEAPs – Score of 3 or “Developing 2”	EEX 4012 Foundations of Special Education
3. Ethics Module Assignment	FEAPs – Score of 3 or “Developing 2”	EEX 4012 Foundations of Special Education
4. Classroom Management Assignment	FEAPs – Score of 3 or “Developing 2”	EEX 4251 Teaching Mathematics to Learners with Disabilities
5. Assessment Case Study Assignment	FEAPs – Score of 3 or “Developing 2” ESOL Standards – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4541 Literacy Assessment
6. ESOL Lesson Plan	FEAPs – Score of 3 or “Developing 2” ESOL Standards – Score of 4 or “Target”	TSL 5005 Methodologies for Teaching Foreign and Second Languages
7. Content Area Literacy Lesson Plans	FEAPs – Score of 3 or “Developing 2” ESOL Standards – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4241 Differentiating Reading Instruction
8. Field Instructional Impact Analysis	FEAPs – Score of 3 or “Developing 2”	EEX 5835 Practicum with Learners with High Incidence Disabilities OR EEX 5836 Practicum in Severe Cognitive Disabilities and Autism Spectrum Disorders

FSA Signature Assessments for Visual Disabilities Education, BS/MS Combined Pathway		
FEAPs Signature Assessments (FSAs)	Minimum Performance Expectations	Course
1. Early Lesson Plan	FEAPs – Score of 3 or “Developing 2”	EVI 4254 Teaching Independent Living Skills to Students with VI
2. Early Teaching Philosophy	FEAPs – Score of 3 or “Developing 2”	EVI 4011 Introduction to Visual Disabilities
3. Ethics Module Assignment	FEAPs – Score of 3 or “Developing 2”	EVI 4011 Introduction to Visual Disabilities
4. Classroom Management Assignment	FEAPs – Score of 3 or “Developing 2”	EVI 4230 Educational Management of Students with Visual Impairments
5. Assessment Case Study Assignment	FEAPs – Score of 3 or “Developing 2”	EVI 4314 Low Vision
6. ESOL Lesson Plan	FEAPs – Score of 3 or “Developing 2”	TSL 5325 ESOL Instruction in the Content Area
7. Content Area Literacy Lesson Plans#	FEAPs – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	EVI 4311 Teaching Reading and Writing to Students with Visual Impairments
8. Field Instructional Impact Analysis	FEAPs – Score of 3 or “Developing 2”	EVI 4250 Teaching Social and Career Skills to Students with Visual Impairments

Appendix C:

Reading Signature Assessments

Elementary, English Education, Special Education & Visual Disabilities Education

RSA Signature Assessments Elementary Education, English Education, Special Education Teaching		
Reading Signature Assessments (RSAs)	Minimum Performance Expectations	Course
1. Exam 1	ESOL Standards – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4310 Foundations of Reading
2. Phonological Awareness and Phonics Assessment Report	Reading Endorsement Competencies – Score of 4 or “Target”	RED 4310 Foundations of Reading
3. Reading for Understanding Lesson Plans	ESOL Standards – Score of 3 or “Developing 2” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4510 Teaching Reading for Understanding
4. Exam 2	Reading Endorsement Competencies – Score of 4 or “Target”	RED 4541 Literacy Assessment and Instruction
5. Exam 3	Reading Endorsement Competencies – Score of 4 or “Target”	RED 4241 Differentiating Reading Instruction
6. Data Based Instructional Plans	Reading Endorsement Competencies – Score of 4 or “Target”	RED 4941 Reading/ESOL Practicum
7. Summative Evaluation and Final Reflection	ESOL Standards – Score of 4 or “Target” Reading Endorsement Competencies – Score of 4 or “Target”	RED 4941 Reading/ESOL Practicum

RSA Signature Assessments for Visual Disabilities Education, BS/MS Combined Pathway		
Reading Signature Assessments (RSAs)	Minimum Performance Expectations	Course
1. Lesson Plans and Reflection	Reading Endorsement Competencies – Score of 4 or “Target”	RED 4310 Foundations of Reading
2. Final Exam	Reading Endorsement Competencies – Score of 4 or “Target”	RED 4310 Foundations of Reading
3. Phonological Awareness and Phonics Assessment Report	Reading Endorsement Competencies – Score of 4 or “Target”	RED 4310 Foundations of Reading
4. Braille Instruction Project	Reading Endorsement Competencies	EVI 4311 Teaching Reading and

