

Music Education Student Handbook



**A Guide for Students Pursuing a
Music Education Degree
Leading to Florida Educator Certification**

FROST
SCHOOL OF MUSIC
UNIVERSITY OF MIAMI

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This Music Education Student Handbook has been created to help students navigate through the music education degree at the University of Miami Frost School of Music. It is each student's responsibility to read and become familiar with this handbook.

Advising

Music Education Advising. Undergraduate students will be assigned an advisor by the Office of Undergraduate Studies. Graduate students will be advised by the Director of Graduate Studies in Music Education. The role of the advisor is to assist students with curricular matters related to their degree program and FL certification requirements.

Florida Educator Certification Advising. Florida Educator Certification is overseen by the University of Miami's School of Education and Human Development. Dr. Chakeia Andrews at the School of Education and Human Development will assist students with issues related to TAL courses, TAL field experiences, state exams, and state certification requirements. Ms. Vivian Vidal is the point of contact for any questions about fingerprinting clearance. More details about certification can be found in the Florida Educator Certification section of this Handbook.

Curriculum

The music education curriculum is designed to provide both breadth and depth. The core music education courses provide the breadth needed to teach music in a wide array of settings (e.g., elementary, secondary, community) and specialty areas (e.g., traditional band, choir, modern band, general music, strings). The music education *emphasis area* gives you depth in an area related to music, teaching, and learning (e.g., choir, band, orchestra, special needs/therapy, popular music, world music).

Ensembles. Undergraduate music education students must participate in Frost ensembles. Students will enroll in ensembles every semester except for the student teaching semester. Refer to the latest requirements on the Frost Office of Undergraduate Studies webpage. Students whose principal instrument is brass, woodwind, or percussion must also complete two semesters of Marching Band (MIP170). Continued participation in the band is highly encouraged, especially for those considering a career as a high school band director. We encourage students to perform in a wide variety of ensembles at Frost.

Forum. All music education certification students are required to enroll and participate in Music Education Forum (MED015) every semester except for the student teaching semester. A passing grade must be achieved every semester to meet the graduation requirements for the degree.

Techniques Courses. MED 240, 241, 242, 243, 244, 245. Students will be expected to demonstrate performance and teaching proficiency in woodwind, brass, percussion, string, voice, guitar, recorder, and/or ukulele. Instructors of these courses will provide more information.

Methods Courses. MED 542, 543, 544, 548, 549. These are the five major core courses in the music education program. They will provide you with the knowledge, skills, and understanding needed to teach music in schools. They serve as the springboard to your student teaching semester.

Grades. Experiential Music Curriculum Core Courses (48 credits) must be passed with a grade of a “C” or higher (“C-” = failing). MED Forum must be passed with a grade of CR (“NC”=failing). MED and TAL courses must be passed with a grade of “C” or higher. Primary lessons must be passed with a grade of “B-” or higher, and all other music courses will be failing with a grade of “F.”

Transfer Credits. Admitted transfer students will receive a tentative evaluation of their previous work from the Office of Admission. The Associate Dean for Undergraduate Studies of the Frost School of Music determines which transferred courses will meet specific requirements for graduation. More information about transfer credits can be obtained from the Frost Dean of Undergraduate Studies.

Graduate (MM Cert Program) Curriculum

Grades. All education courses (MED and TAL) must be taken for credit and must be completed with a grade of “B-” or better. If a grade lower than “B-” is received for any of these courses, the course must be retaken. Students in the graduate music education program are expected to maintain a grade point average of 3.0 or higher in all courses.

