Our Guiding Philosophy

The SCF Education Department believes that excellence in educator preparation begins with the professionals who prepare future teachers. Every policy, procedure, and expectation in this handbook is intended to create consistency, foster collaboration, and support a culture of continuous growth. We believe in maintaining high expectations while providing clear guidance, meaningful support, and opportunities for reflection because this is the same learning environment we strive to create for our students.

SCF Education Faculty Handbook: A Professional Practice Framework

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Preparing Exceptional Educators Together

Welcome from the Department Chair

Welcome to the State College of Florida Education Department.

Whether you are joining us as a full-time faculty member, adjunct instructor, staff member, or clinical supervisor, you are now part of a community committed to preparing the next generation of educators who will positively impact children, families, schools, and communities.

The work we do extends far beyond teaching courses. Every interaction with a student, every piece of feedback, every lesson we design, and every decision we make contributes to the professional identity of future teachers. We are not simply delivering curriculum, we are modeling the very practices, professionalism, and reflective thinking we hope our graduates will carry into their own classrooms.

At SCF, we believe excellence is achieved through a balance of high expectations and meaningful support. We value collaboration, innovation, continuous improvement, and the recognition that learning is an ongoing process for both our students and ourselves. As educators, we remain learners, continually refining our practice, embracing new ideas, and seeking evidence-based approaches that improve outcomes for every learner.

Our department is guided by a commitment to creating learning environments that are engaging, accessible, inclusive, and intellectually rigorous. We recognize that learner variability is a natural part of every educational experience, and we strive to design programs that remove unnecessary barriers while maintaining the high standards expected of the teaching profession. In doing so, we prepare future educators who are equipped to meet the diverse strengths, needs, and aspirations of the students they will serve.

This handbook has been developed as more than a collection of policies and procedures. It is intended to serve as a practical resource that promotes consistency, transparency, and shared understanding across our department. Within these pages, you will find the expectations, processes, and resources that support our collective work while reflecting the values that define our professional community.

Thank you for the expertise, experiences, and perspectives you bring to our department. Together, we have the privilege and responsibility of preparing educators who will shape the future of education for generations to come.

I am honored to serve alongside you and look forward to all we will accomplish together.

With appreciation,

Dr. Anne Marie Ristow
Department Chair, Education
State College of Florida

Education Department Mission, Vision, and Values

The State College of Florida Education Department is united by a shared purpose: preparing exceptional educators who make a meaningful difference in the lives of students, schools, and communities. Our mission, vision, and values provide the foundation for every decision we make, every partnership we build, and every learning experience we design.

Our Mission: Why We Exist

Our mission is to prepare high-quality professional educators who positively impact students and communities.

We believe that exceptional educators have the power to transform lives. Through rigorous preparation, meaningful clinical experiences, reflective practice, and collaborative learning, we equip future educators with the knowledge, skills, and professional dispositions needed to serve diverse learners with confidence, competence, and compassion.

Our Vision: What We Aspire to Achieve

Our vision is to foster educational pathways that empower students and communities to thrive.

We envision innovative and inclusive pathways that support learners at every stage of their educational journey while strengthening the schools and communities we serve. By cultivating future educators who are adaptable, reflective, and committed to continuous growth, we contribute to a stronger educational future for all.

Our Values: How We Work Together

Our values guide the way we teach, collaborate, lead, and serve. They shape our culture and define the professional community we strive to cultivate every day.

Collaboration. We believe that our greatest successes are achieved together. Collaboration means working toward shared goals with trust, mutual respect, and a commitment to collective success. We value diverse perspectives, engage in thoughtful dialogue, and recognize that respectful disagreement often leads to stronger ideas and better outcomes.

Well-Being. We believe that caring for ourselves enables us to better care for others. We prioritize physical, mental, and emotional well-being because healthy educators are better equipped to support students, colleagues, and our community. By fostering balance, resilience, and compassion, we create an environment where individuals and teams can thrive.

Innovation. We embrace curiosity, creativity, and continuous improvement. Innovation encourages us to explore new ideas, refine our practices, leverage emerging technologies thoughtfully, and seek evidence-informed solutions that enhance teaching, learning, and organizational effectiveness.

Inclusion. We believe that everyone deserves to experience a genuine sense of belonging. Inclusion means creating an environment where every individual is seen, heard, respected, and valued for the unique perspectives, experiences, strengths, and talents they contribute. Together, we foster a culture where every member of our department has the opportunity to learn, contribute, and flourish.

Living Our Mission

Our mission, vision, and values are more than statements; they are commitments. They influence how we engage with one another, how we prepare future educators, how we partner with schools and communities, and how we continuously grow as professionals. Together, they define the culture of the SCF Education Department and inspire our shared pursuit of excellence in educator preparation.

Please refer to the SCF website to tie our department mission, vision and values to the mission, vision, and values of the State College of Florida.

Preparing Exceptional Educators: Our Commitment to Students, Schools, and Community

Education is one of the most influential professions in our society. Every educator has the opportunity to shape the lives of children, strengthen families, and contribute to thriving communities. At the State College of Florida Education Department, we recognize that preparing future educators is both a privilege and a profound responsibility.

The SCF Education Department was established to address the growing need for highly qualified educators across our region. Building upon the College's long-standing commitment to workforce development and community partnership, the Education Department expanded its impact with the introduction of Bachelor of Science degrees in Elementary Education and Exceptional Student Education in 2022, creating accessible pathways for aspiring teachers to complete their preparation close to home. Since then, the department has continued to grow, offering multiple educator preparation pathways that reflect the evolving needs of students, schools, and communities throughout Manatee and Sarasota counties.

Today, our commitment extends beyond preparing candidates to earn certification. We are preparing professionals who lead with integrity, embrace continuous learning, value collaboration, and understand that every learner brings unique strengths, experiences, and potential. We believe that exceptional educators create environments where all learners can succeed, and we strive to model those same principles in our own work.

As faculty and staff, we share a collective responsibility for developing educators who are knowledgeable, reflective, ethical, and prepared to meet the diverse needs of today's classrooms. Whether teaching coursework, mentoring candidates during field experiences, collaborating with school partners, or supporting departmental initiatives, every member of our team contributes to the preparation of future educators.

Our partnerships with local school districts, early learning providers, community organizations, and educational leaders strengthen the connection between theory and practice. These relationships ensure that our candidates engage in authentic learning experiences while responding to the evolving needs of the communities we serve. Together, we are building a workforce of educators who are prepared not only to teach, but to lead, advocate, innovate, and inspire.

Preparing exceptional educators is not the responsibility of one course, one faculty member, or one clinical experience. It is the result of a shared commitment across our department to uphold high expectations, foster meaningful relationships, embrace continuous improvement, and create learning environments where both students and colleagues can flourish.

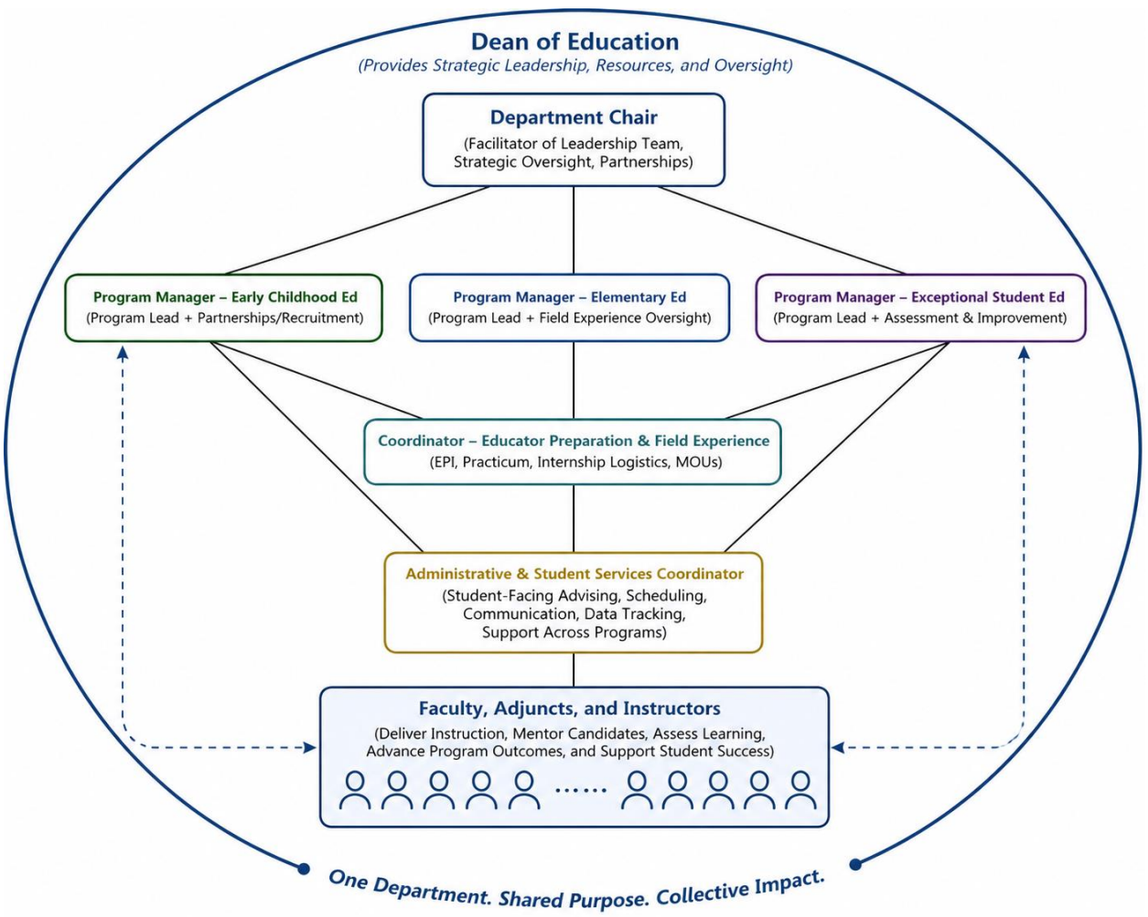
Every interaction matters. Every learning experience matters. Every future educator matters.

Together, we are preparing professionals who will positively impact students, schools, and communities for generations to come.

Our Commitment

We commit to preparing educators who lead with professionalism, teach with purpose, collaborate with integrity, and believe in the potential of every learner. As faculty and staff, we recognize that the example we set today becomes the professional standard our graduates carry into tomorrow's classrooms.

Organizational Structure



Shared Leadership Model

The SCF Education Department is organized around a collaborative leadership model that recognizes the expertise of individuals while fostering shared responsibility for student success, program quality, and continuous improvement.

While the Department Chair provides strategic leadership, departmental direction, and oversight, leadership responsibilities are intentionally distributed among program managers, coordinators, faculty, and staff. Each member of the department contributes unique expertise while working collaboratively toward our shared mission of preparing high-quality professional educators.

This model encourages open communication, collective problem-solving, and shared ownership of departmental initiatives. Rather than operating in isolated roles, our leadership team works across programs to support students, strengthen partnerships, advance innovation, and continuously improve educator preparation.

Faculty and staff are essential members of this collaborative structure. Through teaching, mentoring, advising, scholarship, service, and partnership development, every individual contributes to the success of our students and the continued excellence of the SCF Education Department.

Although responsibilities differ by role, we are united by one mission, one vision, and one commitment to preparing exceptional educators who positively impact students and communities.

Important Contacts and Offices

The State College of Florida Education Department works collaboratively with numerous offices across the College to support faculty, staff, students, and community partners. While many questions can be addressed within the department, the offices below provide specialized expertise and services. Faculty and staff are encouraged to utilize these resources and consult the appropriate office whenever questions arise.

The Department Chair and Program Managers are available to help guide faculty in navigating college resources and determining the appropriate point of contact when needed.

Education Department Leadership

The Education Department leadership team provides academic leadership, program oversight, curriculum development, accreditation support, faculty mentoring, student success initiatives, and strategic partnerships.

Primary Contacts

- Dean of Nursing & Education
- Department Chair
- Program Managers
- Educator Preparation & Field Experience Coordinator
- Administrative & Student Services Coordinator

Refer to the Organizational Structure for specific leadership responsibilities.

Academic Affairs

Contact Academic Affairs regarding:

- College academic policies
- Curriculum approvals
- Faculty contracts and appointments
- Academic compliance
- Institutional initiatives

Human Resources

Contact Human Resources regarding:

- Employment
- Benefits
- Leave
- Payroll
- Faculty onboarding

- Required employment training
- Employment verification

Information Technology (IT)

Contact IT regarding:

- Computer support
- Software installation
- Canvas technical issues
- Network access
- Password resets
- Classroom technology
- Equipment support

Center for Teaching and Learning (if applicable)

Provides support for:

- Instructional technology
- Faculty professional development
- Canvas training
- Teaching resources
- Innovative instructional practices

Accessibility Services

Partner with Accessibility Services regarding:

- Student accommodation letters
- Accessible instructional materials
- Assistive technology
- Universal Design for Learning resources
- Accessibility questions

Faculty should never independently determine accommodations without consultation with Accessibility Services.

CARE Team

Consult the CARE Team when concerns arise regarding a student's:

- Mental health
- Safety
- Well-being
- Basic needs
- Behavioral concerns
- Crisis situations

Faculty should refer students promptly when concerns exceed the scope of classroom support.

Registrar's Office

Contact the Registrar regarding:

- Registration
- Grades
- Attendance verification
- Enrollment
- Academic records
- Graduation

Financial Aid

Provides assistance regarding:

- Student financial aid
- Scholarships
- Veteran benefits
- Enrollment verification

Library and Learning Commons

Supports:

- Research instruction
- Library resources
- Information literacy
- Course reserves
- Tutoring resources

Testing Center

Provides:

- Exam administration
- Make-up testing
- Accommodated testing
- Placement testing

Campus Safety and Security

Contact immediately for:

- Emergencies
- Safety concerns
- Incident reporting
- Active threats
- Medical emergencies
- Campus security assistance

For life-threatening emergencies, always call **911** before notifying the College.

Marketing and Communications*

Provides assistance with:

- Department publications
- Promotional materials
- Photography
- Website updates
- Social media guidance
- Brand standards

A designated faculty member acts as a liaison for the department.

Education Department School Partners

The Education Department collaborates with local school districts, charter schools, private schools, early learning centers, and community organizations to provide meaningful clinical experiences.

Questions regarding field placements, internships, Memorandums of Understanding (MOUs), or district partnerships should be directed to the Educator Preparation & Field Experience Coordinator.

Quick Reference

If you need assistance with...	Start with...
Curriculum or teaching questions	Program Manager or Department Chair
Field placements or internships	Educator Preparation & Field Experience Coordinator
Student concerns	Program Manager + CARE Team
Canvas or technology	IT Help Desk
Accessibility	Accessibility Services
Grades or registration	Registrar
Faculty employment	Human Resources
Purchasing or travel	Business Services
Emergencies	Campus Safety (or 911 if immediate)

Note: Current contact names, office locations, telephone numbers, and email addresses are maintained in the **SCF Contact Directory** and on the department's SharePoint site. Faculty and staff should refer to these resources for the most up-to-date information.

Master Department Standards Register

The SCF Education Department Standards translate our shared mission, vision, values, and commitment to preparing exceptional educators into consistent professional practice. They establish common expectations across programs while honoring faculty expertise, professional judgment, and the varied roles through which faculty and staff contribute to educator preparation.

This register provides a concise reference to the Department Standards found throughout the handbook. Each standard is developed more fully within its corresponding chapter, where faculty will find its purpose, application, responsibilities, procedures, and related resources.

Section I Our Professional Community

Department Standard	What This Means
1.1 — Shared Professional Responsibility	Every member of the department contributes to a professional community grounded in collaboration, accountability, respect, and our shared responsibility for preparing exceptional educators.
1.2 — Professional Responsibilities Across Faculty Roles	Full-time and adjunct faculty share core expectations for instructional quality, communication, student support, professional conduct, and participation appropriate to their assigned roles.
1.3 — Faculty Presence and Accessibility	Faculty maintain meaningful, predictable, and accessible presence so students know how and when to connect with their instructors for learning and support.
1.4 — Professional Communication	Communication with students, colleagues, partners, and the College is timely, respectful, clear, professional, and conducted through appropriate institutional channels.
1.5 — Student-Centered Professional Practice	Faculty decisions and interactions reflect our commitment to student learning, belonging, growth, professional preparation, and equitable access to opportunity.
1.6 — Professional Conduct and Collegiality	Faculty model the ethical conduct, collaboration, professionalism, and respectful relationships we expect educator candidates to demonstrate in the profession.
1.7 — Shared Governance and Department Participation	Faculty contribute their expertise and perspectives to the collaborative work, decision-making, initiatives, and continuous development of the department.
1.8 — Professional Accountability	Faculty fulfill assigned responsibilities, meet established timelines, communicate proactively, and seek guidance when circumstances may affect students, colleagues, programs, or departmental operations.
1.9 — The SCF Education Professional Community	Our professional culture is strengthened when faculty learn with and from one another, share expertise, support colleagues, and contribute to collective success.

Section II The Learning Environment: Syllabus, Canvas, and Course Design

Department Standard	What This Means
2.1 — Intentional Course Design	Every course is purposefully designed so learning outcomes, instruction, learning experiences, assessment, and professional expectations work together coherently.
2.2 — Consistent Course Foundations	Department-approved course structures and common elements create consistency for students while preserving faculty expertise and instructional creativity.
2.3 — Transparent Learning Expectations	Students should be able to understand what they are learning, why it matters, what they are expected to do, and how their learning will be assessed.

2.4 — Meaningful Participation and Engagement	Participation represents active engagement in the learning process and is designed around the instructional purposes and professional expectations of the course.
2.5 — Professional Responsibility for Attendance and Engagement	Faculty communicate and consistently apply course expectations for attendance, participation, communication, and responsibility as components of professional preparation.
2.6 — Intentional Instructional Presence	Faculty remain meaningfully present throughout the learning experience through instruction, facilitation, feedback, communication, and responsive support.
2.7 — Accessible and Inclusive Course Design	Courses proactively reduce unnecessary barriers through accessibility, Universal Design for Learning, multiple pathways for engagement, and thoughtful attention to learner variability.
2.8 — Purposeful Instructional Sequencing	Learning experiences intentionally move students through engagement, learning, deepening, practice, reflection, and meaningful closure.
2.9 — Meaningful Feedback for Growth	Feedback is timely, actionable, connected to learning expectations, and designed to help students understand both current performance and next steps for growth.

Section III Operations and Communication Pathways

Department Standard	What This Means
3.1 — Clear Communication Pathways	Department communication follows established pathways so information reaches the appropriate people efficiently, accurately, and transparently.
3.2 — Student Communication and Responsiveness	Students receive timely, professional, and consistent communication that helps them navigate coursework, expectations, responsibilities, and available support.
3.3 — Collaborative Program Communication	Faculty, program coordinators, staff, and department leadership communicate across roles to support consistent student experiences and effective program operations.
3.4 — Partnership Communication	Communication with schools, districts, agencies, and community partners follows established departmental pathways that protect relationships and promote clarity and consistency.
3.5 — Documentation and Follow-Through	Important decisions, concerns, actions, and communications are documented appropriately so responsibilities and next steps remain clear.
3.6 — Student Support and Referral	Faculty recognize when student needs extend beyond their role and connect students with the appropriate College, program, or professional support.
3.7 — Professional Problem-Solving	Concerns are addressed at the appropriate level through communication, collaboration, documentation, and established College and departmental processes.
3.8 — Consistency Across	Shared departmental expectations are implemented consistently while allowing appropriate differences based on course, program, modality, and professional context.

Programs and Sections	
3.9 — Operational Stewardship	Faculty contribute to effective department operations by meeting timelines, following established processes, communicating proactively, and considering how individual actions affect the broader student and faculty experience.

Section IV Clinical Practice and Educator Preparation

Department Standard	What This Means
4.1 — Clinical Practice as Professional Preparation	Clinical experiences intentionally connect coursework with authentic educational practice and progressively prepare candidates for professional responsibility.
4.2 — Shared Responsibility for Clinical Education	Candidates, faculty, supervisors, mentor teachers, coordinators, schools, and districts contribute distinct but interconnected responsibilities to successful clinical preparation.
4.3 — Purposeful Field Experience Design	Field experiences are aligned with course and program outcomes and provide meaningful opportunities to observe, practice, apply, reflect, and grow.
4.4 — Professional Expectations in Clinical Settings	Candidates are prepared to demonstrate the conduct, communication, attendance, confidentiality, appearance, and professional dispositions expected within educational environments.
4.5 — Clinical Coaching and Feedback	Clinical feedback emphasizes evidence, reflection, professional dialogue, actionable next steps, and the candidate's continued development toward independent practice.
4.6 — Mentor Teacher Partnership	Mentor teachers are valued as partners in educator preparation whose expertise, modeling, coaching, and feedback contribute directly to candidate development.
4.7 — Clinical Documentation and Evidence	Clinical experiences generate meaningful evidence of candidate learning, professional competence, reflection, and progression across the educator preparation journey.
4.8 — Candidate Readiness and Progression	Advancement through clinical experiences reflects demonstrated readiness, completion of applicable requirements, professional dispositions, and evidence of developing competence.
4.9 — Final Internship as Culminating Practice	Final internship represents a transition toward independent professional practice in which candidates integrate learning, demonstrate competence, respond to coaching, and assume increasingly authentic educator responsibilities.

Section V Learning Environments, Simulation, and Innovation

Department Standard	What This Means
5.1 — Simulation as Deliberate Professional Practice	Simulation bridges coursework and clinical practice through structured opportunities to rehearse, receive coaching, reflect, and refine professional decision-making.

5.2 — Purposeful Use of Flexible Learning Environments	Innovative spaces are intentionally configured and used to support active learning, collaboration, accessibility, learner variability, and instructional purpose.
5.3 — Priority Scheduling for Specialized Learning Environments	Access to specialized spaces is prioritized according to demonstrated instructional need, equitable access, and intentional integration into teaching and learning.
5.4 — Intentional Mursion and Simulation Integration	Mixed-reality and other simulations develop identified professional competencies through purposeful integration, faculty calibration, practice, and reflection-centered debriefing.
5.5 — Stewardship of Department Resources	Faculty and candidates share responsibility for using, maintaining, reporting concerns about, and preserving departmental learning environments, technology, equipment, and materials.
5.6 — Safe Learning Environments	Laboratories, simulations, and innovative learning environments protect physical safety, accessibility, technological safety, psychological safety, and participant well-being.

Section VI Assessment, Continuous Improvement, and Accreditation

Department Standard	What This Means
6.1 — Assessment for Learning	Assessment provides evidence that supports candidate growth, meaningful feedback, instructional decision-making, program effectiveness, and continuous improvement.
6.2 — Authentic Demonstrations of Professional Competence	Signature Assessments and other evidence allow candidates to demonstrate the knowledge, skills, dispositions, and professional practices expected of educators.
6.3 — Evidence-Informed Instruction	Faculty use assessment evidence to recognize patterns, respond to learner needs, refine instruction, and strengthen course and program design.
6.4 — Continuous Improvement as a Shared Responsibility	Every member of the department contributes to improvement through evidence, reflection, collaboration, action, professional learning, and evaluation of impact.
6.5 — Improvement Through Inquiry and Action	Department improvement follows a recurring cycle of gathering evidence, reflecting collaboratively, identifying priorities, acting, evaluating impact, sharing learning, and beginning again.
6.6 — Shared Ownership of Accreditation	Accreditation and quality assurance reflect the collective everyday work of faculty through curriculum, assessment, clinical practice, documentation, calibration, and improvement.
6.7 — Accreditation as Evidence of Quality	Accreditation does not define quality. It verifies our commitment to it by providing a structured process for examining and demonstrating the effectiveness of our work.
6.8 — Scholarship as Professional Responsibility	Faculty inquiry, evidence-based practice, scholarship, dissemination, and professional contribution strengthen teaching, educator preparation, and the profession.
6.9 — Reflection Guides Growth	Annual reflection and strategic planning use evidence, collaboration, goals, and purposeful action to shape what the department will strengthen next.

Section VII Technology and Administrative Operations

Department Standard	What This Means
7.1 — Department Communication and Collaboration	Faculty use established institutional communication systems intentionally to strengthen collaboration, transparency, professional learning, and institutional knowledge.
7.2 — Institutional Data Integrity	Accurate and timely institutional records support students, advising, financial aid, certification, accreditation, reporting, program quality, and institutional effectiveness.
7.3 — Purposeful Digital Assessment	Digital assessment technologies are used according to instructional purpose, accessibility, integrity, security, candidate needs, and their capacity to inform learning.
7.4 — Institutional Knowledge Management	Department resources and records are organized, maintained, secured, and shared so knowledge remains accessible and sustainable beyond individual faculty members.
7.5 — Purposeful Resource Stewardship	Purchasing and resource decisions responsibly advance learning, educator preparation, accessibility, innovation, program quality, and departmental priorities.
7.6 — Professional Learning as Shared Growth	Department-supported professional learning strengthens both individual expertise and collective capacity when new learning is shared and translated into practice.
7.7 — Intentional Technology Integration	Technology serves pedagogy. Faculty select and model digital tools according to their capacity to deepen learning, expand access, support engagement, and strengthen professional practice.
7.8 — Shared Responsibility for Technology Reliability	Faculty support instructional continuity through preparation, timely reporting, collaboration with technology personnel, communication, adaptability, and appropriate backup plans.

Section VIII Safety, Compliance, and Professional Responsibility

Department Standard	What This Means
8.1 — Emergency Preparedness	Faculty understand emergency procedures for their instructional locations and are prepared to respond calmly, professionally, accessibly, and according to College guidance.
8.2 — Preparedness Through Training	Required safety and active-threat preparation equips faculty to follow official procedures and exercise responsible professional judgment during emergencies.
8.3 — Responsible Reporting	Faculty recognize reporting responsibilities, respond respectfully to disclosures or concerns, protect information appropriately, and connect matters with trained College professionals rather than investigating independently.
8.4 — Clinical Compliance	Candidates complete applicable requirements before participating in designated educational experiences, while faculty communicate expectations and follow established processes without independently modifying requirements.
8.5 — Stewardship of	Faculty protect confidential information through lawful, ethical, secure, and professionally responsible practices and promptly report potential breaches through established channels.

Confidential Information	
8.6 — Shared Responsibility for Safety	Faculty contribute to safe learning and working environments by recognizing concerns early, responding appropriately, reporting hazards and incidents, and following established procedures.

Section IX Faculty Success, Professional Growth, and Community

Department Standard	What This Means
9.1 — Welcoming Every Faculty Member into the Community	Department orientation connects new faculty with the people, practices, values, systems, expectations, and supports they need to begin with clarity, confidence, and belonging.
9.2 — Every Faculty Member Deserves a Thought Partner	Mentoring provides faculty with reciprocal professional relationships for guidance, reflection, encouragement, learning, and growth without replacing supervision or evaluation.
9.3 — Growth Through Experience	New faculty build professional confidence gradually through relationships, practice, reflection, feedback, questions, sustainable routines, and continued learning.
9.4 — Lifelong Professional Learning	Faculty continually strengthen their practice through intentional learning connected to professional goals, departmental priorities, candidate success, scholarship, and innovation.
9.5 — Celebrating Excellence	The department recognizes both visible achievements and everyday contributions that demonstrate collaboration, innovation, mentorship, service, leadership, and commitment to our shared values.
9.6 — Supporting Faculty Well-Being	Sustainable professional excellence is supported through healthy boundaries, reflection, available resources, appropriate use of leave, supportive relationships, and attention to faculty well-being.
9.7 — Professional Engagement Beyond the College	Participation in professional organizations, scholarship, conferences, leadership, service, and partnerships extends faculty learning and brings new knowledge and relationships back to SCF.

Using the Standards

The Department Standards are not intended to function as isolated rules or a compliance checklist. Together, they describe the professional practices, shared commitments, and systems through which the SCF Education Department prepares exceptional educators.

When questions arise, faculty should use this register as a starting point and consult the corresponding handbook chapter for the complete context, responsibilities, procedures, resources, and guidance associated with the standard.

Returning to the Standards

At the conclusion of this handbook, you will return to the Department Standards presented here for a final review and professional acknowledgement.

The concluding **Department Standards Review & Professional Acknowledgement** provides an opportunity to revisit each standard, confirm that you have reviewed the expectations associated with your role, and identify areas in which clarification or additional support may be needed.

Your signature does ***not*** indicate that professional learning is complete, that every situation is addressed within this handbook, or that you are expected to demonstrate perfection in every aspect of professional practice. Rather, your signature acknowledges that you have received access to the SCF Education Faculty & Staff Handbook, reviewed the Department Standards, understand your responsibility to remain informed about the expectations applicable to your role, and recognize your shared responsibility for contributing to the professional practices and culture of the SCF Education Department.

Read to understand. Return to reflect. Acknowledge our shared responsibility.

The SCF Education Way

Our standards make visible what we value.

They create consistency without eliminating professional judgment, accountability without diminishing collaboration, and shared expectations without losing sight of the people at the center of our work.

Together, they describe not simply what we do, but **how we choose to do this work together.**

SECTION I

Our Professional Community

Who are we?

#1 Professional Expectations and Shared Responsibilities

The strength of the State College of Florida Education Department lies in its people. Faculty and staff are educators, mentors, scholars, leaders, collaborators, and advocates who collectively prepare future professionals to positively impact students, schools, and communities.

Our professional community is grounded in collaboration, integrity, continuous improvement, and a shared commitment to excellence in educator preparation. While responsibilities may vary by role, every member of the department contributes to a culture that values professionalism, innovation, inclusion, and student success.

The following expectations establish a common understanding of our shared responsibilities while recognizing the unique contributions of full-time faculty, adjunct faculty, staff, and department leadership.

Collective Bargaining Agreement (CBA) Reference

This handbook provides department-specific expectations, operational guidance, and best practices for faculty and staff within the Education Department. Nothing contained in this handbook supersedes the provisions of the State College of Florida Collective Bargaining Agreement (CBA), Board Rules, College policies, administrative procedures, or applicable state and federal laws. When differences exist, the CBA and official College policies shall govern.

Department Standard 1.1

Shared Professional Responsibility

Every member of the SCF Education Department shares responsibility for preparing exceptional educators and contributing to a professional community grounded in collaboration, integrity, inclusion, innovation, student success, and continuous improvement. Faculty and staff fulfill responsibilities appropriate to their roles while working toward common departmental goals and modeling the professionalism expected within the education profession.

#2 The SCF Education Framework

Preparing Exceptional Educators Through Purposeful Practice

The SCF Education Department believes that preparing exceptional educators requires intentional design, meaningful engagement, authentic assessment, and continuous reflection. Every course, clinical experience, assessment, and faculty interaction contributes to the development of professional educators who positively impact students, schools, and communities.

Our instructional framework provides a common foundation for teaching, learning, assessment, and continuous improvement across all educator preparation programs.

Department Standard 1.2
The SCF Education Framework

The SCF Education Framework provides a common foundation for teaching, learning, assessment, professional growth, inclusive excellence, and continuous improvement across all educator preparation programs. Faculty intentionally design learning experiences that reflect purposeful design, active engagement, authentic assessment, professional growth, inclusive excellence, and continuous improvement so that every course and interaction contributes to candidate development and professional competence.

Principle 1: *Purposeful Design*

Every learning experience begins with a clear purpose.

Faculty intentionally design instruction by aligning:

- Program Learning Outcomes
- Course Student Learning Outcomes
- Lesson Learning Objectives
- FEAPs
- Reading Endorsement Competencies
- ESOL Standards
- Specialized Professional Standards
- Authentic Assessments

Instruction is planned using backward design so that every learning activity intentionally supports student success and professional competence.

Principle 2: *Active Engagement*

Learning occurs through active participation rather than passive observation.

Faculty create learning environments that encourage:

- collaboration
- discussion
- reflection
- application
- problem solving
- authentic practice

Instructional contact minutes are viewed as opportunities for meaningful engagement rather than simply time requirements.

Although faculty must meet all required instructional minutes established by the College, the department expects those minutes to be intentionally designed to maximize student learning and participation.

Principle 3: *Authentic Assessment*

Assessment is part of learning, not simply a measure of learning.

Faculty provide multiple opportunities for students to

- demonstrate understanding
- receive meaningful feedback
- revise practice
- reflect upon growth
- apply learning in authentic educational contexts

Assessment should prepare candidates for the realities of professional practice.

Principle 4: *Professional Growth*

Every course contributes to the development of future educators.

Assignments should intentionally build professional competence while providing evidence that may contribute to the student's Professional Growth Portfolio.

Rather than viewing assignments as isolated requirements, faculty help candidates recognize how learning spirals throughout the program and prepares them for internship, certification, and professional practice.

Principle 5: *Inclusive Excellence*

The SCF Education Department recognizes learner variability as a natural and expected characteristic of every learning environment.

Faculty intentionally design learning experiences that are:

- accessible
- engaging

- appropriately challenging
- flexible
- supportive

These principles reflect Universal Design for Learning while maintaining the high academic expectations of the teaching profession.

Principle 6: *Continuous Improvement*

Exceptional educator preparation requires continual reflection and refinement.

Faculty engage in continuous improvement through:

- assessment data
- student feedback
- program evaluation
- accreditation
- scholarship
- professional learning
- collaborative reflection

Improvement is viewed as an ongoing commitment rather than a periodic initiative.

#3 Faculty Roles and Responsibilities

Purpose

Faculty members are central to the mission of the State College of Florida Education Department. Through teaching, mentoring, scholarship, service, and professional engagement, faculty prepare future educators who positively impact students, schools, and communities. Every faculty member contributes to creating an engaging, inclusive, and academically rigorous learning environment that reflects the values and expectations of the teaching profession.

Department Standard 1.3
Faculty Roles and Responsibilities

Education Department faculty share responsibility for delivering high-quality instruction, fostering engaging and inclusive learning environments, providing meaningful feedback, maintaining professional expertise, demonstrating ethical and professional conduct, supporting student success, and contributing to assessment, accreditation, and continuous improvement. Faculty model through their teaching and interactions the knowledge, skills, dispositions, and professional behaviors expected of future educators.

Expectations

All faculty members are expected to:

- Deliver high-quality instruction aligned with approved course outcomes, state standards, and departmental expectations.
- Foster learning environments that are engaging, respectful, inclusive, and supportive of learner success.

- Maintain current expertise within their discipline through ongoing professional learning and reflective practice.
- Provide timely, meaningful, and constructive feedback that promotes student growth.
- Demonstrate professionalism, ethical conduct, and integrity in all interactions with students, colleagues, school partners, and community stakeholders.
- Support department initiatives related to accreditation, assessment, continuous improvement, and student success.
- Model the professional dispositions and ethical practices expected of future educators.
- Contribute positively to a collaborative departmental culture built upon mutual respect, shared responsibility, and continuous improvement.

Faculty are encouraged to approach every interaction with students as an opportunity to model the knowledge, skills, and professional behaviors expected of future educators.

Education in Practice

Our students learn as much from how we teach as they do from what we teach. Faculty serve not only as instructors but also as role models whose professionalism, communication, and instructional practices influence the next generation of educators.

