

Bachelor of Science in
Elementary Teacher Education (BSETE)

GENERAL PROGRAM HANDBOOK



**SOUTH
FLORIDA**
State College

SFSC Vision:

South Florida State College will become ... a globally aware academic destination driving regional transformation through innovative collaboration.

SFSC BSETE Mission Statement:

The mission of the Bachelor of Science in Elementary Teacher Education (BSETE) degree program at SFSC is to prepare leaders in education for the challenges and dynamics of the 21st-century classroom. The program provides a student-centered learning environment, an innovative curriculum, and high-impact teaching and learning practices grounded in pedagogical theory. Experiential learning, field experiences, and internships in the College's service district enhance students' preparation for state certification in education and the teaching profession.

Admissions Policy

In addition to fulfilling the entrance requirements for South Florida State College (SFSC), applicants for the BSETE degree program must meet the following requirements consistent with Florida Statute 1004.04:

- Completion of the Associate in Arts (AA) degree or the equivalent, including all general education requirements and required Florida-mandated common course prerequisites. Students with a minimum of 60 transferable hours, with all general education requirements and prerequisites met, may apply for admission.
- Any student who has not met the civic literacy requirement previously must earn a passing grade in either AMH 1020 or POS 1041 AND successfully pass the Florida Civic Literacy Examination (FCLE) prior to being awarded the baccalaureate degree.
- Completion of the lower-division education prerequisite course: EDF 1005 - Introduction to the Teaching Profession with a grade of C or higher.
- A grade point average of at least 2.5 on a 4.0 scale for all higher education classes.
- Demonstrate proficiency in foreign language through either completion of two years of high school instruction in the same foreign language, or completion of two sequential college terms in a foreign language, per Section 1007.262, Florida Statutes (F.S.)
- Demonstrate mastery of general knowledge, including the ability to read, write, and compute, by passing at least two subtests of the General Knowledge Tests and missing less than 10 points on the failed subtest(s). To sign up for the General Knowledge Test, please go to the following website: [FTCE/FELE Register \(nesinc.com\)](https://www.nesinc.com/ftce-fele-register)
- Pass a Florida Department of Law Enforcement background check to include fingerprinting and drug testing through a local school board's volunteer procedures. Submit a Level II Volunteer Application to the local school board. The cost for the background check is approximately \$100.00.
- Complete an interview with the BSETE Lead Instructor.

Admission Application Review and Decisions:

Each application is reviewed using the following process:

- All applicants who meet the minimum requirements and submit a completed application will have that application reviewed by the SFSC BSETTE Faculty Committee after the due date.
- The top 26 applicants according to GPA who also meet all admission requirements, including clean background checks, at the time of admission decisions, will be admitted into the next cohort of the BSETTE program. The cumulative GPA of all pre-requisite courses will be reviewed for candidates who are equally weighted in the admission process.
- All other applicants not in the top 26 slots according to GPA and admission requirements will be placed on a waiting list. They will be required to reapply for the next cohort if not admitted into the BSETTE program before the next start date.

GPA Requirement Policy

All students completing the BSETTE degree with South Florida State College must enter, maintain, and exit with a GPA of 2.5 or better.

Students in the BSETTE degree program will be placed on academic probation if their GPA drops below 2.5 at any time during the two-year program. Students will be on academic probation for one academic term. If the student's GPA is not improved to the minimum level of 2.5 by the end of one term, the student will be referred to the SFSC BSETTE Faculty Committee to determine if the student should be separated from the program.

Common Assignment/Critical Task Policy

Standards Mastery: Students in the BSETTE program must receive a 75 percent or better on common assignments/critical tasks to be placed in their ePortfolio to demonstrate mastery of the standards. If a student passes a class but fails a common assignment/critical assignment to be placed in the ePortfolio, the student will receive a grade of Incomplete until the student resubmits the assignment for a better grade. The student will have two weeks from the end of the academic term to resubmit the critical assignment for a better grade. If the student fails to resubmit the assignment by the set deadline, the student will receive a grade of F for the course and will be required to retake the course when it is offered again.

Academic requirements that are essential to the program of instruction being pursued by the students or to any directly related licensing or certification requirement will not be modified, substituted, or waived.

Disability Accommodations

South Florida State College provides reasonable accommodations to educational/training opportunities for all otherwise qualified individuals with documented disabilities. The policy follows guidelines outlined in Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and the amendments to the Americans with Disabilities Act of 2008.