State Certification Exams. Effective for tests administered on or after July 1, 2015, achievement of passing scores, as identified in [Rule 6A-4.0021\(12\), F.A.C.](#), on test sections of the GRE® revised General Test. These scores may be used in place of the GKT. (Note: these passing scores are subject to change and are not determined by UM)

- GRE Analytical Writing combined score of 4 out of 6 is acceptable for the GK Essay
- GRE Quantitative Reasoning scaled score of 147 is acceptable for GK Mathematics
- GRE Verbal Reasoning scaled score of 151 is acceptable for both GK English Language Skills and GK Reading

Transfer credits. To finish the 45-credit degree program in four years, students must complete 3 semesters at 10 credit hours per semester, 1 semester (student teaching) at 9 credit hours, and transfer in 6 credits of coursework. MM students may transfer up to 6 credits of coursework, and it is recommended that these courses be completed as music electives or pre-approved TAL online courses.

Student Teaching. Most MM students will student teach in the spring semester of their second year (January-May). During the student teaching internship, students are required to take on all the roles and responsibilities of the cooperating teacher in a Miami-Dade K-12 school. This includes participating in all classes, concerts, meetings, and field trips. The only courses students are permitted to take in the full-time student teaching term are Student Teaching Seminar in Music Education (MED 733) and Seminar on Teaching (TAL 623). These courses meet in the evening and take precedence over all other student teaching responsibilities (including concerts and field trips). During the full-time student teaching semester, no other coursework can be taken, including ensembles and applied lessons. In addition, no performances should be scheduled.

To begin student teaching, MM students must have:

- passed music education graduate core course requirements
- passed TAL requirements
- passed all music elective requirements
- passed all methods courses
- reached Candidacy Status through the School of Education & Human Development
- passed all sections of the General Knowledge Test (GKT)

- logged at least 60 hours of field experience
- passed the Florida Teacher Certification Exam (FTCE) Subject Area Exam (K-12 Music)
- passed or enrolled in the FTCE Professional Education Test (PET)

Stages of Music Education

There are three stages in the music education program: (1) admittance into the program, (2) admittance into teacher candidacy, and (3) admittance into student teaching. Each of these stages is outlined below:

Stage 1: Admittance into Music Education Program.

To be admitted into the music education program, students must meet the general University of Miami requirements for admission, as well as the audition requirements for a principal performance medium. In addition, students will be interviewed to assess their intentions, goals, and potential. These requirements are outlined in the admissions information on the university website. Admittance into the music education program does not guarantee admittance into stage 2, teacher candidacy.

Stage 2: Admittance into Teacher Candidacy.

Students are usually qualified to enter teacher candidacy in their sophomore year. Information and details will be provided in a required TAL course. To be admitted to teacher candidacy, undergraduate students must show evidence of quality work in music education and general education courses. Satisfactory progress in music and other academic studies is also required. In addition, students must pass the General Knowledge Test (<http://www.fl.nesinc.com/>). Student professionalism and dispositions will also be considered.

After review, students will be informed that (a) they were accepted into teacher candidacy, (b) they were not accepted and that a different program of study is encouraged, or (c) further remedial work is necessary before acceptance can be granted. Only students who have been accepted into teacher candidacy will be permitted to enroll in advanced coursework in music education. Acceptance to teacher candidacy does not mean that a student will be automatically accepted for student teaching placement.

Stage 3: Admission to Student Teaching Internship.

All methods courses in each track must be successfully completed before a student can be admitted into or apply for placement in the student teaching internship. Also, students must have attained a C or better in all education courses (MED and TAL), completed all required techniques, methods, and conducting courses in the track, made sufficient progress toward completing the digital portfolio, and passed the FL General Knowledge Exam and the Subject Area Music K-12 before they student teach. Students must also have at least 60 hours of field experience by the end of the semester before their student teaching. Faculty reserve the right to approve or disapprove a specific type of internship placement based on a student's areas of expertise and prior performance in any course.

Students must apply for their student teaching placement the semester before the internship. Students will apply online approximately in the third week of the semester before student teaching. Students should also have an idea of the type of placement they would like (single or split placement, and grade level). Students can request specific types of placements (band, choir, elementary, middle school that includes choir and guitar, etc.) and level (elementary and/or secondary) in their application. We will consider requests, but there is no guarantee they can be honored. Students who attended secondary

schools in Miami-Dade should inform the student teaching coordinator who their teacher was, so that we do not place them with a former music teacher.