	– Score of 4 or “Target”	Writing Skills to Students with Visual Impairments
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Appendix D:
ESOL Signature Assessments
Elementary, English Education, Special Education

ESA Signature Assessments Elementary Education, English Education, Special Education		
ESOL Signature Assessments (ESAs)	Minimum Performance Expectations	Course
1. Case Study of an ELL	ESOL Standards – Score of 3 or “Developing 2”	TSL 4520 Cross-cultural Communication for Foreign/Second Language Teachers
2. Language Analysis Project	ESOL Standards – Score of 3 or “Developing 2”	TSL 4251 Applied Linguistics for Second Language Learning

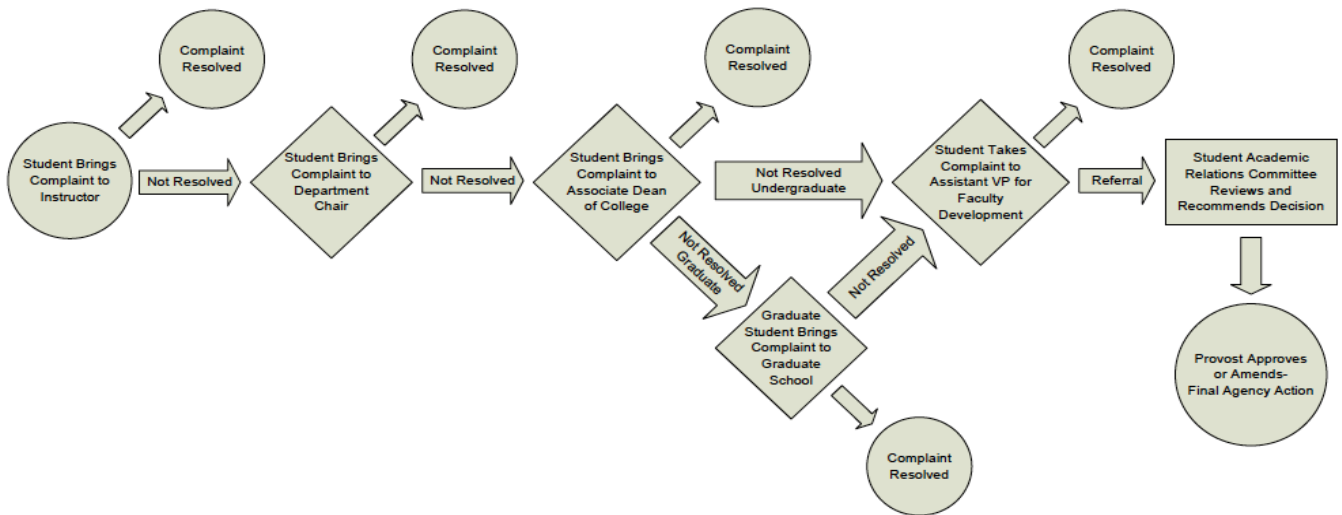
Appendix E:

Autism Signature Assessments – Special Education

ASA Signature Assessments for Special Education Teaching		
Autism Signature Assessments (ASAs)	Minimum Performance Expectations	Course
1. Positive Behavior Support Plan	Autism Standards – Score of 4 or “Target”	EEX 4613 Positive Behavior Support
2. Evidence Based Practice Review and Lesson	Autism Standards – Score of 4 or “Target”	EEX 4291 Characteristics and Education of Learners with Autism Spectrum Disorder
3. Communication Intervention and Project	Autism Standards – Score of 4 or “Target”	EEX 4291 Characteristics and Education of Learners with Autism Spectrum Disorder
4. Research to Practice Lesson Plans and Commentaries	Autism Standards – Score of 4 or “Target”	EEX 4253 Accessing the General Education Curriculum for Learners with Moderate to Severe Disabilities
5. Exam 1	Autism Standards – Score of 4 or “Target”	EEX 5210 Assessment and Diagnosis of Autism Spectrum Disorder and Intellectual Disability
6. Assessment Profile	Autism Standards – Score of 4 or “Target”	EEX 5210 Assessment and Diagnosis of Autism Spectrum Disorder and Intellectual Disability
7. Characteristics Memoir	Autism Standards – Score of 4 or “Target”	EEX 5210 Assessment and Diagnosis of Autism Spectrum Disorders and Intellectual Disability
8. Research to Practice Lesson Plans and Reflections	Autism Standards – Score of 4 or “Target”	EEX 5286 Preparing Individuals for Transition
9. Transition Planning and IEP Development	Autism Standards – Score of 4 or “Target”	EEX 5286 Preparing Individuals for Transition
10. Exam 2	Autism Standards – Score of 4 or “Target”	EEX 5767 Augmentative and Alternative Communication (ACC) for Learners with Autism Spectrum Disorder and Other Complex Communication Needs