Related References: SCF Collective Bargaining Agreement (CBA); SCF Board Rules

#4 Full-Time Faculty Expectations

Purpose

Full-time faculty serve as educators, mentors, scholars, and leaders within the SCF Education Department. In addition to excellence in teaching, full-time faculty contribute to the continuous improvement of educator preparation through service, curriculum development, assessment, accreditation activities, and collaboration with colleagues and community partners. Their work extends beyond individual courses to support the growth of the department, the College, and the profession.

Department Standard 1.4
Full-Time Faculty Professional Responsibility

Full-time Education Department faculty fulfill the teaching, advising, mentoring, scholarship, service, assessment, accreditation, curriculum, professional learning, governance, and partnership responsibilities associated with their appointments while contributing to a coherent educator preparation program. Faculty are expected to think beyond individual courses and support purposeful candidate progression, continuous program improvement, and the broader mission of the department, College, and profession.

Expectations

Consistent with the Collective Bargaining Agreement (CBA), Board Rules, and College policies, full-time faculty are expected to fulfill all assigned professional responsibilities. Within the Education Department, these responsibilities include but are not limited to:

- Delivering high-quality instruction that meets required instructional contact minutes and reflects departmental expectations for active student engagement.

- Designing learning experiences that align course Student Learning Outcomes with applicable professional standards, including the Florida Educator Accomplished Practices (FEAPs), Reading Endorsement Competencies, ESOL Standards, and specialized standards, as appropriate.
- Providing timely, meaningful, and actionable feedback that promotes candidate growth and reflection.
- Participating in curriculum review, course revision, and continuous program improvement.
- Contributing to accreditation activities through assessment collection, data analysis, and documentation.
- Maintaining current expertise in both discipline-specific content and evidence-based instructional practices.
- Advising and mentoring students throughout their educator preparation journey.
- Participating in departmental meetings, College committees, professional development, and shared governance activities.
- Through established department communication protocols, collaborating with school partners and community organizations to strengthen educator preparation.
- Supporting candidates in recognizing connections among coursework, clinical experiences, and the Professional Growth Portfolio.

Faculty are encouraged to view every course as one part of a larger developmental sequence in which candidates progressively demonstrate increasing competence as future educators. If a faculty member has difficulty meeting the expectations of the positions held, coaching support is available and faculty overload may be adjusted.

The SCF Education Way

Full-time faculty think beyond individual courses. They intentionally contribute to a coherent program in which candidates experience consistent expectations, purposeful progression, and meaningful opportunities to develop professional competence.

Related References: Collective Bargaining Agreement (CBA); Board Rules; Department Curriculum Maps.

#5 Adjunct Faculty Expectations

Purpose

Adjunct faculty bring valuable professional expertise and diverse educational experiences that enrich the preparation of future educators. As integral members of the SCF Education Department, adjunct faculty help ensure that every candidate experiences high-quality instruction grounded in professional standards and departmental expectations.

Department Standard 1.5
Adjunct Faculty Professional Responsibility

Adjunct faculty are integral members of the SCF Education Department and share responsibility for providing high-quality instruction aligned with approved curriculum, course outcomes, professional standards, and department expectations. Adjunct faculty maintain timely communication and feedback, promote active and inclusive learning, participate in required onboarding and professional learning, and collaborate with department leadership to support consistent candidate experiences across programs.

Expectations

Adjunct faculty are expected to:

- Deliver instruction consistent with approved course outcomes and departmental curriculum.
- Meet all required instructional contact minutes while maximizing student engagement and active learning.
- Utilize approved course materials, instructional resources, and common assessments, as applicable.
- Align instruction and assessment with course Student Learning Outcomes and applicable professional standards.
- Maintain timely communication with students and department leadership. Strive for within 24-48 business hours.
- Provide prompt grading and constructive feedback that supports candidate learning.
- Participate in required onboarding, compliance training, and department meetings or professional learning opportunities as requested.
- Communicate questions or concerns promptly with the Program Manager or Department Chair.
- Foster inclusive learning environments that reflect the department's commitment to learner variability, professionalism, and academic excellence.

Adjunct faculty are encouraged to engage with department resources, collaborate with colleagues, and contribute ideas that strengthen educator preparation across all programs.

The SCF Education Way

Every candidate deserves a consistent, high-quality learning experience. Regardless of appointment type, all faculty contribute to a shared culture of excellence, collaboration, and student success.

Related References: Collective Bargaining Agreement (CBA); Department Adjunct Resources.

#6 Professional Conduct and Ethical Responsibilities

Purpose

Faculty members influence future educators not only through instruction but also through the professional behaviors they model each day. Professional conduct establishes the foundation for trust, collaboration, and ethical decision-making within the department and serves as an important example for educator candidates entering the profession.

Department Standard 1.6
Professional Conduct and Ethical Responsibility

Education Department faculty demonstrate integrity, professionalism, respect, fairness, accountability, confidentiality, reliability, and sound professional judgment in interactions with students, colleagues, school partners, and community members. Faculty contribute to an inclusive and collegial professional culture and recognize that their everyday conduct models the ethical responsibilities and professional dispositions expected of educator candidates.

Expectations

Faculty are expected to conduct themselves with integrity, professionalism, and respect in all interactions with students, colleagues, school partners, and members of the community.

Professional conduct includes:

- Demonstrating honesty, fairness, and accountability in all professional responsibilities.
- Maintaining respectful and collegial relationships with colleagues across the College.
- Modeling the ethical responsibilities expected of professional educators.
- Protecting the confidentiality of student records and other sensitive information in accordance with applicable laws and College policies.
- Using professional judgment when addressing challenging situations or differing perspectives.
- Supporting a culture of belonging in which diverse perspectives are welcomed and all members of the community are treated with dignity and respect.
- Demonstrating reliability through timely communication, preparedness, and follow-through.
- Serving as positive ambassadors for the SCF Education Department within the College and throughout the community.

Faculty should recognize that educator candidates frequently learn professional behaviors by observation. Every interaction provides an opportunity to demonstrate the dispositions expected within the education profession.

The SCF Education Way

Professionalism is taught through example. The way we communicate, collaborate, solve problems, and support one another shapes how future educators will serve their own students and colleagues.

Related References: Collective Bargaining Agreement (CBA); SCF Code of Conduct; Board Rules; Applicable State and Federal Laws.

#7 Academic Freedom and Professional Standards

Purpose

The State College of Florida Education Department values academic freedom as an essential principle of higher education. Faculty are encouraged to bring their disciplinary expertise, professional experiences, and instructional creativity to the classroom while ensuring that instruction remains aligned with approved curriculum, educator preparation standards, accreditation expectations, and the mission of the College.

Academic freedom carries with it the responsibility to provide accurate, evidence-based instruction that prepares candidates for the teaching profession through equitable, intellectually rigorous, and professionally relevant learning experiences.

Department Standard 1.7
Academic Freedom with Professional Responsibility

Education Department faculty exercise academic freedom through disciplinary expertise, professional experience, instructional creativity, inquiry, and evidence-informed practice while maintaining alignment with approved curriculum, Student Learning Outcomes, applicable professional standards, accreditation expectations, accessibility requirements, and College responsibilities. Academic freedom and shared professional standards work together to provide candidates with intellectually rigorous, equitable, coherent, and professionally relevant educator preparation.

Expectations

Faculty are encouraged to employ relevant, research-based instructional strategies that reflect their expertise and approach to teaching while ensuring consistency with departmental curriculum and program expectations. Specifically, faculty are expected to:

- Teach the approved curriculum and course Student Learning Outcomes (SLOs).
- Design instruction that aligns with applicable professional standards, including the Florida Educator Accomplished Practices (FEAPs), Reading Endorsement Competencies, ESOL Standards, and specialized program standards, as appropriate.
- Maintain current in principles of adult learning with relevancy criteria provided within Florida statute.
- Ensure all required instructional contact minutes are fulfilled through meaningful, student-centered learning experiences.
- Utilize current research, professional literature, and evidence-based instructional practices to support teaching and learning.
- Foster respectful dialogue that encourages inquiry, critical thinking, and the consideration of multiple perspectives.
- Maintain consistency in essential course outcomes and common program expectations while exercising professional judgment in instructional methods.
- Ensure instructional materials are accessible and reflect the department's commitment to inclusive excellence and learner variability.

Academic freedom is strengthened through collaboration. Faculty are encouraged to share effective instructional practices, engage in curriculum discussions, and contribute to ongoing program improvement.

The SCF Education Way

Academic freedom allows faculty to innovate. Professional standards ensure candidates receive a coherent, high-quality educator preparation experience. Together, they create meaningful learning.

Related References: Collective Bargaining Agreement (CBA); SCF Faculty Handbook; Approved Course Curriculum; Program Assessment Plan.

#8 Professional Communication Expectations

Purpose

Professional communication is fundamental to building strong relationships with students, colleagues, school partners, and the communities we serve. As faculty prepare future educators, every communication models the professionalism expected within the teaching profession.

Clear, respectful, timely communication promotes student success, strengthens collaboration, and contributes to a positive departmental culture.

Department Standard 1.8
Professional Communication

Education Department faculty communicate in timely, respectful, clear, accessible, confidential, and professionally appropriate ways across written, verbal, digital, instructional, departmental, and partnership contexts. Faculty use approved communication systems, communicate expectations and concerns transparently, and model the professional communication practices educator candidates will be expected to use with learners, families, colleagues, administrators, and communities.

Expectations

Faculty are expected to communicate professionally in all written, verbal, and digital interactions.

Professional communication includes:

- Responding to student and colleague communications within a reasonable timeframe consistent with College expectations.
- Maintaining a respectful, solution-focused, and collegial tone in all communications.
- Providing timely course announcements, assignment updates, and instructional guidance.
- Utilizing College-approved communication platforms, including Canvas, SCF email, and Microsoft Teams, as appropriate.
- Clearly communicating course expectations, assignment requirements, grading criteria, and opportunities for student support.
- Communicating concerns regarding student performance or well-being through appropriate departmental and College processes.
- Maintaining confidentiality when discussing student information.
- Collaborating professionally with mentor teachers, district partners, advisory board members, and community organizations.

Faculty should recognize that communication is an instructional practice. Students observe how faculty navigate difficult conversations, provide constructive feedback, and collaborate professionally.

The SCF Education Way

Every email, meeting, feedback comment, and conversation demonstrates the communication skills we hope our candidates will one day model with families, colleagues, and students.

Related References: Collective Bargaining Agreement (CBA); SCF Technology and Communication Policies, FERPA.

#9 Workload, Availability, and Student Support

Purpose

Meaningful student learning extends beyond scheduled class meetings. Faculty availability, timely feedback, and responsive support contribute to student persistence, engagement, and professional growth.

While faculty workload is defined through the Collective Bargaining Agreement and College policies, the Education Department values accessibility, responsiveness, and proactive student support as important components of educator preparation.

Department Standard 1.9
Faculty Availability and Student Support

Education Department faculty maintain availability and responsiveness consistent with their appointments and College requirements while providing timely feedback (no more than 48-72 hours), monitoring student progress, encouraging use of office hours and coaching opportunities, and connecting candidates with appropriate College resources when additional support is needed. Faculty accessibility should create meaningful opportunities for candidates to seek guidance, reflect, persist, and grow as developing professionals.

Expectations

Faculty are expected to:

- Maintain required office hours or student availability consistent with their appointment and College requirements.
- Be accessible to students through approved communication methods.
- Provide timely grading and meaningful feedback within no more than a 48–72-hour gap from the assignment submission, that supports learning and continuous improvement.
- Design courses that fulfill required instructional contact minutes while maximizing opportunities for active student engagement.
- Monitor student progress and intervene early when concerns arise regarding attendance, participation, or academic performance.
- Refer students to appropriate College resources when additional academic or personal support is needed.
- Encourage students to utilize instructor office hours as opportunities for coaching, reflection, and professional growth rather than solely for addressing academic concerns.

The Education Department encourages faculty to create learning environments where students feel supported, challenged, and empowered to succeed. Coaching support and overload review are support opportunities for faculty having difficulty meeting these expectations.

The SCF Education Way

Accessibility is more than being available. It is intentionally creating opportunities for students to ask questions, receive guidance, and grow as future educators.

Related References: Collective Bargaining Agreement (CBA); SCF Faculty Handbook; Student Success Resources.

#10 Attendance, Leave, and Instructional Continuity

Purpose

Consistent instruction is essential to student learning and program quality. When faculty are unable to meet their instructional responsibilities due to illness, professional travel, or approved leave, thoughtful planning helps ensure instructional continuity while minimizing disruption to students.

Department Standard 1.10
Instructional Continuity and Professional Reliability

Education Department faculty demonstrate professional reliability by fulfilling instructional responsibilities and following applicable College and Collective Bargaining Agreement procedures related to attendance, leave, absence reporting, and instructional continuity. When circumstances affect scheduled instruction, faculty communicate appropriately, coordinate approved alternatives, preserve required instructional time, and support continued candidate progress whenever feasible.

Expectations

Faculty should follow all College procedures and Collective Bargaining Agreement provisions regarding attendance, leave, and reporting absences.

When an absence affects instruction, faculty are expected to:

- Notify the appropriate supervisor as soon as practicable.
- Follow established College procedures for reporting leave.
- Communicate with students regarding instructional adjustments when appropriate.
- Coordinate instructional continuity through approved alternatives, substitute arrangements, or revised instructional plans as directed by department leadership.
- Ensure students continue making appropriate progress toward course Student Learning Outcomes whenever feasible.
- Maintain required instructional contact minutes in accordance with college, accreditation, and regulatory requirements.

Whenever possible, faculty are encouraged to prepare instructional materials and course resources that allow learning to continue with minimal interruption.

The SCF Education Way

Professional responsibility includes planning for the unexpected. Our commitment to students continues even when circumstances require flexibility.

Related References: Collective Bargaining Agreement (CBA); SCF Human Resources Policies; Attendance and Leave Procedures.

#11 Professional Presence and Representation

Purpose

As members of the SCF Education Department, faculty represent not only themselves, but also the College, the teaching profession, and the future educators they prepare. Professional presence encompasses appearance, conduct, communication, and engagement across classrooms, clinical settings, conferences, community partnerships, and digital environments.

Faculty model the professional dispositions expected of educator candidates by demonstrating integrity, respect, preparedness, and sound professional judgment in every setting.

Department Standard 1.11
Professional Presence and Representation

Education Department faculty represent themselves, the department, the College, and the education profession through professional appearance, conduct, communication, preparation, engagement, and judgment across instructional, clinical, community, conference, partnership, and digital environments. Professional presence reflects consistency among departmental values, individual actions, appropriate boundaries, respect for others, and the example faculty provide to future educators.

Expectations

Faculty are expected to:

- Present themselves in a manner that reflects the standards and responsibilities of the education profession.
- Demonstrate professionalism appropriate to the instructional setting, including campus classrooms, clinical supervision, school visits, conferences, meetings, and community events.
- Serve as positive ambassadors for the SCF Education Department and the College.
- Foster welcoming and inclusive learning environments where all students feel valued and supported.
- Maintain professional boundaries while building meaningful relationships with students and community partners.
- Represent the department with courtesy, respect, and professionalism in both in-person and virtual environments.
- Exercise thoughtful professional judgment regarding attire, communication, and conduct based on the context of the learning environment.

Professional presence extends beyond appearance. It reflects the consistency between our values, our actions, and the example we set for future educators.

The SCF Education Way

Students often remember how we made them feel long after they forget the details of a lecture. Professional presence is demonstrated through respect, preparation, empathy, and genuine care for others.

Related References: Collective Bargaining Agreement (CBA); SCF Employee Standards; Department Expectations.

#12 Confidentiality, Ethics, and Professional Boundaries

Purpose

Preparing future educators requires faculty to uphold the highest standards of ethics, confidentiality, and professional responsibility. Faculty frequently work with sensitive student information, collaborate with school partners, and mentor candidates as they enter the profession. Maintaining trust requires thoughtful decision-making and consistent adherence to ethical and legal responsibilities.

Department Standard 1.12
Confidentiality, Ethics, and Professional Boundaries

Education Department faculty protect confidential information, maintain appropriate professional boundaries, avoid or disclose conflicts of interest, demonstrate fairness and impartiality, and exercise ethical judgment consistent with applicable law, College policy, and professional expectations. Faculty model ethical decision-making and help educator candidates understand that confidentiality, integrity, appropriate boundaries, and responsible judgment are foundational to professional practice.

Expectations

Faculty are expected to:

- Protect the confidentiality of student educational records in accordance with FERPA and College policies.
- Exercise discretion when discussing student performance, personnel matters, and other confidential information.
- Model ethical decision-making consistent with the teaching profession.
- Maintain appropriate professional boundaries with students while fostering supportive mentoring relationships.
- Avoid conflicts of interest and disclose potential conflicts through appropriate College procedures.
- Demonstrate fairness, impartiality, and respect in grading, assessment, and student interactions.
- Promote academic integrity and respond consistently to concerns regarding plagiarism, artificial intelligence use, and other forms of academic misconduct in accordance with College policy and department guidance.
- Encourage educator candidates to recognize that ethical practice is a foundational component of effective teaching.

Faculty are encouraged to use ethical dilemmas as opportunities for reflection and professional dialogue, helping candidates understand the complexities of professional decision-making.

The SCF Education Way

Ethics are demonstrated in everyday decisions. The professionalism we model becomes part of the professional identity our candidates develop.

Related References: Collective Bargaining Agreement (CBA); FERPA; SCF Academic Integrity Policies; Board Rules.

#13 Faculty Evaluation and Continuous Professional Growth

Purpose

Faculty evaluation is intended to support excellence in teaching, meaningful professional growth, and continuous improvement. The Education Department views evaluation as an ongoing conversation that celebrates strengths, identifies opportunities for development, and contributes to the overall quality of educator preparation.

Evaluation reflects a commitment to reflective practice, instructional excellence, student success, and collaboration.

Department Standard 1.13
Evaluation as Continuous Professional Growth

Faculty participate in evaluation processes consistent with the Collective Bargaining Agreement, College procedures, and departmental expectations while approaching evaluation as an opportunity for reflection, professional learning, instructional improvement, and continued excellence. Faculty use evidence from practice, student feedback, assessment, collaboration, and professional accomplishments to recognize strengths, establish meaningful growth goals, and strengthen educator preparation.

Expectations

Faculty participate in evaluation processes consistent with the Collective Bargaining Agreement, College procedures, and departmental expectations.

Faculty are encouraged to:

- Engage in regular self-reflection on instructional effectiveness.
- Review student feedback as one source of evidence to inform instructional improvement.
- Utilize assessment data to strengthen teaching and learning.
- Participate in peer collaboration and professional conversations that promote instructional excellence.
- Establish professional growth goals aligned with departmental priorities and individual interests.
- Maintain evidence of professional accomplishments, scholarly contributions, service, and instructional innovation.

The Education Department values evaluation as a developmental process that supports lifelong learning and professional excellence.

The SCF Education Way

The best educators never stop learning. Reflection transforms experience into expertise and strengthens the preparation of future educators.

Related References: Collective Bargaining Agreement (CBA); Faculty Evaluation Procedures; SCF Human Resources.

#14 Professional Learning and Scholarly Engagement

Purpose

Continuous learning is essential to maintaining excellence in educator preparation. Faculty are encouraged to remain current in educational research, instructional innovation, disciplinary knowledge, and professional practice through ongoing professional learning and scholarly engagement.

Professional growth strengthens both individual faculty expertise and the collective capacity of the department.

Department Standard 1.14
Professional Learning and Scholarly Engagement

Education Department faculty engage in ongoing professional learning and scholarly activity that strengthens disciplinary expertise, evidence-informed instructional practice, innovation, collaboration, and the collective capacity of the department. Faculty are encouraged to apply and share new learning through teaching, professional organizations, scholarship, presentations, professional learning communities, research, and other contributions that benefit candidates, programs, and the education profession.

Expectations

Faculty are encouraged to:

- Participate in departmental and College professional development opportunities.
- Maintain awareness of current educational research and evidence-based instructional practices.
- Engage with professional organizations related to their discipline.
- Present at conferences, publish scholarship, or contribute to professional learning communities when appropriate.
- Collaborate with colleagues on instructional innovation, grant opportunities, and research initiatives.
- Incorporate new learning into curriculum design and instructional practice.
- Share effective practices that contribute to departmental continuous improvement.

Professional learning is viewed as an investment in our students, our programs, and the broader education profession.

The SCF Education Way

When faculty continue to learn, our students benefit. Every new idea has the potential to improve educator preparation.

Related References: Collective Bargaining Agreement (CBA); Faculty Professional Development Resources.

#15 Shared Governance and Department Service

Purpose

Shared governance recognizes that the collective expertise of faculty strengthens decision-making, promotes innovation, and supports continuous improvement. Service is an important expression of professional responsibility and contributes to the success of the department, the College, and the communities we serve.

Faculty participation in governance and service helps ensure that educator preparation programs remain responsive, collaborative, and forward-thinking.

Department Standard 1.15
Shared Governance and Department Service

Education Department faculty contribute to shared governance and service consistent with their appointments and applicable College and Collective Bargaining Agreement responsibilities. Through committee work, curriculum, assessment, accreditation, partnerships, mentoring, professional organizations, student activities, and other forms of service, faculty use their expertise to strengthen departmental decision-making, educator preparation, the College, and the communities we serve.

Expectations

Consistent with appointment responsibilities and the Collective Bargaining Agreement, faculty are encouraged to contribute through service activities such as:

- Department committees
- College committees
- Accreditation initiatives
- Curriculum development
- Assessment activities
- Advisory boards
- Community partnerships
- Student organizations
- Professional organizations
- Mentoring colleagues

Service should reflect both individual strengths and departmental priorities while contributing to the shared mission of preparing exceptional educators.

The SCF Education Way

Great programs are built through collaboration. Every contribution—large or small—strengthens our collective impact on future educators.

Related References: Collective Bargaining Agreement (CBA); SCF Shared Governance Structure.

#16 Building Our Professional Community

Purpose

A strong professional community is intentionally cultivated through collaboration, open communication, shared learning, and mutual support. Department meetings, retreats, planning sessions, accreditation activities, and informal collaboration provide opportunities to strengthen relationships, share expertise, and advance the mission of the SCF Education Department.

Professional community is not built through meetings alone; it is built through meaningful engagement with one another.

Department Standard 1.16
Professional Community and Shared Culture

The SCF Education Department intentionally cultivates a professional community grounded in collaboration, respectful dialogue, shared learning, mutual support, trust, innovation, and continuous improvement. Faculty participate in departmental and program activities appropriate to their roles, contribute ideas and expertise, support colleagues, celebrate collective success, and recognize that strong educator preparation depends upon meaningful engagement with one another.

Expectations

Faculty are expected to participate in departmental activities consistent with their role and responsibilities, including:

- Department meetings
- Program meetings
- Strategic planning initiatives
- Accreditation and assessment activities
- Professional learning opportunities
- Collaborative curriculum discussions
- Department celebrations and recognition events, when feasible
- Cross-program initiatives that strengthen educator preparation

Faculty are encouraged to share ideas, celebrate successes, support colleagues, and contribute to a culture of trust, innovation, and continuous improvement.

The department recognizes that meaningful collaboration depends on respectful dialogue, shared responsibility, and a willingness to learn from one another.

The SCF Education Way

We prepare exceptional educators because we are a community of learners ourselves. By sharing our knowledge, supporting one another, and working toward a common purpose, we create an environment where faculty, students, and our community partners thrive.

Related References: Collective Bargaining Agreement (CBA); Department Governance Procedures.

Looking Ahead

The professionalism, collaboration, and shared responsibilities described in this section establish the foundation of our work together. Building upon this foundation, the following section explores how the SCF Education Department translates these values into exceptional teaching, meaningful learning experiences, and the preparation of future educators. It introduces the instructional philosophy and practices that guide our educator preparation programs and support candidate success from entry through internship.

SECTION II

Teaching, Learning, and Instructional Excellence

How do we teach?

Delivering Exceptional Learning Experiences

"Every course is part of a larger professional journey. Every instructional decision contributes to preparing exceptional educators."

The SCF Education Department prepares future educators through intentionally designed learning experiences that reflect evidence-informed practice, adult learning principles, and the professional expectations of today's schools and communities.

Every course serves as a meaningful component of a coherent educator preparation program. Rather than functioning as isolated learning experiences, courses intentionally build upon one another, progressively developing the knowledge, skills, competencies, and professional dispositions required of effective educators.

Faculty are encouraged to view themselves not only as instructors of individual courses but also as contributors to a shared professional journey. Each learning experience should strengthen candidates' readiness for future coursework, clinical practice, certification, and entry into the education profession.

Teaching within the Education Department reflects the shared principles outlined in the **SCF Education Framework for Preparing Exceptional Educators**, emphasizing purposeful design, active engagement, authentic assessment, inclusive excellence, professional growth through reflection, and continuous improvement.

This section describes how those principles are translated into instructional practice across every educator preparation program.

#17 Translating the SCF Education Framework into Instruction

Department Standard 2.1
Framework-Informed Instruction

Education Department faculty translate the SCF Education Framework into instructional practice by designing purposeful, actively engaging, authentic, inclusive, reflective, and evidence-informed learning experiences. Instruction intentionally connects learning outcomes, professional standards, assessment, application, candidate reflection, and continuous improvement so that every learning experience contributes to developing professional competence rather than isolated knowledge.

Principle One: *Purposeful Design*

Exceptional teaching begins with intentional planning.

Faculty design learning experiences using backward design, ensuring alignment among:

- Program Learning Outcomes
- Course Student Learning Outcomes (SLOs)
- Lesson Learning Objectives
- Professional Standards (FEAPs, Reading Endorsement Competencies, ESOL Standards, CEC Standards, and other applicable standards)
- Authentic Assessments
- Learning Activities
- Professional Growth Portfolio artifacts

Every instructional decision should contribute to the development of professional competence rather than isolated knowledge acquisition.

Faculty are encouraged to ask:

- Why is this learning experience important?
- What professional competency does it strengthen?
- How will candidates demonstrate mastery?
- How does it connect to previous and future coursework?

The SCF Education Way

Purpose drives practice. Every lesson should intentionally move candidates one step closer to becoming exceptional educators.

Principle Two: *Active Engagement*

Learning is most meaningful when candidates actively construct knowledge through inquiry, collaboration, reflection, and authentic application.

Faculty are expected to design instructional experiences that maximize student engagement throughout all required instructional contact minutes. Time spent together should be characterized by purposeful learning rather than passive participation.

High-impact instructional practices include:

- Collaborative learning
- Case studies
- Clinical simulations
- Classroom discussions
- Reflective practice
- Lesson design
- Problem-based learning
- Microteaching
- Peer feedback
- Analysis of authentic student work
- Technology-enhanced learning experiences

Active engagement recognizes that educator candidates learn best by experiencing the instructional practices they will later implement in their own classrooms.

The SCF Education Way

We do not simply teach about effective instruction; we model it every day.

Principle Three: *Authentic Assessment*

Assessment is an essential component of learning rather than merely an evaluation of learning.

Faculty design assessments that allow candidates to demonstrate understanding through meaningful application of knowledge and skills while receiving timely, actionable feedback that promotes continued growth.

Whenever appropriate, assessments should:

- Reflect authentic educator responsibilities.
- Demonstrate mastery of professional standards.
- Encourage reflection and revision.
- Prepare candidates for clinical practice.
- Contribute evidence toward the Professional Growth Portfolio.
- Support continuous program assessment and accreditation.

Faculty are encouraged to view assessment as coaching rather than judgment.

The SCF Education Way

Assessment should leave candidates more capable than when they began.

Principle Four: *Inclusive Excellence*

The Education Department embraces learner variability as a fundamental characteristic of every learning environment.

Faculty intentionally design accessible, engaging, and appropriately challenging learning experiences that provide multiple pathways for engagement, representation, action, and expression while maintaining rigorous academic expectations.

This commitment reflects the principles of Universal Design for Learning (UDL) and prepares educator candidates to create classrooms where every learner has meaningful opportunities to succeed.

Inclusive excellence extends beyond accessibility to include belonging, cultural responsiveness, respect for diverse perspectives, and the intentional removal of unnecessary barriers to learning.

The SCF Education Way

We design with learner variability in mind because exceptional teaching begins with the belief that every learner can succeed.

Principle Five: *Professional Growth Through Reflection*

Developing as an educator requires continual reflection, feedback, and refinement.

Throughout the program, candidates engage in structured reflection that connects coursework, field experiences, professional standards, and emerging instructional practice.

Faculty support this process by encouraging candidates to:

- Analyze their instructional decisions.
- Reflect upon assessment evidence.
- Set professional growth goals.
- Recognize connections across courses.
- Document growth through the Professional Growth Portfolio.

Reflection transforms isolated learning experiences into sustained professional growth.

The SCF Education Way

Reflection transforms experience into expertise.

Principle Six: *Continuous Improvement*

Excellence in educator preparation requires ongoing evaluation and refinement at every level.

Faculty contribute to continuous improvement through:

- Assessment of student learning
- Program review
- Accreditation activities
- Data-informed decision-making
- Collaborative curriculum review
- Scholarship and professional learning
- Innovation in teaching and learning

Continuous improvement reflects our shared responsibility to strengthen educator preparation for future generations.

The SCF Education Way

Great programs never stand still. They continually evolve to better serve students, schools, and communities.

#18 The Four Departmentwide Competencies

These competencies represent the essential knowledge, skills, and dispositions expected of every educator candidate, regardless of program specialization.

Department Standard 2.2
Departmentwide Professional Competencies

Education Department faculty intentionally develop and assess the departmentwide competencies of Content Knowledge, Critical Thinking, Communication, and Professional Dispositions across coursework and clinical learning. Instruction reflects adult learning principles and provides relevant, collaborative, reflective, authentic, and increasingly self-directed opportunities through which candidates integrate these competencies and apply them within professional educational contexts.

Content Knowledge
Candidates demonstrate a deep understanding of discipline-specific knowledge, educational theory, professional standards, and evidence-based instructional practices while applying that knowledge in authentic educational settings.

Critical Thinking
Candidates analyze information, solve instructional challenges, make informed decisions using evidence, and engage in reflective practice to improve student learning and professional effectiveness.

Communication
Candidates communicate effectively, professionally, and collaboratively with learners, families, colleagues, administrators, and community partners through written, verbal, digital, and interpersonal communication.

Professional Dispositions
Candidates consistently demonstrate professionalism, ethical practice, cultural responsiveness, collaboration, resilience, reflective practice, responsibility, and a commitment to lifelong learning.

Adult Learning as the Foundation

The SCF Education Department recognizes that educator candidates are adult learners who bring prior experiences, professional knowledge, diverse perspectives, and personal goals into every learning environment. Accordingly, faculty design instruction using the principles of **andragogy**, recognizing that adults learn best when learning is relevant, collaborative, reflective, and immediately applicable to professional practice.

Faculty intentionally create learning experiences that:

- Build upon candidates' prior knowledge and lived experiences.
- Promote self-direction, autonomy, and shared responsibility for learning.
- Connect theory to authentic educational practice.
- Encourage collaboration, inquiry, and reflective dialogue.
- Provide timely coaching and actionable feedback.
- Support candidates in applying new knowledge across coursework, clinical experiences, and professional contexts.

While our candidates are learning to become effective teachers of children, our instructional approach reflects how adults learn best. Faculty intentionally model instructional practices that candidates will later adapt for the developmental needs of P–12 learners.

The SCF Education Way

We believe exceptional educators are not developed through isolated courses, but through intentionally connected learning experiences.

Every class contributes to a larger professional journey. Every assignment builds competency. Every clinical experience deepens understanding. Every reflection strengthens professional identity. Every portfolio artifact documents growth.

Together, these experiences prepare educators who are ready to make a meaningful difference in the lives of learners, families, schools, and communities.

#19 The Learning Environment: Syllabus, Canvas Shell, and Course Design

Purpose

The learning environment begins well before the first class meeting and extends far beyond the classroom. Within the SCF Education Department, the learning environment is intentionally designed to support adult learners through purposeful planning, clear communication, meaningful engagement, and authentic professional learning experiences.

The course syllabus, Canvas Shell, and instructional design work together to establish a cohesive learning environment that promotes consistency, accessibility, transparency, and candidate success. Together, these components create the structure through which educator candidates engage in learning, develop professional competencies, and progress through the educator preparation program.

The SCF Education Department recognizes that candidates are adult learners whose experiences, goals, and professional aspirations enrich the learning process. Consequently, faculty intentionally design learning environments that reflect the principles of andragogy by promoting relevance, collaboration, self-direction, reflection, and authentic application.

Why It Matters

The learning environment communicates far more than course logistics. It establishes expectations, models effective instructional practice, and demonstrates the level of professionalism candidates are expected to carry into their own classrooms.

A thoughtfully designed course should allow candidates to answer four questions from the very beginning:

- **Where am I going?** (Purpose and Learning Outcomes)
- **Why does this matter?** (Professional Relevance)
- **How will I get there?** (Learning Experiences)
- **How will I know I am growing?** (Assessment and Feedback)

When these questions are answered consistently, candidates are better able to focus on learning rather than navigating unnecessary barriers.

Department Standard 2.3
Purposeful Learning Environment Design

Education Department faculty develop learning environments that are intentionally designed, accessible, organized, inclusive, engaging, and aligned with departmental expectations. The syllabus, Canvas environment, instructional design, learning outcomes, professional standards, assessments, and activities should function together to support adult learning, reduce unnecessary barriers, promote meaningful engagement, and help candidates understand their progression toward professional competence.

Department Expectations

Faculty are expected to develop learning environments that are intentionally designed, accessible, organized, and aligned with departmental expectations.

Learning environments should:

- Reflect the principles outlined in the **SCF Education Framework for Preparing Exceptional Educators**.
- Support adult learning through meaningful, relevant, and professionally authentic learning experiences.
- Demonstrate clear alignment among Program Learning Outcomes, Course Student Learning Outcomes (SLOs), module objectives, professional standards, assessments, and learning activities.
- Promote active engagement throughout all instructional experiences.
- Minimize unnecessary barriers to learning through accessible instructional design.
- Foster a welcoming and inclusive learning community.
- Provide consistent organization that enables candidates to focus on learning rather than navigation.

#20 The Course Syllabus: Establishing the Learning Partnership

Within the SCF Education Department, the course syllabus is viewed as more than a contractual document. It establishes the learning partnership between faculty and educator candidates by communicating the purpose, expectations, and professional relevance of the course.

Department Standard 2.4
The Syllabus as a Learning Partnership

Every Education Department course syllabus establishes a transparent professional learning partnership by clearly communicating course purpose, learning outcomes, professional-standard alignments, major assessments, grading practices, instructional materials, communication expectations, required College and department policies, available supports, and relevant Professional Growth Portfolio connections. The syllabus should submit on or before college-wide established timelines to help candidates understand both what is expected and how the course contributes to their development as educators in a timely manner.

Each syllabus should clearly communicate:

- Course purpose and description.
- Program and Course Student Learning Outcomes.

- Alignment to applicable professional standards, including the Florida Educator Accomplished Practices (FEAPs), Reading Endorsement Competencies, ESOL Standards, Council for Exceptional Children (CEC) Standards, or other discipline-specific standards, as appropriate.
- Major assessments and signature learning experiences.
- Grading practices and methods of evaluation.
- Communication expectations.
- Required instructional materials.
- Department-wide statements and policies.
- College-required statements and policies.
- Student support resources.
- Connections to the Professional Growth Portfolio, when applicable.