Students are typically notified of their placement at the end of the semester before to the internship. All students are required to attend a student teaching orientation prior to student teaching. Information as to time, date, and place will be provided.

Florida Educator Certification Requirements and Work in the Field BM and MM Cert Students

The University of Miami Frost School of Music's music education program is an official Florida teacher certification program. Students who wish to be eligible to apply for a Professional Certificate in Florida need to (a) successfully complete all coursework in the music education curriculum and (b) successfully complete all the certification requirements of the Florida Department of Education (FLDOE) (i.e., pre-student teaching field experience, pass 3 state certification exams, digital portfolio, student teaching) and the University of Miami Department of Teaching and Learning.

Field Experiences. Students are required to have field experiences in a wide variety of schools (i.e., elementary and secondary). Students must have documented at least 60 hours of field experience by the end of the semester before student teaching. Most of these hours will be embedded within TAL and MED courses, but it will be the student's responsibility to document and keep track of hours leading up to the student teaching. More information will be provided in the TAL and MED courses.

Fingerprinting. School districts in the State of Florida require a criminal background check for field placement of students and interns. Fingerprinting and criminal background check procedures are at the student's expense. Students with felony arrests may wish to consider these requirements carefully and, if necessary, seek advice from an advisor in the School of Education & Human Development before enrolling in courses that require field experience.

Every field experience student entering an MDCPS classroom and/or private school setting must be fingerprinted. You are advised to complete the fingerprinting requirement during your freshman year. You must complete this requirement before enrolling in any TAL or MED course at the 300 level or above.

The MDCPS Fingerprinting Office is located at 1450 NE 2nd Ave, Suite 110, Miami, FL, 33132. Their phone number is (305) 995-7472 and their hours are Monday through Friday, 7:00 am to 4:00 pm.

Digital Portfolios. Students must demonstrate their ability to meet various teaching standards by developing a portfolio. The portfolio is a professional website that includes artifacts demonstrating understanding, skills, and dispositions developed throughout the program. Students will include assignments and projects from MED and TAL classes in their portfolios. There are several submission points for portfolios in MED or TAL courses. It is highly recommended that students maintain an active portfolio website throughout their studies. More information will be provided in these courses. A final assessment of the student portfolio will take place during the Student Teaching Seminar.

State Certification Exams. * It is each student's responsibility to sign up, take, and pass the following three exams:

1. General Knowledge Test (GKT)

- a. Pass all components and obtain official results prior to early registration in the fall of the sophomore year
- b. Required to enter junior year MED coursework
- c. *General Knowledge Test Module*
 - The module was designed to support students in their preparation for the General Knowledge Test. This module includes exam information, practice tests, and free resources.
 - <https://spark.adobe.com/page/IvjZFKSxbDStJ/>

2. Subject Area Exam (SAE) for K-12 Music

- a. Pass no later than the end of the junior year
- b. Required to receive a student teaching placement

3. Professional Education Test (PET)

- a. Pass before or during the student teaching internship (register for the exam before student teaching)
- b. Required for certification
- c. *Professional Education Test Module*
 - i. The module was designed to support students in their preparation for the Professional Education Test. This module includes exam information, practice tests, and free resources.
 - ii. <https://spark.adobe.com/page/zTRF7R7gcLWtz/>

To find out more information, visit the following website: <http://www.fl.nesinc.com/>

**IMPORTANT: Please be aware that to graduate with a Florida Educator Certification Stamp on your transcript, it is necessary to pass all three exams (GKT, SAE, and PET) prior to graduation. This stamp indicates to the Florida Department of Education that you have successfully completed an authorized certification program. This evidence allows you to apply for a Florida Educator Certificate.*

Student Teaching Internship. Most students will student teach in the spring semester of their last year (January-May), though some have their internship in the fall (August-December). Students are required to take on all the roles and responsibilities of the cooperating teacher. This includes participating in all classes, concerts, meetings, and field trips. The only course students are permitted to take during the full-time student teaching term is Senior Seminar in Music Education (MED433). This seminar meets in the evening and takes precedence over all other student teaching responsibilities (including concerts or field trips). During the full-time student teaching semester, no other coursework may be taken, including ensembles and applied lessons. In addition, no performances should be scheduled.