It is the responsibility of the student or potential student to self-identify and provide appropriate documentation to the disabilities specialist 30 days prior to the start of classes. Students who choose not to self-identify may be ineligible for services and/or accommodations. More information is available by contacting the disabilities specialist located in the Cornelius Student Services Building (Building B) in person, by phone at 863-784-7131 or by e-mail at disabilities.specialist@southflorida.edu.

Please note: SFSC is not obligated to honor disability accommodations from previous institutions.

Benchmarks/Transition Points

Students in the BSET program will be monitored throughout the two-year duration of the program. The lead instructor of the BSET program at SFSC will monitor all students in each cohort class. Students will be monitored at four transition points during the program. Student monitoring will take place at admissions, entry into Internship II and Internship III, and prior to graduation. Students must pass the Professional Educator's exam prior to the Fall semester of the senior year. All subject area exams must be passed prior to enrolling in Internship III. The lead instructor will review all appropriate documentation (e.g., ePortfolio assignments, transcripts) to ensure all students are in good standing to move forward in the program.

Outside Work Considerations

Students must be aware that outside work must not conflict with either face-to-face course attendance or internships.

Substitute Teaching Encouragement

Students in their first year of the program are encouraged to pursue opportunities as substitute teachers to gain practical classroom experience. Serving as a substitute teacher provides valuable exposure to diverse classroom environments, strengthens classroom management skills, and enhances understanding of the teaching profession. This hands-on experience supports the development of well-rounded and effective educators.

SFSC BSET Program Code of Professional Conduct

The BSET program at South Florida State College expects current and future educators to possess and exhibit professional dispositions deemed essential to success as a professional educator. Assessment of these professional dispositions is integrated into key formative and summative standards-based performance assessments in the educator preparation program. Guidelines for documenting and remediation concerns regarding a candidate's professional dispositions are provided in the Professional Disposition and/or Performance Concern form.

The following representative alignment of professional dispositions (Please see Appendix A for the list of dispositions) provides examples of how the program's professional disposition standards may be assessed in alignment with one or more of the Florida Educator Accomplished Practices (FEAPs), which have been adopted as institutional standards. This is not intended to be a comprehensive alignment, but rather representative of the integration of professional dispositions with institutional standards since many of these professional dispositions may be reflected in multiple FEAPs. The professional dispositions and sample indicators are also included.

FEAPs with representative alignment of professional dispositions:

Domain A: Quality of Instruction

- 1. Instructional Design and Lesson Planning**
 - Maintains high academic standards- Disposition 4
- 2. The Learning Environment**
 - Believes that all students can learn- Disposition 4
 - Demonstrates fairness and equity- Disposition 5
 - Values Diversity- Disposition 5
 - Promotes Social Justice- Disposition 5
 - Promotes Democracy- Disposition 5
 - Exhibits caring attitude towards students- Dispositions 1 & 5
- 3. Instructional Delivery and Facilitation**
 - Demonstrates fairness and equity- Disposition
 - Reflects research-based best practices- Disposition 6
 - Promotes Social Justice- Disposition 5
 - Promotes Democracy- Disposition 5
 - Maintains high academic standards- Disposition 4
 - Exhibits caring attitude towards students- Dispositions 1 & 3
- 4. Assessment**
 - Reflects research-based best practices- Disposition 6

Domain B: Continuous Improvement, Responsibility, and Ethics

5. Continuous Professional Improvement

- Is committed to lifelong learning- Disposition 6

6. Professional Responsibility and Ethical Conduct

- Demonstrates Ethical Professional Behavior- Dispositions 2 & 6

Code of Professional Conduct

1. Students enrolled in the certification program in elementary education are to be given information concerning the program Principles of Professional Conduct of the Education Profession in Florida and how the program's professional dispositions and/or performance are assessed in alignment with the Florida Educator Accomplished Practices.
2. If any faculty or staff member has a concern with a student's professional dispositions, that faculty or staff member shall counsel the student. If the concern persists, the faculty or staff member will conduct a formal counseling session with the student and document the concern(s) and plan for improvement on a Professional Dispositions and/or Performance Concern(s) Form. Copies of the completed form will be provided to the student, the student's advisor, the appropriate lead instructor of the program, the department chair, and the office of the dean of arts and sciences.
3. When a plan of action does not satisfactorily resolve the professional dispositions and/or performance concern(s), the faculty or staff member will notify the department chair, who will convene a faculty committee meeting for the purpose of recommending, deferring, or denying the student's further progression in the program. A faculty committee meeting will also be arranged if a student receives three or more disposition concerns within one term.
4. Students who are denied further progression by the faculty committee may pursue the following appeal process:
 - The student sends a letter to the dean of arts and sciences asking to appeal the school or departmental decision.
 - The dean of arts and sciences responds with a letter to the student requesting the student provide appropriate documentation to support the appeal. The student has 10 days from the date the letter is received to respond in writing.
 - The dean of arts and sciences has 10 days from the date the documentation is received to respond in writing.
 - If the student wishes to appeal the dean's decision, the student sends a letter to the vice president for academic affairs and student services asking to appeal the decision.