Faculty are encouraged to use the syllabus to establish a professional tone while helping candidates understand how the course contributes to their development as future educators.

#21 The Canvas Shell: Creating the Digital Learning Environment

Canvas serves as the primary learning management system for all Education Department courses. While the syllabus introduces the course, the Canvas Shell becomes the living learning environment where instruction, communication, collaboration, assessment, and reflection occur throughout the semester.

Department Standard 2.5
Consistent and Accessible Canvas Design

Education Department faculty use the approved Canvas structure to create consistent, accessible, organized, welcoming, and instructionally purposeful digital learning environments while retaining flexibility to address course-specific outcomes. Canvas should provide clear navigation, learning objectives, accessible instructional materials, assignments and rubrics, regular communication, opportunities for interaction and reflection, meaningful feedback, student-support resources, and relevant Professional Growth Portfolio connections.

Faculty are expected to utilize the Education Department Canvas Shell and maintain consistency with departmental organizational expectations while preserving the flexibility necessary to meet course-specific learning outcomes.

Canvas courses should include:

- A welcoming course homepage.
- Instructor introduction and contact information.
- Clearly organized weekly learning modules.
- Module learning objectives.
- Accessible instructional materials.
- Assignment descriptions and grading rubrics.
- Regular course announcements.
- Opportunities for collaboration and reflection.
- Timely instructor feedback.
- Links to student support resources.
- Professional Growth Portfolio resources, when appropriate.

Consistency across Canvas courses reduces cognitive load and allows candidates to devote greater attention to meaningful learning rather than navigating different organizational structures.

#22 Course Design: Building Purposeful Learning Experiences

Effective course design begins with intentional planning rather than content selection.

Department Standard 2.6
Purposeful Adult Learning Design

Education Department faculty design courses through intentional backward design that aligns Program Learning Outcomes, Course Student Learning Outcomes, learning objectives, professional standards, authentic assessments, learning experiences, reflection, feedback, and Professional Growth Portfolio evidence. Course design reflects evidence-informed adult learning principles by building upon candidate experience, emphasizing professional relevance and authentic application, encouraging collaboration and autonomy, and progressively developing competence.

Faculty are expected to utilize principles of backward design by aligning:

- Program Learning Outcomes
- Course Student Learning Outcomes
- Weekly Learning Objectives
- Professional Standards
- Authentic Assessments
- Learning Experiences
- Reflection Opportunities
- Professional Growth Portfolio Artifacts

Every learning experience should intentionally contribute to the development of professional competence.

Faculty are encouraged to continually ask:

- What competency is this activity developing?
- How does this connect to previous coursework?
- How will this prepare candidates for future coursework, clinical experiences, or internship?
- How will candidates demonstrate mastery?
- How will meaningful feedback support continued growth?

Intentional alignment creates a coherent learning journey in which candidates recognize connections across courses rather than experiencing isolated instructional events.

Adult Learning in Practice

Because educator candidates are adult learners, instructional design should intentionally reflect evidence-based principles of andragogy.

Learning experiences should:

- Build upon candidates' prior knowledge and experiences.

- Emphasize authentic application to professional practice.
- Encourage collaboration and professional dialogue.
- Promote learner autonomy and shared responsibility.
- Incorporate meaningful reflection.
- Provide opportunities for immediate application.
- Connect theory with classroom practice.

Faculty are encouraged to view themselves as facilitators of professional growth who coach candidates toward increasing independence, confidence, and competence.

Operational Guidance

Faculty should regularly review each course to ensure consistency among the syllabus, Canvas Shell, and instructional design.

The department recommends the following design questions prior to each semester:

Design Question	Considerations
Purpose	Is the course purpose clearly communicated?
Alignment	Are outcomes, objectives, assessments, and standards aligned?
Organization	Is the Canvas Shell intuitive and consistent?
Accessibility	Do course materials meet institutional accessibility expectations and current Web Content Accessibility Guidelines (WCAG) standards adopted by the College?
Engagement	Do learning experiences actively engage adult learners?
Competency Development	How do assignments strengthen the department's four competencies?
Portfolio	Which assignments contribute to the Professional Growth Portfolio?

The SCF Education Way

A thoughtfully designed learning environment reflects intentionality, transparency, and care. The syllabus establishes the learning partnership. The Canvas Shell guides the journey. Purposeful course design transforms instruction into meaningful professional preparation. Together, these elements create learning experiences that prepare candidates not only to complete a course, but to become exceptional educators.

Related References

- SCF Education Framework for Preparing Exceptional Educators
- Education Department Canvas Shell
- SCF Syllabus Requirements
- SCF Accessibility Standards
- Web Content Accessibility Guidelines (WCAG) adopted by the College
- Universal Design for Learning (UDL) Guidelines
- Collective Bargaining Agreement (CBA)
- SCF Faculty Handbook

#23 Offering Predictability Through Weekly Content Sequencing

Purpose

Learning within the SCF Education Department is intentionally organized to promote curiosity, active participation, reflection, and the progressive development of professional competence. Regardless of course modality, educator candidates should experience a consistent instructional rhythm that promotes meaningful engagement while honoring the principles of adult learning.

The SCF Learning Sequence provides a shared organizational framework for designing weekly learning experiences. Inspired by evidence-based instructional practices and adult learning principles, this sequence creates consistency across educator preparation programs while allowing faculty flexibility in instructional methods and disciplinary expertise.

The sequence is not intended to limit instructional creativity. Rather, it provides a common framework through which candidates experience coherent, engaging, and professionally relevant learning.

Why It Matters

Adult learners are most successful when learning experiences are intentionally organized, professionally relevant, and clearly connected to authentic practice.

A consistent instructional sequence helps candidates:

- Understand the purpose of each learning experience.
- Connect new knowledge to prior experiences.
- Engage actively rather than passively.
- Apply learning to authentic educational contexts.
- Reflect upon their professional growth.
- Recognize how each week's learning contributes to long-term competency development.

Consistency across courses also reduces unnecessary cognitive load. When candidates understand the rhythm of learning, they are better able to focus on developing the knowledge, skills, and professional dispositions required of effective educators.

Department Standard 2.7
Predictable Instructional Sequencing

Education Department faculty organize weekly learning through the shared instructional sequence of Engage, Learn, Deepen Thinking, Practice and Apply, and Reflect and Close Strong. Across instructional modalities, this predictable rhythm should establish purpose and relevance, support active engagement with new learning, deepen understanding through inquiry and dialogue, provide authentic opportunities for professional application, and conclude with reflection that connects current learning to continued professional growth.

Department Expectations

Faculty are expected to organize learning experiences that intentionally promote engagement, application, reflection, and professional growth.

While instructional strategies may vary, weekly modules should reflect the department's shared instructional sequence and include opportunities for candidates to:

- Prepare for learning.
- Engage with new ideas.
- Deepen understanding through analysis and discussion.
- Apply learning through authentic practice.
- Reflect upon professional growth and prepare for future learning.

This sequence should be evident in face-to-face, hybrid, synchronous online, and asynchronous online courses.

The SCF Learning Sequence

1. Engage. Every learning experience begins by establishing relevance and purpose.

Faculty intentionally activate prior knowledge, connect learning to authentic educational practice, and generate curiosity that motivates continued engagement.

Strategies may include:

- Essential questions
- Current educational issues
- Classroom scenarios
- Video prompts
- Polling activities
- Case studies
- Personal reflection
- Connections to prior coursework

Adult learners are more likely to invest in learning when they understand why the learning matters.

2. Learn. Candidates engage with new concepts through a variety of instructional approaches that promote understanding while respecting diverse learning preferences.

Learning experiences may include:

- Faculty-developed instructional videos
- Mini lectures
- Assigned readings
- Interactive media
- Demonstrations
- Guest speakers
- Professional literature
- Educational research
- Multimedia resources

Faculty should intentionally curate learning materials that are current, evidence-informed, accessible, and directly connected to course outcomes and professional practice.

3. Deepen Thinking. Learning becomes meaningful when candidates analyze, question, discuss, and synthesize new ideas.

Faculty intentionally design opportunities that encourage candidates to:

- Analyze educational scenarios.
- Compare instructional approaches.
- Interpret research.
- Discuss professional dilemmas.
- Collaborate with peers.
- Evaluate instructional decisions.
- Connect theory to practice.

Deep learning emphasizes reasoning, dialogue, and reflection rather than memorization alone

4. Practice and Apply. Candidates strengthen professional competence by applying learning in authentic educational contexts.

Application experiences should intentionally mirror the work of professional educators whenever possible.

Examples include:

- Lesson planning
- Assessment design
- Case study analysis
- Clinical simulations
- Microteaching
- Observation analysis
- Data interpretation
- Family communication scenarios
- Individualized Education Program (IEP) development
- Collaborative problem-solving
- Classroom management planning

Practice should provide opportunities for candidates to receive coaching and refine their skills before entering clinical settings.

5. Reflect and Close Strong. Reflection transforms experience into professional growth.

Faculty intentionally conclude learning experiences by helping candidates consolidate understanding, evaluate their own growth, and prepare for future learning.

Reflection strategies may include:

- Exit tickets
- Guided reflection prompts
- Professional Growth Portfolio entries
- Learning journals
- Goal setting
- Self-assessment
- Competency snapshots
- Connections to future coursework

Closing activities should help candidates recognize not only what they learned, but how the learning contributes to their development as professional educators.

Adult Learning in Practice

The SCF Learning Sequence reflects the department's commitment to andragogy by recognizing that adult learners:

- Bring valuable prior experiences to every learning environment.
- Learn best when learning is relevant and immediately applicable.
- Benefit from opportunities for self-direction and choice.
- Develop professionally through reflection and dialogue.
- Value authentic learning experiences connected to their future careers.

Faculty are encouraged to balance guidance with learner autonomy, creating environments where candidates are active participants in their own professional development.

Operational Guidance

Although instructional approaches differ across modalities, the SCF Learning Sequence should remain evident in every course.

Instructional Phase	Face-to-Face	Hybrid	Online
Engage	Opening activity, discussion, scenario	Announcement, discussion, in-class prompt	Welcome video, announcement, introductory discussion
Learn	Interactive lecture, demonstration	In-class instruction and online content	Readings, videos, multimedia, faculty-created content
Deepen Thinking	Small-group discussion, case analysis	Discussion board and collaborative activities	Discussion boards, peer review, collaborative documents
Practice & Apply	Simulations, lesson planning, role-play	In-class application and online assignments	Authentic performance tasks, case studies, instructional design
Reflect & Close Strong	Exit ticket, reflection, synthesis	Reflection assignment, portfolio entry	Reflection discussion, journal, portfolio artifact

Regardless of delivery method, faculty should intentionally preserve the sequence while adapting instructional strategies to the strengths of each modality.

The SCF Education Way

Exceptional teaching is intentionally designed, not improvised. Every learning experience should invite candidates to engage with purpose, deepen their thinking, apply their learning in authentic contexts, and reflect on their growth as emerging professionals. By experiencing this rhythm consistently across courses, candidates develop the habits of mind they will one day foster in their own classrooms.

Related References

- SCF Education Framework for Preparing Exceptional Educators
- Education Department Canvas Shell
- Universal Design for Learning (UDL) Guidelines
- SCF Accessibility Standards
- Web Content Accessibility Guidelines (WCAG) adopted by the College
- Professional Growth Portfolio
- Course Design Resources

#24 Instructional Hours and Credit Requirements

Purpose

Instructional time is one of the Education Department's most valuable resources. Every scheduled class meeting, online learning activity, discussion, feedback opportunity, office hour, and clinical experience contributes to preparing future educators for professional practice.

The SCF Education Department is committed to designing learning experiences that satisfy institutional, accreditation, and regulatory requirements while maximizing meaningful candidate engagement. Instructional time is measured not simply by the number of minutes provided, but by the quality, intentionality, and educational value of those learning experiences.

Faculty are expected to design courses that meet all College and accreditation requirements for instructional time while reflecting the department's commitment to active learning, adult learning principles, and authentic educator preparation.

Why It Matters

Meeting instructional minute requirements is both an institutional responsibility and an opportunity to create transformative learning experiences.

Every instructional minute should intentionally support one or more of the following:

- Development of professional knowledge.
- Application of evidence-based instructional practices.
- Reflection and professional growth.
- Collaboration and communication.
- Clinical readiness.
- Demonstration of competency.

Rather than asking, *"How do I fill the time?"*, faculty are encouraged to ask:

"How can every instructional minute contribute to preparing exceptional educators?"

Department Standard 2.8
Instructional Time as Learning Time

Education Department faculty meet all applicable instructional-time requirements while intentionally designing those minutes to advance candidate learning, engagement, professional competence, reflection, collaboration, application, and clinical readiness. Instructional equivalency across modalities should preserve academic rigor, meaningful instructor presence, support, and opportunities for active learning, recognizing that equivalent learning experiences need not be identical.

Department Expectations

Faculty are expected to:

- Meet all instructional minute requirements established by the College and applicable regulations.
- Design learning experiences that maximize active candidate engagement throughout required instructional time.
- Ensure instructional time reflects the SCF Education Framework and the SCF Learning Sequence.
- Balance direct instruction with opportunities for collaboration, discussion, application, feedback, and reflection.
- Demonstrate regular instructor presence regardless of instructional modality.
- Document instructional activities in accordance with College procedures.
- Design equivalent learning experiences across instructional modalities while recognizing that equivalent does not mean identical.

Credit Hour Requirements

The State College of Florida awards academic credit in accordance with federal regulations, state requirements, accreditation standards, and College policy.

As a general guideline:

Credit Hours	Minimum Instructional Minutes*
1	750 minutes
2	1,500 minutes
3	2,250 minutes
4	3,000 minutes
5	3,750 minutes

*Instructional minute requirements should always be verified against current SCF policy, scheduling procedures, and applicable accreditation requirements, as these may be updated over time.

Faculty are responsible for ensuring that all instructional activities collectively satisfy the required instructional minutes for each course.

Instructional Equivalency Across Modalities

While instructional delivery varies, candidates should experience equivalent academic rigor, instructor support, and opportunities for engagement regardless of course modality.

Face-to-Face	Hybrid	Online
In-person discussions	Combination of classroom and online engagement	Online discussions and collaborative activities
Interactive lectures	In-person and asynchronous instruction	Faculty-created instructional videos and multimedia
Group problem-solving	Classroom and online collaboration	Virtual collaboration and peer review
Immediate coaching	Combination of in-person and digital feedback	Timely individualized digital feedback
Classroom simulations	Hybrid simulations	Virtual simulations and authentic performance tasks

Equivalent learning emphasizes **quality and intentionality**, not duplication.

Instructor Presence

Instructor presence is essential to candidate engagement, persistence, and success. Regardless of delivery method, candidates should experience an active, responsive, and supportive instructional environment.

Instructor presence includes, but is not limited to:

Instructional Presence

- Facilitating meaningful learning experiences.
- Providing timely announcements.
- Guiding discussions.
- Clarifying concepts.
- Connecting learning to professional practice.

Cognitive Presence

- Challenging candidates through questioning.
- Encouraging critical thinking.
- Facilitating reflection.
- Providing meaningful feedback.
- Supporting professional decision-making.

Social Presence

- Building community.
- Encouraging collaboration.
- Recognizing candidate contributions.
- Creating an inclusive learning environment.
- Demonstrating approachability and professionalism.

Examples of Instructor Presence

Face-to-Face	Hybrid	Online

Interactive facilitation	Learning facilitation	Weekly video instruction
Guided discussion	Virtual office hours	Canvas announcements
Immediate coaching	Hybrid discussions	Instructor participation in discussions
Classroom feedback	Assignment feedback	Personalized video or written feedback
Reflection activities	Reflection activities	Weekly wrap-up messages
Office hours	Office hours	Virtual office hours; Optional meet and greets

The method may differ; the expectation for meaningful instructor engagement remains consistent.

Adult Learning in Practice

Adult learners benefit from consistent instructor engagement that supports autonomy while providing meaningful coaching.

Faculty are encouraged to:

- Explain the relevance of learning activities.
- Connect content to authentic educational practice.
- Encourage candidate ownership of learning.
- Provide opportunities for choice and reflection.
- Offer feedback that promotes growth rather than simply evaluating performance.
- Foster collaborative learning communities.

Instructor presence should support candidates as developing professionals rather than passive recipients of information.

Operational Guidance

Faculty should review each course prior to the beginning of the semester to ensure:

☐ Required instructional minutes are met.

☐ Learning activities align with course outcomes.

☐ Every instructional module reflects the SCF Learning Sequence.

☐ Instructor presence is intentionally planned.

☐ Opportunities for candidate interaction are incorporated.

☐ Feedback opportunities are distributed throughout the semester.

☐ Reflection opportunities are intentionally embedded.

☐ Learning experiences remain consistent with the principles of adult learning.

Instructional Spotlight

Designing for Presence, Not Just Participation

Candidates should regularly see evidence that their instructor is actively engaged in the learning process. Presence extends beyond grading assignments, it includes welcoming candidates into each week's learning, guiding discussion, connecting concepts to professional practice, offering

timely feedback, and celebrating growth. Small, intentional actions throughout the semester foster connection, motivation, and persistence.

The SCF Education Way

We view instructional time as an investment in future educators. Every minute represents an opportunity to strengthen professional knowledge, build confidence, encourage reflection, and prepare candidates to create meaningful learning experiences for the students they will one day serve.

Related References

- SCF Credit Hour Policy
- Collective Bargaining Agreement (CBA)
- SCF Education Framework for Preparing Exceptional Educators
- SCF Learning Sequence
- Education Department Canvas Shell
- Professional Growth Portfolio

#25 Coherency in Programming

Purpose

Purposeful course design is the foundation of exceptional educator preparation. Every course within the SCF Education Department is intentionally designed to contribute to a coherent, developmental program that prepares candidates for professional practice. Rather than functioning as independent learning experiences, courses build upon one another to deepen knowledge, strengthen instructional competence, and foster the professional dispositions expected of effective educators.

Purposeful course design begins with the end in mind. Faculty intentionally align learning outcomes, professional standards, instructional experiences, assessment practices, and opportunities for reflection so that every instructional decision contributes to candidate growth.

Through this intentional alignment, candidates experience a cohesive learning journey that prepares them for clinical practice, internship, certification, and lifelong professional learning.

Why It Matters

Candidates often experience courses one semester at a time. Faculty, however, are responsible for seeing the broader picture.

Every assignment, discussion, assessment, and clinical experience should contribute to a larger progression of learning. Intentional alignment helps candidates understand how individual learning experiences build toward professional competence rather than existing as isolated academic requirements.

When courses are intentionally aligned:

- learning experiences become more meaningful;
- expectations become more transparent;
- unnecessary duplication is reduced;

- professional standards are consistently reinforced;
- program assessment is strengthened; and
- candidates recognize their growth throughout the educator preparation program.

Purposeful course design also supports accreditation, continuous improvement, and the department's commitment to preparing exceptional educators through evidence-informed practice.

Department Standard 2.9
Program Coherence and Curriculum Alignment

Education Department faculty intentionally align each course with program outcomes, Student Learning Outcomes, module objectives, professional standards, authentic assessments, instructional experiences, meaningful feedback, reflection, departmentwide competencies, and Professional Growth Portfolio expectations. Faculty design within a broader developmental sequence so that coursework builds upon prior learning, prepares candidates for subsequent coursework and clinical practice, and contributes to coherent progression toward certification and professional readiness.

Department Expectations

Faculty are expected to intentionally align every course with departmental, institutional, and professional expectations.

Each course should demonstrate alignment among:

- Program Learning Outcomes
- Course Student Learning Outcomes (SLOs)
- Weekly or module learning objectives
- Applicable professional standards
- Instructional learning experiences
- Authentic assessments
- Feedback opportunities
- Reflection activities
- Professional Growth Portfolio artifacts, when applicable

Course design should intentionally support the development of the department's four competencies:

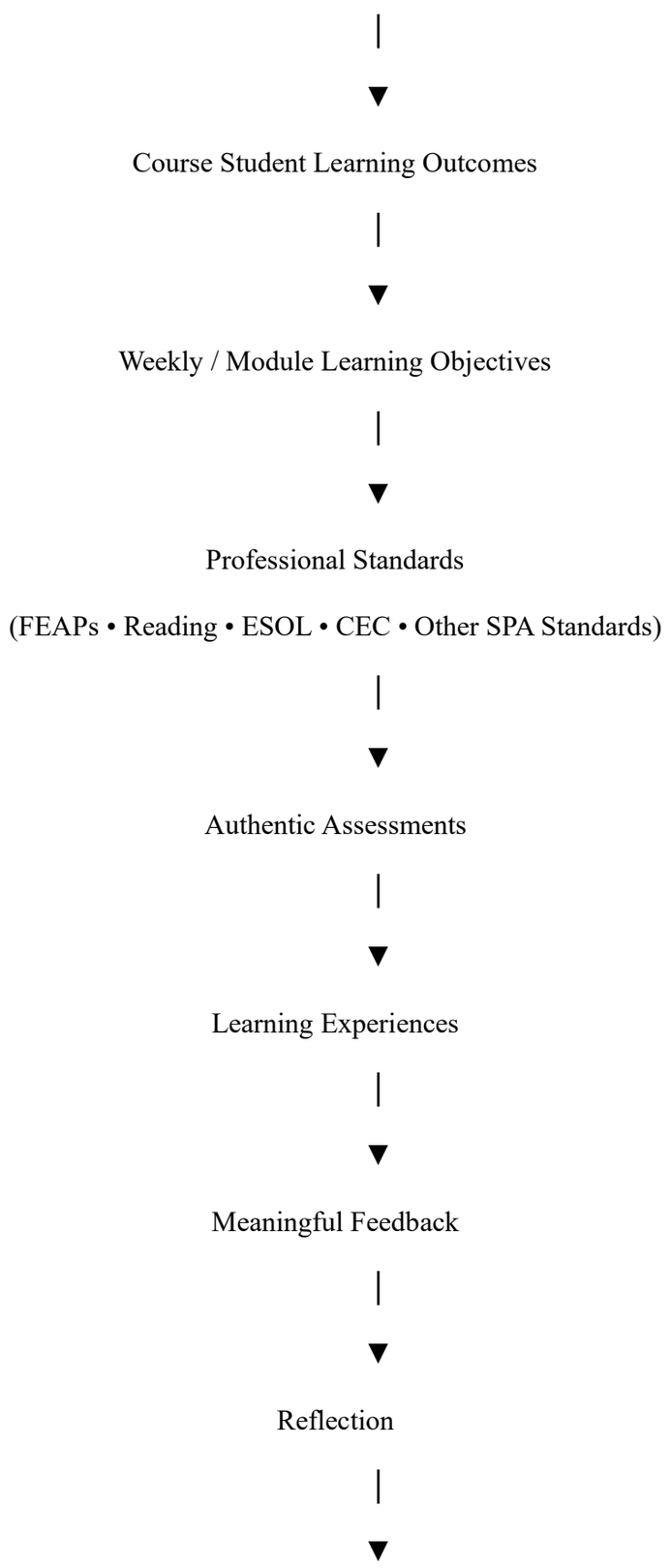
- Content Knowledge
- Critical Thinking
- Communication
- Professional Dispositions

Faculty should periodically review course materials to ensure alignment reflects current research, state requirements, accreditation expectations, and departmental priorities.

The Intentional Alignment Model

The Education Department utilizes a backward design process that begins with the desired professional outcomes and intentionally connects every component of instruction.

Program Learning Outcomes



Each component should intentionally reinforce the others. When alignment is clear, candidates better understand the purpose of their learning and faculty are better able to evaluate instructional effectiveness.

Aligning Professional Standards

Professional standards provide the framework through which educator candidates demonstrate readiness for professional practice.

Depending on the program and course, faculty should intentionally align learning experiences with applicable standards, including:

- Florida Educator Accomplished Practices (FEAPs)
- Florida Reading Endorsement Competencies
- Florida ESOL Standards
- Council for Exceptional Children (CEC) Initial Practice-Based Professional Preparation Standards
- National Association for the Education of Young Children (NAEYC) Standards
- Other specialized professional standards adopted by the program

Faculty are encouraged to make these alignments visible to candidates. Understanding **why** a learning experience supports a particular professional standard strengthens professional identity and reinforces the connection between coursework and future practice.

Cross-Course Spiraling

Professional competence develops over time through intentional repetition, increasing complexity, and authentic application.

Rather than reteaching concepts in isolation, Education Department courses intentionally spiral learning by revisiting essential knowledge and skills at progressively deeper levels.

Examples include:

- Lesson planning introduced, refined, and ultimately demonstrated during internship.
- Assessment literacy developed across multiple methods courses before application in clinical practice.
- Classroom management concepts introduced early and strengthened through field experiences.
- Inclusive instructional practices revisited across content areas and clinical settings.
- Reflection evolving from guided prompts to independent professional analysis.

Faculty are encouraged to identify how their course both builds upon prior learning and prepares candidates for subsequent coursework.

Signature Assessments and Competency Development

Signature assessments provide meaningful opportunities for candidates to demonstrate mastery of course outcomes and professional competencies.

Whenever appropriate, signature assessments should:

- Reflect authentic responsibilities of professional educators.
- Measure multiple Student Learning Outcomes.
- Assess applicable professional standards.
- Incorporate the department's four competencies.
- Provide opportunities for meaningful feedback and revision.
- Generate evidence that may contribute to the Professional Growth Portfolio.
- Support program assessment and accreditation.

Assessment should emphasize demonstration of competence rather than completion of tasks.

The Professional Growth Portfolio Connection

Purposeful course design extends beyond successful completion of a course.

Faculty should intentionally identify assignments that contribute to candidates' Professional Growth Portfolios and explicitly communicate why those artifacts matter.

Candidates should understand:

- What artifact should be retained.
- Which competency or competencies the artifact demonstrates.
- Which professional standards are represented.
- How the artifact connects to previous learning.
- How the artifact may support internship, employment, or future professional growth.

The portfolio serves as a longitudinal record of candidate development rather than a collection of unrelated assignments.

Adult Learning in Practice

Purposeful course design reflects the principles of andragogy by recognizing that adult learners value relevance, autonomy, and authentic application.

Faculty are encouraged to:

- Explain the purpose behind instructional decisions.
- Connect assignments to authentic educational practice.
- Build upon candidates' prior experiences.
- Provide opportunities for collaboration and professional dialogue.
- Encourage reflection and self-assessment.
- Offer meaningful choices when appropriate.
- Create learning experiences that are immediately applicable to professional contexts.

Adult learners are more likely to engage deeply when they understand how learning contributes to their professional goals.

Operational Guidance

Faculty should review course design prior to each semester using the following planning questions.

Consideration	Guiding Question
Purpose	Does every major learning experience support a Course Student Learning Outcome?
Alignment	Are outcomes, objectives, standards, assessments, and activities intentionally aligned?
Competencies	Which of the department's four competencies are intentionally developed?
Professional Standards	Where are FEAPs, Reading, ESOL, CEC, or other standards explicitly addressed?

Spiraling	How does this course build upon prior learning and prepare candidates for future coursework?
Assessment	Do assessments measure authentic professional competence?
Portfolio	Which assignments should become Professional Growth Portfolio artifacts?
Reflection	Where are candidates intentionally asked to reflect on their growth?

Instructional Spotlight

Make the Alignment Visible

Candidates should not have to guess why an assignment matters. Consider beginning major assignments with a brief statement such as:

"This assignment strengthens your ability to design standards-aligned instruction (FEAP 1), develops your competencies in Critical Thinking and Communication, and provides a recommended artifact for your Professional Growth Portfolio."

Making these connections explicit helps candidates see how individual learning experiences contribute to their overall development as educators.

The SCF Education Way

Exceptional courses are intentionally designed—not simply assembled. Every outcome, learning activity, assessment, feedback opportunity, and reflection serves a clear purpose within the larger journey of preparing exceptional educators. When candidates understand these connections, they experience a coherent program that develops both professional competence and professional identity.

Related References

- SCF Education Framework for Preparing Exceptional Educators
- Program Curriculum Maps
- Education Department Canvas Shell
- Florida Educator Accomplished Practices (FEAPs)
- Florida Reading Endorsement Competencies
- Florida ESOL Standards
- Council for Exceptional Children (CEC) Standards
- National Association for the Education of Young Children (NAEYC) Standards
- Professional Growth Portfolio
- Collective Bargaining Agreement (CBA)

#26 Communication and Instructor Presence

Purpose

Effective communication is fundamental to candidate success, professional relationship-building, and the development of a positive learning environment. Within the SCF Education Department, communication extends beyond the exchange of information—it models the professionalism, responsiveness, clarity, and empathy expected of future educators.

Faculty communication establishes trust, reduces uncertainty, supports candidate persistence, and creates opportunities for meaningful engagement throughout the semester. Whether delivered through email, Canvas announcements, Canvas Inbox, classroom discussion, virtual meetings, or individualized feedback, communication should consistently reinforce the department's commitment to preparing exceptional educators.

Instructor presence is demonstrated through purposeful, timely, and authentic communication that keeps candidates connected to both the course and the broader educator preparation journey.

Why It Matters

Candidates often judge the quality of a learning environment by the quality of communication they experience.

Clear communication:

- Builds confidence and reduces anxiety.
- Supports adult learners in managing multiple responsibilities.
- Models professional communication expected within schools and educational organizations.
- Encourages candidate engagement and persistence.
- Strengthens relationships between faculty and candidates.
- Promotes transparency and fairness.
- Provides timely support before small concerns become larger barriers to success.

Professional communication is itself an instructional practice. Faculty model the communication skills candidates will later use with students, families, colleagues, administrators, and community partners.

Department Standard 2.10
Communication and Instructor Presence

Education Department faculty maintain purposeful instructor presence through timely, respectful, accessible, responsive, supportive, and professionally appropriate communication across instructional modalities. Communication, feedback, announcements, discussion, advising, coaching, and other interactions should build trust, reduce uncertainty, support persistence, protect confidentiality, promote professional responsibility, and model the communication practices candidates will later use as educators.

Department Expectations

Faculty are expected to communicate in ways that are timely, respectful, accessible, and professionally appropriate.

Communication should be:

- Timely. Strive for 24-48 business hours.
- Clear and concise.
- Welcoming and supportive.
- Consistent across communication platforms.
- Respectful of candidate confidentiality.
- Accessible to all learners.
- Aligned with College policies and professional expectations.

- Documented appropriately when related to advising, student concerns, or academic progress.

Faculty should establish communication expectations early in the semester and reinforce them consistently throughout the course.

Communication Standards

To promote consistency across the department, faculty should strive to:

Respond to Candidate Communication

- Respond to emails and Canvas Inbox messages within **24–48 business hours.**
- Communicate anticipated delays during holidays, travel, conferences, or other periods of limited availability.
- Establish and publish office hours and preferred methods of communication.

Provide Regular Course Communication

Faculty should maintain an active instructional presence by communicating regularly throughout the semester through:

- Weekly announcements.
- Module introductions.
- Reminder communications.
- Clarifications when needed.
- Celebrations of candidate success.
- Weekly wrap-ups or reflections.
- Updates regarding course activities or College information, when appropriate.

Regular, consistent communication helps candidates remain connected to the learning process and reinforces instructor presence across all instructional modalities.

Communication Platforms

Faculty should utilize communication tools intentionally and consistently.

Platform	Primary Purpose
SCF Email	Official College communication, advising, confidential matters, and professional correspondence
Canvas Inbox	Course-specific communication with individual candidates or groups
Canvas Announcements	Weekly communication, reminders, instructional updates, and encouragement
Canvas Feedback	Individualized feedback on assignments and assessments
Virtual Meetings (Microsoft Teams)	Advising, office hours, conferences, and instructional support
In-Person Communication	Classroom discussions, coaching, conferences, and immediate instructional feedback

Faculty should clearly communicate which platform candidates should use for various types of communication.

Documentation Expectations

Professional documentation supports continuity, accountability, and student success.

Faculty should document significant interactions that may influence candidate progress, including:

- Academic advising meetings.
- Student success interventions.
- Attendance outreach.
- Academic integrity concerns.
- Accommodation-related conversations (while maintaining confidentiality).
- Clinical concerns.
- Professional disposition concerns.
- Action plans developed with candidates.
- Referrals to College support services.
- Significant communication related to academic performance or candidate well-being.

Documentation should be objective, factual, timely, and maintained in accordance with College policies, FERPA, and departmental procedures.

Appropriate documentation systems may include:

- Advising notes.
- SCF Email.
- Canvas communication records.
- Approved institutional student success platforms.
- Departmental documentation processes, as applicable.

Feedback as Communication

Meaningful feedback is one of the most powerful forms of instructional communication.

Within the SCF Education Department, feedback should:

- Be timely.
- Be specific and actionable.
- Recognize strengths while identifying opportunities for growth.
- Encourage reflection.
- Connect learning to professional practice.
- Reinforce competency development.
- Support continuous improvement rather than simply assigning grades.

Whenever appropriate, faculty are encouraged to frame feedback in ways that promote professional reflection and future application.

Professional Communication with Adult Learners

Because educator candidates are adult learners, communication should respect their experiences while promoting increasing professional responsibility.

Faculty are encouraged to:

- Explain the rationale behind important decisions.
- Invite questions and dialogue.
- Provide opportunities for clarification.
- Maintain high expectations while demonstrating empathy.
- Encourage candidates to advocate for their own learning.
- Model respectful disagreement and professional discourse.

Professional communication should empower candidates to become increasingly independent learners and future educational leaders.

Operational Guidance

Faculty should consider the following communication practices throughout the semester.

Communication Area	Recommended Practice
Weekly Announcements	Post a consistent announcement introducing each week's learning.
Assignment Feedback	Return feedback as promptly as possible to support subsequent learning activities.
Email Responses	Strive to respond within 24–48 business hours.
Student Concerns	Document significant concerns and follow departmental procedures.
Office Hours	Maintain and communicate regular availability.
Professional Tone	Model the communication expected of practicing educators.
Documentation	Maintain objective records of significant candidate interactions.

Instructional Spotlight

Communication Creates Community

Candidates remember instructors who make them feel seen, supported, and challenged. A brief weekly welcome video, a personalized note recognizing improvement, or a thoughtful response to a discussion post can strengthen motivation and reinforce that learning is a collaborative journey. Consistent communication helps candidates experience the type of supportive learning environment they will one day create for their own students.

The SCF Education Way

Communication is more than sharing information, it is an act of teaching. Every announcement, conversation, feedback comment, advising meeting, and email models the professionalism, empathy, responsiveness, and clarity we expect our candidates to demonstrate throughout their careers as educators.

Related References

- SCF Faculty Handbook
- Collective Bargaining Agreement (CBA)
- SCF Email and Technology Policies
- Family Educational Rights and Privacy Act (FERPA)
- Education Department Canvas Shell
- Student Support Services
- Professional Growth Portfolio

Communication Quick Check

☐ Communication expectations are clearly stated in the syllabus and Canvas Shell.

☐ Office hours and preferred communication methods are published.

☐ Weekly announcements are planned.

☐ A process for documenting advising and student concerns is established.

☐ Feedback timelines are communicated to candidates.

☐ Communication platforms are being used consistently.

☐ Candidate records are maintained in accordance with College policy and FERPA.