To student teach, all MED students must have:

- completed all techniques and methods courses in MED
- completed all Experiential Music Curriculum courses
- completed all TAL courses

- reached Candidacy Status through the School of Education & Human Development
- logged at least 60 hours of field experience
- passed the FL Teacher Certification exams: General Knowledge Test (GKT) and your Subject Area (Music K-12)
- passed or registered for the Florida Professional Education Test (PET)

Professionalism in the Field. All students will be expected to maintain the highest standards of professionalism, including but not limited to professional demeanor and appearance, in accordance with the University of Miami's core values, the Florida Department of Education's "Principles of Professional Conduct for the Education Profession in Florida," and the regulations of a given school site (see Appendix 2) The University of Miami holds zero tolerance for unethical and unprofessional behaviors in the field. Students who do not comply with these expectations may be terminated from a placement, receive a failing grade in a course associated with a given field experience, be expelled from the music education program, and/or be disqualified from attaining a Florida Educator Certification.

STEPS to attaining your Florida Educator Certificate. Those who complete our degree program are eligible to apply for a Professional Teaching Certificate (renewable) from the state of Florida. There are four steps that lead to an initial Florida certificate:

Step 1: Completing Your Initial Application Package

- [Complete Online Application](#)
- Cost per Subject Area (Music)
- Submitting Official Transcripts

This [YouTube video](#) walks you through the application process.

Step 2: The Official Statement of Eligibility

- When you send a complete application package to the Bureau of Educator Certification requesting a Florida certificate, your complete package is evaluated to determine your eligibility for a Florida certificate. The result of that determination is sent to you as an Official Statement of Eligibility.

Step 3: Employment in a Florida Elementary or Secondary School

- To be issued a Florida Teaching Certificate, an individual must be employed either in a public school or a nonpublic school that has a state-approved program for demonstration of professional education competence (a requirement for issuance of a Florida Professional Certificate). *This requirement can be waived if not seeking employment in Florida.*

Step 4: Submitting Fingerprints for Certification

- Each person who seeks certification in Florida must be fingerprinted and screened in accordance with Florida Statutes and must not have been convicted of a disqualifying offense. A person may not receive a certificate until the person's background screening is completed and the results are submitted to Educator Certification.

Teaching Reciprocity in Other States. Teaching reciprocity is specific to each state. While most states provide reciprocity guidelines, interstate reciprocity is not automatic. Teachers must apply for a new license if they are looking to teach in a state where they are not currently licensed, and the teacher licensing agency for a given state reviews the requests for teaching certificate reciprocity on a case-by-case basis.

Teaching license reciprocity outlines which qualifications each state will accept from another state, and which qualifications it will not. States that have teaching certification reciprocity agreements usually allow educators moving from one state to another additional time to fulfill the new state's requirements while teaching on a temporary or provisional license. The following link outlines reciprocity requirements for each state.

<https://www.nasdt.org/page/InterstateAgreements>

Please be aware that the information provided above is accurate as of the time this Handbook was revised. However, these requirements are subject to change at any time without prior notice by the Florida Department of Education.

Frequently Asked Questions

Does the order in which I take education and music education courses matter?

Yes. To graduate on time, you must follow the four-year plan as closely as possible. It is important for you to have taken all your techniques courses before you take your upper-level methods courses. The methods courses give you opportunities to apply your techniques in a band, orchestra, general music, modern band, or choral setting. You should also take TAL 103 before you take any other TAL course because it provides a foundation upon which the other courses will build.

Can I take some courses at another institution over the summer and get them transferred to UM?

Yes. You can take some of your general education requirements (e.g., math) during the summer at a local community college or an online course at an accredited institution. There are certain restrictions, so speak to your advisor for more details.