- The vice president for academic affairs and student services responds with a letter to the student requesting the student to provide appropriate documentation to support the appeal. The student has 10 days from the date the letter is received to respond in writing.
- The vice president for academic affairs and student services has 10 days from the date the documentation is received to respond in writing.
- The vice president for academic affairs and student services is the final level of appeal for the student.

Monitoring Dispositions

Monitoring dispositions will happen continually throughout the two-year BSET program. There is a Professional Dispositions and/or Performance Concern(s) Form to report students who are failing to uphold all elementary education program dispositions. This monitoring form can be used by any SFSC faculty, host teachers, and district faculty and staff should they find a need to complete this form to report a student exhibiting conduct deemed inappropriate according to the stated dispositions.

Measuring Mastery of Dispositions

Dispositions will be assessed at key points throughout the two-year program. During the first two semesters, the lead instructor will evaluate students using the BSET Disposition Rubric. For Internship II, the host teacher will complete the rubric to assess the student's progress. If a student scores below the target level at any point, the lead instructor will monitor their development and provide ongoing support.

At the end of Internship II, students will write a reflective piece demonstrating how they have embodied and embraced the BSET program's dispositions, which are essential for success as professional educators. This reflection serves as a critical final assignment and must be included in the student's portfolio before the conclusion of Internship III.

The Principles of Professional Conduct of the Education Profession in Florida

All SFSC Elementary Teacher Education students are expected to adhere to the **Principles of Professional Conduct for the Education Profession in Florida** as established by **State Board of Education Rule 6A-10.081, FAC**.

(1) Florida educators shall be guided by the following ethical principles:

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

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

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

(2) Florida educators shall comply with the following disciplinary principles. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(a) Obligation to the student requires that the individual:

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

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

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

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

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

6. Shall not intentionally provide classroom instruction to students in prekindergarten through grade 8 on sexual orientation or gender identity, except when required by Sections 1003.42(2)(n)3. and 1003.46, F.S.

7. Shall not intentionally provide classroom instruction to students in grades 9 through 12 on sexual orientation or gender identity unless such instruction is required by state academic standards as adopted in Rule 6A-1.09401, F.A.C., or is part of a reproductive health course or health lesson for which a student's parent has the option to have his or her student not attend.

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

9. Shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being unless the individual reasonably believes that disclosure would result in abuse, abandonment, or neglect as defined in Section 39.01, F.S.

10. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination. Discrimination on the basis of race, color, national origin, or sex includes subjecting any student to training or instruction that espouses, promotes, advances, inculcates, or compels such student to believe any of the concepts listed in Section 1000.05(4)(a), F.S.

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

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

13. Shall not violate s. 553.865(9)(b), F.S., which relates to entering restrooms and changing facilities designated for the opposite sex on the premises of an educational institution.

14. Shall not violate s. 1000.071, F.S., which relates to the use of personal titles and pronouns in educational institutions.

(b) Obligation to the public requires that the individual:

1. Shall take reasonable precautions to distinguish between personal views and those of any educational

institution or organization with which the individual is affiliated.

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

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

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

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

(c) Obligation to the profession of education requires that the individual:

1. Shall maintain honesty in all professional dealings.

2. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

3. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

4. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

5. Shall not make malicious or intentionally false statements about a colleague.

6. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.

7. Shall not misrepresent one's own professional qualifications.

8. Shall not submit fraudulent information on any document in connection with professional activities.

9. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

10. Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

11. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

12. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.

13. Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), F.S.

14. Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.

15. Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795(1), F.S.

16. Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

17. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

(d) A certificate holder serving as a school principal shall not prevent, direct school personnel to prevent, or allow school personnel to prevent students from accessing any material used in a classroom, made available in a school or classroom library, or included on a reading list unless the certificate holder or his or her designee has reviewed the material and determines it violates the prohibitions in Section 1006.28(2)(a)2., F.S., the material is unavailable to students based upon school board policies adopted to implement Section 1006.28(2)(d), F.S., or it was determined under the district's objection process adopted to implement Section 1006.28(2)(a)2., F.S., that the material violated one of the prohibitions in that section.