These one-page checklists would turn the handbook into a working reference rather than simply a policy document, something I think faculty will genuinely appreciate and use.

#27 Accessibility, Universal Design for Learning (UDL), and Inclusive Course Design

Purpose

The SCF Education Department is committed to designing learning environments that anticipate learner variability and provide equitable opportunities for every candidate to engage, learn, and demonstrate competence. Accessibility and Universal Design for Learning (UDL) are not separate initiatives; they are essential components of exceptional teaching and educator preparation.

Faculty are expected to intentionally design courses, instructional materials, learning activities, assessments, and communication that reduce unnecessary barriers while maintaining high academic expectations. Accessible and inclusive course design benefits all learners by creating learning environments that are clear, flexible, welcoming, and responsive.

As future educators, our candidates should not only experience accessible instruction—they should learn how to create it for the students they will ultimately serve.

Why It Matters

Learner variability is the norm, not the exception.

Candidates enter our programs with diverse backgrounds, experiences, strengths, responsibilities, learning preferences, languages, technologies, and support needs. By intentionally designing for variability, faculty create learning environments that increase engagement, persistence, and success for all candidates.

Accessibility is also a legal and ethical responsibility. Designing accessible instructional materials supports compliance with applicable federal and state requirements while reflecting the department's commitment to equity, inclusion, and educational excellence.

Most importantly, accessibility models the instructional practices we expect candidates to implement throughout their professional careers.

Department Standard 2.11
Accessibility, Universal Design for Learning, and Inclusive Design

Education Department faculty proactively design accessible and inclusive courses, instructional materials, activities, assessments, technologies, and communication that anticipate learner variability, reduce unnecessary barriers, and maintain rigorous academic and professional expectations. Instruction reflects Universal Design for Learning principles, applicable College accessibility requirements and current accessibility standards, approved accommodations, inclusive representation, learner agency, and multiple meaningful pathways for engagement, understanding, and demonstration of competence.

Department Expectations

Faculty are expected to design courses that are:

- Accessible by design rather than modified after barriers are identified.
- Consistent with Universal Design for Learning (UDL) principles.
- Aligned with applicable College accessibility policies and procedures.
- Consistent with current Web Content Accessibility Guidelines (WCAG) adopted by the College.
- Supportive of candidates who receive approved accommodations through Accessibility Services.
- Inclusive of diverse perspectives, identities, experiences, and learning pathways.

Accessibility should be considered during course planning rather than addressed only after instructional materials have been developed.

Universal Design for Learning

The Education Department embraces Universal Design for Learning as a proactive framework for reducing barriers and maximizing learning opportunities.

Faculty are encouraged to provide:

Multiple Means of Engagement

Support motivation and meaningful participation by:

- Connecting learning to authentic educational practice.
- Offering opportunities for collaboration.
- Providing appropriate levels of challenge.
- Supporting learner autonomy.
- Creating welcoming learning communities.

Multiple Means of Representation

Present information in multiple ways whenever appropriate.

Examples include:

- Written text
- Faculty-created instructional videos
- Audio recordings
- Visual organizers
- Infographics
- Demonstrations

- Interactive media
- Classroom modeling
- Professional examples

Providing multiple methods of representation benefits all learners while supporting accessibility.

Multiple Means of Action and Expression

Provide candidates with meaningful opportunities to demonstrate learning through authentic and varied performance tasks whenever appropriate.

Examples may include:

- Lesson plans
- Presentations
- Professional reflections
- Case analyses
- Classroom simulations
- Instructional videos
- Portfolio artifacts
- Collaborative projects

Alternative methods of demonstrating learning should maintain equivalent academic rigor while providing flexibility whenever pedagogically appropriate.

Accessible Instructional Materials

Faculty are responsible for developing instructional materials that meet institutional accessibility expectations.

Instructional materials should include, as appropriate:

Canvas

- Consistent page organization.
- Meaningful page headings.
- Descriptive hyperlinks.
- Accessible tables.
- Appropriate use of lists.
- Readable formatting.
- Images with alternative text.
- Clear navigation.

Syllabi and Documents

Documents should include:

- Proper heading structures.
- Accessible tables.
- Meaningful hyperlink text.
- Readable fonts.
- Sufficient color contrast.
- Logical reading order.
- Accessible exported PDFs whenever possible.

Presentations

Presentation materials should:

- Use high-contrast color combinations.
- Avoid excessive text.
- Include meaningful image descriptions when appropriate.
- Utilize accessible slide structures.
- Support screen reader navigation whenever possible.
- Provide captions or transcripts for embedded multimedia, when appropriate.

Multimedia

Faculty should ensure that instructional media is accessible by:

- Providing accurate captions for video content.
- Using transcripts when appropriate.
- Selecting accessible multimedia platforms.
- Ensuring audio quality supports understanding.
- Avoiding unnecessary visual distractions.

Accessibility and Adult Learning

Accessibility and adult learning principles complement one another.

Adult learners benefit from instructional environments that:

- Clearly communicate expectations.
- Offer flexibility when educationally appropriate.
- Provide multiple pathways to understanding.
- Encourage learner agency.
- Reduce unnecessary cognitive load.
- Support self-directed learning.
- Promote reflection and professional growth.

Designing for accessibility improves learning for every candidate—not only those with documented accommodations.

Inclusive Course Design

Inclusive learning environments intentionally reflect the diversity of today's classrooms and communities.

Faculty are encouraged to:

- Select instructional materials representing diverse perspectives.
- Use inclusive language.
- Encourage respectful professional dialogue.
- Create psychologically safe learning environments.
- Provide authentic classroom examples representing diverse learners.
- Foster belonging while maintaining rigorous academic expectations.

Inclusive course design strengthens candidates' ability to serve all learners with competence and compassion.

Operational Guidance

Faculty should review instructional materials prior to each semester to ensure accessibility has been intentionally incorporated.

Instructional Area	Accessibility Considerations
Canvas Shell	Consistent navigation, headings, alt text, descriptive links
Syllabus	Accessible document structure, readable formatting, meaningful hyperlinks
Documents	Heading styles, accessible tables, color contrast, exported PDF accessibility
Presentations	Readable fonts, accessible layouts, image descriptions, captioned media
Videos	Accurate captions, transcripts when appropriate, clear audio
Assessments	Accessible instructions, equitable design, reduced unnecessary barriers
Learning Activities	Multiple methods of engagement, representation, and expression

Operational Checklist

Accessibility & UDL Course Review

Before publishing a course, faculty should confirm:

☐ Canvas pages use consistent headings and organization.

☐ Images include alternative text when appropriate.

☐ Hyperlinks use descriptive text rather than displaying raw URLs.

☐ Documents utilize accessible heading structures and readable formatting.

☐ Color is not the only method used to communicate meaning.

☐ Videos include accurate captions, and transcripts are available when appropriate.

☐ Learning activities reflect multiple means of engagement, representation, and action/expression.

☐ Assessments measure learning outcomes while minimizing unnecessary barriers.

☐ Required accommodations have been appropriately implemented in collaboration with Accessibility Services.

☐ Course materials have been reviewed for alignment with current institutional accessibility expectations.

Instructional Spotlight

Design for the Margins, Benefit Everyone

Many accessibility features originally developed for individuals with disabilities—such as captions, flexible formats, organized navigation, and clear instructional language—improve learning for all candidates. By anticipating learner variability during course design rather than

responding only after barriers emerge, faculty create more effective, inclusive, and engaging learning experiences for everyone.

The SCF Education Way

Accessibility is not an accommodation added at the end of course design—it is an expression of our belief that every learner deserves meaningful access to high-quality instruction. Through Universal Design for Learning, inclusive teaching practices, and intentional course design, we prepare educator candidates to recognize learner variability as a strength and to create classrooms where every student has the opportunity to thrive.

Related References

- SCF Accessibility Services
- SCF Accessibility Policies and Procedures
- Universal Design for Learning (CAST Guidelines)
- Web Content Accessibility Guidelines (WCAG) adopted by the College
- Americans with Disabilities Act (ADA)
- Section 504 of the Rehabilitation Act
- Education Department Canvas Shell
- SCF Education Framework for Preparing Exceptional Educators

Section III

Supporting Student Success

How do we support every learner?

Assessment, Feedback, and Competency-Based Learning

Purpose

Assessment is an integral component of the learning process and serves as a catalyst for professional growth. Within the SCF Education Department, assessment extends beyond the assignment of grades; it provides meaningful evidence of candidate learning, informs instructional decision-making, and supports the continuous development of professional competence.

Assessment practices should reflect authentic responsibilities of educators while providing candidates with opportunities to demonstrate knowledge, refine instructional skills, receive meaningful feedback, and engage in professional reflection.

The department embraces competency-based principles by emphasizing the demonstration of knowledge, skills, and professional dispositions rather than the completion of isolated academic tasks.

Why It Matters

Future educators must learn to use assessment as a tool for improving learning—not simply measuring it.

Faculty model this philosophy through assessment systems that:

- Align with clearly defined learning outcomes.
- Measure authentic professional competencies.
- Encourage reflection and revision.
- Promote continuous improvement.
- Provide timely, actionable feedback.
- Prepare candidates to assess learning effectively in their own classrooms.

When assessment is transparent and purposeful, candidates better understand expectations and become active participants in their own professional growth.

Department Expectations

Faculty are expected to design assessments that intentionally align with:

- Program Learning Outcomes.
- Course Student Learning Outcomes.
- Weekly learning objectives.
- Applicable professional standards.
- The department's four competencies.
- Authentic educator responsibilities.

Assessment practices should:

- Measure meaningful learning.
- Reflect authentic educational practice.
- Utilize clearly defined evaluation criteria.
- Include opportunities for timely feedback.
- Promote candidate reflection.
- Support continuous improvement.

Faculty should ensure that assessments measure learning outcomes rather than simply evaluating task completion.

Department Standard 3.1
Competency-Based Assessment and Feedback

Education Department faculty design assessment as an integral part of learning and professional growth, emphasizing authentic demonstration of knowledge, skills, professional judgment, and dispositions rather than completion of isolated tasks. Assessments align with learning outcomes, professional standards, departmentwide competencies, and authentic educator responsibilities while providing clear criteria, timely actionable feedback, reflection, revision when appropriate, and evidence that informs candidate growth and instructional decision-making.

#28 Competency-Based Learning

The Education Department prepares candidates for professional practice by emphasizing the development of competencies that extend across courses and clinical experiences.

Assessments should intentionally strengthen the department's four competencies:

Content Knowledge. Demonstrating accurate, current, and evidence-informed professional knowledge.

Critical Thinking. Analyzing information, solving instructional problems, making informed decisions, and applying research to practice.

Communication. Communicating effectively through written, verbal, digital, and interpersonal interactions with students, families, colleagues, and community partners.

Professional Dispositions. Demonstrating professionalism, ethical decision-making, collaboration, reflection, responsibility, and a commitment to continuous learning.

Whenever appropriate, faculty should explicitly communicate which competencies are being developed through major assignments.

Authentic Assessment

Assessment should mirror the work candidates will perform as practicing educators.

Examples include:

- Lesson and unit planning.
- Classroom assessment design.
- Professional presentations.
- Case study analysis.
- IEP development.
- Data analysis.
- Classroom management planning.
- Family communication.
- Reflective practice.
- Clinical observations.
- Portfolio artifacts.

Authentic assessments provide candidates with meaningful opportunities to integrate knowledge, skills, and professional judgment.

Meaningful Feedback

Feedback is one of the department's most powerful instructional tools.

Effective feedback should be:

- Timely.
- Specific.
- Actionable.
- Evidence-based.
- Encouraging.
- Focused on growth.
- Connected to professional practice.

Faculty are encouraged to provide feedback that answers three questions:

- *What is being done well?*
- *What can be strengthened?*

- *What is the next step for continued growth?*

Whenever appropriate, feedback should encourage candidates to reflect upon their developing professional identity rather than focusing solely on grades.

Reflection and Revision

Learning improves when candidates have opportunities to reflect upon feedback and apply new understanding.

Faculty are encouraged, when appropriate and consistent with course policies, to incorporate:

- Reflection activities.
- Self-assessment.
- Peer feedback.
- Guided revision.
- Professional goal setting.
- Portfolio reflections.

Reflection transforms assessment into professional learning.

Assessment and the Professional Growth Portfolio

Many assessments serve purposes beyond the individual course.

Faculty should intentionally identify assignments that may become Professional Growth Portfolio artifacts by helping candidates understand:

- Why is the artifact significant?
- Which competencies it demonstrates.
- Which professional standards it represents.
- How it illustrates professional growth over time.

The portfolio should document the candidate's evolving competence throughout the educator preparation program.

Adult Learning in Practice

Adult learners benefit from assessment systems that are transparent, relevant, and growth-oriented.

Faculty are encouraged to:

- Clearly communicate assessment expectations.
- Explain the professional relevance of major assignments.
- Utilize authentic performance tasks.
- Encourage self-evaluation.
- Support reflection before and after assessment.
- Provide opportunities for continuous growth whenever educationally appropriate.

Assessment should empower candidates to take increasing ownership of their professional development.

Operational Guidance

Assessment planning should include intentional consideration of both candidate learning and program quality.

Assessment Consideration	Guiding Questions
Alignment	Does the assessment measure the intended learning outcomes?
Authenticity	Does the assessment reflect professional educator practice?
Competencies	Which department competencies are intentionally assessed?
Standards	Which professional standards are demonstrated?
Feedback	How will meaningful feedback be provided?
Reflection	How will candidates reflect upon their learning?
Portfolio	Should this become a Professional Growth Portfolio artifact?

Operational Checklist

Assessment Design Review

Before the semester begins, faculty should confirm:

☐ Every major assessment aligns with one or more Course Student Learning Outcomes.

☐ Assessment criteria are clearly communicated through rubrics or scoring guides.

☐ Professional standards are intentionally represented.

☐ Opportunities for meaningful feedback have been planned.

☐ Reflection opportunities are embedded throughout the course.

☐ Major assessments develop one or more department competencies.

☐ Portfolio artifacts have been identified where appropriate.

☐ Assessment expectations are clearly communicated in both the syllabus and Canvas Shell.

Instructional Spotlight

Assess Like We Hope They Will Teach

One of the most powerful messages we send candidates is not what we teach, but how we assess. When our assessments value reflection, authentic application, revision, collaboration, and meaningful feedback, candidates are more likely to adopt those same practices in their own classrooms. Assessment becomes both a measure of learning and a model of effective teaching.

The SCF Education Way

Assessment is not the end of learning, it is part of learning. We design assessments that develop professional competence, encourage reflection, and inspire continuous growth. Every assessment is an opportunity for candidates to strengthen the knowledge, skills, and dispositions that define exceptional educators.

Related References

- SCF Education Framework for Preparing Exceptional Educators
- Professional Growth Portfolio
- Florida Educator Accomplished Practices (FEAPs)
- Program Curriculum Maps
- Department Competency Framework
- Education Department Assessment Rubrics
- SCF Academic Policies
- Collective Bargaining Agreement (CBA)

#29 Artificial Intelligence and Educational Technology

Purpose

The SCF Education Department embraces educational technology and artificial intelligence (AI) as tools that can enhance teaching, learning, productivity, accessibility, and professional practice when used intentionally and ethically. As educator preparation faculty, we have a dual responsibility: to model appropriate instructional use of technology while preparing future educators to thoughtfully evaluate and integrate emerging technologies into their own classrooms.

Technology should enhance, not replace, critical thinking, creativity, collaboration, professional judgment, or authentic learning.

Department Standard 3.2
Responsible Artificial Intelligence and Educational Technology

Education Department faculty integrate artificial intelligence and educational technologies intentionally, ethically, transparently, accessibly, and in alignment with instructional outcomes and learner needs. Technology should enhance teaching, accessibility, engagement, productivity, and professional practice without replacing critical thinking, creativity, collaboration, professional judgment, authentic learning, or meaningful relationships, and faculty protect privacy while preparing candidates to make similarly responsible technology decisions.

Department Expectations

Faculty are expected to:

- Integrate educational technologies that support course outcomes and learner engagement.
- Model ethical, transparent, and responsible AI use.
- Clearly communicate course-specific expectations regarding AI-assisted work.
- Protect student privacy and confidentiality when using digital tools.
- Evaluate emerging technologies through the lens of instructional value, accessibility, equity, and data privacy.
- Promote digital citizenship and information literacy.

Operational Guidance

Faculty should ensure that:

- AI expectations are clearly communicated in the syllabus and Canvas Shell.
- Course activities require authentic demonstration of learning.
- Students understand when AI-assisted work is appropriate, prohibited, or must be disclosed.
- Digital tools comply with institutional technology and privacy expectations whenever possible.

Operational Checklist

☐ AI expectations published.

☐ Technology aligns with learning outcomes.

☐ Student privacy considered.

☐ Accessibility reviewed.

☐ Authentic learning maintained.

☐ Course activities emphasize critical thinking over information generation.

Instructional Spotlight

AI should be introduced as a professional tool that supports planning, reflection, differentiation, accessibility, and productivity, not as a substitute for professional expertise or independent thinking.

The SCF Education Way

We prepare educators who thoughtfully evaluate technology, use it ethically, and understand that meaningful relationships, instructional expertise, and professional judgment remain at the center of exceptional teaching.

#30 Academic Integrity and Assessment Security

Purpose

Academic integrity reflects the ethical foundation of the teaching profession. The Education Department expects candidates to demonstrate honesty, responsibility, and professionalism in all academic work while safeguarding the integrity of assessment practices.

Faculty play a critical role in modeling ethical decision-making and creating learning environments that promote authentic demonstration of competence.

Department Standard 3.3
Academic Integrity and Assessment Security

Education Department faculty promote academic integrity by clearly communicating expectations, designing authentic opportunities for candidates to demonstrate competence, maintaining assessment and grade security, protecting confidential assessment materials, and responding consistently to suspected misconduct through established College processes. Faculty model the ethical decision-making and professional accountability expected within the teaching profession.

Department Expectations

Faculty are expected to:

- Clearly communicate academic integrity expectations.
- Design authentic assessments that reduce opportunities for misconduct.
- Maintain assessment security.
- Address suspected violations according to College policy.
- Document academic integrity concerns appropriately.
- Protect confidential assessment materials.

Operational Guidance

Faculty should:

- Utilize varied assessment methods.
- Regularly update assessment materials.
- Secure assessment files.
- Verify candidate identity when appropriate.
- Maintain confidentiality of grades and assessment records.

Operational Checklist

☐ Integrity expectations communicated.

☐ Assessment materials secured.

☐ Grade confidentiality maintained.

☐ Violations documented.

☐ College procedures followed.

Instructional Spotlight

Authentic performance tasks often reduce opportunities for academic dishonesty because candidates must demonstrate application, reflection, and professional judgment rather than recall alone.

The SCF Education Way

Integrity is not simply about preventing misconduct, it is about developing educators whose professional ethics inspire trust.

#31 Student Progress, Grading, and Academic Records

Purpose

Assessment information should accurately communicate candidate progress while supporting continued professional growth. Grades represent one measure of learning and should reflect clearly defined expectations, consistent evaluation practices, and timely feedback.

Department Standard 3.4
Accurate Grading and Academic Records

Education Department faculty maintain accurate, current, secure, and appropriately confidential grading and academic records; apply published evaluation criteria consistently; provide feedback within department expectations; monitor candidate progress throughout the semester; and communicate concerns early enough to support continued growth whenever possible. Grades should accurately communicate demonstrated performance, while feedback provides information candidates can use to strengthen subsequent learning.

Department Expectations

Faculty are expected to:

- Maintain accurate grade records. No longer than a one-week lag.
- Utilize published grading criteria.
- Return feedback in a timely manner. Strive for 24-48 workday hours.
- Monitor candidate progress throughout the semester. Mid-term and end-of-course progress update.
- Communicate concerns early.
- Maintain student records in accordance with College policy and FERPA.

Faculty are encouraged to identify opportunities for candidates to reflect upon feedback and demonstrate continued growth.

Operational Guidance

Faculty should:

- Keep Canvas grades current.
- Utilize department-approved rubrics where applicable.
- Document grade changes.
- Maintain secure academic records.
- Communicate concerns before final grades whenever possible.

Operational Checklist

☐ Canvas gradebook updated.

☐ Rubrics utilized.

☐ Feedback returned.

☐ Student concerns documented.

☐ FERPA maintained.

☐ Final grades verified.

Instructional Spotlight

Timely feedback is most valuable when candidates still have opportunities to apply it to future learning experiences.

The SCF Education Way

Grades communicate progress. Feedback inspires growth.

#32 Instructional Resources and Educational Technologies

Purpose

Instructional resources should intentionally support active learning, accessibility, professional relevance, and candidate success. Faculty are encouraged to thoughtfully select instructional resources that strengthen learning while modeling effective educational practice.

Department Standard 3.5
Purposeful Instructional Resources and Technologies

Education Department faculty select and use instructional resources and educational technologies that are current, evidence-informed, accessible, accurate, professionally relevant, technically functional, and purposefully connected to learning. Faculty model thoughtful resource selection, information literacy, and intentional technology integration so that instructional tools strengthen candidate learning rather than becoming ends in themselves.

Department Expectations

Faculty should:

- Utilize current, evidence-informed instructional resources.
- Ensure instructional materials remain accessible.
- Evaluate resources for relevance and accuracy.
- Promote information literacy.
- Integrate technology intentionally.

Resources may include:

- Professional literature
- Open Educational Resources (OER)
- Multimedia
- Educational software
- Simulation platforms
- Professional organizations
- AI-supported instructional tools

Operational Guidance

Faculty should periodically review instructional materials to ensure they remain:

- Current
- Accessible
- Professionally relevant
- Technically functional

Operational Checklist

☐ Resources current.

☐ Links functional.

☐ Accessibility verified.

☐ Technology tested.

☐ Professional relevance maintained.

The SCF Education Way

Exceptional educators continually seek resources that enrich learning while remaining thoughtful consumers of educational technologies.

#33 Operational Course Management

Purpose

Consistent course administration supports candidate success, institutional compliance, and instructional continuity. Operational responsibilities are essential components of effective teaching and professional practice.

Department Standard 3.6
Operational Course Responsibility

Education Department faculty complete institutional and departmental course-management responsibilities accurately, promptly, and according to published procedures and deadlines. Attendance verification, census reporting, last-date-of-attendance documentation, early alerts, grade submission, incomplete-grade processes, course records, referrals, and required reporting are professional responsibilities that support candidate success, instructional continuity, institutional compliance, and accurate program operations.

Department Expectations

Faculty are expected to complete institutional requirements accurately and on time, including:

- Attendance verification.
- Census reporting.
- Last date of attendance documentation.
- Early alerts.
- Grade submission.

- Incomplete grade procedures.
- Course records.
- Student referrals.
- Required departmental reporting.

Operational Guidance

Faculty should become familiar with College timelines and complete required reporting according to published deadlines.

Operational Checklist

☐ Attendance verified.

☐ Census completed.

☐ Last date of attendance documented.

☐ Early alerts submitted.

☐ Final grades submitted.

☐ Required records maintained.

☐ Incompletes documented appropriately.

Instructional Spotlight

Timely administrative practices are often invisible to candidates, yet they are essential to maintaining a supportive, compliant, and well-functioning learning environment.

The SCF Education Way

Operational excellence supports instructional excellence.

#34 Continuous Course Improvement and Quality Assurance

Purpose

Exceptional educator preparation requires continuous reflection, evaluation, and improvement. Faculty are expected to regularly review instructional practices, candidate outcomes, assessment data, and course experiences to strengthen teaching and improve candidate learning.

Continuous improvement reflects both scholarly practice and the department's commitment to preparing exceptional educators.

Department Standard 3.7
Continuous Course Improvement and Quality Assurance

Education Department faculty engage in ongoing, evidence-informed review of instructional practice, candidate outcomes, assessment data, student feedback, curriculum alignment, accessibility, accreditation findings, emerging research, state requirements, and departmental priorities to strengthen courses and candidate learning. Continuous course improvement is a scholarly and professional responsibility in which purposeful, documented refinement over time contributes to instructional excellence and program quality.

Department Expectations

Faculty are encouraged to engage in ongoing reflection by considering:

- Candidate learning outcomes.
- Assessment results.
- Student feedback.
- Curriculum alignment.
- Accreditation findings.
- Emerging educational research.
- Changes in state standards.
- Department initiatives.

Operational Guidance

Course improvement may include:

- Revising assignments.
- Updating instructional materials.
- Improving accessibility.
- Strengthening Canvas organization.
- Revising assessments.
- Enhancing feedback strategies.
- Improving alignment.
- Incorporating new instructional research.

Operational Checklist

☐ Course reviewed after semester.

☐ Student feedback considered.

☐ Learning outcomes evaluated.

☐ Accessibility updated.

☐ Resources reviewed.

☐ Improvements documented.

☐ Changes communicated where appropriate.

Instructional Spotlight

Improvement is most powerful when it is intentional and evidence-informed. Small revisions made consistently over time often have a greater impact than sweeping redesigns.

The SCF Education Way

We model lifelong learning by continuously refining our teaching. Every semester offers new insights, every cohort teaches us something new, and every improvement strengthens the experience of future educators.

Teaching the SCF Education Way

Teaching within the SCF Education Department is both a privilege and a profound responsibility. Every course, every conversation, every assignment, every piece of feedback, and every learning experience contributes to something far greater than a semester grade—it contributes to the preparation of future educators whose influence will extend into classrooms, schools, families, and communities for years to come.

The practices described throughout this section are not intended to create uniform teaching; rather, they establish a shared commitment to educational excellence. Each faculty member brings unique experiences, disciplinary expertise, instructional styles, and professional perspectives that enrich our department. Together, we create a learning community grounded in common principles while celebrating the diversity of approaches that inspire exceptional teaching.

Teaching the SCF Education Way means designing with intention, communicating with purpose, assessing authentically, embracing learner variability, and viewing every interaction as an opportunity to support professional growth. It means recognizing that our candidates are adult learners developing not only new knowledge and skills, but also the confidence, judgment, and identity required of professional educators.

As faculty, we continually ask ourselves:

- Are we modeling the teaching practices we hope our candidates will one day use?
- Are we creating learning experiences that are meaningful, accessible, and professionally relevant?
- Are we preparing candidates to think critically, act ethically, collaborate effectively, and reflect continuously?
- Are we helping candidates become educators who will positively influence the lives of every learner they encounter?

These questions are not answered once. They guide our work throughout every semester and throughout our own professional careers.

The instructional practices outlined in this handbook reflect our collective commitment to continuous improvement. Just as we ask candidates to reflect, revise, and grow, we embrace those same responsibilities as educators. We recognize that excellence is not a destination, but an ongoing process of learning, collaboration, innovation, and refinement.

Ultimately, teaching within the SCF Education Department is about more than delivering courses or meeting requirements. It is about preparing educators who are knowledgeable, reflective, compassionate, and committed to creating learning environments where every student has the opportunity to succeed.

That is the work we share.

That is the responsibility we embrace.

That is **The SCF Education Way.**

Section IV

Clinical Practice, Partnerships, and Educator Preparation

How do we prepare exceptional educators?

Connecting coursework to classrooms through authentic professional experiences.

Introduction

The ultimate goal of educator preparation is not simply to develop knowledgeable candidates, but to prepare confident, reflective professionals who positively impact the learning and well-being of every student they serve. While coursework provides the theoretical and pedagogical foundation, clinical practice transforms knowledge into professional competence through authentic experience.

The SCF Education Department views clinical practice as a developmental journey that begins with early observation and guided participation, progresses through increasingly complex field experiences, and culminates in the Final Internship. Throughout this progression, candidates integrate instructional knowledge, professional standards, ethical decision-making, and reflective practice within authentic educational settings.

Clinical experiences are intentionally designed to strengthen the department's four professional competencies, reinforce the SCF Education Framework for Preparing Exceptional Educators, and support candidates as they develop the confidence and professional identity necessary for successful entry into the teaching profession.

This work is made possible through strong partnerships among the College, school districts, charter schools, independent schools, early learning settings, mentor teachers, site administrators, university supervisors, and our educator candidates. Each partner plays a vital role in preparing the next generation of educators.

Clinical preparation is a shared responsibility, grounded in collaboration, communication, and a collective commitment to educational excellence.

#35 Clinical Partnerships, Field Experiences, and Shared Responsibilities

Purpose

Clinical experiences are a hallmark of educator preparation and provide candidates with opportunities to connect coursework to authentic educational practice. The success of these experiences depends upon strong partnerships among the State College of Florida Education Department, school districts, schools, mentor teachers, university supervisors, course faculty, and educator candidates.

To ensure consistency, efficiency, and positive relationships with our educational partners, the Education Department has established clearly defined roles and communication pathways. These

expectations support candidates while respecting the responsibilities of each individual involved in the clinical preparation process.

Clinical education is a shared responsibility; however, responsibilities differ depending upon the nature of the field experience and the role of each participant.

Why It Matters

School districts and educational partners collaborate with multiple institutions and host numerous educator candidates each year. Consistent communication and clearly defined responsibilities strengthen these partnerships, reduce confusion, and ensure that candidates receive equitable support throughout their clinical experiences.

Within the Education Department, clinical experiences occur in two distinct ways:

1. **Required Clinical Experiences** embedded within Florida Department of Education-approved educator preparation courses.
2. **Faculty-Designed Field Experiences** incorporated into courses to enrich learning but not required by program approval standards.

Understanding the distinction between these two categories ensures that faculty responsibilities remain appropriate, sustainable, and clearly communicated.

Department Standard 4.1
Clinical Partnerships and Authentic Practice

Education Department faculty connect coursework to authentic educational practice and follow established departmental procedures for required and faculty-designed clinical experiences. Faculty reinforce professional expectations, reflective practice, and appropriate communication while recognizing that successful clinical preparation depends upon clearly defined responsibilities and strong partnerships among the College, school partners, mentor teachers, supervisors, faculty, and educator candidates.

Department Expectations

All faculty are expected to:

- Connect coursework to authentic educational practice.
- Reinforce professional expectations during field experiences.
- Encourage reflective practice.
- Communicate professionally with candidates.
- Follow departmental procedures regarding clinical experiences.

Additional responsibilities vary depending upon the type of field experience.

Types of Clinical Experiences

Florida Department of Education Required Clinical Experiences

These experiences are embedded within state-approved educator preparation curricula and are coordinated through the Education Department's Clinical Education processes.

Examples include:

- Required field placements.
- Practicum experiences.
- Final Internship.
- Other state-required clinical experiences identified within approved educator preparation programs.

These experiences require formal placement coordination and departmental oversight.

Faculty-Designed Field Experiences

Faculty may choose to incorporate additional observational or experiential learning opportunities that enhance course objectives.

Examples may include:

- Community educational experiences.
- Family engagement activities.
- Professional interviews.
- Attendance at school events.
- Educational agency visits.

These experiences supplement instruction but do not constitute official Clinical Education placements.

Faculty should ensure that optional or course-based field experiences comply with College policies and are appropriate to course outcomes.

#36 Shared Responsibilities

Department Standard 4.2
Shared Clinical Responsibilities

Clinical preparation is a shared responsibility in which the Clinical Education Coordinator, course faculty, educator candidates, and school partners fulfill distinct but complementary roles. Course faculty remain responsible for instructional preparation, integration, assessment, and candidate communication; official placement coordination occurs through established Clinical Education processes; and all participants work collaboratively to protect partnerships, promote consistency, and support equitable candidate experiences.

Clinical Education Coordinator

The Clinical Education Coordinator serves as the primary liaison between the Education Department and school districts, schools, and educational partners for official clinical placements.

Responsibilities include:

- Developing and maintaining district partnerships.
- Coordinating official placements.
- Communicating placement information.
- Managing placement documentation.
- Collaborating with district personnel.
- Supporting faculty throughout official placement processes.

- Resolving placement concerns with district partners.

Course Faculty

Course faculty remain responsible for the instructional components of their courses.

Faculty responsibilities include:

- Preparing candidates for professional expectations.
- Integrating clinical experiences into coursework.
- Evaluating assignments related to field experiences.
- Communicating directly with candidates regarding course expectations.
- Collaborating with the Clinical Education Coordinator when concerns arise regarding official placements.

Faculty are **not expected to independently secure or negotiate official placements with school districts** unless specifically authorized by the department.

This distinction protects district partnerships, promotes consistency, and provides candidates with equitable placement processes.

Certification Milestone Communication

Faculty should communicate candidate progress related to required certification milestones, including successful completion of the General Knowledge Test (GKT) and Florida Teacher Certification Examinations (FTCEs), when appropriate.

Timely communication supports internship planning and allows the Education Department to identify candidates who may require additional guidance prior to placement.

Educator Candidates

Candidates are expected to:

- Complete required FTCEs prior to field placement confirmations.
- Demonstrate professionalism throughout clinical experiences.
- Complete required documentation.
- Communicate appropriately with mentor teachers and faculty.
- Follow district and school expectations.
- Maintain confidentiality.
- Report concerns promptly.
- Represent the College professionally.

#37 Communication Pathways

Department Standard 4.3
Professional Clinical Communication Pathways

Communication regarding clinical experiences follows established departmental pathways that promote consistency, protect institutional partnerships, and ensure that responsibilities are clearly understood. Official placement communication flows through the Clinical Education Coordinator, while faculty maintain instructional communication with candidates and directly manage communication associated with faculty-designed experiences when formal placement coordination is not required.

To promote consistency and protect district relationships, official communication regarding required clinical placements follows established pathways.

School District/Educational Partner -> Clinical Education Coordinator -> Course Faculty & Program Manager -> Educator Candidates.

Faculty maintain ongoing communication with candidates regarding instructional expectations while collaborating with the Clinical Education Coordinator when placement-related issues arise.

Communication with districts regarding official placements should generally occur through the Clinical Education Coordinator to ensure consistency and maintain strong institutional partnerships.

Clinical Education Communication Checkpoints

The Clinical Education Coordinator may establish routine communication checkpoints with faculty throughout each semester to support successful clinical preparation.

These checkpoints may include:

- Beginning-of-semester placement updates
- Mid-semester candidate progress reviews
- Internship readiness discussions
- End-of-semester placement reflections

Regular communication helps identify concerns early, strengthens collaboration, and supports successful candidate placements.

Communication During Faculty-Designed Field Experiences

When faculty elect to incorporate course-specific field experiences that do not require official placement coordination, faculty assume responsibility for communicating expectations directly with candidates.

Communication may include:

- Assignment expectations.
- Observation requirements.
- Reflection activities.
- Professional conduct expectations.
- Documentation requirements.

District coordination is generally not required unless otherwise directed by the department.

Operational Guidance

When determining responsibilities, faculty should first ask:

Is this an official Clinical Education placement required by the Florida-approved educator preparation program? Does it constitute time within a school?

If **Yes**

→ Follow Clinical Education placement procedures.

If **No**

→ Faculty manages the instructional experience within the course while following College and departmental expectations.

Operational Checklist

Clinical Experience Planning

Before assigning a field experience, faculty should confirm:

☐ Is this an official Clinical Education placement? (Priority is to FLDOE placements)

☐ Has the Clinical Education Coordinator been involved when required?

☐ Expectations have been clearly communicated to candidates.

☐ Required documentation has been identified.

☐ Reflection activities are connected to course outcomes.

☐ Professional expectations have been reviewed.