Appendix F: University Student Grievance Process

General Academic Appeals Process (Student Grievances)



Appendix G:

FSU-Anne's College Criminal Background Check Policy

Policy: The Anne Spencer Daves College of Education, Health, and Human Sciences (Anne's College) requires all students who complete field experiences of any kind within pre-kindergarten-12th grade schools to have a Criminal Background Check on file with the school district in which the field experience will take place, prior to entering any school facility. Submission of proof of background check from any school district will be required.

Rationale: The curriculum of the College offers a variety of clinical experiences throughout the region and the State of Florida. The College has an agreement with all sites used for clinical experiences. Florida Law restricts access to children, elderly, and disabled people by persons convicted of specific misdemeanors and felonies. (Ethics in Education Act, 2008) This law places restrictions on schools, which in turn requires students to comply with the same restrictions as their employees and volunteers.

Procedure:

For all Anne's College Students:

1. On entry to any program in the college in which a student will need access to PK-12 schools, the student must submit to a FDLE and/or FBI Level II Criminal Background Check and a background screening. This includes, but is not limited to, a review of:
 - County of Residence Criminal Records
 - Residence History (last 7 years)
 - Social Security Verification
 - Nationwide Healthcare Fraud & Abuse Scan
 - Nationwide Sexual Offenders Registry Scan
 - the U.S. Patriot Act specifications
2. Should a district or agency find a student ineligible for clearance to preK-12 schools, the student will fail to make progress through the inability to complete coursework assignments and/or the inability to register for field experience, practicum or internship that occur within PreK-12 schools. If the charges are incompatible with eligibility for state licensure as a certified teacher in the State of Florida, the student will be dismissed from the Program.
3. Students who are assigned to a new district or agency are subjected to that district or agency's background screening requirements prior

to beginning any field activities at the site. A student may be denied clinical placement by a school if the student admits to, or if a criminal background check reveals charges for one or more of the attached generic crimes or their equivalents. A list of student disqualification guidelines can be found in Attachment # 1.

4. If the student's criminal status changes, the student must disclose this to the college's Director of Student Teaching with three (3) days of the offense. Failure or delay to disclose these updates to the College of Education, Health, and Human Sciences within the three (3) day time period may result in immediate dismissal of the student from the program.
5. Students who are not enrolled in FSU courses for two or more consecutive semesters will be required to resubmit all criminal background check materials at the time of re-entry.
6. Criminal Background Checks completed for another purpose or any similar report on file at another district, agency, or college cannot be used to satisfy this requirement.

Policy Attachment #1 Disqualification Guidelines-Criminal Background

A student may be denied clinical placement at a school facility if the student admits to, or if a criminal background check reveals charges for one or more of the following specific crimes or their equivalents.

Florida Ethics in Education Act:

An individual is ineligible for Florida Educator Certification and employment as instructional personnel or school administrator as outlined above, if convicted of any of the following felony offenses:

- Section [393.135](#), relating to sexual misconduct with certain developmentally disabled clients and reporting of such sexual misconduct.
- Section [394.4593](#), relating to sexual misconduct with certain mental health patients and reporting of such sexual misconduct.
- Section [415.111](#), relating to adult abuse, neglect, or exploitation of aged persons or disabled adults.
- Section [782.04](#), relating to murder.
- Section [782.07](#), relating to manslaughter, aggravated manslaughter of an elderly person or disabled adult, aggravated manslaughter of a child, or aggravated

manslaughter of an officer, a firefighter, an emergency medical technician, or a paramedic.