Remediation Policy

If students in the BSET program become deficient in Core Curricular areas, the SFSC BSET faculty will act immediately. Faculty, the host teacher, or the BSET lead instructor will complete the Professional Disposition and/or Performance Concern and students will be placed on Academic Alert regarding their deficiencies. The deficient student, BSET faculty, department chair, and dean of arts and sciences will receive a copy of the Professional Disposition and/or Performance Concern. The lead instructor of the BSET program will put a BSET Internship Remediation Plan (IRP) into place. The lead instructor will work with the deficient student according to the IRP to assist the student in improving the deficiencies. The student will have one academic term to improve deficiencies noted on the IRP. If improvement occurs, the student will be removed from Academic Alert. If improvement does not occur, the student will be referred to the BSET Faculty Committee to determine if the student should proceed in the BSET program. Deficient students will also have the opportunity to work with an SFSC Faculty Member.

For students in the BSET program who do not pass the required Florida Teacher Certification Exams (FTCEs), the lead instructor of the program will create activities to help the students prepare for taking the exams an additional time. The following are some activities the lead instructor will implement, but the activities are not limited to this list: lead study groups, team students up with expert teachers in the district, provide additional study materials to students and administer practice tests. Students can also practice skills by utilizing the 240 Tutoring FTCE Study Guides which are provided by the BSET program at no cost to the student. The SFSC Tutoring Center is available to help students struggling with subject area competencies.

SFSC Student Intern Placement Process/Guidelines

All internship placements are handled by the school districts. To ensure equity to ALL K5 elementary schools, the following steps will be followed:

- SFSC provides school district Human Resources with Level II and Level III Internship Contract Agreements.
- School district Human Resources will send out an email to all K-5 elementary schools asking who is interested in being considered to host an intern. If interested in hosting, a qualified supervising teacher must be available (see requirements below).
- School district Human Resources will track internship placements to ensure all schools have an equal opportunity to host both Level II and Level III interns.

Host/Supervising Teacher Requirements:

- Completed 3 years of successful teaching, with overall Effective or Highly Effective Performance Ratings
- ESOL Endorsed
- Reading Endorsed
- Clinical Educator Certification

Level II Placements - FALL

- Placement will be in intermediate – Grades 3rd – 5th
- In the event there is not a host teacher available in 3rd – 5th, the intern will be placed in a K-2 placement

Level III Placements - SPRING

- Placement will be in primary – Grades K-2
- In the event there is not a host teacher available in K-2, the intern will be placed in a 3rd – 5th placement

Notes:

- Level II and Level III internship placements will be completed at each the primary and intermediate levels.
- Level II and Level III internship placements will be completed at different school locations.
- Interns are not placed at locations where family members work or their children are enrolled.
- Interns are not placed at a location where they were previously employed.
- Where an intern resides will be taken into consideration when determining placement.
- School district Human Resources reserves the right to make adjustments to the process as needed to ensure the best overall placement for the intern. School district Human Resources will communicate with SFSC if any adjustments are required.

Non-degree Seeking Students

SFSC BSETE will allow certain students who meet appropriate criteria to take individual courses as non-degree-seeking students. Examples of these types of students include teachers seeking recertification and uncertified working teachers on a temporary teaching certificate.

Graduation Policy

Graduation is the point at which a student has successfully completed all required and elective courses in an academic program and is ready to have a degree conferred. Students must apply for graduation in the office of the registrar by the posted deadline.

The college registrar serves as the certification ombudsman for the graduation of student candidates. The lead instructor for the BSETE program is responsible for ensuring all graduation requirements have been met for each candidate applying for graduation. The lead instructor will communicate this information to the college registrar.

College Graduation Requirements

- Submission of a completed Application for Graduation within the set time limits. A new application must be submitted if graduation is delayed. Please see the academic calendar for the last date to apply for graduation:
<https://www.southflorida.edu/college/calendar/>.
- 120 hours with a 2.5 GPA for courses leading to Florida certification.
- Students must have earned a grade of “C” or higher in all education courses.
- Satisfactory completion of Internship III.
- Students must pass the Professional Educators Test and the appropriate Subject Area Exams, Elementary Education K-6, of the Florida Teacher Certification Examination to be approved for graduation.
- Students must complete an exit interview with the lead instructor to certify proficiency in all portfolios and checklists (FEAPs, ESOL Endorsement, and Reading Endorsement Competencies) in order to be approved for graduation.