☐ Communication responsibilities are clearly understood.

☐ Questions regarding placements are directed through the appropriate channels.

The Clinical Preparation Continuum

The Education Department organizes clinical preparation as a developmental continuum.

Phase	Primary Focus
Early Field Experiences	Observation, professional awareness, and connecting theory to practice.
Guided Participation	Assisting instruction, small-group facilitation, and structured reflection.
Applied Practice	Increasing responsibility for planning, instruction, assessment, and classroom management.
Final Internship	Demonstration of professional readiness through sustained classroom responsibility under the guidance of a mentor teacher and university supervisor.

Each phase intentionally builds upon previous experiences while preparing candidates for the next stage of professional development.

Clinical Education Responsibility Matrix

The following matrix removes ambiguity, provides a quick reference for faculty, and reinforces the shared-responsibility of our department.

Task	Clinical Coordinator	Faculty	Candidate	District
Secure official placement	✓			Consulted
Explain course assignment		✓		
Complete placement paperwork	✓	Assist	✓	
Evaluate assignment		✓		
Address district placement issue	✓	Consulted	Informed	✓
Monitor course progress		✓	✓	
Communication with District	✓			

Instructional Spotlight

One Partnership, One Voice

Our school districts and community partners should experience consistent, coordinated communication from the Education Department. By centralizing official placement communications through the Clinical Education Coordinator while allowing faculty to focus on instruction and candidate growth, we strengthen partnerships, reduce duplication of effort, and provide a more seamless experience for everyone involved.

The SCF Education Way

Clinical preparation is built on relationships. We honor the expertise of our school partners, support our faculty through clearly defined roles, and prepare candidates to enter every school and classroom with professionalism, gratitude, and a commitment to learning. Strong partnerships are not the responsibility of one individual, they are a shared commitment across the entire Education Department.

#38 Mentor Teachers, Clinical Educators, and Coaching for Professional Growth

Purpose

Mentor teachers are among the most influential contributors to an educator candidate's professional growth. By opening their classrooms, modeling instructional practice, and engaging candidates in reflective coaching, mentor teachers help bridge the transition from university coursework to professional practice.

The SCF Education Department views mentor teachers as clinical educators and valued partners in preparing the next generation of educators. Their expertise, guidance, and willingness to share

authentic classroom experiences provide candidates with opportunities to develop professional confidence, instructional competence, and reflective decision-making.

Faculty, college supervisors, and mentor teachers work collaboratively to support candidates through a coaching relationship grounded in trust, professionalism, and continuous growth.

Why It Matters

Research consistently demonstrates that high-quality mentoring significantly influences candidate confidence, instructional effectiveness, and long-term success in the teaching profession.

Effective mentor teachers do more than demonstrate successful instructional practice. They intentionally invite candidates into the professional thinking that informs instructional decisions, classroom management, assessment, collaboration, and relationships with students and families.

Likewise, effective coaching extends beyond evaluation. It encourages candidates to examine evidence, reflect upon instructional decisions, and identify meaningful next steps for continued growth.

Clinical preparation is most powerful when coaching is viewed as an ongoing conversation rather than a series of isolated observations.

Department Standard 4.4
Mentor Teachers and Clinical Coaching Partnerships

Education Department faculty, college supervisors, and mentor teachers collaborate as professional partners to support candidate learning through modeling, authentic participation, evidence-informed feedback, reflective coaching, and progressively increasing professional responsibility. Faculty prepare candidates to approach clinical partnerships with professionalism, curiosity, humility, ethical judgment, respect for mentor expertise, and commitment to continuous growth.

Standardized Faculty Feedback Process

To promote consistency and reduce duplication of communication, the Education Department may utilize standardized reporting tools for faculty to communicate information related to clinical preparation.

Standardized reporting may include:

- Candidate progress
- Professional concerns
- Internship readiness
- Placement recommendations
- District feedback
- Other information relevant to clinical education

Consistent reporting supports collaboration while maintaining accurate documentation throughout the clinical preparation process.

Department Expectations

Faculty should prepare candidates to enter every clinical placement with professionalism, curiosity, humility, and a willingness to learn.

Throughout clinical experiences, faculty are expected to reinforce the value of:

- Professional communication.
- Reflective practice.
- Ethical decision-making.
- Respect for mentor teacher expertise.
- Collaboration.
- Growth-oriented coaching.
- Evidence-informed instructional decision-making.

Faculty should encourage candidates to view mentor teachers as professional partners whose classrooms provide authentic opportunities for learning and reflection.

The Role of the Mentor Teacher

Mentor teachers serve as clinical educators by:

- Modeling evidence-based instructional practices.
- Providing opportunities for observation and participation.
- Supporting the gradual release of instructional responsibility.
- Sharing professional decision-making processes.
- Offering constructive feedback.
- Encouraging reflection.
- Modeling collaboration with colleagues, families, and school personnel.
- Supporting the candidate's professional identity development.

Mentor teachers are not expected to be perfect models of teaching. Rather, they model continuous learning, professional reflection, and thoughtful instructional decision-making.

The Role of Faculty and College Supervisors

Faculty and college supervisors support clinical learning by:

- Connecting coursework to classroom practice.
- Preparing candidates for clinical expectations.
- Reinforcing professional standards.
- Facilitating reflective coaching conversations.
- Collaborating with mentor teachers when appropriate.
- Supporting candidate growth through evidence-based feedback.

The goal is not simply to evaluate performance, but to coach candidates toward increasing independence and professional confidence.

#39 Coaching Through Reflection

The Education Department embraces a coaching philosophy that emphasizes observation, evidence, reflection, and professional dialogue.

Department Standard 4.5
Coaching Through Reflection

The Education Department's clinical coaching emphasizes observation, evidence, reflection, professional dialogue, and candidate ownership of continued growth. Faculty and mentor teachers use reflective questions, objective evidence, feedback, goal setting, and approaches such as Notice and Wonder to help candidates examine instructional decisions, recognize strengths, consider alternatives, and develop the independent professional judgment required for lifelong reflective practice.

Whenever appropriate, coaching conversations should encourage candidates to:

- Describe what occurred during instruction.
- Examine evidence of student learning.
- Reflect upon instructional decisions.
- Consider alternative approaches.
- Identify strengths.
- Establish meaningful goals for continued growth.

Faculty and mentor teachers are encouraged to promote reflective conversations that develop professional judgment rather than simply providing solutions.

Notice and Wonder

One approach that supports reflective coaching is the ***Notice and Wonder*** framework.

Rather than beginning with evaluation, coaching conversations begin with observable evidence.

Notice

"I noticed..."

Focus on objective evidence rather than interpretation.

Examples include:

- Student engagement.
- Instructional strategies.
- Questioning techniques.
- Classroom interactions.
- Learning environment.
- Assessment evidence.

Wonder

"I wonder..."

Invite professional reflection through thoughtful questions.

Examples include:

- "I wonder what students were thinking during…"
- "I wonder what might happen if…"
- "I wonder how another instructional approach might influence…"

- "I wonder what evidence suggests…"

Beginning with evidence before interpretation creates coaching conversations that are collaborative, reflective, and growth-oriented.

Candidate Responsibilities

Candidates are expected to:

- Seek feedback with professionalism.
- Reflect honestly upon their practice.
- Demonstrate openness to coaching.
- Ask thoughtful questions.
- Implement feedback when appropriate.
- Demonstrate initiative while respecting the mentor teacher's classroom.
- Maintain professional communication.
- Recognize that growth occurs through practice, reflection, and revision.

Professional growth depends upon both receiving and acting upon meaningful feedback.

Adult Learning in Practice

Educator candidates are adult learners who benefit from coaching relationships that recognize their existing experiences while encouraging increasing professional independence.

Faculty and mentor teachers are encouraged to:

- Ask reflective questions before offering solutions.
- Encourage self-assessment.
- Build upon candidate strengths.
- Normalize productive struggle.
- Celebrate growth while maintaining high expectations.
- Foster increasing autonomy over time.

Coaching is most effective when candidates become active participants in evaluating and improving their own practice.

Operational Guidance

Successful coaching partnerships are built on consistent communication, mutual respect, and clearly defined expectations.

Faculty should encourage candidates to:

- Schedule regular conversations with mentor teachers.
- Prepare questions before observations.
- Record reflections following instructional experiences.
- Document professional goals.
- Follow through on agreed-upon action steps.
- Express appreciation for mentor teacher guidance.

Operational Checklist

Supporting Clinical Coaching

Faculty should ensure that candidates:

☐ Understand the role of the mentor teacher.

☐ Demonstrate professional communication.

☐ Receive opportunities for reflection.

☐ Connect coursework to classroom practice.

☐ Develop professional goals throughout clinical experiences.

☐ View feedback as part of continuous professional growth.

☐ Understand coaching as collaborative rather than evaluative.

Instructional Spotlight

Coaching Is a Conversation, Not a Score

Candidates often expect feedback to focus on what they did right or wrong. Instead, invite them into professional inquiry. Questions grounded in evidence, *"What did you notice about student responses?"* or *"What evidence suggests students met the learning objective?"* Help candidates develop the habits of reflective practitioners. Over time, the goal is for candidates to ask these questions of themselves, fostering self-directed professional growth.

The SCF Education Way

We believe exceptional educators are developed through relationships. Mentor teachers, faculty, college supervisors, and candidates form a professional learning community grounded in trust, reflection, and continuous growth. Our goal is not simply to prepare candidates to teach independently, but to cultivate educators who remain curious, reflective, collaborative, and committed to lifelong learning throughout their careers.

Related References

- SCF Education Framework for Preparing Exceptional Educators
- Florida Educator Accomplished Practices (FEAPs)
- Clinical Education Handbook
- Mentor Teacher Orientation Resources
- Professional Dispositions Framework
- Professional Growth Portfolio
- Collective Bargaining Agreement (CBA), where applicable

#40 Academic Integrity and Professional Ethics

Purpose

Academic integrity is fundamental to the preparation of professional educators. Faculty are responsible for creating learning environments that promote honesty, ethical decision-making, and authentic demonstration of learning while modeling the professional expectations candidates will carry into schools.

Department Standard 4.6
Academic Integrity and Professional Ethics in Educator Preparation

Education Department faculty create academic and clinical learning environments that promote honesty, original work, ethical decision-making, authentic demonstration of competence, and professional accountability. Faculty clearly communicate integrity expectations, model ethical judgment, address concerns consistently through College procedures, maintain confidentiality, and reinforce that integrity is a professional disposition that extends beyond academic coursework into educator practice.

Department Expectations

Faculty are expected to:

- Clearly communicate academic integrity expectations.
- Design authentic assessments that promote original work.
- Address suspected violations consistently and in accordance with College procedures.
- Model ethical decision-making.
- Reinforce that integrity is a professional disposition, not simply an academic expectation.

Operational Guidance

Faculty should:

- Include integrity expectations within the syllabus and Canvas Shell.
- Discuss appropriate use of AI and educational technologies.
- Document concerns according to College procedures.
- Maintain confidentiality throughout the conduct process.

Operational Checklist

- Integrity expectations communicated.
- AI expectations clarified.
- Violations documented.
- College procedures followed.

The SCF Education Way

Integrity is demonstrated through everyday decisions. We prepare educators whose professional ethics inspire confidence, trust, and accountability.

#41 Student Conduct and Learning Environment Expectations

Purpose

Faculty create learning environments that promote professionalism, mutual respect, intellectual curiosity, and productive collaboration. Expectations for conduct should mirror those found within professional educational settings.

Department Standard 4.7
Professional Learning Environment Expectations

Education Department faculty establish and maintain learning environments characterized by respectful communication, professional collaboration, civil discourse, appropriate participation and technology use, inclusion, and professional conduct consistent with educational settings. Faculty communicate expectations clearly, address emerging concerns through coaching when appropriate, document significant concerns, and use established departmental or College processes when additional intervention is required.

Department Expectations

Faculty should establish expectations for:

- Respectful communication.
- Professional collaboration.
- Civil discourse.
- Classroom participation.
- Technology use.
- Inclusive learning environments.
- Professional behavior during field experiences.

Faculty are encouraged to address concerns early through coaching conversations whenever appropriate.

Operational Guidance

When concerns arise:

- Address behaviors promptly.
- Document significant concerns.
- Consult department leadership when necessary.
- Refer serious conduct issues through College processes.

Operational Checklist

- Expectations communicated.
- Professional norms established.
- Documentation maintained.
- Appropriate referrals completed.

The SCF Education Way

Professional conduct is learned through experience, modeling, reflection, and accountability.

#42 Advising and Faculty Mentoring Responsibilities

Purpose

Faculty advising extends beyond course registration. Within educator preparation, advising supports academic planning, professional identity development, certification readiness, and candidate success.

Department Standard 4.8
Faculty Advising and Mentoring

Faculty advising within educator preparation extends beyond course registration to support academic planning, program progression, certification readiness, clinical preparation, professional identity, career planning, Professional Growth Portfolio development, goal setting, and candidate ownership. Faculty mentor through questions, reflection, guidance, documentation, and appropriate referrals while empowering candidates to assume increasing responsibility for their own professional journey.

Department Expectations

Faculty should:

- Encourage timely academic planning.
- Connect candidates with College resources.
- Reinforce certification milestones.
- Support professional goal setting.
- Document significant advising interactions.

Faculty mentor candidates by encouraging reflection, professionalism, and continuous growth rather than solving every challenge for them.

Operational Guidance

Advising conversations may include:

- Program progression.
- Clinical readiness.
- FTCE planning.
- Professional Growth Portfolio.
- Career planning.
- Student success resources.

Operational Checklist

- Advising documented.
- Certification milestones reviewed.
- Appropriate referrals completed.
- Professional goals discussed.

Clinical Education Tracking System

The Education Department maintains a centralized Clinical Education Tracking System to support communication, consistency, and collaboration throughout the placement process.

This system may be used to monitor:

- Placement status
- District onboarding and clearance
- Cooperating Teacher (CT) assignments
- School assignments
- Internship readiness
- Observation and placement milestones
- Placement completion

Maintaining a shared source of information supports consistent communication among faculty, Program Managers, the Clinical Education Coordinator, and district partners.

Faculty Candidate Updates

Faculty play an important role in communicating candidate progress throughout the educator preparation program.

As appropriate, faculty should communicate information that may influence future clinical placements, including:

- Professional strengths
- Professional concerns
- Clinical readiness
- Internship readiness
- Significant changes in candidate status
- Recommendations for additional support

Sharing information throughout the program allows the Education Department to proactively support candidates and make informed placement decisions.

The SCF Education Way

Advising is an educational partnership that empowers candidates to take ownership of their professional journey.

#43 Student Success and Retention

Purpose

Supporting student success begins with proactive engagement rather than reactive intervention. Faculty play an important role in identifying barriers, encouraging persistence, and connecting candidates with appropriate support resources.

Department Standard 4.9
Proactive Student Success and Retention

Education Department faculty support candidate success through proactive engagement, early identification of barriers, timely communication, encouragement, relationship-building, and connection to appropriate institutional resources. Faculty monitor participation and progress, encourage help-seeking behaviors, recognize growth, and respond to emerging academic, attendance, participation, or professional-disposition concerns before they become larger barriers whenever possible.

Department Expectations

Faculty should:

- Monitor student engagement.
- Identify concerns early.
- Communicate proactively.
- Encourage help-seeking behaviors.
- Celebrate growth and progress.
- Connect candidates with institutional support.

Operational Guidance

Indicators that may warrant outreach include:

- Repeated absences.
- Missing assignments.
- Significant changes in performance.
- Limited participation.
- Professional disposition concerns.

Operational Checklist

- Progress monitored.
- Outreach completed.
- Documentation maintained.
- Appropriate referrals initiated.

The SCF Education Way

Student success grows through relationships, early support, and a belief that every candidate has the capacity to learn and improve.

44 Early Alert, CARE Team, and Student Support Referrals

Purpose

Faculty serve as important partners in identifying students who may benefit from additional academic or personal support. Early intervention promotes persistence and connects students with professionals equipped to provide specialized assistance.

Department Standard 4.10
Early Intervention and Student Support Referral

Education Department faculty use established Early Alert, CARE Team, and College referral processes to connect candidates with professionals and resources equipped to address academic, attendance, accessibility, financial, personal well-being, mental health, safety, basic-needs, or other significant barriers to success. Faculty recognize when a concern extends beyond the scope of instructional support and respond through appropriate referral, documentation, and follow-up processes.

Department Expectations

Faculty should:

- Utilize Early Alert systems.
- Refer students to the CARE Team when appropriate.
- Connect students with tutoring, counseling, accessibility services, veteran services, financial support, and other College resources.
- Follow departmental reporting procedures.

Operational Guidance

Faculty should submit referrals when concerns involve:

- Academic performance.
- Attendance.
- Personal well-being.
- Food or housing insecurity.
- Mental health concerns.
- Safety concerns.
- Other significant barriers to success.

Operational Checklist

- Appropriate referral completed.
- Student informed when appropriate.
- Documentation maintained.
- Follow-up completed.

The SCF Education Way

Supporting students means recognizing when they need assistance and ensuring they are connected with the right people at the right time.

#45 Documentation of Student Concerns

Purpose

Accurate documentation supports continuity, fairness, and informed decision-making while protecting both students and faculty.

Department Standard 4.11
Professional Documentation of Student Concerns

Education Department faculty maintain objective, factual, timely, appropriately confidential documentation of significant advising interactions, academic concerns, professional-disposition concerns, attendance outreach, clinical concerns, student-success interventions, and other communications that may affect candidate progression or support. Documentation should identify relevant facts, actions, and follow-up while using approved systems and maintaining FERPA and College requirements.

Department Expectations

Faculty should document:

- Advising meetings.
- Academic concerns.
- Professional disposition concerns.
- Attendance outreach.
- Clinical concerns.
- Student success interventions.
- Significant communications.

Documentation should remain objective, factual, and timely.

Operational Guidance

Documentation should include:

- Person(s) present.
- Date.
- Summary of concern.
- Actions taken.
- Follow-up plan.
- Follow-up notes.

Operational Checklist

- Documentation objective.
- Records current.
- Appropriate systems utilized.
- FERPA maintained.

The SCF Education Way

Good documentation supports good decisions and demonstrates professionalism.

#46 Student Complaints and Grade Appeals

Purpose

The Education Department is committed to resolving concerns fairly, respectfully, and through established College procedures.

Department Standard 4.12
Fair Resolution of Student Concerns and Appeals

Education Department faculty respond to student complaints, disagreements, and grade appeals through respectful communication, appropriate documentation, transparency, consultation, and established College and departmental procedures. Faculty seek informal resolution when appropriate while protecting confidentiality, avoiding public or emotional responses, and ensuring that matters requiring escalation are referred through the appropriate institutional process.

Department Expectations

Faculty should:

- Listen professionally.
- Seek informal resolution when appropriate.
- Maintain documentation.
- Follow published College procedures.
- Consult department leadership when necessary.
- Escalations are reported through the Dean's reporting system.

Operational Guidance

Faculty should avoid:

- Emotional responses.
- Public discussion of concerns.
- Sharing confidential information.
- Deviating from established procedures.

Operational Checklist

- Documentation maintained.
- Appropriate procedures followed.
- Leadership consulted when appropriate.

The SCF Education Way

Professional disagreement is addressed through respectful communication, transparency, and established processes.

#47 FERPA and Student Privacy

Purpose

Faculty are entrusted with protecting student educational records and maintaining confidentiality in accordance with the Family Educational Rights and Privacy Act (FERPA), College policy, and professional ethics.

Department Standard 4.13
FERPA and Stewardship of Student Privacy

Education Department faculty protect student educational records and personally identifiable information in accordance with FERPA, College policy, and professional ethics. Faculty use approved systems, verify identity before discussing protected information, secure electronic and paper records, maintain confidentiality across academic and clinical contexts, and limit disclosure to appropriate individuals and purposes consistent with professional responsibilities.

Department Expectations

Faculty should:

- Protect student educational records.
- Verify identity before discussing confidential information.
- Utilize approved College communication systems.
- Secure electronic and paper records.
- Maintain confidentiality during clinical experiences.

Operational Guidance

Faculty should never:

- Post grades publicly.
- Share confidential student information.
- Discuss individual performance in public settings.
- Leave student records unsecured.

Operational Checklist

- Confidentiality maintained.
- Records secured.
- FERPA followed.
- Communication appropriate.

Continuous Improvement

The Clinical Education process is strengthened through ongoing collaboration among faculty, candidates, Cooperating Teachers (CTs), school partners, and the Education Department.

The department may periodically collect feedback from faculty and school partners to evaluate clinical education processes, strengthen district partnerships, improve placement procedures, and enhance candidate support.

Using this feedback as part of a continuous improvement process helps ensure that clinical education remains responsive to the needs of candidates, faculty, and our educational partners.

The SCF Education Way

Respecting student privacy reflects the trust placed in us as educators and models the ethical responsibility we expect our candidates to uphold throughout their careers.

Section V

Learning Environments, Simulations, and Innovation

How do learning environments extend and transform learning?

Introduction

The SCF Education Department believes that learning environments are active participants in the teaching and learning process. Purposefully designed classrooms, simulation experiences, and laboratory settings create opportunities for educator candidates to practice instructional decision-making, refine professional skills, and strengthen their confidence before entering PK–12 classrooms.

Simulation and innovative learning environments are not enhancements to the curriculum—they are integral components of educator preparation. These environments extend learning beyond traditional coursework by providing structured opportunities for deliberate practice, collaboration, reflection, coaching, and instructional experimentation in settings that mirror the complexity of today's schools.

The department is committed to ensuring that these resources are intentionally utilized to advance candidate learning, strengthen instructional quality, and support continuous innovation.

#48 Simulation Philosophy

Department Standard 5.1

Simulation is a required instructional strategy within designated educator preparation courses and serves as a bridge between theory, coursework, and clinical practice.

> **Department Standard 5.1**
>
> **Simulation as Deliberate Professional Practice**
>
> Simulation serves as an intentional bridge among theory, coursework, and clinical practice within designated educator preparation courses. Simulation experiences align with course learning outcomes, professional standards, department competencies, clinical preparation milestones, professional dispositions, and reflective practice while providing structured opportunities for repeated practice, coaching, reflection, and refinement before candidates apply developing skills in authentic educational settings.

Simulation experiences shall be intentionally aligned with:

- Course Student Learning Outcomes.
- Professional standards.
- Department competencies.
- Clinical preparation milestones.
- Professional dispositions.
- Reflective practice.

Simulation is not intended to replace field experiences or internship. Rather, it provides opportunities for repeated practice, immediate coaching, and structured reflection in psychologically safe learning environments where candidates can refine instructional decision-making before applying those skills in authentic classrooms.

Simulation activities should include four essential components:

1. **Pre-brief**
    a. Learning objectives
    b. Professional expectations
    c. Scenario context
2. **Simulation Experience**
    a. Authentic performance
    b. Evidence collection
    c. Professional interaction
3. **Debrief**
    a. Guided reflection
    b. Evidence-based discussion
    c. Coaching
4. **Application**
    a. Goal setting
    b. Future implementation
    c. Portfolio reflection when appropriate

#49 Skills Laboratory and Innovative Learning Environment Expectations

Department Standard 5.2

Flexible learning environments are instructional resources designed to support active learning, learner variability, collaboration, Universal Design for Learning, and evidence-informed instructional practice.

Faculty assigned to innovative learning environments are expected to intentionally utilize the flexibility of these spaces as part of instructional design rather than maintaining static classroom configurations throughout the semester.

Learning spaces should evolve in response to instructional purpose.

Faculty Responsibilities

Faculty teaching within innovative learning environments should intentionally consider:

- learning objectives;
- instructional strategy;
- candidate interaction;
- collaboration;
- movement;
- visibility;
- accessibility;
- learner engagement;
- reflection.

Furniture and classroom configuration should support instruction rather than dictate instruction.

Candidates should experience multiple learning configurations throughout the semester to develop an understanding of how physical learning environments influence engagement, collaboration, assessment, behavior, and instructional decision-making.

Faculty are encouraged to make these instructional decisions explicit by discussing with candidates why particular room configurations were selected and how they support learning.

This expectation models evidence-based classroom design while helping future educators recognize that the physical environment is itself a component of effective instruction.

Scheduling and Access Procedures

Purpose

Simulation laboratories and innovative learning environments are specialized instructional resources intended to advance educator preparation through active learning, simulation, collaboration, and instructional innovation.

Because these spaces are limited, scheduling shall prioritize instructional purpose rather than convenience.

Department Standard 5.3: Priority Scheduling

Access to simulation laboratories and specialized innovative learning environments is prioritized according to demonstrated instructional purpose and need. Courses and activities using these spaces should intentionally integrate the specialized environment into instructional design, with scheduling decisions promoting equitable access, active learning, clinical rehearsal, simulation, performance-based assessment, professional learning, and other department priorities rather than convenience alone.

Scheduling Priorities

When scheduling conflicts occur, priority shall be given in the following order:

Priority Level One

Courses that require:

- mixed-reality simulation;
- structured simulation experiences;
- clinical rehearsal;
- performance-based assessment;
- department-approved simulation activities.

Priority Level Two

Courses intentionally utilizing flexible learning environments to support:

- active learning;
- collaborative lesson design;
- instructional rehearsal;
- microteaching;
- peer coaching;
- Universal Design for Learning applications.

Priority Level Three

Department-sponsored events including:

- faculty professional learning;
- candidate showcases;
- advisory board meetings;
- educator partner events;
- approved research activities.

Priority Level Four

Other instructional uses that demonstrate intentional alignment with department goals.

Instructional Use Expectations

Faculty assigned these spaces shall intentionally incorporate at least three of the following instructional practices during each scheduled use, unless the course objectives clearly warrant an alternative approach:

- collaborative learning;
- purposeful room reconfiguration;
- instructional rehearsal;
- simulation;
- candidate presentation;
- active learning;
- peer coaching;
- reflective debriefing;
- small-group instructional design;
- movement-based instructional transitions.

The purpose of these expectations is to ensure that innovative learning environments function as extensions of instruction rather than traditional classrooms with flexible furniture.

Room Configuration Protocol

Faculty are expected to:

1. Select room configurations that intentionally support instructional objectives.
2. Explain to candidates why the selected configuration supports the day's learning.
3. Modify room configurations throughout the semester as instructional needs evolve.
4. Engage candidates in reflecting on how learning environments influence teaching and learning.
5. Return the room to the department's designated standard configuration unless otherwise communicated.

Access Procedures

Faculty requesting access shall:

- complete scheduling requests using the department scheduling process;
- identify the instructional purpose requiring the specialized environment;
- indicate anticipated technology needs;
- request technical support when appropriate.

Recurring semester assignments shall be reviewed annually to ensure equitable access across programs and alignment with departmental priorities.

Utilization Review

At the conclusion of each academic year, the Department shall review:

- laboratory utilization rates;
- course alignment with innovative learning environment expectations;
- faculty feedback;
- candidate feedback;
- technology effectiveness;
- scheduling patterns.

Findings shall inform future scheduling priorities, equipment purchases, professional learning, and instructional innovation.

Operational Checklist

Before scheduling an innovative learning environment, faculty shall confirm:

☑ The instructional purpose requires the specialized environment.

☑ Learning outcomes intentionally align with the use of the space.

☑ The lesson incorporates active learning and candidate engagement.

☑ Room configuration has been planned in advance.

☑ Technology needs have been identified.

☑ Time has been reserved for room reset before departure.

Innovation in Action

Purposeful Movement as Pedagogy

Innovative learning environments are designed to make movement an instructional strategy rather than a logistical necessity. A class may begin in a seminar configuration to analyze educational research, transition into collaborative design studios where candidates develop instructional plans, and conclude in a teaching configuration where candidates rehearse lessons and receive coaching. The intentional movement through the environment mirrors the cognitive progression from understanding, to designing, to teaching, making the physical learning space an extension of the instructional sequence itself.

#50 Mursion and Simulation Experiences

Department Standard 5.4

Simulation experiences utilizing mixed-reality technologies shall be intentionally integrated within designated educator preparation courses according to approved program curriculum maps.

Simulation experiences should intentionally develop:

- instructional decision-making;
- classroom management;
- family communication;
- IEP facilitation;
- culturally responsive teaching;
- collaboration;
- difficult conversations;
- behavior intervention;
- reflective practice.

Faculty facilitating simulation should participate in department calibration activities to promote consistency across programs.

Simulation debriefing should emphasize reflection before evaluation.

Equipment and Resource Management

Purpose

The SCF Education Department's simulation laboratories, innovative learning environments, instructional technologies, and specialized equipment represent significant investments in educator preparation. These resources are shared instructional assets intended to enhance candidate learning, support instructional innovation, and strengthen clinical readiness. Every faculty member and candidate shares responsibility for protecting, maintaining, and maximizing these resources.

Department Standard 5.5: Stewardship of Department Resources

All simulation laboratories, innovative learning environments, instructional technologies, instructional materials, and specialized equipment shall be maintained in a condition that supports immediate instructional use for subsequent faculty and candidates.

Faculty assigned to these spaces assume responsibility for ensuring that the learning environment is left in a professional, organized, and operational condition following each instructional session.

Faculty Responsibilities

Faculty utilizing departmental laboratories and innovative learning environments shall:

- Inspect the instructional space prior to class and report operational concerns before instruction begins whenever possible.
- Utilize instructional technology and equipment in accordance with departmental training.

- Supervise candidate use of specialized equipment throughout instructional activities.
- Ensure that furniture, instructional tools, technology, and classroom resources are returned to their designated locations before leaving the space.
- Log equipment malfunctions, damaged furnishings, technology concerns, or supply shortages using the department's established reporting process within one business day.
- Leave all instructional spaces in a condition that supports immediate use by the next scheduled instructor.

Faculty shall not remove department equipment or instructional resources from designated learning environments without prior approval from the Department Chair or designated administrator.

Candidate Responsibilities

Candidates are expected to demonstrate professional stewardship by:

- Using instructional technologies and laboratory equipment responsibly.
- Following faculty directions regarding equipment use.
- Returning materials to designated locations.
- Reporting damaged or malfunctioning equipment immediately.
- Maintaining professional conduct while utilizing specialized instructional spaces.
- Sharing artifacts (notes, recordings, surveys) with instructors.
- Respecting shared instructional resources.

Failure to appropriately utilize departmental resources may result in loss of access to specialized instructional environments and may be addressed through professional disposition procedures when appropriate.

Equipment Reporting Protocol

When equipment concerns are identified, faculty shall:

1. Document the issue using the department's equipment reporting process within one business day.
2. Notify the designated department contact immediately if the issue creates a safety concern or prevents scheduled instruction.
3. Clearly identify:
    a. classroom or laboratory;
    b. equipment involved;
    c. description of the concern;
    d. date observed; and
    e. instructional impact, if applicable.
4. Continue utilizing alternative instructional resources when appropriate until repairs are completed.

Inventory Management

The Department shall maintain an annual inventory of instructional technologies, simulation resources, specialized equipment, and laboratory materials.

Faculty may be asked to assist with:

- annual inventory verification;

- instructional resource audits;
- equipment calibration;
- replacement recommendations; and
- future instructional resource planning.

Operational Checklist

Before leaving an instructional laboratory or innovative learning environment, faculty shall verify:

☐ Furniture returned to designated instructional configuration.

☐ Technology powered down appropriately.

☐ Shared instructional materials returned.

☐ Candidate workspaces cleared.

☐ Equipment concerns reported.

☐ Classroom ready for the next scheduled instructional experience.

The SCF Education Way

Shared instructional resources reflect our collective investment in educator preparation. Stewardship of these environments demonstrates professionalism, respect for colleagues, and commitment to future candidates.

#51 Laboratory Safety

Purpose

Simulation laboratories and innovative learning environments shall provide safe, accessible, inclusive, and professionally managed instructional settings that promote active learning while protecting the well-being of candidates, faculty, guests, and visitors.

Safety extends beyond physical environments to include instructional technology, accessibility, psychological safety during simulation experiences, emergency preparedness, and responsible professional conduct.

> **Department Standard 5.6: Safe Learning Environments**
>
> Every laboratory, simulation experience, and innovative learning environment shall operate according to established safety expectations designed to protect participants while supporting effective learning.
>
> Faculty assigned to these environments are responsible for maintaining safe instructional conditions throughout all scheduled learning experiences.

Physical Safety

Prior to instruction, faculty shall:

- verify that instructional spaces are free from obvious hazards;
- ensure aisles and emergency exits remain unobstructed;
- confirm that furniture arrangements permit safe movement throughout the classroom;
- identify any equipment concerns requiring immediate attention; and
- communicate emergency exit procedures when appropriate.

Technology Safety

Faculty shall ensure:

- equipment is operated according to manufacturer specifications;
- cables and charging equipment do not create trip hazards;
- devices are stored appropriately when not in use;
- simulation technologies are operated only by trained faculty or authorized personnel; and
- candidate access to administrative technology functions remains restricted.

Accessibility

Learning environments shall remain accessible throughout instruction.

Faculty shall ensure:

- wheelchair-accessible pathways remain open;
- adjustable furnishings remain available when needed;
- instructional materials support accessibility expectations;
- room configurations do not create unnecessary participation barriers.

Psychological Safety During Simulation

Simulation frequently requires candidates to engage in unfamiliar instructional situations.

Faculty shall establish learning environments that encourage risk-taking, reflection, and professional growth.

Simulation facilitators shall:

- communicate learning objectives before beginning simulations;
- clarify that simulation is designed for learning rather than performance evaluation alone;
- maintain respectful facilitation;
- prohibit ridicule or public embarrassment;
- facilitate structured debriefing following simulation activities.

Candidates are expected to maintain confidentiality regarding individual simulation performance outside scheduled instructional activities.

Emergency Procedures

Faculty shall immediately follow College emergency procedures in the event of:

- medical emergencies;
- fire alarms;
- severe weather;
- technology-related safety concerns;

- security incidents.

Emergency contact information shall remain readily available within each laboratory.

Operational Checklist

Faculty shall verify:

☐ Emergency exits accessible.

☐ Room configuration safe.

☐ Technology functioning properly.

☐ Accessibility maintained.

☐ Safety expectations communicated.

☐ Simulation psychological safety established.

The SCF Education Way

Safe learning environments create the conditions necessary for meaningful learning, thoughtful risk-taking, and professional growth.

Section VI

Assessment, Continuous Improvement, and Accreditation

How do we know we're making a difference, and how do we keep improving?

Using evidence, reflection, and collaboration to strengthen educator preparation.

Introduction

The SCF Education Department believes that assessment is far more than the measurement of learning, it is also the ongoing process of understanding learning in order to improve it. Every assignment, observation, lesson, field experience, and conversation provides evidence that informs instructional decisions and strengthens our educator preparation programs.

Assessment is not an isolated event conducted at the end of a course, nor is it simply a requirement for grading or accreditation. It is a continuous cycle of inquiry that helps faculty answer essential questions:

- Are our candidates learning?
- Are they developing into exceptional educators?
- How do we know?
- What should we improve next?

Evidence alone does not improve programs. Reflection, collaboration, and purposeful action transform evidence into meaningful change.

Continuous improvement is therefore embedded in our daily work as faculty. Every course revision, rubric calibration, curriculum discussion, clinical observation, and professional conversation contributes to preparing future educators who will positively impact students, schools, and communities.