Will my teaching certificate be issued by the State of Florida automatically upon graduation?

No. After graduation, as soon as your transcript is ready, you will need to apply directly to the State of Florida Department of Education by completing an application and submitting your official UM transcript as proof that you have successfully completed a state-approved certification degree.

Can I be endorsed to teach a subject in addition to music?

Yes. You can add additional subject areas or endorsements to your teaching certificate. For up-to-date requirements on what must be done in order to meet these requirements, you go to the Florida Department of Education website: <http://www.fldoe.org/edcert/adding.asp>

What kinds of jobs are available for a music education major?

Most music education majors attain positions as music teachers in K-12 schools, teaching general music, band, chorus, strings, keyboard, popular music, technology, guitar, etc. Some become educational directors of arts organizations, while others go on to positions in school arts administration or general school administration. Many of our alums are now teaching music education at universities around the country.

How can I get involved and network in the world of music education?

Join NAFME: The National Association for Music Education. Student memberships are available at a discounted price, and publications are available to all members. You should get involved in our local NAFME collegiate chapter. You should attend professional conferences such as the Florida Music Educators Association Conference in Tampa, the Midwest Band and Orchestra Clinic in Chicago, IL, South Florida Orff Chapter Meetings, or the American Choral Directors Association Conference in various locations in the region.

Appendix 1
Undergraduate Music Teacher Candidacy
Toward Florida Teaching License
Checklist by Year

YEAR 1 and 2

- ☐ Complete Fingerprinting Clearance from Miami-Dade County Public Schools (usually covered early on in a TAL course)
- ☐ Take and Pass the **General Knowledge Test (GKT)** no later than the end of the sophomore year.
 - ☐ Math Section
 - ☐ Reading Section
 - ☐ English Section
 - ☐ Essay Section
- ☐ **Upper-Level Coursework in the Major**
 - To be admitted into upper-level coursework in MED (e.g., 542), which has substantive field components, you must have
 - (a) passed the General Knowledge Test (see above)
 - (b) clearance from MDCPS (see above)
 - (c) completed 36 hours of college-level coursework
 - (d) have a minimum GPA of 2.5, with no single grade lower than C.

YEAR 3

- ☐ Take and pass the **Subject Area Exam (Music K-12)** towards the end, but no later than the summer of the junior year.
- ☐ Ensure you are working towards completing and documenting the 60 required hours of fieldwork in K-12 schools.

YEAR 4

- ☐ **Apply for Music Student Teaching**—you will be notified via email when it is time to apply for your internship. This process will happen the semester BEFORE student teaching. You must have documented at least 60 hours of observations/fieldwork in schools before your student teaching semester.
- ☐ Attend the **Student Teaching Orientation**. You must attend this the semester prior to student teaching. You will be contacted regarding time, date, and location.
- ☐ **Take and pass the Professional Education Test (PET)** in the senior year, no later than the midterm of the final semester of graduation (this may be during your student teaching semester).
- ☐ **Complete** your digital portfolio (website) during the Student Teaching Seminar. Further details about this portfolio will be provided in MED courses.

Appendix 2
MM Cert Graduate Music Teacher Candidacy
Toward Florida Teaching License
Checklist by Year

Year 1, Semester 1 and 2

- ☐ Set up your digital portfolio for reporting FEAPS
- ☐ Complete Fingerprinting Clearance with Miami-Dade County Public Schools (see section on State Certification Requirements in this handbook)
- ☐ Take and pass the **General Knowledge Test (GKT)** prior to early registration in the fall of the second year.
 - ☐ Math Section
 - ☐ Reading Section
 - ☐ English Section
 - ☐ Essay Section
- ☐ **Teacher Candidacy** (through a TAL course)
 - To be admitted into teacher candidacy, which qualifies you to take advanced courses in education and music education, you must
 - Complete the MDCPS fingerprinting process (forms are available in the School of Education Office of Undergraduate Academic Services)
 - Pass the GKT
 - Complete 36 semester hours (transfer students must have a minimum of 12 semester hours completed at UM)
 - A 3.0 GPA in TAL courses with no single grade lower than B-.
 - A 3.0 GPA in content area courses (i.e., all music courses).