- Section [784.021](#), relating to aggravated assault.
- Section [784.045](#), relating to aggravated battery.
- Section [784.075](#), relating to battery on a detention or commitment facility staff member or a juvenile probation officer.
- Section [787.01](#), relating to kidnapping.
- Section [787.02](#), relating to false imprisonment.
- Section [787.025](#), relating to luring or enticing a child.
- Section [787.04\(2\)](#), relating to leading, taking, enticing, or removing a minor beyond the state limits, or concealing the location of a minor, with criminal intent pending custody proceedings.
- Section [787.04\(3\)](#), relating to leading, taking, enticing, or removing a minor beyond the state limits, or concealing the location of a minor, with criminal intent pending dependency proceedings or proceedings concerning alleged abuse or neglect of a minor.
- Section [790.115\(1\)](#), relating to exhibiting firearms or weapons at a school-sponsored event, on school property, or within 1,000 feet of a school.
- Section [790.115\(2\)\(b\)](#), relating to possessing an electric weapon or device, destructive device, or other weapon at a school-sponsored event or on school property.
- Section [794.011](#), relating to sexual battery.
- Former s. 794.041, relating to sexual activity with or solicitation of a child by a person in familial or custodial authority.
- Section [794.05](#), relating to unlawful sexual activity with certain minors.
- Section [794.08](#), relating to female genital mutilation.
- Chapter [796](#), relating to prostitution.
- Chapter [800](#), relating to lewdness and indecent exposure.
- Section [806.01](#), relating to arson.
- Section [810.14](#), relating to voyeurism.
- Section [810.145](#), relating to video voyeurism.
- Section [812.014\(6\)](#), relating to coordinating the commission of theft in excess of \$3,000.
- Section [812.0145](#), relating to theft from persons 65 years of age or older.
- Section [812.019](#), relating to dealing in stolen property.
- Section [812.13](#), relating to robbery.
- Section [812.131](#), relating to robbery by sudden snatching.
- Section [812.133](#), relating to carjacking.
- Section [812.135](#), relating to home-invasion robbery.
- Section [817.563](#), relating to fraudulent sale of controlled substances.

- Section [825.102](#), relating to abuse, aggravated abuse, or neglect of an elderly person or disabled adult.
- Section [825.103](#), relating to exploitation of an elderly person or disabled adult.
- Section [825.1025](#), relating to lewd or lascivious offenses committed upon or in the presence of an elderly person or disabled person.
- Section [826.04](#), relating to incest.
- Section [827.03](#), relating to child abuse, aggravated child abuse, or neglect of a child.
- Section [827.04](#), relating to contributing to the delinquency or dependency of a child.
- Section [827.071](#), relating to sexual performance by a child.
- Section [843.01](#), relating to resisting arrest with violence.
- Chapter [847](#), relating to obscenity.
- Section [874.05](#), relating to causing, encouraging, soliciting, or recruiting another to join a criminal street gang.
- Chapter [893](#), relating to drug abuse prevention and control, if the offense was a felony of the second degree or greater severity.
- Section [916.1075](#), relating to sexual misconduct with certain forensic clients and reporting of such sexual misconduct.
- Section [944.47](#), relating to introduction, removal, or possession of contraband at a correctional facility.
- Section [985.701](#), relating to sexual misconduct in juvenile justice programs.
- Section [985.711](#), relating to introduction, removal, or possession of contraband at a juvenile detention facility or commitment program.

An individual is ineligible for Florida Educator Certification and employment as instructional personnel or school administrator as outlined above, if convicted of any of the following misdemeanor offenses:

- Section [784.03](#), relating to battery, if the victim of the offense was a minor.
- Section [787.025](#), relating to luring or enticing a child.

An individual is ineligible for Florida Educator Certification and employment as instructional personnel or school administrator as outlined above, if convicted of:

- Any criminal act committed in another state or under federal law which, if committed in this state, constitutes an offense prohibited under any statute listed in subsection (1) or subsection (2). (offenses listed above)

or;

- Any delinquent act committed in this state or any delinquent or criminal act committed in another state or under federal law which, if committed in this state, qualifies an individual for inclusion on the Registered Juvenile Sex Offender List under s. 943.0435(1)