Accreditation is not the purpose of assessment.

Preparing exceptional educators is.

Assessment simply helps us ensure we continue fulfilling that purpose with excellence.

#54 Philosophy of Assessment

Purpose

Assessment serves as a tool for learning, reflection, decision-making, and continuous improvement. Within the Education Department, assessment provides meaningful evidence that informs instruction, supports candidate development, strengthens programs, and demonstrates our commitment to excellence in educator preparation.

Assessment should always answer an instructional question before it satisfies a reporting requirement.

Department Standard 6.1: Assessment for Learning

Assessment practices throughout the Education Department shall be intentionally designed to:

- improve candidate learning;
- provide meaningful feedback;
- guide instructional decisions;
- monitor professional competency;
- evaluate program effectiveness; and
- support continuous improvement.

Assessment should be viewed as an ongoing conversation about learning rather than a single measurement of performance.

Faculty Responsibilities

Faculty are expected to:

- Design assessments aligned to course outcomes and professional standards.
- Utilize a variety of formative and summative assessment strategies.
- Provide timely, actionable feedback that promotes candidate growth.
- Review assessment results to identify instructional strengths and opportunities for improvement.
- Participate in department assessment discussions and calibration activities.
- Use assessment evidence to refine instruction and curriculum over time.

Assessment as a Continuous Cycle

Assessment within the Education Department follows a continuous cycle:

1. Establish meaningful learning outcomes.
2. Design authentic assessments aligned to those outcomes.
3. Collect evidence of candidate learning.
4. Interpret the evidence collaboratively.
5. Implement instructional or program improvements.
6. Evaluate the impact of those improvements.
7. Begin the cycle again.

Continuous improvement occurs not because we collect more data, but because we ask better questions about the evidence we already have.

Types of Evidence

Faculty may utilize multiple forms of evidence, including:

- performance assessments;
- signature assignments;
- clinical observations;
- candidate reflections;
- discussion participation;
- lesson plans;
- portfolios;
- demonstrations of professional dispositions;
- field experience evaluations;
- certification examination results.

No single assessment should define candidate growth. Multiple sources of evidence provide a more complete picture of developing professional competence.

Who Do I Contact?

Question	Contact
Course assessment design	Program Coordinator
Signature assessments	Department Assessment Lead or Program Coordinator
Assessment reporting	Department Chair
Accreditation evidence	Department Chair and Dean
Canvas assessment tools	Instructional Support or IT

Operational Checklist

☐ Learning outcomes clearly identified.

☐ Assessments aligned with outcomes.

☐ Feedback provided.

☐ Assessment results reviewed.

☐ Instructional adjustments documented.

☐ Reflection completed.

Leadership Reflection

Assessment should answer a question that matters.

What is one insight about student learning that changed the way you teach?

The SCF Education Way

We assess because we care deeply about learning. Evidence helps us understand where our candidates are today and how we can help them become even stronger educators tomorrow.

#55 Candidate Learning Outcomes and Signature Assessments

What evidence tells us candidates are becoming exceptional educators?

Purpose

The Education Department prepares educator candidates to positively influence PK–12 learners through knowledge, instructional expertise, ethical practice, collaboration, and continuous reflection. Candidate Learning Outcomes (CLOs) and Signature Assessments provide meaningful evidence that candidates are progressing toward these expectations and are prepared to enter the profession.

Signature Assessments represent authentic demonstrations of professional competence rather than isolated assignments. Together with course assessments, clinical evaluations, professional dispositions, and certification measures, they provide a comprehensive picture of candidate growth across the educator preparation program.

Assessment should never ask, *"Did the candidate complete the assignment?"*

Instead, it should ask:

What evidence demonstrates that this candidate is becoming an exceptional educator?

Department Standard 6.2: Authentic Demonstrations of Professional Competence

Signature Assessments shall:

- align with Program Learning Outcomes and Student Learning Outcomes;
- demonstrate progression toward mastery of the Florida Educator Accomplished Practices (FEAPs) and other applicable professional standards;
- reflect authentic responsibilities of practicing educators;
- provide consistent expectations across course sections through shared rubrics and calibration; and
- generate meaningful evidence that informs candidate growth and program improvement.

No single assessment shall determine candidate readiness. Multiple sources of evidence provide the most accurate picture of professional competence.

Faculty Responsibilities

Faculty are expected to:

- Implement Signature Assessments with fidelity to departmental expectations.
- Clearly communicate learning outcomes and performance expectations to candidates.
- Utilize department-approved rubrics and scoring guides.
- Participate in rubric calibration and scoring discussions.
- Provide feedback that supports candidate reflection and growth.
- Submit assessment data according to established departmental timelines.
- Identify candidates requiring additional support and collaborate with colleagues to determine appropriate interventions.

Faculty are encouraged to help candidates understand not only *what* is being assessed, but *why* each assessment reflects authentic professional practice.

Signature Assessments as Authentic Practice

Signature Assessments should mirror the work of professional educators whenever possible. Examples may include:

- standards-based lesson and unit planning;
- instructional delivery;
- assessment design and analysis;
- IEP or intervention planning;
- classroom management and learning environment design;
- literacy instruction;
- collaboration and family engagement;
- reflective practice;
- professional presentations;
- capstone experiences and clinical evaluations.

Candidates should recognize these assessments as opportunities to practice the work of teaching rather than simply complete course requirements.

Calibration and Consistency

To ensure equitable evaluation across programs and instructional modalities, faculty participate in ongoing calibration activities that promote:

- shared interpretation of rubric criteria;
- consistent scoring practices;
- meaningful professional dialogue;
- continuous refinement of assessment expectations.

Calibration strengthens both assessment reliability and faculty collaboration.

Who Do I Contact?

Question	Contact
Signature Assessment implementation	Program Coordinator
Rubric calibration	Department Assessment Lead
FEAP alignment	Program Coordinator
Candidate intervention	Department Chair or Program Coordinator
Assessment reporting	Department Assessment Lead

Operational Checklist

☐ Signature Assessment implemented as designed.

☐ Learning outcomes communicated.

☐ Department rubric utilized.

☐ Feedback provided.

☐ Assessment data submitted.

☐ Candidates requiring support identified.

Leadership Reflection

Every Signature Assessment should answer one question:

If this candidate were responsible for a classroom tomorrow, what evidence demonstrates readiness?

The SCF Education Way

We design assessments that reflect the authentic work of educators because our candidates deserve opportunities to demonstrate the knowledge, skills, dispositions, and reflective habits that define exceptional teaching.

#56 Assessment Data and Instructional Decision-Making

How do faculty use evidence to improve teaching and learning?

Purpose

Assessment data become valuable only when they inform action. Faculty use evidence not to judge learners, but to better understand learning, identify strengths, recognize barriers, and make thoughtful instructional decisions that improve candidate outcomes.

The Education Department views data as a conversation about learning rather than a collection of numbers. When interpreted collaboratively and thoughtfully, assessment evidence becomes a catalyst for instructional innovation, candidate support, and program improvement.

Department Standard 6.3: Evidence-Informed Instruction

Faculty shall routinely analyze assessment evidence to guide instructional decisions, improve candidate learning, and strengthen course design.

Assessment data should inform instructional adjustments before, during, and after instruction rather than serving solely as end-of-course documentation.

Faculty Responsibilities

Faculty are expected to:

- Review formative and summative assessment results.
- Identify learning trends and instructional patterns.
- Use evidence to modify instructional strategies and supports.
- Monitor the effectiveness of instructional changes over time.
- Share insights with colleagues during collaborative assessment discussions.
- Document significant instructional improvements resulting from assessment evidence.

Using Evidence Throughout the Learning Cycle

Assessment data may prompt faculty to:

- reteach concepts using alternative approaches;
- adjust pacing or sequencing;
- revise learning activities;
- strengthen accessibility and differentiation;
- modify assessment design;
- provide targeted interventions;
- enhance feedback practices;
- identify exemplary instructional strategies to expand across courses.

Evidence should lead to action, not simply documentation.

Collaborative Data Conversations

Faculty are encouraged to engage in collaborative discussions focused on questions such as:

- What patterns are emerging across sections?
- Which instructional approaches appear most effective?
- Where are candidates consistently struggling?
- Which supports are improving learning?
- What should we continue, refine, or redesign?

Collaborative interpretation often reveals insights that individual analysis may overlook.

Who Do I Contact?

Question	Contact
Course assessment analysis	Program Coordinator
Department data review	Department Chair
Candidate intervention planning	Program Coordinator
Assessment reporting	Department Assessment Lead

Operational Checklist

☐ Assessment evidence reviewed.

☐ Learning trends identified.

☐ Instructional adjustments implemented.

☐ Impact monitored.

☐ Collaborative reflection completed.

Leadership Reflection

Data become meaningful only when they influence what we do next.

What instructional decision have you made because of evidence rather than assumption?

The SCF Education Way

Evidence helps us see learners more clearly. Reflection helps us teach them more effectively.

#57 Continuous Improvement

How do we improve as individual educators, programs, and a department?

Purpose

Continuous improvement is the deliberate and ongoing process of strengthening teaching, learning, educator preparation, and organizational effectiveness through evidence, reflection, collaboration, and purposeful action. It is not a project completed during accreditation cycles or annual reporting periods—it is the mindset that guides our daily work.

At the SCF Education Department, improvement is viewed as both an individual and collective responsibility. Faculty continually refine instruction, programs evolve to meet emerging educational needs, partnerships grow through shared learning, and departmental systems adapt to better serve educator candidates and the communities they will one day lead.

Continuous improvement begins with curiosity. It is sustained through reflection. It is realized through action.

Our commitment is not to maintaining the status quo, but to becoming better than we were yesterday.

Department Standard 6.4: Continuous Improvement as a Shared Responsibility

Continuous improvement is a shared responsibility that involves every member of the Education Department.

Faculty are expected to engage in reflective practice, contribute to collaborative decision-making, utilize evidence to guide instructional and programmatic improvements, and actively participate in initiatives that strengthen educator preparation.

Improvement efforts should be intentional, evidence-informed, collaborative, and aligned with the department's mission of preparing exceptional educators.

Continuous improvement is not driven by the pursuit of perfection. It is driven by a commitment to learning, innovation, and service.

Faculty Responsibilities

Faculty contribute to continuous improvement by:

- Reflecting regularly on instructional effectiveness and candidate learning.
- Reviewing assessment evidence to identify strengths, trends, and opportunities for growth.
- Participating in curriculum review, assessment discussions, and program planning.
- Implementing evidence-informed instructional improvements.
- Collaborating with colleagues to solve shared challenges.
- Supporting departmental initiatives that strengthen educator preparation.
- Sharing effective practices and innovative ideas across programs.
- Remaining open to feedback and professional learning.
- Documenting improvements and evaluating their impact over time.

Every faculty member contributes to the department's culture of continuous improvement regardless of role, rank, or years of experience.

#58 The Department Improvement Cycle

Continuous improvement within the SCF Education Department follows an intentional cycle of inquiry and action. While individual initiatives may vary, the underlying process remains consistent.

Department Standard 6.5

Improvement Through Inquiry and Action

The SCF Education Department engages in a recurring cycle of evidence gathering, collaborative reflection, priority setting, purposeful action, impact evaluation, shared learning, and renewed inquiry to strengthen candidate learning, instructional practice, program quality, partnerships, and organizational effectiveness. Improvement occurs across faculty, course, program, department, and partnership levels and is sustained when evidence and reflection lead to intentional action rather than documentation alone.

1. Gather Evidence

Improvement begins by seeking meaningful evidence from multiple perspectives.

Evidence may include:

- candidate performance;
- Signature Assessment results;
- clinical evaluations;
- course assessments;
- faculty observations;
- candidate feedback;
- mentor teacher input;
- employer feedback;
- certification examination results;
- advisory committee recommendations;
- scholarship and emerging research.

Evidence should help us understand what is happening—not simply confirm what we already believe.

2. Reflect Collaboratively

Evidence gains meaning through thoughtful conversation.

Faculty are encouraged to examine evidence together by asking questions such as:

- What patterns are emerging?
- What surprised us?
- Where are candidates thriving?
- Where do challenges persist?
- What assumptions should we reconsider?
- What additional evidence might we need?

Collaborative reflection strengthens decision-making by incorporating diverse experiences and perspectives.

3. Identify Priorities

Not every challenge can, or should, be addressed simultaneously.

The department intentionally identifies priorities based on:

- impact on candidate learning;
- alignment with departmental goals;
- professional standards;

- accreditation expectations;
- available resources;
- urgency and feasibility.

Prioritizing improvement efforts allows the department to focus energy where it will have the greatest positive influence.

4. Implement Improvements

Reflection should lead to meaningful action.

Examples of improvement efforts may include:

- revising curriculum;
- redesigning assignments;
- improving Signature Assessments;
- strengthening clinical partnerships;
- enhancing accessibility;
- incorporating emerging technologies;
- expanding faculty professional learning;
- refining advising practices;
- improving communication systems;
- developing new candidate supports.

Innovation does not always require dramatic change. Often, meaningful improvement begins with thoughtful adjustments implemented consistently over time.

5. Evaluate Impact

Every improvement initiative should be evaluated to determine whether it produced the intended results.

Faculty should consider questions such as:

- Did candidate learning improve?
- Did faculty experience become more effective?
- Did the change address the original concern?
- What evidence demonstrates success?
- What additional refinement is needed?

Continuous improvement values learning from both successful and unsuccessful initiatives.

6. Share Learning

Growth accelerates when learning is shared.

Faculty are encouraged to communicate successful practices through:

- department meetings;
- Education Ignite;
- Adjunct Spark;
- faculty learning communities;
- conference presentations;
- collaborative planning sessions;
- mentoring relationships;
- scholarly publications.

Sharing learning transforms individual improvement into departmental capacity.

7. Begin Again

Continuous improvement has no finish line.

Each cycle of reflection generates new questions, new opportunities, and new possibilities for growth.

Rather than seeking a final destination, we cultivate a department that continually learns, adapts, and evolves.

Improvement is not an event.

It is our way of working.

Levels of Continuous Improvement

Continuous improvement occurs across multiple interconnected levels.

Individual Faculty

Faculty reflect upon instructional practice, feedback, professional learning, and candidate outcomes to strengthen teaching effectiveness.

Course Improvement

Courses are refined through assessment evidence, candidate feedback, accessibility reviews, instructional innovation, and alignment with current research and professional standards.

Program Improvement

Faculty collaboratively review curriculum, learning outcomes, Signature Assessments, field experiences, and candidate performance to strengthen educator preparation across the program.

Department Improvement

Department-wide initiatives focus on strategic planning, operational effectiveness, collaboration, technology integration, faculty development, and organizational culture.

Clinical and Community Partnerships

Continuous improvement extends beyond campus through meaningful collaboration with school districts, mentor teachers, advisory boards, community organizations, and professional partners. These relationships provide valuable perspectives that help ensure educator preparation remains relevant, responsive, and impactful.

Innovation Through Reflection

Innovation rarely begins with a new technology or initiative.

It begins with a question.

Faculty who regularly ask:

- How might this lesson be more engaging?
- How could this assessment better measure learning?
- What barriers might candidates be experiencing?
- What additional supports could improve success?

- What emerging research should influence our practice?

create environments where innovation becomes a natural outcome of reflective practice.

Within the Education Department, innovation is not pursued for novelty, it is pursued to improve learning.

Who Do I Contact?

Question	Contact
Course improvement	Program Coordinator
Curriculum revisions	Program Coordinator and Department Chair
Assessment and data review	Department Assessment Lead
Program improvement initiatives	Department Chair
Strategic planning	Department Chair
Professional learning opportunities	Department Chair or Faculty Mentor

Operational Checklist

☐ Reviewed candidate learning evidence.

☐ Participated in collaborative reflection.

☐ Identified instructional or program priorities.

☐ Implemented evidence-informed improvements.

☐ Evaluated the effectiveness of changes.

☐ Shared successful practices with colleagues.

☐ Documented improvement efforts for future planning.

Leadership Reflection

Continuous improvement begins with a willingness to ask difficult questions and ends with a commitment to meaningful action.

What is one improvement that could have the greatest positive impact on candidate learning this year, and what evidence will help you know whether it made a difference?

The SCF Education Way

Continuous improvement is not something we do in preparation for accreditation.

It is how we honor our commitment to educator candidates, our colleagues, our school partners, and the profession.

Every reflection strengthens our understanding.

Every conversation broadens our perspective.

Every improvement, large or small, creates new possibilities for learning.

By embracing evidence, collaboration, and purposeful innovation, we cultivate a department that never stops learning because the educators we prepare deserve nothing less.

We do not pursue improvement because we are falling short. We pursue improvement because excellence is never finished.

#59 Accreditation and Quality Assurance

How does accreditation strengthen, rather than define, our pursuit of excellence?

Purpose

The Education Department is committed to preparing exceptional educators through intentional program design, evidence-informed decision-making, and a culture of continuous improvement. Accreditation and quality assurance processes provide opportunities to demonstrate that commitment while strengthening our programs for future candidates.

Accreditation does not define quality. It verifies our commitment to it.

Quality exists because faculty intentionally design meaningful learning experiences, cultivate strong clinical partnerships, assess candidate growth, reflect upon evidence, and continually improve their practice. Accreditation simply provides a structured process for documenting and communicating that work.

Within the SCF Education Department, accreditation is viewed as a shared responsibility that promotes transparency, accountability, innovation, and excellence. It is not the work of a committee or a single administrator, it reflects the collective efforts of every faculty member who contributes to educator preparation.

Department Standard 6.6: Shared Ownership of Accreditation

Quality assurance and accreditation are shared responsibilities of all faculty members.

Every course taught, Signature Assessment implemented, clinical observation completed, curriculum discussion held, and improvement initiative documented contributes to the department's ability to demonstrate excellence.

Faculty are expected to understand how their work contributes to program quality and to participate in accreditation-related activities appropriate to their role.

Faculty Responsibilities

Faculty contribute to accreditation and quality assurance by:

- implementing approved curriculum and Signature Assessments with fidelity;
- aligning instruction with Student Learning Outcomes, Program Learning Outcomes, FEAPs, and other applicable standards;
- maintaining current course materials and assessment documentation;
- participating in curriculum review and assessment calibration;
- submitting requested assessment data and evidence according to established timelines;
- documenting instructional improvements and reflective practice;

- participating in accreditation meetings, workshops, and program review activities when requested;
- maintaining records that support evidence of candidate learning and program effectiveness.

Faculty are encouraged to view accreditation activities as opportunities for professional reflection and collaborative learning rather than compliance tasks.

#60 Accreditation as Continuous Improvement

Accreditation is most valuable when it encourages meaningful questions such as:

- Are candidates developing the competencies required of effective educators?
- Are our instructional practices aligned with current research?
- How effectively are we preparing candidates for today's classrooms?
- What evidence demonstrates candidate growth across the program?
- How can we strengthen partnerships with schools and community organizations?
- What innovations should we pursue next?

The answers to these questions should guide ongoing improvement rather than simply fulfill reporting expectations.

Department Standard 6.7 Accreditation as Evidence of Quality

Accreditation processes are integrated within the department's culture of continuous improvement so that evidence collected for quality assurance informs meaningful reflection, program review, innovation, and purposeful refinement. Evidence should be gathered systematically, interpreted collaboratively, documented responsibly, and used to strengthen educator preparation rather than collected solely to satisfy reporting requirements.
Accreditation does not define quality. It verifies our commitment to it.

Evidence Collection

Meaningful evidence of program quality may include:

- Signature Assessment results;
- candidate performance data;
- clinical evaluations;
- employer and mentor feedback;
- completer surveys;
- certification examination results;
- course assessments;
- candidate reflections;
- faculty scholarship;
- advisory board recommendations;
- program review findings;
- documentation of continuous improvement initiatives.

Evidence should be collected systematically, interpreted collaboratively, and utilized intentionally to improve educator preparation.

Program Review

Program review is a continuous process that examines the effectiveness of curriculum, instruction, assessment, clinical experiences, candidate outcomes, and partnerships.

Faculty participate by:

- reviewing assessment evidence;
- examining curriculum alignment;
- identifying emerging educational trends;
- recommending revisions;
- documenting improvement efforts;
- evaluating the effectiveness of implemented changes.

Program review should encourage innovation while preserving the strengths that define the department.

Documentation Expectations

Accurate documentation strengthens continuity, supports accreditation, and preserves institutional knowledge.

Faculty are expected to maintain documentation appropriate to their responsibilities, including:

- assessment results;
- curriculum revisions;
- meeting participation;
- continuous improvement initiatives;
- calibration activities;
- professional development related to educator preparation;
- instructional innovations.

Documentation should be organized, accessible, and maintained using approved departmental systems.

Everyone Contributes

Quality assurance succeeds because every faculty member contributes unique expertise.

Whether teaching one course, coordinating a program, supervising clinical experiences, mentoring colleagues, or serving on committees, every role contributes to the department's ability to prepare exceptional educators.

No contribution is too small.

Collectively, these efforts demonstrate our commitment to excellence.

Who Do I Contact?

Question	Contact
Accreditation processes	Department Chair and Dean
Program review	Program Coordinator
Assessment reporting	Department Evaluation Lead
Continuous improvement documentation	Department Chair

Curriculum revisions	Program Coordinator

Operational Checklist

☐ Assessment evidence submitted.

☐ Signature Assessments implemented.

☐ Course documentation current.

☐ Continuous improvement activities documented.

☐ Accreditation requests completed by established timelines.

☐ Collaboration in program review activities.

Leadership Reflection

Quality is created every day through intentional decisions—not during accreditation visits.

How does your daily work contribute to the long-term excellence of our educator preparation programs?

#61 Faculty Scholarship and Evidence-Based Practice

How do we contribute new knowledge and model professional inquiry?

Purpose

Exceptional educator preparation requires faculty who remain active learners, thoughtful practitioners, and contributors to the profession. Scholarship extends beyond traditional research to include inquiry into teaching, curriculum, clinical practice, community partnerships, and innovations that improve learning.

Faculty scholarship strengthens instruction, enriches candidate experiences, advances the profession, and demonstrates the habits of lifelong learning we seek to cultivate in future educators.

Professional inquiry is not separate from teaching.

It is an essential part of excellent teaching.

Department Standard 6.8 Scholarship as Professional Responsibility

Faculty are encouraged to engage in scholarly and professional activities that contribute to educator preparation, strengthen instructional practice, advance educational knowledge, and enhance community partnerships.

Scholarship should reflect the department's commitment to evidence-based practice, innovation, inclusion, collaboration, and continuous improvement.

Faculty Responsibilities

Faculty are encouraged to:

- integrate current educational research into instruction;
- engage in scholarly inquiry appropriate to their role;
- participate in professional learning communities;
- disseminate knowledge through presentations or publications;
- contribute to curriculum innovation;
- mentor candidates and colleagues in professional inquiry;
- collaborate across disciplines and institutions when appropriate.

Evidence-Based Teaching

Instruction should be informed by current educational research, professional standards, practitioner expertise, and candidate needs.

Faculty are encouraged to regularly examine emerging literature and thoughtfully integrate evidence-based practices into course design, instructional strategies, assessment, and clinical preparation.

Evidence-based practice requires thoughtful professional judgment rather than rigid adherence to any single instructional approach.

Scholarship of Teaching and Learning (SoTL)

Faculty are encouraged to investigate questions arising from their own instructional practice, including:

- candidate engagement;
- instructional innovation;
- accessibility;
- Universal Design for Learning;
- simulation;
- clinical education;
- assessment;
- technology integration;
- educator preparation.

Findings may inform both individual instruction and departmental improvement.

Action Research

Action research provides opportunities to examine authentic questions emerging from teaching and learning.

Faculty may engage in systematic inquiry by:

- identifying instructional challenges;
- implementing evidence-informed interventions;
- collecting data;
- reflecting upon outcomes;
- sharing findings with colleagues.

Action research strengthens reflective practice while directly benefiting candidates.

Conference Presentations and Publications

Faculty are encouraged to share their expertise through:

- conference presentations;
- scholarly publications;
- practitioner journals;
- invited workshops;
- webinars;
- podcasts;
- professional learning events.

Disseminating knowledge strengthens both individual professional growth and the reputation of the Education Department.

Grants and Innovation

Grant development supports innovation, partnerships, research, and expanded opportunities for candidates.

Faculty are encouraged to collaborate in identifying funding opportunities that align with departmental priorities and improve educator preparation.

Community Partnerships and Collaborative Research

Meaningful scholarship frequently develops through collaboration with:

- PK–12 schools;
- community organizations;
- educational agencies;
- professional associations;
- higher education institutions;
- interdisciplinary colleagues.

These partnerships ensure scholarship remains responsive to the evolving needs of schools and communities.

Who Do I Contact?

Opportunity	Contact
Scholarship and research	Department Chair
Conference support	Department Chair or Dean
Grant development	Dean or designated grants office
Community partnerships	Program Coordinator
Collaborative research	Faculty colleagues and Department Chair

Operational Checklist

☐ Current research integrated into instruction.

☐ Professional learning goals pursued.

☐ Scholarship or inquiry documented.

☐ Opportunities for dissemination explored.

☐ Community partnerships strengthened.

☐ Professional Growth Portfolio updated.

Leadership Reflection

Scholarship is not simply the creation of new knowledge, it is the thoughtful application and sharing of knowledge that improves learning.

How are you contributing to the conversations that will shape the future of educator preparation?

The SCF Education Way

We believe faculty are both educators and learners. By engaging in inquiry, sharing knowledge, and remaining intellectually curious, we strengthen our department, enrich our candidates' experiences, and contribute to the advancement of education.

#62 Annual Reflection and Strategic Planning

How do we intentionally plan for the future using evidence, reflection, and shared purpose?

Purpose

Reflection transforms experience into learning. Strategic planning transforms learning into purposeful action.

Each academic year provides opportunities to celebrate accomplishments, evaluate challenges, strengthen partnerships, and envision new possibilities for educator preparation. The Education Department intentionally pauses to reflect upon its work, not because the year has ended, but because meaningful growth begins by understanding where we have been and where we aspire to go next.

Strategic planning is most effective when it honors evidence, embraces collaboration, and remains grounded in the department's mission, vision, and values.

Department Standard 6.9 Reflection Guides Growth

Education Department faculty participate in evidence-informed, collaborative, and future-focused reflection and planning that supports improvement at the course, program, department, and professional levels. Annual reflection should celebrate effective practice, examine evidence and challenges, establish meaningful priorities and goals, clarify responsibilities, monitor progress, and translate learning into purposeful action that strengthens future educator preparation.

Faculty Responsibilities

Faculty contribute to annual reflection by:

- reviewing candidate learning outcomes;
- reflecting upon instructional practice;
- identifying successful innovations;
- examining opportunities for improvement;
- participating in departmental planning discussions;
- establishing professional goals;
- contributing ideas that advance educator preparation.

Annual Reflection Process

The department's annual reflection process includes:

1. Review evidence from the academic year.
2. Celebrate accomplishments and effective practices.
3. Identify instructional, programmatic, and operational priorities.
4. Reflect on candidate, faculty, and partner feedback.
5. Develop measurable improvement goals.
6. Establish responsibilities and timelines.
7. Monitor progress throughout the following year.

Reflection should conclude with clear action rather than documentation alone.

Department Innovation Workshops

Department innovation workshops provide dedicated opportunities for collaborative reflection, strategic planning, innovation, and relationship building.

Innovation Workshops may include:

- assessment review;
- curriculum discussions;
- emerging educational trends;
- faculty learning;
- program planning;
- partnership development;
- innovation showcases;
- strategic initiatives.

Strategic Alignment Sessions

Department priorities should align with:

- the College's mission and strategic plan;
- educator preparation standards;
- workforce and community needs;
- evidence gathered through assessment;
- faculty expertise and innovation;
- student success initiatives.

Strategic alignment sessions are a living process that evolves as new opportunities and challenges emerge.

Professional Goal Setting

Faculty are encouraged to establish annual goals that reflect growth in teaching, scholarship, service, leadership, and professional learning.

Goals should be meaningful, achievable, and connected to both individual aspirations and departmental priorities.

Program Priorities

Annual priorities will include, but are not limited to, initiatives such as:

- strengthening candidate outcomes;
- expanding clinical partnerships;
- enhancing accessibility;
- integrating emerging technologies;
- increasing scholarship;
- supporting faculty development;
- advancing continuous improvement;
- deepening community engagement.

Priorities should remain focused, measurable, and responsive to evidence.

Closing the Loop

Reflection achieves its purpose only when learning leads to action.

The department intentionally documents:

- what was learned;
- what changed;
- why those changes were made;
- what evidence demonstrates improvement; and
- what questions remain for the next cycle.

This process ensures that reflection becomes continuous improvement rather than historical record.

Who Do I Contact?

Question	Contact
Department strategic planning	Department Chair
Program planning	Program Coordinator
Professional goals	Department Chair or Mentor
Annual assessment review	Department Assessment Lead

Operational Checklist

☐ Annual reflection completed.

☐ Assessment evidence reviewed.

☐ Professional goals established.

☐ Department planning discussions attended.

☐ Improvement priorities documented.

☐ Progress monitoring scheduled.

Leadership Reflection

Reflection honors the past.

Strategic planning honors the future.

Looking back over the past year, what are we most proud of, and what will we courageously improve next?

The SCF Education Way

Our work is never complete because the needs of learners, schools, and communities continue to evolve.

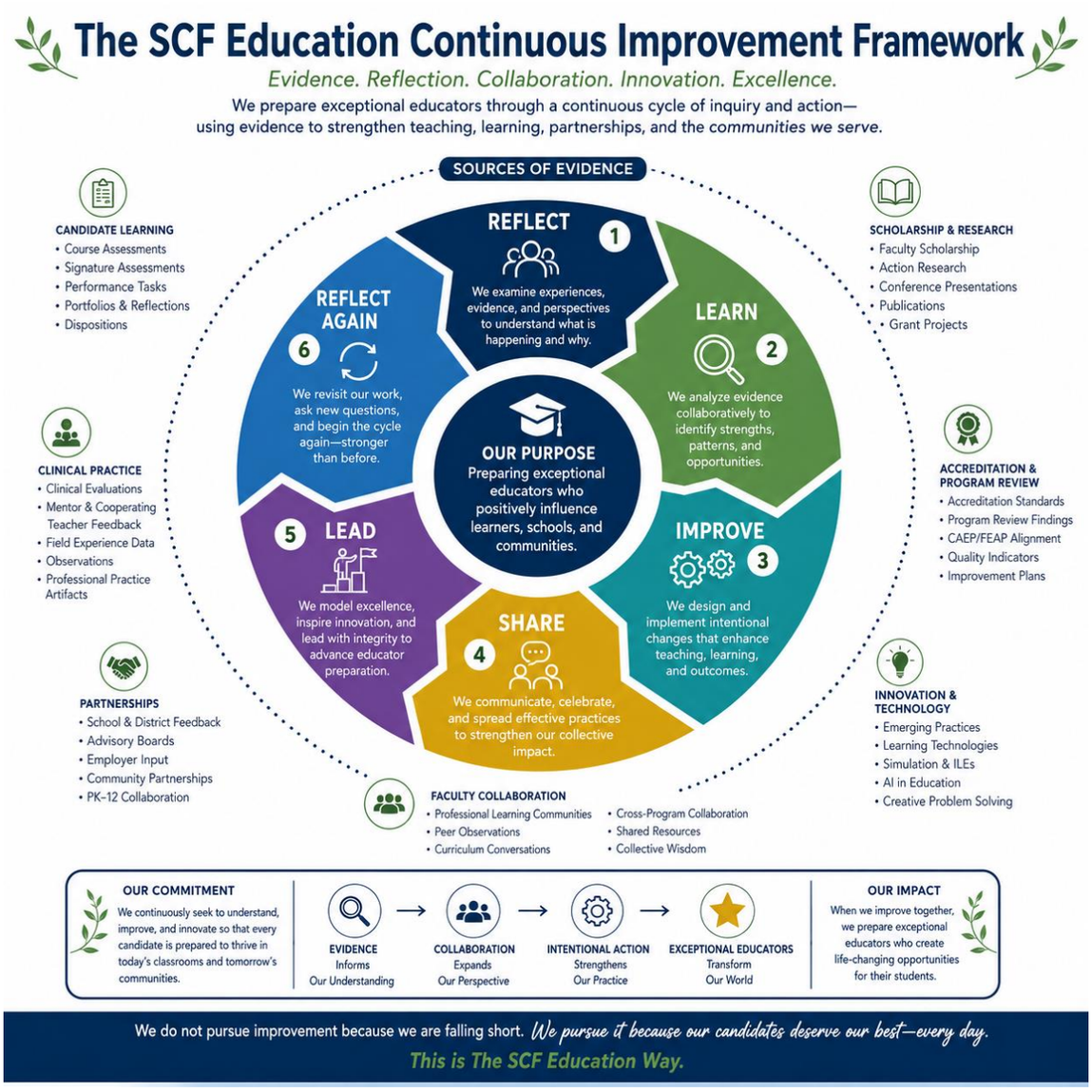
We reflect with humility.

We plan with purpose.

We innovate with courage.

We move forward together.

Every year offers a new opportunity to strengthen our programs, deepen our partnerships, and prepare exceptional educators who will make a lasting difference in the lives of countless learners.



Section VII

Technology and Administrative Operations

How do our systems and operations support teaching, learning, and collaboration?

Leveraging technology and operational systems to strengthen teaching, collaboration, and educator preparation.

Introduction

Technology and administrative systems are essential components of modern educator preparation. Within the SCF Education Department, technology serves a purpose beyond operational efficiency, it strengthens communication, supports collaboration, enhances instruction, improves candidate experiences, and advances continuous improvement.

Faculty are expected to utilize institutional technologies intentionally and professionally while modeling the effective integration of digital tools that candidates will encounter throughout their own teaching careers. Every platform, document, communication, and workflow contributes to the department's shared commitment to preparing exceptional educators.

Technology should simplify work, strengthen relationships, improve access to information, and enhance learning. Administrative processes should likewise support instructional excellence by creating consistency, transparency, and operational efficiency across programs.

#63 Microsoft Teams and Department Communication

Purpose

Microsoft Teams serves as the Education Department's primary collaborative workspace and professional learning community. It provides a centralized environment for communication, resource sharing, collaborative problem-solving, and continuous professional learning.

Rather than functioning solely as a messaging platform, Teams supports the department's collective work by connecting faculty, staff, and leadership through transparent communication and shared access to departmental knowledge.

Department Standard 7.1

Microsoft Teams serves as the Education Department's primary collaborative communication environment for department-wide communication, committee work, shared resources, collaborative planning, professional learning, and instructional innovation when appropriate, while email remains the official tool for institutional business requiring formal documentation or communication outside the department. Faculty use established communication systems transparently, professionally, and in ways that strengthen collaboration and preserve institutional knowledge.

Faculty Responsibilities

Faculty members are expected to:

- Review Microsoft Teams regularly during the workweek.
- Respond to department communications in a timely manner.
- Participate in designated Teams channels relevant to their role.
- Utilize Teams for collaborative discussions, committee work, and departmental initiatives.
- Maintain professional communication standards consistent with College expectations.
- Organize conversations within appropriate channels to promote transparency and institutional knowledge.

Faculty should avoid creating isolated communication pathways that limit access to information or duplicate departmental efforts.