Graduation information can be found at <https://www.southflorida.edu/current-students/graduation>

Graduation with Distinction

Students with an excellent GPA in the BSETE degree program will receive recognition on the diploma according to the following GPAs:

- Summa Cum Laude - GPA of 3.90 to 4.00
- Magna Cum Laude - GPA of 3.70 to 3.89
- Cum Laude - GPA of 3.50 to 3.69

If you attended no other postsecondary institution other than SFSC, your GPA is based on the GPA earned at SFSC. If you attended at least one other postsecondary institution and earned 45 or more credits at SFSC toward the associate degree or 90 or more credits at SFSC toward the baccalaureate degree, your GPA is based on the higher of either the GPA earned at SFSC or the cumulative GPA from all institutions attempted. If you attended at least one other postsecondary institution and earned less than 45 (90) credits at SFSC, your GPA is based on the cumulative GPA from all institutions attended.

Students who qualify above and/or are members in good standing of campus honorary societies, are eligible to wear stoles or cords designating their membership and academic status with their graduation regalia at Commencement ceremonies.

Equal Access/Equal Opportunity:

SFSC pledges to provide equal access to education and employment opportunity to all regardless of race, color, religion, gender, national origin, ethnicity, age, disability, marital status, political affiliation, sexual orientation, pregnancy, or genetic information in admission to, or employment in, any of its education programs or activities. The College adheres to federal and state laws controlling equal access/equal opportunity. This pledge covers all aspects of the educational and employment relationship with students and employees. Concerns regarding this pledge are to be addressed to the equal access/equal opportunity student coordinator at 863-784-7107 located in Building B.

Nothing contained within this Handbook is intended to discriminate on the basis of previously mentioned factors.

Appendix A

Program Professional Disposition Standards and Sample Indicators

The SFSC Elementary Teacher Education Program is committed to developing educators who embody the highest standards of professional dispositions. These dispositions reflect the values, attitudes, and behaviors essential for fostering equitable, inclusive, and effective learning environments. The following standards and sample indicators outline the expectations for candidates as they prepare to meet the diverse needs of students, contribute positively to the field of education, and uphold the principles of professionalism and ethical practice.

The SFSC Elementary Teacher Education Program candidate should demonstrate the following dispositions:

1. Communication
 - a. Demonstrate the ability to listen, interpret, and respond appropriately to others.
 - b. Demonstrate the ability to appropriately send and receive wordless, mostly visual clues (body language).
 - c. Demonstrate the ability to use e-mail and other electronic communication in a professional manner.
 - d. Demonstrate the ability to effectively use oral language when communicating with others.
2. Ethics
 - a. Demonstrate the quality of being honest and fair.
 - b. Follow FERPA guidelines and maintain confidentiality of student information and data.
3. Collaboration and Collegiality
 - a. Is easy to talk to and responds in a positive manner.
 - b. Demonstrate the willingness to understand students and others, taking the time to actively listen to concerns or problems.
 - c. Is consistently reliable, prepared, and punctual.
 - d. Demonstrate the ability to recognize and manage emotions as well as recognize how one's own emotions might affect others.
 - e. Demonstrate the ability to work and collaborate with colleagues by sharing ideas and seeking input.
 - f. Employ appropriate methods for expressing concerns or problems.
 - g. Groom and dress appropriately for professional education settings.
4. Commitment to Student Learning
 - a. Establish order and provide structure for instructional materials and personal belongings.

- b. Adapt to unexpected changes with a calm demeanor.
 - c. Demonstrate the energy and desire needed to complete tasks.
 - d. Demonstrate the ability to handle matters and make decisions.
 - e. Demonstrate the ability to find appropriate solutions to problems
 - f. Demonstrate the application of critical thinking skills to reach a desired goal or solution.
 - g. Demonstrate diligence, self-discipline, and dedication to completing a task.
 - h. Uphold personal standards and appropriate behavior.
 - i. Demonstrate a desire to be a teacher, liking the job and working with students.
5. Respect for Diversity
- a. Demonstrate thoughtfulness, compassion, and understanding toward students and others.
 - b. Respect and tolerate diversity.
 - c. Create opportunities for all students to be successful.
 - d. Seek out information from multiple sources, including family and community resources as well as more formal sources, such as research and professional organizations.
6. Continuous Improvement and Professional Learning
- a. Demonstrate the ability to willingly receive professional feedback and apply when needed in order to maximize student progress.
 - b. Demonstrate the ability to objectively analyze an issue in order to form a judgment or make a decision.
 - c. Demonstrate the ability to reflect upon one's own classroom instruction and management in order to utilize the process of continuous learning.
 - d. Demonstrate the continued effort to achieve a result despite challenges.