Year 2, Semester 1

- ☐ **Take and Pass Subject Area Exam (SAE)** no later than the end of the spring semester of junior year
 - Test on Music & Music teaching
- ☐ **Application for Music Student Teaching** Form— you will be notified via email when it is time to apply for your internship. This process will happen the semester BEFORE student teaching.
- ☐ **Register for the Professional Education Test (PET)**

Year 2, Semester 2

- ☐ Attend **Student Teaching Orientation**. You must attend the semester prior to student teaching. You will be contacted regarding time, date, and location.
- ☐ Student Teaching
- ☐ **Pass the Professional Education Test (PET)**
- ☐ Complete your **digital portfolio** (website) in the Student Teaching Seminar. Further details about this portfolio will be provided in MED courses.

Appendix 3

6A-10.081 Principles of Professional Conduct for the Education Profession in Florida.

(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 other penalties as provided by law.

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

- 1. Shall make a 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 violate or deny a student's legal rights.
- 7. 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 a reasonable effort to assure that each student is protected from harassment or discrimination.
- 8. Shall not exploit a relationship with a student for personal gain or advantage.
- 9. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(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 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 a 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 reasons 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 the appropriate authorities (as determined by the 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.

Rulemaking Authority 1001.02, 1012.795(1)(j) FS. Law Implemented 1012.795 FS. History—New 7-6-82, Amended 12-20-83, Formerly 6B-1.06, Amended 8-10-92, 12-29-98, Formerly 6B-1.006, Amended 3-23-16.

Appendix 4

Professionalism Agreement

My signature below acknowledges that I have read and understand the following statements:

§ I agree to abide by the University of Miami's core values and the Florida Department of Education's "Principles of Professional Conduct for the Education Profession in Florida" and always maintain the highest standards of professionalism.

§ I agree to maintain professional, legal, and ethical conduct at all times. I will respect the privacy of children, families, and school personnel and protect the confidentiality of academic or personal information that I encounter.

§ During my field experiences/student teaching placement, I am a guest at the school site or other educational or community setting, and I understand that my task is to learn so that I can become a more effective educational professional.

§ I agree to be on site when and where I am expected. If I cannot attend or will be late, I will follow proper notification procedures to let the appropriate individuals know in advance.

§ I agree to maintain a professional demeanor and appearance, in accordance with the standards of the site where I am placed.

§ I agree to complete my assigned tasks, duties, and responsibilities on time.

§ I agree to interact and communicate in a positive and professional manner with students, peers, school and university personnel, and others. I will avoid bias, prejudice, inappropriate personal conversations, or a lack of fairness toward individuals or groups of people.

§ I agree to act in a safe and responsible manner, avoiding any action that might put students at physical and emotional risk.

§ I agree to always remain committed to student learning. I will not make offensive or demeaning comments about students/participants or their ability to learn, or about teachers or their ability to teach.

§ I agree to remain committed to improving my own instructional practices and teaching activities.

§ I will remain flexible and open to feedback from others.

§ I agree to demonstrate commitment to my field of study and to the teaching profession.

§ I understand the University of Miami holds zero tolerance for unethical and unprofessional behaviors and that failure to comply with this agreement may result in one or more of the following consequences: termination of my placement, a failing grade for my field experience or internship, a failing grade in the student teaching seminar, expulsion from the Teacher Preparation Program, and dismissal from my degree program at any point during field experiences or the internship semester.

§ I understand that expulsion from a University of Miami practicum site will result in the forfeiture of the State of Florida Teacher Certification Endorsement, as it reflects the failure to address the ethical and professional standards contained in the Florida Educator Accomplished Practices (FEAP).

Your Name: _____ Signature: _____

Date: _____