Department Teams Structure

The Education Department maintains designated Teams areas/channels and OneNote to organize communication and resources. While channel names may evolve over time, the following categories should be maintained:

Department Announcements - OneNote

- Official updates from department leadership
- Meeting agendas and summaries

- Time-sensitive operational information

Faculty Collaboration – Teams Channel

- Instructional ideas and resources
- Curriculum discussions
- Assessment calibration
- Teaching strategies

Clinical Education – Teams Folder

- Placement updates
- Partnership communications
- Clinical documentation
- Internship resources

Program Areas – Teams Folder

- Program-specific planning
- Course coordination
- Accreditation artifacts
- Program initiatives

Professional Learning – Teams Chat/Folder

- Conference resources
- Research
- Articles
- Webinars
- Innovation in teaching

Recognition and Celebration – Teams Chat + OneNote

- Faculty accomplishments
- Candidate achievements
- Community partnerships
- Department milestones

Communication Expectations

When using Microsoft Teams or OneNote, faculty shall:

- Use channel conversations rather than private chats whenever information benefits the broader department.
- Tag individuals or groups only when action or response is requested.
- Maintain respectful and professional communication.
- Use clear subject headings.
- Share resources in appropriate channels rather than duplicating files.
- Avoid creating multiple versions of shared documents when collaborative editing is appropriate.

Building a Professional Learning Community

Microsoft Teams is intended to foster a culture of collaboration and shared learning.

Faculty are encouraged to regularly contribute:

- instructional strategies;
- innovative lesson ideas;
- successful classroom practices;
- simulation scenarios;
- technology tips;
- research articles;
- candidate success stories (while maintaining confidentiality);
- conference resources;
- accessibility ideas;
- Universal Design for Learning examples.

The department grows stronger when knowledge is shared rather than stored individually.

Operational Protocol

Daily Expectations

Faculty should:

- Review Teams at least twice minimum, for example, at the start and end of the workday.
- Respond to direct requests requiring action within two business days whenever possible.
- Participate in department discussions relevant to assigned responsibilities.
- Upload requested documents according to communication timelines.

Document Collaboration

Shared Documentation:

- One shared document will replace multiple emailed versions.
- Faculty should collaborate within shared files using version history rather than maintaining duplicate documents.
- Final versions should be stored in the department's designated document repository.

Meetings

Meeting agendas, supporting documents, minutes, recordings (when appropriate), and follow-up materials should be maintained within Microsoft Teams Folder (For example, OneNote linked) to support continuity and transparency.

Operational Checklist

Before posting or sharing information, ask:

☐ Is Teams the most appropriate communication platform?

☐ Is this information useful to others within the department?

☐ Should this be posted in a channel rather than sent privately?

☐ Does this communication require documentation through email instead?

☐ Is the information organized so others can easily locate it in the future?

Leadership Reflection

Strong departments communicate transparently.

Before sending a message, consider:

Will this communication strengthen collaboration, improve understanding, or help another faculty member succeed?

Future Ready Practice

Build Institutional Memory

Every shared resource, meeting summary, instructional strategy, or successful practice contributes to the department's collective expertise. By documenting and organizing our work within Teams, we reduce duplication of effort and enable future faculty to build upon previous innovation rather than starting from the beginning.

The SCF Education Way

Communication is more than the exchange of information, it is the foundation of collaboration, trust, and continuous improvement. We intentionally share ideas, celebrate successes, solve challenges together, and build a professional learning community that strengthens educator preparation for every candidate.

#64 Banner, Canvas, and Institutional Systems

Purpose

Institutional systems provide the operational foundation that supports teaching, learning, student success, and institutional effectiveness. Within the Education Department, Banner, Canvas, and related College systems are interconnected components of a single educational ecosystem. Faculty are expected to use these systems accurately, consistently, and intentionally to support candidates throughout their educational journey.

The quality of institutional data directly impacts advising, financial aid, accreditation, state reporting, scheduling, graduation, certification, and candidate success. Accurate use of institutional systems is therefore both an operational responsibility and a professional obligation.

Department Standard 7.2 Institutional Data Integrity

Education Department faculty maintain accurate, timely, complete, and appropriately secure information within Banner, Canvas, and other approved institutional systems. Institutional records should accurately reflect candidate participation, academic performance, attendance, course outcomes, and other required information because data quality directly affects student success, advising, financial aid, certification, accreditation, reporting, program quality, and institutional effectiveness.

Faculty Responsibilities

Faculty are responsible for:

- Maintaining current Canvas gradebooks.
- Verifying course enrollments at the beginning of each term.
- Completing attendance verification and census reporting by published deadlines.
- Recording grades that accurately reflect demonstrated learning.
- Maintaining current course information within Canvas.
- Communicating course expectations through approved institutional platforms.
- Utilizing institutional systems rather than personal tools for official academic records.

Canvas as the Instructional Hub

Every Education Department course shall utilize Canvas as the primary instructional environment.

Faculty shall ensure that each Canvas course includes:

- A current syllabus.
- Department-approved Canvas Shell structure.
- Accessible instructional materials.
- Clearly organized learning modules.
- Updated announcements.
- Current grades.
- Assignment rubrics where applicable.
- Instructor contact information.
- Student support resources.

Canvas should function as the central location where candidates can confidently locate all instructional materials and course expectations.

Data Accuracy Protocol

Faculty shall routinely verify that:

- student enrollments are accurate;
- assignment due dates reflect the current semester;
- grade calculations are functioning properly;
- links remain active;
- instructional materials are current;
- accessibility features remain functional.

Errors should be corrected promptly upon discovery.

Operational Checklist

☐ Attendance verified.

☐ Census reporting completed.

☐ Gradebook current.

☐ Modules published appropriately.

☐ Syllabus updated.

☐ Student information verified.

☐ Institutional deadlines met.

Leadership Reflection

Every accurate record supports a student's educational journey.

How does careful stewardship of institutional systems remove barriers and create a more consistent experience for candidates?

Future Ready Practice

Institutional systems should not simply document learning, they should provide meaningful information that helps faculty recognize patterns, intervene early, improve instruction, and strengthen educator preparation over time.

The SCF Education Way

Reliable systems create reliable experiences. Every accurate record, timely update, and organized course contributes to the trust our candidates place in the Education Department.

#65 Assessment Platforms

Purpose

Digital assessment platforms provide secure, efficient, and data-informed methods for measuring candidate learning and supporting program improvement. The Education Department utilizes approved assessment technologies to strengthen instructional decision-making, monitor candidate progress, and collect evidence for continuous improvement.

Assessment technology exists to enhance learning, not simply to administer tests.

Department Standard 7.3 Purposeful Digital Assessment

Digital assessment technologies are selected and used according to instructional purpose, assessment integrity, accessibility, security, and candidate learning needs. Faculty use approved assessment platforms to support valid and meaningful assessment, provide appropriate feedback, protect confidentiality, examine learning evidence, inform instructional decisions, and contribute to candidate support and program improvement.

Faculty Responsibilities

Faculty utilizing digital assessment platforms shall:

- Align assessments with stated learning outcomes.
- Verify assessment settings before deployment.
- Ensure accessibility accommodations are implemented when required.
- Review assessment analytics to inform instruction.
- Protect assessment security.
- Maintain candidate confidentiality.

Assessment Design Expectations

Digital assessments should:

- Measure authentic understanding.
- Utilize varied assessment formats when appropriate.
- Include meaningful feedback whenever possible.
- Support competency development.
- Provide actionable information for instructional improvement.

Faculty are encouraged to balance traditional assessment formats with performance-based measures that reflect authentic educator responsibilities.

Assessment Analytics

Assessment data shall be reviewed to:

- identify candidate learning trends;
- evaluate instructional effectiveness;
- strengthen future instruction;
- inform curriculum revision;
- support accreditation reporting;
- identify candidates requiring additional support.

Assessment analytics should become part of routine instructional reflection rather than solely an end-of-semester activity.

Operational Checklist

☐ Assessment settings verified.

☐ Accessibility accommodations reviewed.

☐ Analytics examined.

☐ Assessment security maintained.

☐ Candidate feedback provided.

☐ Data archived appropriately.

Leadership Reflection

Technology can score assessments quickly.

Only educators can thoughtfully interpret what those results mean for candidate learning.

How are assessment data informing your next instructional decision?

Future Ready Practice

Digital assessment platforms provide opportunities to examine learning across courses and programs. Faculty are encouraged to collaborate in reviewing trends, identifying strengths, and designing instructional improvements that extend beyond individual classrooms.

The SCF Education Way

Assessment technologies provide evidence. Faculty provide insight. Together they support exceptional educator preparation.

#66 SharePoint, OneDrive, and Department Knowledge Management

Purpose

The collective expertise of the Education Department is one of its greatest assets. SharePoint and OneDrive serve as the department's institutional knowledge management system, preserving instructional resources, operational documents, accreditation evidence, curriculum materials, and collaborative work for current and future faculty.

Knowledge should be shared, organized, and sustained rather than isolated within individual computers or email accounts.

Department Standard 7.4

Institutional Knowledge Management

Department documents and resources supporting curriculum, accreditation, clinical education, faculty development, operations, and continuous improvement are maintained within designated shared repositories so that institutional knowledge remains organized, current, secure, accessible, and sustainable beyond individual faculty assignments or employment. Faculty share responsibility for responsible document management, version control, confidentiality, accessibility, and preservation of approved departmental resources.

Faculty Responsibilities

Faculty shall:

- Store department documents within designated shared repositories.
- Utilize standardized folder structures.
- Maintain current versions of shared resources.
- Archive outdated materials according to department procedures.
- Avoid maintaining duplicate "final" versions of shared documents.
- Protect confidential information through appropriate permissions.

OneDrive

OneDrive serves as the faculty member's secure workspace for developing documents prior to departmental collaboration.

Faculty should utilize OneDrive for:

- draft materials;
- individual course development;
- working files;
- temporary document storage.

Documents intended for long-term departmental use should ultimately be transferred to the appropriate SharePoint location.

SharePoint

SharePoint serves as the Education Department's official repository for:

- curriculum documents;
- program resources;
- accreditation evidence;
- meeting materials;
- department standards;
- faculty development resources;
- committee documents;
- templates;
- operational procedures.

Faculty shall not maintain essential departmental resources exclusively within personal storage locations.

Document Version Control

When collaborating:

- Use shared documents rather than email attachments.
- Utilize version history instead of creating multiple files with similar names.
- Clearly identify documents that represent approved department versions.
- Remove duplicate or obsolete files during scheduled document reviews.

Annual Knowledge Review

Each academic year, program coordinators and designated faculty shall review shared repositories to:

- archive obsolete materials;
- verify document accuracy;
- update templates;
- confirm accessibility;
- identify missing resources.

This review supports continuity, onboarding, and long-term departmental effectiveness.

Operational Checklist

☐ Documents stored in appropriate repository.

☐ Current versions identified.

☐ Folder structure maintained.

☐ Accessibility verified.

☐ Confidential documents secured.

☐ Obsolete files archived.

Leadership Reflection

Every document created today becomes part of the department's legacy.

Will another faculty member be able to locate, understand, and build upon your work five years from now?

Future Ready Practice

An effective department preserves not only its documents but also its thinking. Consider attaching brief implementation notes, reflections, or lessons learned to major projects so future faculty understand the reasoning behind decisions, not just the final product.

The SCF Education Way

We build institutional knowledge through collaboration, thoughtful documentation, and a commitment to leaving the department stronger than we found it. Our collective work becomes a foundation upon which future faculty and candidates continue to grow.

#67 Purchasing and Procurement

Purpose

The Education Department is entrusted with financial resources that support educator preparation, instructional innovation, faculty development, simulation, clinical partnerships, and candidate success. Every purchasing decision should reflect thoughtful stewardship of institutional resources while advancing the department's mission of preparing exceptional educators.

Procurement is more than acquiring goods and services, it is an opportunity to invest strategically in teaching, learning, and continuous improvement.

Department Standard 7.5 Purposeful Resource Stewardship

Education Department purchasing decisions reflect responsible stewardship of College resources and intentionally support candidate learning, educator preparation, instructional innovation, accessibility, program quality, faculty development, operational effectiveness, or clinical and community partnerships. Faculty requesting resources consider instructional purpose, departmental priorities, sustainability, accessibility, existing assets, opportunities for shared use, and applicable College purchasing procedures.

Faculty Responsibilities

Faculty requesting purchases shall:

- Clearly articulate the instructional or operational purpose.
- Demonstrate alignment with departmental priorities.
- Consider long-term sustainability, maintenance, and replacement costs.
- Evaluate opportunities for shared use across multiple courses or programs.
- Consider accessibility and inclusive design when selecting instructional resources.
- Follow College purchasing procedures and timelines.

Whenever practical, faculty should explore existing departmental resources before requesting new purchases.

Instructional Resource Evaluation

Before requesting instructional resources, faculty should consider:

- How will candidates benefit?
- Will this improve educator preparation?
- Can multiple programs or instructors utilize this resource?
- Does it support evidence-based teaching practices?
- Does it improve accessibility or learner engagement?
- Can the resource be sustained financially over time?

- Does it duplicate an existing departmental resource?

Shared Resource Philosophy

Department purchases are intended to strengthen the Education Department as a whole.

Faculty are encouraged to view instructional resources as shared departmental assets that support collective success rather than individual ownership.

Operational Checklist

Before submitting a purchasing request:

☐ Instructional purpose clearly identified.

☐ Department priorities addressed.

☐ Existing resources reviewed.

☐ Accessibility considered.

☐ Sustainability evaluated.

☐ Shared use opportunities explored.

Leadership Reflection

Every purchasing decision communicates what we value.

Will this investment improve the experience of future educator candidates?

Future Ready Practice

When proposing new instructional resources, include a brief implementation plan describing how the resource will be integrated into instruction, evaluated for effectiveness, and shared with colleagues. This approach ensures that innovation extends beyond acquisition to meaningful instructional impact.

The SCF Education Way

We invest wisely because every resource entrusted to our department represents an opportunity to strengthen teaching, learning, and educator preparation.

#68 Travel, Professional Development, and Reimbursement

Purpose

Professional learning is essential to maintaining excellence in educator preparation. Conferences, workshops, site visits, certification programs, and professional organizations provide opportunities for faculty to expand their expertise, strengthen departmental innovation, and contribute to continuous improvement.

Professional development is not an individual benefit alone, it is a departmental investment.

Department Standard 7.6 Professional Learning as Shared Growth

Department-supported professional learning is an investment in both individual expertise and collective departmental capacity. Faculty participating in supported professional development engage in learning aligned with professional or departmental priorities, fulfill applicable approval and documentation requirements, share meaningful learning with colleagues, and identify ways new knowledge can strengthen instruction, candidate experiences, innovation, or program improvement.

Faculty Responsibilities

Faculty receiving department-supported professional development should:

- Align participation with departmental priorities.
- Attend approved sessions and activities.
- Maintain required documentation for reimbursement.
- Share key learning through an agreed-upon departmental format (e.g., Teams post, faculty meeting, workshop, resource guide, or demonstration lesson).
- Identify opportunities to integrate new learning into coursework or department initiatives.

Department Professional Learning Priorities

Priority consideration may be given to professional development that supports:

- Educator preparation.
- Universal Design for Learning.
- Clinical practice.
- Simulation and innovative learning environments.
- Assessment and accreditation.
- Artificial intelligence and educational technology.
- Literacy, exceptional student education, and evidence-based instructional practices.
- Leadership development.
- Faculty scholarship and research.

Operational Checklist

☐ Professional learning aligns with department priorities.

☐ Required approvals obtained.

☐ Reimbursement documentation submitted.

☐ Department learning shared.

☐ Instructional implementation identified.

Leadership Reflection

Professional learning reaches its greatest value when it influences more than one classroom.

How will this experience strengthen our department as a whole?

Future Ready Practice

Following significant conferences or professional learning experiences, faculty are encouraged to identify one instructional practice to implement during the next semester and one departmental idea to explore collaboratively. Continuous improvement occurs when learning is translated into action.

The SCF Education Way

We learn individually so we can grow collectively.

#69 Classroom Technology

Purpose

Technology within Education Department classrooms should enhance teaching, learning, collaboration, accessibility, and candidate engagement. Faculty are expected to model thoughtful technology integration that future educators can adapt to diverse PK–12 learning environments.

Technology should always serve pedagogy, not replace it.

Department Standard 7.7 Intentional Technology Integration

Instructional technology used within Education Department learning environments has a clearly defined pedagogical purpose and should strengthen learning, accessibility, engagement, collaboration, professional practice, or instructional effectiveness. Faculty model ethical and thoughtful technology integration, consider limitations and alternatives, prepare for interruptions, and help educator candidates critically evaluate digital tools according to their educational value rather than novelty or availability.

Faculty Responsibilities

Faculty shall:

- Test classroom technology prior to instruction whenever feasible.
- Design contingency plans for technology interruptions.
- Model ethical and accessible technology use.
- Explain instructional decisions related to technology integration.
- Encourage candidates to critically evaluate digital tools rather than simply adopt them.
- Integrate technology in ways that reflect authentic educator practice.

Modeling Professional Technology Use

Faculty serve as technology role models for future educators.

Whenever technology is incorporated into instruction, faculty are encouraged to briefly discuss:

- the instructional rationale;
- accessibility considerations;
- classroom management implications;
- potential limitations; and
- how similar strategies might be adapted for PK–12 classrooms.

These conversations help candidates become thoughtful instructional designers rather than technology consumers.

Operational Checklist

☐ Technology tested.

☐ Backup plan available.

☐ Accessibility considered.

☐ Instructional purpose communicated.

☐ Candidate reflection encouraged.

Leadership Reflection

Every technology decision teaches something beyond course content.

What are candidates learning about effective technology integration by observing your teaching?

Future Ready Practice

Invite candidates to critique technology choices as instructional designers. Asking *"Would this improve learning for your future students?"* cultivates the habit of selecting technology based on purpose rather than novelty.

The SCF Education Way

Technology is most powerful when it deepens learning, expands access, and strengthens human connection.

#70 Information Technology Support

Purpose

Reliable technology support enables faculty to focus on teaching while ensuring that candidates experience consistent, high-quality learning environments. Prompt reporting of technical issues and thoughtful collaboration with Information Technology professionals contribute to instructional continuity and operational excellence.

Department Standard 7.8 Shared Responsibility for Technology Reliability

Education Department faculty share responsibility for dependable instructional technology by preparing proactively, maintaining familiarity with commonly used systems, reporting technical concerns promptly, collaborating with College technology personnel, communicating when disruptions affect candidates, and maintaining instructional continuity through appropriate alternative plans. Technology reliability is supported through preparation, communication, collaboration, and continuous evaluation rather than assumed to be solely an Information Technology responsibility.

Faculty Responsibilities

Faculty shall:

- Review classroom technology before scheduled instruction whenever practical.
- Report technical concerns promptly using College procedures.
- Maintain familiarity with commonly used instructional technologies.
- Preserve instructional continuity when technology challenges occur.
- Communicate with candidates when technology issues affect course activities.
- Participate in department technology training as new systems are introduced.

Technology Issue Protocol

When technology concerns arise:

1. Determine whether the issue can be resolved using available classroom resources.
2. Report unresolved issues through the College's technology support system.
3. Notify the Department Chair or designated coordinator if the issue significantly affects instruction.
4. Implement an alternative instructional plan when necessary.
5. Document recurring concerns that may require long-term solutions.

Continuous Technology Improvement

The department will periodically evaluate:

- classroom technology reliability;
- faculty technology needs;
- candidate feedback;
- emerging instructional technologies;
- accessibility improvements;
- technology professional learning priorities.

These evaluations will inform future planning and resource allocation.

Operational Checklist

☐ Technology reviewed before instruction.

☐ Issues reported promptly.

☐ Backup instructional plan available.

☐ Candidates informed when needed.

☐ Training completed for new technologies.

Leadership Reflection

Technology support is a partnership.

How can proactive planning reduce instructional disruptions and create a more consistent learning experience for candidates?

Future Ready Practice

View technology issues as opportunities to model adaptability. When challenges arise, explain your problem-solving process to candidates. Demonstrating flexibility, resilience, and instructional decision-making during unexpected situations models the professional dispositions expected of effective educators.

The SCF Education Way

Exceptional educators are not defined by uninterrupted technology—they are defined by their ability to continue teaching, adapting, and supporting learners when circumstances change.

SECTION VIII

Safety, Compliance, and Professional Responsibility

How do we honor the trust placed in us?

Honoring the trust placed in educators through ethical decision-making, professional responsibility, and a commitment to the safety and well-being of every learner.

Introduction

Educators are entrusted with responsibilities that extend far beyond teaching content. Every faculty member serves as a steward of student safety, privacy, dignity, equity, and professional integrity. The decisions faculty make each day, whether responding to a student in distress, protecting confidential information, reporting a concern, or responding during an emergency, shape both the immediate well-being of individuals and the professional habits future educators develop by observation.

Within the SCF Education Department, safety and compliance are not viewed as isolated legal requirements. They are essential expressions of professional ethics and educational leadership. Faculty are expected to model sound judgment, respond appropriately to concerns, seek guidance when needed, and utilize established College procedures to ensure that candidates, colleagues, and community partners experience safe, respectful, and supportive learning environments.

Whenever uncertainty exists, faculty should never feel they must navigate concerns alone. The College provides trained professionals and established reporting processes to assist in responding appropriately. Seeking assistance is an act of professional responsibility, not uncertainty.

#71 Emergency Procedures

Purpose

The safety of students, faculty, staff, visitors, and community partners is the highest priority during any emergency. Faculty are expected to respond calmly, professionally, and in accordance with College emergency procedures while maintaining clear communication and supporting student well-being.

Preparedness begins before an emergency occurs. Every faculty member shares responsibility for understanding emergency procedures and knowing how to access assistance.

Department Standard 8.1 Emergency Preparedness

Education Department faculty become familiar with emergency procedures for every instructional location in which they work and maintain readiness to respond calmly, professionally, and according to College guidance. Preparedness includes understanding evacuation and shelter procedures, emergency communication methods, available assistance, accessibility considerations, and the faculty role in supporting the safety and well-being of students and others during emergencies.

Faculty Responsibilities

Faculty shall:

- Review emergency procedures for each assigned classroom or instructional location.
- Identify evacuation routes and shelter locations.
- Know how to contact Campus Security or emergency responders.
- Maintain current emergency contact information.
- Communicate calmly and clearly during emergencies.
- Account for students when appropriate and safe to do so.
- Follow directions provided by College emergency personnel.

When an Emergency Occurs

Faculty should:

Step 1
Ensure immediate personal safety.

Step 2
Protect students from additional danger whenever safely possible.

Step 3
Contact emergency responders if immediate assistance is required.

Step 4
Notify Campus Security.

Step 5
Notify the Department Chair as soon as circumstances reasonably permit.

Step 6
Complete any required College incident documentation following the event.

Whom to Contact

Situation	Primary Contact
Life-threatening emergency	911
Campus emergency	Campus Security
Classroom emergency affecting instruction	Department Chair
Student medical concern	Campus Security and Student Services
Building safety concern	Campus Security / Facilities

Department-specific phone numbers and extensions are available at the SCF Website.

Operational Checklist

Before each semester:

☐ Review classroom emergency procedures.

☐ Locate exits.

☐ Locate emergency phones.

☐ Review shelter procedures.

☐ Identify accessibility considerations.

Leadership Reflection

Preparedness creates confidence.

Would your students know what to do because of your leadership during an emergency?

The SCF Education Way

Calm leadership during uncertainty models professionalism that candidates will carry into their future schools.

#72 Active Threat Response

Purpose

Although active threat situations are rare, preparation is essential. Faculty are expected to understand College emergency protocols and respond in ways that maximize safety while following guidance from law enforcement and emergency personnel.

The Education Department recognizes that discussing active threats can be uncomfortable; however, preparation strengthens confidence and improves decision-making under stressful conditions.

Department Standard 8.2 Preparedness Through Training

Education Department faculty complete required College safety and active-threat training and maintain familiarity with current emergency notification, lockdown, response, and law-enforcement guidance. Faculty follow official procedures during emergencies, avoid spreading unverified information, and recognize that preparation strengthens professional judgment and responsible leadership during high-stress situations.

Faculty Responsibilities

Faculty shall:

- Participate in required safety training.
- Know emergency notification procedures.
- Understand classroom lockdown procedures.
- Follow official guidance during emergencies.
- Avoid spreading unverified information.
- Assist law enforcement by providing accurate information when requested.

During an Active Threat

Faculty should:

- Follow official College emergency guidance (such as Run, Hide, Fight or the institution's adopted protocol).
- Silence electronic devices when appropriate.
- Maintain calm communication.
- Do not reopen secured spaces until authorized by law enforcement.
- Await official all-clear communication before resuming activity.

Reporting Concerns Before They Become Emergencies

Faculty are encouraged to report concerning behaviors early rather than waiting for situations to escalate.

When concerns arise regarding threatening behavior:

1. Ensure immediate safety.
2. Contact Campus Security if danger appears imminent.
3. Notify the Department Chair.
4. Submit appropriate College reports.
5. Consult with CARE Team or Student Services when appropriate.

Leadership Reflection

Preparedness is not fear.

It is stewardship of those entrusted to our care.

#73 Title IX and Mandatory Reporting

I actually think this chapter becomes one of the strongest in the handbook.

Purpose

Faculty occupy positions of trust. Candidates may disclose experiences involving discrimination, harassment, sexual misconduct, relationship violence, stalking, or other behaviors requiring institutional response.

Faculty should listen with compassion while recognizing that many disclosures require reporting under College policy and federal law.

Faculty are not expected to investigate concerns.

Faculty are expected to ensure concerns reach those specifically trained to respond.

Department Standard 8.3 Responsible Reporting

Education Department faculty understand and fulfill applicable College reporting responsibilities while recognizing the limits of their professional role. When information may involve sexual misconduct, harassment, discrimination, safety concerns, or other reportable conduct, faculty listen respectfully, avoid promises they cannot maintain, promptly connect the concern with authorized professionals, protect confidentiality as appropriate, and do not independently investigate or determine credibility.

Faculty Responsibilities

Faculty should:

- Listen respectfully.
- Avoid making promises of confidentiality they cannot legally maintain.
- Explain reporting responsibilities honestly.
- Refer students to appropriate support services.
- Report concerns promptly.
- Document only factual observations.

Faculty should not:

- investigate allegations;
- determine credibility;
- discourage reporting;
- promise outcomes;
- maintain personal records outside approved College systems.

Whom to Contact

Concern	Contact
Sexual misconduct	Title IX Coordinator
Discrimination	Title IX Coordinator
Immediate danger	Campus Security / 911
Student emotional support	CARE Team / Counseling Services
Questions about reporting	Title IX Office

Suggested Faculty Language

"I appreciate that you trusted me enough to share this with me. I want you to know that my role requires me to connect you with people on campus who are trained to help. I cannot promise confidentiality, but I will make sure this information reaches the appropriate office so you can receive support."

Operational Checklist

☐ Listen.

☐ Ensure immediate safety.

☐ Explain reporting responsibilities.

☐ Contact Title IX Coordinator promptly.

☐ Notify Department Chair when appropriate.

☐ Submit required report.

The SCF Education Way

Trust is honored not only by listening, but it is also honored by ensuring students receive the support and protections they deserve.

#74 Background Screening and Compliance

Purpose

The Education Department is entrusted with preparing educator candidates to enter schools, early learning centers, and community educational settings where they will work directly with children, families, educators, and vulnerable populations. As a result, maintaining compliance with College, district, state, and agency requirements is essential to protecting students, preserving district partnerships, and ensuring candidate eligibility for clinical experiences.

Background screening and compliance requirements are not administrative formalities, they are foundational expectations of professional practice. Faculty play an important role in communicating these expectations, reinforcing accountability, and directing candidates to the appropriate College personnel when questions arise.

Department Standard 8.4 Clinical Compliance

Educator candidates participating in designated field, clinical, internship, simulation, or partner-based educational experiences satisfy all applicable College, district, state, agency, and program compliance requirements before participation. Faculty communicate and reinforce established requirements, protect candidate privacy, verify compliance through authorized departmental processes, refer questions through appropriate channels, and do not independently waive, modify, collect, or negotiate requirements outside their assigned role.

Faculty Responsibilities

Faculty shall:

- Clearly communicate compliance expectations outlined for their course.
- Reinforce applicable deadlines at appropriate points throughout the semester.
- Direct compliance questions to the Clinical Education Coordinator rather than attempting to interpret district-specific requirements independently.
- Protect candidate privacy by discussing compliance matters only with individuals who have a legitimate educational interest.
- Notify the Clinical Education Coordinator promptly when a candidate reports a compliance issue that may affect placement.

Faculty are not responsible for collecting, storing, or maintaining confidential background screening records unless specifically assigned by departmental leadership.

Response Protocol

When a faculty member becomes aware that a candidate may not meet compliance requirements:

Step 1
Meet privately with the candidate to understand the concern without requesting unnecessary confidential information.

Step 2
Refer the candidate to the Clinical Education Coordinator for guidance regarding district or agency requirements.

Step 3
Notify the Department Chair if the concern may significantly affect course completion, progression, or placement.

Step 4
Document instructional impacts as appropriate while maintaining candidate confidentiality.

Step 5
Continue supporting the candidate academically while compliance issues are addressed through established College procedures.

Faculty shall not attempt to negotiate compliance decisions with school districts or partner agencies.

Who Do I Contact?

Situation	Primary Contact
Clinical placement eligibility	Clinical Education Coordinator
Background screening questions	Clinical Education Coordinator
District onboarding requirements	Clinical Education Coordinator
Program progression concerns	Department Chair
Student support needs	Academic Advisor or CARE Team

What Faculty Should Do	What Faculty Should Not Do
✓ Reinforce deadlines. ✓ Refer questions to the appropriate office. ✓ Protect candidate privacy. ✓ Document instructional concerns objectively. ✓ Maintain supportive communication.	✗ Collect confidential screening documents unless assigned. ✗ Promise placement exceptions. ✗ Contact districts independently regarding compliance decisions. ✗ Share candidate compliance information with unauthorized individuals.

Operational Checklist

☐ Compliance expectations communicated.

☐ Candidate questions referred appropriately.

☐ Confidentiality maintained.

☐ Department leadership informed when necessary.

☐ Instructional documentation completed.

Leadership Reflection

Professional accountability begins before candidates enter their first classroom.

How does the way we communicate compliance expectations prepare candidates for the professional responsibilities they will encounter throughout their careers?

The SCF Education Way

Professional readiness begins long before the first lesson is taught. By helping candidates understand the importance of accountability, confidentiality, and timely completion of professional requirements, we reinforce the trust placed in educators by schools, families, and communities.

#75 Confidentiality, FERPA, HIPAA, and Data Security

Purpose

Faculty are entrusted with confidential information regarding students, educator candidates, employees, and PK–12 learners encountered through coursework, clinical experiences, advising, research, and departmental operations. Protecting this information is both a legal responsibility and an ethical obligation that reflects the professional standards expected of educators.

Confidentiality extends beyond compliance with FERPA, HIPAA, and other applicable laws. It reflects a commitment to preserving dignity, respecting privacy, and maintaining the trust placed in the Education Department by candidates, school partners, and the broader community.

Department Standard 8.5 Stewardship of Confidential Information

Education Department faculty safeguard confidential information concerning students, candidates, employees, PK–12 learners, and other individuals in accordance with applicable law, College policy, approved information-security practices, and professional ethics. Access and disclosure are limited to legitimate educational or professional purposes, records are maintained through approved systems, and potential breaches or inappropriate disclosures are reported promptly through established College procedures.

Faculty Responsibilities

Faculty shall:

- Use approved College systems for storing and communicating confidential information.
- Secure electronic and paper records.
- Verify recipient information before sending confidential communications.
- Discuss confidential information only in private settings.
- Protect records containing personally identifiable information.
- Model ethical data management practices for educator candidates.

Response Protocol

If confidential information is accidentally disclosed or a potential data breach occurs:

Step 1
Immediately limit additional disclosure if possible.

Step 2
Notify the Department Chair.

Step 3
Notify the appropriate College office responsible for information security or privacy compliance.

Step 4
Document the incident according to College procedures.

Step 5
Cooperate fully with any institutional follow-up.

Faculty should report concerns promptly rather than attempting to independently determine whether a disclosure constitutes a reportable breach.

Who Do I Contact?

Situation	Primary Contact
FERPA questions	Registrar
Student records	Registrar
HIPAA-related concerns (when applicable)	Appropriate College Compliance Officer
Technology or data security concerns	Information Technology
Confidentiality concerns	Department Chair
Research involving human participants	Institutional Review Board (IRB), if applicable

What Faculty Should Do	What Faculty Should Not Do
✓ Verify recipients before sending confidential information. ✓ Lock computers when unattended. ✓ Use secure College storage systems. ✓ Shred confidential paper records appropriately. ✓ Report concerns promptly.	✗ Email confidential information through personal accounts. ✗ Discuss student information in public areas. ✗ Store confidential records on unapproved devices. ✗ Share passwords or login credentials. ✗ Access records without legitimate educational purpose.

Operational Checklist

☐ Records secured.

☐ Approved technology utilized.

☐ Confidential discussions conducted privately.

☐ Data breach procedures understood.

☐ Student privacy maintained.

Leadership Reflection

Trust is built through thousands of small decisions.

How does the way we protect confidential information model the professional ethics we expect future educators to demonstrate?

The SCF Education Way

Confidentiality is not about withholding information, it is about honoring the dignity, privacy, and trust of every individual we serve.

#76 Workplace Safety and Incident Reporting

Purpose

A safe workplace is a shared responsibility. Faculty contribute to a culture of safety by recognizing hazards, responding appropriately to incidents, reporting concerns promptly, and modeling professional responsibility for educator candidates.

Safety encompasses physical environments, instructional settings, technology, laboratories, innovative learning environments, field experiences, and community partnerships.

Department Standard 8.6 Shared Responsibility for Safety

Every Education Department faculty member contributes to safe learning and working environments by identifying hazards and concerns early, responding appropriately to incidents, following established emergency and reporting procedures, completing required documentation, participating in safety training, and supporting corrective action when needed. Safety responsibilities extend across classrooms, laboratories, simulations, clinical experiences, technology environments, workplaces, and community partnerships.

Faculty Responsibilities

Faculty shall:

- Inspect instructional spaces for obvious safety concerns before instruction when practical.
- Report hazards promptly.
- Respond appropriately to injuries or incidents.
- Document significant incidents according to College procedures.
- Reinforce safe practices during laboratory, simulation, and field experiences.
- Participate in required safety training.

Incident Response Protocol

When an incident occurs:

Step 1
Address immediate safety needs.

Step 2
Contact emergency responders if necessary.

Step 3
Notify Campus Security when appropriate.

Step 4
Notify the Department Chair as soon as reasonably possible.

Step 5
Complete required College incident documentation within the established reporting timeframe.

Step 6
Participate in follow-up discussions or investigations as requested.

Hazard Reporting

Faculty should report hazards including:

- damaged equipment;
- unsafe classroom conditions;
- accessibility concerns;
- technology hazards;
- environmental concerns;
- security concerns;
- repeated safety issues.

Early reporting often prevents more serious incidents.

Who Do I Contact?

Situation	Primary Contact
Immediate emergency	911
Campus safety concern	Campus Security
Facilities issue	Facilities Management
Workplace injury	Human Resources and Department Chair
Student injury	Campus Security and Student Affairs
Classroom safety concern	Department Chair

What Faculty Should Do	What Faculty Should Not Do
✓ Respond calmly.	✗ Ignore recurring hazards.
✓ Prioritize safety.	✗ Delay reporting incidents.
✓ Report hazards early.	✗ Conduct investigations beyond your role.
✓ Complete required documentation.	✗ Modify official reports after submission without authorization.
✓ Follow through on corrective actions.	

Operational Checklist

☐ Safety concerns reported.

☐ Incident documentation completed.

☐ Appropriate offices notified.

☐ Follow-up actions completed.

☐ Safety training current.

Leadership Reflection

Safety is often measured by the incidents that never occur because someone chose to act early.

How does your daily attention to safety communicate care, professionalism, and leadership to both colleagues and future educators?

The SCF Education Way

Exceptional educators create environments where people feel physically safe, emotionally respected, and professionally supported. We model that commitment every day—through preparation, thoughtful action, and the responsibility we willingly accept as educators.

Closing Reflection for Section VIII

The Responsibility We Carry

Teaching has always been a profession built on trust.

Every day, faculty are entrusted with opportunities to shape the lives of future educators, not only through what they teach, but through how they lead, communicate, protect, and serve. The habits candidates observe within the Education Department become the habits they carry into schools, classrooms, and communities.

Professional responsibility is not measured solely by compliance with policies or completion of required training. It is demonstrated through integrity, sound judgment, compassion, accountability, and a commitment to doing what is right even when no one is watching.

As members of the SCF Education Department, we recognize that every interaction is an opportunity to model the profession we hope our candidates will join. We embrace that responsibility with humility, purpose, and the unwavering belief that preparing exceptional educators begins with being exceptional educators ourselves.

That is the SCF Education Way.

SECTION IX

Faculty Success, Professional Growth, and Community

How do we take care of each other?

Because exceptional educator preparation begins by investing in exceptional educators.

Introduction

The SCF Education Department believes that outstanding educator preparation is built upon a thriving community of faculty who continue to learn, collaborate, innovate, and support one another throughout their careers. Every faculty member, whether beginning their first semester of

teaching or bringing decades of experience, contributes unique expertise that strengthens our department and enriches the experiences of our educator candidates.

Professional growth is not viewed as remediation or evaluation. It is a lifelong commitment to continuous learning, reflective practice, leadership, and service. Likewise, faculty success is not an individual endeavor. We intentionally cultivate a culture where colleagues share ideas, celebrate accomplishments, ask questions, seek assistance, and learn together.

No one is expected to navigate teaching, curriculum development, accreditation, clinical partnerships, or professional challenges alone. Throughout your journey with the SCF Education Department, you are supported by colleagues who are invested in your success because your success directly influences the future educators we prepare.

This section highlights the resources, relationships, and opportunities available to support faculty as professionals, scholars, mentors, and members of our learning community.

#77 Faculty Orientation

Purpose

Orientation marks the beginning of a faculty member's journey within the SCF Education Department. Beyond introducing institutional procedures, orientation establishes our shared culture, instructional philosophy, commitment to educator preparation, and expectations for professional collaboration.

Faculty orientation is designed to help every new colleague feel informed, connected, and confident before entering the classroom.

Department Standard 9.1 Welcoming Every Faculty Member into the Community

Every newly hired Education Department faculty member participates in an orientation process appropriate to their role that extends institutional onboarding into the mission, values, instructional philosophy, professional expectations, technologies, clinical processes, support systems, partnerships, and collaborative culture of SCF Education. Orientation is designed to create clarity, connection, confidence, and belonging before and throughout a faculty member's transition into the department.

Faculty Orientation Includes

- Department mission, vision, and values.
- Organizational structure and key contacts.
- Canvas Shell and instructional expectations.
- ACUE and Universal Design for Learning frameworks.
- Clinical education processes.
- Assessment and accreditation overview.
- Department communication systems.
- Student support resources.
- Technology platforms.
- Professional responsibilities.
- Introduction to colleagues and department initiatives.

Who Do I Contact?

Question	Contact
Department expectations	Department Chair
Course-specific guidance	Program Coordinator
Canvas and instructional design	Assigned mentor or instructional support
Clinical education	Clinical Education Coordinator
Technology	IT Help Desk
Human Resources onboarding	Human Resources

Operational Checklist

☐ College onboarding completed.

☐ Department orientation completed.

☐ Canvas access confirmed.

☐ Teams and SharePoint access established.

☐ Mentor assigned.

☐ Semester preparation checklist completed.

Leadership Reflection

Every faculty member remembers how they felt during their first semester.

How can we ensure every new colleague feels welcomed, prepared, and valued from day one?

The SCF Education Way

Orientation is the beginning of belonging.

#78 Mentoring and Onboarding

Purpose

Professional growth flourishes through meaningful relationships. Mentoring provides faculty with opportunities to ask questions, explore ideas, reflect on instructional practice, and develop confidence within a supportive professional community.

The SCF Education Department values mentoring as a reciprocal process in which both mentor and mentee contribute expertise, perspectives, and continuous learning.

Department Standard 9.2 Every Faculty Member Deserves a Thought Partner

Education Department faculty have access to experienced colleagues who can provide guidance, encouragement, reflection, perspective, and professional support during periods of transition, growth, instructional change, scholarship, leadership, or new responsibility. Mentoring is a reciprocal professional-learning relationship that complements rather than replaces supervision or evaluation and recognizes that meaningful professional growth is strengthened through collaboration.

Mentoring May Include

- Course planning.
- Canvas design.
- Clinical supervision.
- Classroom observations.
- Assessment calibration.
- Research collaboration.
- Conference preparation.
- Scholarship.
- Leadership development.
- Navigating College processes.

When Should Faculty Reach Out?

Faculty are encouraged to seek support when:

- teaching a course for the first time;
- considering instructional changes;
- preparing accreditation materials;
- experiencing classroom challenges;
- developing scholarship;
- pursuing leadership opportunities; or
- simply wanting another perspective.

Seeking assistance reflects professional wisdom rather than professional weakness.

Who Do I Contact?

Need	Contact
Teaching support	Mentor or Program Coordinator
Leadership guidance	Department Chair
Scholarship	Experienced faculty colleagues
Clinical education	Clinical Education Coordinator

The SCF Education Way

Great educators rarely grow alone.

#79 New Faculty First Semester Guide

Purpose

Beginning a new faculty role is both exciting and challenging. Every semester brings new courses, new students, new technologies, and new relationships. While there is much to learn, no faculty member is expected to master every aspect of teaching, advising, curriculum, and departmental operations during their first semester.

The purpose of this guide is to provide perspective, reduce uncertainty, and reinforce that professional growth is a gradual process supported by colleagues, mentors, and departmental leadership.

The SCF Education Department values curiosity, reflection, collaboration, and continuous improvement. Your first semester is not about proving that you know everything, it is about building a strong foundation for a rewarding career in educator preparation.

Department Standard 9.3 Growth Through Experience

New Education Department faculty are encouraged to prioritize relationships, instructional effectiveness, reflective practice, sustainable routines, questions, feedback, and collaboration while developing familiarity with departmental and institutional systems. Professional confidence grows through experience over time, and new faculty are expected to seek support, remain curious, engage in continuous learning, and recognize that development, not immediate mastery, is the goal of the first-semester experience.

During Your First Semester, Focus On...

Rather than trying to master every process immediately, consider these priorities:

Build Relationships

Get to know your students, colleagues, program coordinators, and department leadership. Strong relationships create a foundation for effective teaching and professional collaboration.

Become Comfortable with the Canvas Environment

Learn the department's Canvas Shell, explore available resources, and become familiar with the instructional routines that support student success. Perfection is not expected; consistent progress is.

Learn Communication Pathways

Become familiar with Microsoft Teams, SharePoint, email expectations, department meetings, and the colleagues who can provide support in different areas.

Ask Questions Early

Questions demonstrate engagement and professionalism. Asking for guidance early often prevents larger challenges later.

Seek Feedback

Invite colleagues to share ideas, observe your teaching, or review course materials. Feedback is a powerful tool for professional growth rather than a measure of competence.

Develop Sustainable Routines
Identify organizational systems that work for you. Establish routines for course preparation, grading, communication, and weekly planning that promote consistency and balance.

Celebrate Small Successes
Recognize moments when students become engaged, difficult concepts become clearer, or a lesson unfolds better than expected. Professional confidence grows through these experiences.

Reflect Frequently
Take time each week to consider:

- What went well?
- What surprised me?
- What questions do I still have?
- What might I adjust next week?

Reflection transforms experience into expertise.

You Are Probably Doing Better Than You Think

Nearly every educator remembers wondering whether they were doing enough during their first semester.

Feeling uncertain does not mean you are unsuccessful.

Needing clarification does not indicate weakness.

Adjusting instruction is not failure, it is effective teaching.

Growth is expected.

Questions are welcomed.

Perfection is not the goal.

The Education Department is committed to supporting your development because exceptional educator preparation depends upon faculty who continue learning throughout their careers.

Common First-Semester Questions

It is common to wonder:

- Am I spending too much time preparing?
- Is my Canvas course organized well enough?
- How do I balance responsiveness with healthy boundaries?
- When should I ask for assistance?
- How much flexibility should I provide students?
- Am I meeting departmental expectations?

The answer to many of these questions begins with a conversation. Reach out to your mentor, Program Coordinator, Department Chair, or experienced colleagues. You are never expected to navigate these questions alone.

Who Do I Contact?

Question	Contact
Teaching strategies	Mentor or Program Coordinator
Canvas and course design	Mentor, Program Coordinator, or instructional support
Department expectations	Department Chair
Student concerns	Department Chair or Student Services
Clinical education	Clinical Education Coordinator
Technology	IT Help Desk

Operational Checklist

☐ Meet regularly with your mentor.

☐ Attend department meetings.

☐ Review weekly Canvas updates.

☐ Participate in Teams discussions.

☐ Ask questions as they arise.

☐ Schedule time for weekly reflection.

Leadership Reflection

Confidence grows through experience, reflection, and relationships.

What is one success from this week that reminds you why you chose educator preparation?

The SCF Education Way

We do not expect new faculty to know everything.

We expect them to remain curious, reflective, collaborative, and committed to continuous growth, and we are committed to supporting that journey.

#80 Professional Growth Resources

Purpose

Professional growth is a defining characteristic of exceptional educators. The Education Department is committed to fostering a culture where faculty continuously expand their knowledge, refine instructional practices, engage in scholarship, and contribute to the advancement of educator preparation.

Professional learning is not viewed as remediation or compliance. It is an ongoing investment in ourselves, our colleagues, our candidates, and the communities we serve.

Department Standard 9.4 Lifelong Professional Learning

Education Department faculty actively engage in intentional professional learning that strengthens instructional practice, supports innovation, advances scholarship, and contributes to continuous improvement across the department. Professional learning is connected to individual goals and departmental priorities, shared with colleagues when appropriate, applied to practice, and reflected upon in relation to its influence on candidate learning and educator preparation.

Faculty Responsibilities

Faculty are encouraged to:

- Develop annual professional learning goals.
- Participate in department-sponsored learning opportunities.
- Share new ideas and instructional practices with colleagues.
- Contribute to faculty learning communities.
- Integrate evidence-based practices into teaching.
- Reflect on the impact of professional learning on candidate success.

Professional Growth Opportunities

Faculty are encouraged to engage with:

Instructional Excellence

- ACUE professional learning
- Universal Design for Learning
- Evidence-based instructional practices
- AI in education
- Accessibility and inclusive course design

Department Learning Communities

- Education Ignite Microsoft Teams community
- Adjunct Spark
- Faculty book studies
- Communities of practice
- Cross-program collaboration
- Peer instructional conversations

Scholarship and Innovation

- Conference presentations
- Publications
- Grant development
- Collaborative research
- Advisory boards
- Community partnerships

Professional Growth Portfolio

Faculty are encouraged to maintain a Professional Growth Portfolio documenting:

- instructional innovations;
- conference participation;
- scholarship;
- service;
- leadership experiences;
- reflective practice;
- professional goals.

The portfolio serves as both a record of accomplishment and a catalyst for continued growth.

Teaching Observations for Growth

Peer observations should emphasize learning rather than evaluation.

Faculty are encouraged to observe colleagues, exchange ideas, and engage in reflective conversations focused on instructional improvement.

Observation is most valuable when approached as professional dialogue among educators committed to continuous learning.

Who Do I Contact?

Need	Contact
Professional learning opportunities	Department Chair
Conference funding	Department Chair or Dean
Research collaboration	Faculty colleagues or Program Coordinator
AI and instructional innovation	Education Department Members
Teaching observations	Mentor or Department Chair

Operational Checklist

☐ Annual professional learning goals established.

☐ Department learning opportunities explored.

☐ Professional Growth Portfolio updated.

☐ Learning shared with colleagues.

☐ Instructional implementation reflected upon.

Leadership Reflection

Learning is part of our job description.

How has something you learned this year changed the experience of your students?

The SCF Education Way

When faculty continue learning, educator candidates benefit, programs evolve, and communities flourish.

#81 Recognition and Awards

Purpose

Recognition affirms the contributions faculty make to students, colleagues, schools, and the broader profession. While awards acknowledge excellence, recognition within the Education Department extends beyond formal honors to include everyday acts of collaboration, innovation, mentorship, and service that strengthen our community.

We celebrate not only achievement, but also generosity, creativity, professionalism, and the positive influence faculty have on others.

Department Standard 9.5 Celebrating Excellence

The SCF Education Department intentionally recognizes contributions that strengthen educator preparation, collaboration, innovation, mentorship, scholarship, service, inclusion, leadership, and the department's mission, vision, and values. Recognition should be inclusive and meaningful and should honor both visible accomplishments and the everyday professional contributions that strengthen colleagues, candidates, programs, and departmental culture.

Contributions Worth Celebrating

Faculty may be recognized for:

- innovative teaching;
- exceptional mentoring;
- student nominations;
- community partnerships;
- clinical collaboration;
- scholarship and publications;
- conference presentations;
- accessibility leadership;
- creative course design;
- curriculum innovation;
- service to the College and profession;
- collaborative leadership;
- quiet acts of service that strengthen our department.

Faculty Responsibilities

Faculty are encouraged to:

- Nominate deserving colleagues.
- Celebrate one another's successes.
- Share accomplishments through Education Ignite and department meetings.
- Recognize contributions that may otherwise go unnoticed.

- Express appreciation regularly.

Who Do I Contact?

Opportunity	Contact
College awards	Department Chair
Department recognition	Department Chair or Program Coordinator
Conference recognition	Professional organizations
Faculty accomplishments	Education Ignite Teams Channel

Operational Checklist

☐ Celebrate colleagues.

☐ Submit nominations when appropriate.

☐ Share accomplishments.

☐ Recognize collaborative contributions.

Leadership Reflection

Recognition strengthens culture.

Whose contributions deserve acknowledgement today?

The SCF Education Way

We celebrate not only accomplishments, but also the generosity, creativity, collaboration, and professionalism that make our department stronger.

#82 Wellness and Employee Assistance

Purpose

Educators devote tremendous energy to supporting others. Sustaining excellence requires intentionally caring for our own well-being as well.

The SCF Education Department believes that healthy educators create healthier learning environments. We encourage faculty to establish sustainable professional practices, seek support when needed, maintain healthy boundaries, and utilize available College resources throughout every stage of their careers.

Wellness is not separate from professional excellence, it is essential to it.

Department Standard 9.6 Supporting Faculty Well-Being

Education Department faculty are encouraged to cultivate physical, emotional, and professional well-being through sustainable professional practices, appropriate boundaries, reflection, use of available supports and leave, and mutually supportive relationships with colleagues. The department recognizes faculty well-being as an important condition for sustained professional excellence and encourages a culture in which seeking appropriate assistance is understood as responsible professional practice.

Faculty Responsibilities

Faculty are encouraged to:

- Establish healthy professional boundaries.
- Utilize available leave appropriately.
- Seek assistance before challenges become overwhelming.
- Support colleagues during periods of change.
- Practice self-reflection and self-care.
- Model healthy professional habits for educator candidates.

Practical Reminders

Take breaks.

Use leave when appropriate.

Disconnect when your workday is complete.

Celebrate progress.

Ask for help.

Utilize available supports.

Take care of yourself so you can continue taking care of others.

Who Do I Contact?

Need	Contact
Employee Assistance Program	Human Resources
Benefits	Benefits Office
Leave questions	Human Resources
Professional concerns	Department Chair
Immediate support	Immediate Supervisor

Operational Checklist

☐ Wellness resources reviewed.

☐ Healthy work routines established.

☐ Support network identified.

☐ Professional boundaries maintained.

Leadership Reflection

Caring for yourself strengthens your ability to care for others.

What practice helps you sustain both professional excellence and personal well-being?

The SCF Education Way

We believe supporting educators is one of the most important ways we support students.

#83 Professional Organizations and Continuing Education

Purpose

Professional organizations and continuing education connect faculty to the broader educational community, providing opportunities to learn from colleagues, contribute to the profession, and remain informed about emerging research, policies, and instructional practices.

Participation in professional communities extends the impact of both the individual faculty member and the Education Department.

Department Standard 9.7 Professional Engagement Beyond the College

Education Department faculty are encouraged to participate, as appropriate to their roles and professional goals, in professional organizations, conferences, continuing education, scholarship, service, leadership, partnerships, and other professional communities beyond the College. External professional engagement should strengthen faculty expertise, extend the department's contribution to the profession, inform educator preparation, and create opportunities to bring new knowledge, relationships, and perspectives back to SCF.

Faculty Responsibilities

Faculty are encouraged to:

- Maintain memberships in professional organizations aligned with their disciplines.
- Participate in conferences and workshops. More than one per semester requires additional approval from the Department Chair and Dean.
- Present at professional meetings.
- Publish scholarly and practitioner-focused work.
- Serve as reviewers, board members, or committee members.
- Contribute to accreditation efforts.
- Pursue leadership opportunities.
- Mentor future scholars and educators.
- Seek grant and partnership opportunities.

Professional Organizations

Examples include:

- Council for Exceptional Children (CEC)
- National Association for the Education of Young Children (NAEYC)
- International Literacy Association (ILA)

- American Association of Colleges for Teacher Education (AACTE)
- CAST
- ASCD
- Learning Forward
- Florida Association of Teacher Educators (FATE)
- Relevant state, national, and international professional organizations

Who Do I Contact?

Opportunity	Contact
Conference participation	Department Chair
Professional memberships	Program Coordinator
Research and scholarship	Faculty colleagues
Grant opportunities	Department Chair and Dean

Operational Checklist

☐ Professional memberships maintained.

☐ Continuing education pursued.

☐ Scholarship shared.

☐ Professional service documented.

☐ New learning integrated into instruction.

Leadership Reflection

Professional influence extends beyond our own classrooms.

How are you contributing to the future of educator preparation beyond the walls of SCF?

The SCF Education Way

Every conference attended, article published, partnership developed, candidate mentored, and innovative idea explored strengthens not only the individual faculty member but also the educator candidates, schools, and communities we serve.

Preparing Exceptional Educators Together

"Education changes lives because educators change lives.

Every syllabus written, every lesson taught, every candidate mentored, every difficult conversation navigated, every partnership cultivated, and every innovation explored contributes to something far greater than a single course or semester.

Together, we prepare educators who will influence thousands of learners throughout their careers. That responsibility is both our greatest privilege and our highest calling.

Thank you for choosing to be part of the SCF Education Department. We are honored to do this work alongside you.

Welcome to the SCF Education Way."

Department Standards Review & Professional Acknowledgement

Read to Understand. Return to Reflect. Acknowledge Our Shared Responsibility.

At the beginning of this handbook, you were introduced to the SCF Education Department Standards as a framework for understanding the shared professional practices that support our work.

You have now encountered those standards within the contexts in which they matter: our professional community, teaching and learning, student success, clinical preparation, innovative learning environments, assessment and accreditation, department operations, safety and compliance, and faculty growth and well-being.

This final review invites you to return to the standards with the **whole handbook in view**.

As you review each standard, consider not simply *What does this require?* but also:

- *How does this standard show up in my role?*
- *How does my practice contribute to the experience of our candidates and colleagues*
- *Where might I need clarification, support, or continued learning?*
- *How does my responsibility connect to our collective work?*

Checking **Reviewed** indicates that you have reviewed the standard and recognize your responsibility to understand and follow the expectations applicable to your role. It does not indicate that professional learning is complete or that every professional circumstance can be anticipated within a handbook.

Section I Our Professional Community

Who are we?

Department Standard	My Professional Responsibility	Reviewed
1.1 — Shared Professional Responsibility	I contribute to a professional community grounded in collaboration, integrity, inclusion, innovation, student success, and continuous improvement.	☐
1.2 — The SCF Education Framework	I use our shared framework to inform teaching, learning, assessment, professional growth, inclusive excellence, and improvement.	☐
1.3 — Faculty Roles and Responsibilities	I fulfill the instructional, professional, student-support, and departmental responsibilities appropriate to my role.	☐
1.4 — Full-Time Faculty Professional Responsibility	When applicable to my appointment, I contribute beyond individual courses to advising, scholarship, service, assessment, accreditation, curriculum, governance, partnerships, and program improvement.	☐

1.5 — Adjunct Faculty Professional Responsibility	When applicable to my appointment, I provide instruction aligned with approved curriculum and department expectations while remaining connected to departmental communication, support, and professional learning.	☐
1.6 — Professional Conduct and Ethical Responsibility	I model integrity, respect, fairness, accountability, confidentiality, reliability, and professional judgment.	☐
1.7 — Academic Freedom with Professional Responsibility	I exercise professional expertise and instructional creativity while maintaining alignment with approved curriculum, outcomes, standards, accessibility, and institutional responsibilities.	☐
1.8 — Professional Communication	I communicate in timely, respectful, clear, accessible, confidential, and professionally appropriate ways.	☐
1.9 — Faculty Availability and Student Support	I maintain appropriate availability and responsiveness and create meaningful opportunities for candidates to seek guidance and support.	☐
1.10 — Instructional Continuity and Professional Reliability	I fulfill instructional responsibilities, communicate proactively, and follow established procedures when circumstances affect instruction.	☐
1.11 — Professional Presence and Representation	I represent myself, the department, the College, and the education profession with appropriate preparation, conduct, communication, and judgment.	☐
1.12 — Confidentiality, Ethics, and Professional Boundaries	I protect confidential information, maintain professional boundaries, disclose or avoid conflicts of interest, and exercise ethical judgment.	☐
1.13 — Evaluation as Continuous Professional Growth	I approach applicable evaluation processes as opportunities for reflection, learning, goal setting, and continued improvement.	☐
1.14 — Professional Learning and Scholarly Engagement	I engage in professional learning and scholarly activity appropriate to my role and use new learning to strengthen our work.	☐
1.15 — Shared Governance and Department Service	I contribute my expertise to service, governance, curriculum, assessment, accreditation, partnerships, or other shared work appropriate to my appointment.	☐
1.16 — Professional Community and Shared Culture	I contribute to a culture of collaboration, respectful dialogue, shared learning, mutual support, trust, and collective success.	☐

Section II Teaching, Learning, and Instructional Excellence

How do we teach?

Department Standard	My Professional Responsibility	Reviewed
2.1 — Framework-Informed Instruction	I translate the SCF Education Framework into purposeful, engaging, authentic, inclusive, reflective, and evidence-informed instruction.	☐
2.2 — Departmentwide Professional Competencies	I intentionally develop Content Knowledge, Critical Thinking, Communication, and Professional Dispositions through my work with candidates.	☐
2.3 — Purposeful Learning Environment Design	I design organized, accessible, inclusive, engaging learning environments aligned with outcomes and professional preparation.	☐
2.4 — The Syllabus as a Learning Partnership	I use the syllabus to make learning, expectations, assessment, support, policies, and professional relevance transparent.	☐
2.5 — Consistent and Accessible Canvas Design	I use the department's approved Canvas structure to provide a consistent, accessible, welcoming, and instructionally purposeful digital environment.	☐
2.6 — Purposeful Adult Learning Design	I use intentional alignment and adult-learning principles to connect outcomes, standards, assessment, application, reflection, and professional competence.	☐
2.7 — Predictable Instructional Sequencing	I intentionally move learning through Engage, Learn, Deepen Thinking, Practice and Apply, and Reflect and Close Strong.	☐
2.8 — Instructional Time as Learning Time	I meet instructional-time requirements while ensuring those minutes meaningfully advance candidate learning and professional development.	☐
2.9 — Program Coherence and Curriculum Alignment	I design my courses as part of a larger developmental sequence rather than as isolated learning experiences.	☐
2.10 — Communication and Instructor Presence	I maintain meaningful instructor presence through communication, facilitation, feedback, coaching, and responsive support.	☐
2.11 — Accessibility, Universal Design for Learning, and Inclusive Design	I proactively reduce unnecessary barriers while maintaining rigorous learning and professional expectations.	☐

Section III Supporting Student Success

How do we support every learner?

Department Standard	My Professional Responsibility	Reviewed
3.1 — Competency-Based Assessment and Feedback	I use authentic assessment and actionable feedback to develop, document, and strengthen professional competence.	☐
3.2 — Responsible Artificial Intelligence and Educational Technology	I use AI and educational technology intentionally, ethically, transparently, accessibly, and without replacing authentic thinking or professional judgment.	☐

3.3 — Academic Integrity and Assessment Security	I communicate integrity expectations, protect assessment security, design authentic demonstrations of competence, and address concerns through established processes.	☐
3.4 — Accurate Grading and Academic Records	I maintain accurate and secure records, apply published criteria consistently, and communicate candidate progress in time to support growth.	☐
3.5 — Purposeful Instructional Resources and Technologies	I select resources and technologies according to evidence, accessibility, professional relevance, accuracy, and instructional purpose.	☐
3.6 — Operational Course Responsibility	I complete required course-management, reporting, documentation, and institutional responsibilities accurately and on time.	☐
3.7 — Continuous Course Improvement and Quality Assurance	I use evidence, reflection, feedback, research, and changing requirements to strengthen my courses over time.	☐

Section IV Clinical Practice, Partnerships, and Educator Preparation

How do we prepare exceptional educators?

Department Standard	My Professional Responsibility	Reviewed
4.1 — Clinical Partnerships and Authentic Practice	I intentionally connect coursework with authentic educational practice while following established clinical processes and protecting partnerships.	☐
4.2 — Shared Clinical Responsibilities	I understand my role within the shared responsibilities of candidates, faculty, coordinators, supervisors, mentor teachers, schools, and districts.	☐
4.3 — Professional Clinical Communication Pathways	I use established communication pathways for clinical experiences and distinguish instructional communication from official placement coordination.	☐
4.4 — Mentor Teachers and Clinical Coaching Partnerships	I collaborate with mentor teachers and supervisors as professional partners in candidate learning, coaching, and development.	☐
4.5 — Coaching Through Reflection	I use evidence, reflective questions, professional dialogue, feedback, and goal setting to develop candidate ownership and professional judgment.	☐
4.6 — Academic Integrity and Professional Ethics in Educator Preparation	I reinforce honesty, ethical judgment, authentic competence, and professional accountability across academic and clinical learning.	☐
4.7 — Professional Learning Environment Expectations	I establish learning environments characterized by respect, inclusion, civil discourse, appropriate participation, and professional conduct.	☐
4.8 — Faculty Advising and Mentoring	I use advising and mentoring to support progression, certification readiness, professional identity, clinical preparation, and increasing candidate ownership.	☐

4.9 — Proactive Student Success and Retention	I identify emerging barriers, communicate early, build relationships, recognize growth, and connect candidates with support.	☐
4.10 — Early Intervention and Student Support Referral	I recognize when needs extend beyond instructional support and use established College referral and support processes.	☐
4.11 — Professional Documentation of Student Concerns	I document significant concerns and interventions objectively, factually, promptly, confidentially, and through approved systems.	☐
4.12 — Fair Resolution of Student Concerns and Appeals	I respond to concerns and appeals respectfully, transparently, consistently, and through established processes.	☐
4.13 — FERPA and Stewardship of Student Privacy	I protect educational records and personally identifiable information in accordance with FERPA, College policy, and professional ethics.	☐

Section V Learning Environments, Simulation, and Innovation

How do learning environments extend and transform learning?

Department Standard	My Professional Responsibility	Reviewed
5.1 — Simulation as Deliberate Professional Practice	I use designated simulation experiences as purposeful bridges among theory, practice, coaching, reflection, and refinement.	☐
5.2 — Purposeful Use of Flexible Learning Environments	I use flexible spaces intentionally in response to instructional purpose, learner variability, accessibility, and active learning.	☐
5.3 — Priority Scheduling for Specialized Learning Environments	I recognize that specialized environments are scheduled according to instructional purpose, need, and equitable access rather than convenience alone.	☐
5.4 — Intentional Mursion and Simulation Integration	I implement designated simulations consistently with curriculum, program expectations, professional competencies, and reflection-centered learning.	☐
5.5 — Stewardship of Department Resources	I use and leave shared spaces, technologies, equipment, and materials in professional, organized, safe, and operational condition.	☐
5.6 — Safe Learning Environments	I maintain physical, technological, accessible, and psychologically supportive conditions for learning and simulation.	☐

Section VI Assessment, Continuous Improvement, and Accreditation

How do we know we're making a difference, and how do we keep improving?

Department Standard	My Professional Responsibility	Reviewed
6.1 — Assessment for Learning	I use assessment to strengthen candidate learning, feedback, instructional decisions, program effectiveness, and improvement.	☐

6.2 — Authentic Demonstrations of Professional Competence	I use authentic evidence and shared expectations to evaluate and develop candidates' professional competence.	☐
6.3 — Evidence-Informed Instruction	I examine learning evidence and use it to respond to candidate needs and strengthen instruction.	☐
6.4 — Continuous Improvement as a Shared Responsibility	I contribute to improvement through evidence, reflection, collaboration, purposeful action, learning, and evaluation of impact.	☐
6.5 — Improvement Through Inquiry and Action	I participate, as appropriate to my role, in recurring cycles of evidence gathering, inquiry, action, evaluation, and shared learning.	☐
6.6 — Shared Ownership of Accreditation	I recognize that my everyday teaching, assessment, documentation, clinical, and collaborative work contributes to accreditation and program quality.	☐
6.7 — Accreditation as Evidence of Quality	I use accreditation evidence as an opportunity for meaningful reflection and improvement rather than treating accreditation as a compliance exercise.	☐
6.8 — Scholarship as Professional Responsibility	I engage in evidence-based professional inquiry and scholarly contribution appropriate to my role.	☐
6.9 — Reflection Guides Growth	I participate in reflection and planning that translates evidence and learning into meaningful priorities and future action.	☐

Section VII Technology and Administrative Operations

How do our systems and operations support teaching, learning, and collaboration?

Department Standard	My Professional Responsibility	Reviewed
7.1 — Department Communication and Collaboration	I use established institutional communication systems purposefully, professionally, and transparently.	☐
7.2 — Institutional Data Integrity	I maintain accurate, timely, complete, and secure institutional information.	☐
7.3 — Purposeful Digital Assessment	I use digital assessment technologies according to instructional purpose, accessibility, integrity, security, and candidate needs.	☐
7.4 — Institutional Knowledge Management	I maintain essential departmental work in designated shared repositories so knowledge remains organized, accessible, secure, and sustainable.	☐
7.5 — Purposeful Resource Stewardship	I use and request College resources in ways that responsibly advance learning and departmental priorities.	☐
7.6 — Professional Learning as Shared Growth	I extend department-supported professional learning by applying and sharing meaningful new knowledge.	☐

7.7 — Intentional Technology Integration	I use technology because it improves learning, access, engagement, collaboration, or professional practice—not simply because it is available.	☐
7.8 — Shared Responsibility for Technology Reliability	I prepare proactively, report technology concerns, collaborate with support personnel, and maintain instructional continuity.	☐

Section VIII Safety, Compliance, and Professional Responsibility

How do we honor the trust placed in us?

Department Standard	My Professional Responsibility	Reviewed
8.1 — Emergency Preparedness	I know and follow emergency procedures for the environments in which I work and support others calmly and professionally.	☐
8.2 — Preparedness Through Training	I complete required safety training and maintain familiarity with current emergency guidance.	☐
8.3 — Responsible Reporting	I understand my reporting responsibilities, respect the limits of my role, and connect concerns promptly with authorized professionals.	☐
8.4 — Clinical Compliance	I communicate and follow established clinical-compliance processes without independently waiving or modifying requirements.	☐
8.5 — Stewardship of Confidential Information	I safeguard confidential information according to law, College policy, approved systems, and professional ethics.	☐
8.6 — Shared Responsibility for Safety	I identify, respond to, report, and document safety concerns through established College processes.	☐

Section IX Faculty Success, Professional Growth, and Community

How do we take care of each other?

Department Standard	My Professional Responsibility	Reviewed
9.1 — Welcoming Every Faculty Member into the Community	I participate in orientation appropriate to my role and contribute to helping colleagues experience clarity, connection, and belonging.	☐
9.2 — Every Faculty Member Deserves a Thought Partner	I seek and contribute mentoring, reflection, perspective, encouragement, and professional support.	☐
9.3 — Growth Through Experience	I remain curious, seek feedback and support, build sustainable practices, and allow professional confidence to develop through experience.	☐
9.4 — Lifelong Professional Learning	I continue learning in ways that strengthen instruction, scholarship, innovation, candidate success, and departmental improvement.	☐

9.5 — Celebrating Excellence	I recognize and celebrate the contributions of colleagues and help sustain a culture of appreciation.	☐
9.6 — Supporting Faculty Well-Being	I cultivate sustainable professional practices and contribute to a culture that values well-being, healthy boundaries, compassion, and mutual support.	☐
9.7 — Professional Engagement Beyond the College	I contribute, as appropriate to my role, to professional learning, scholarship, leadership, service, and engagement beyond SCF.	☐

Read to Understand. Return to Reflect. Acknowledge Our Shared Responsibility.

The SCF Education Way

Our standards make visible what we value.
Our practice makes those values visible to others.

Professional Acknowledgement

The Department Standards describe shared professional expectations for the work of the SCF Education Department. They are intended to support consistency, professional judgment, collaboration, candidate success, continuous improvement, and our collective responsibility for preparing exceptional educators.

By signing below:

I acknowledge that I have received access to and reviewed the SCF Education Faculty & Staff Handbook and the Department Standards contained within it.

I understand that I am responsible for reviewing and following the professional, instructional, operational, ethical, safety, assessment, and departmental expectations applicable to my role.

I understand that these Department Standards reflect shared professional practices and do not replace or supersede applicable Collective Bargaining Agreement provisions, Board Rules, College policies and procedures, employment requirements, accreditation or regulatory requirements, or applicable state and federal law.

I understand that I am responsible for seeking clarification when an expectation, procedure, policy, or professional responsibility is unclear and for accessing appropriate support when needed.

I understand that professional practice involves continued learning, reflection, and growth and that my acknowledgement does not indicate mastery or perfection.

I understand that departmental practices, College procedures, regulatory requirements, and professional expectations may be updated and that I am responsible for reviewing official communications and current information applicable to my role.