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**Appendices**

In addition to the appendices referenced in the body of this handbook, valuable information concerning the program here at Stetson and the teaching profession has been included.

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Welcome to Teacher Education

You have declared your intention to work toward admission to the Teacher Education Program here at Stetson. You have taken the first step toward a rewarding career and we congratulate you. Teachers indeed light the path to a better tomorrow for our young people. The professors in the Department of Teacher Education have made a strong commitment to providing you with a quality teacher education program. We will strive to prepare you to be a creative, reflective, competent teacher who is equipped with the knowledge, skills, and disposition that will enable you to meet the needs of your students within a culturally diverse educational setting in a rapidly changing world.

The program is designed to provide opportunities for you to become increasingly effective in your chosen teaching area by integrating classroom theory with practical experiences in the schools. You will begin observing in schools in your first course and your field experiences will culminate in the senior internship.

To better acquaint you with the program we have developed this handbook as a guide. While we will make every effort to adhere to the rules, policies, and procedures in this handbook, sometimes the Department of Education, our accrediting bodies, our university, and even our department may make changes that will require amendments in such areas as course offerings, degree requirements, regulations, and procedures.

From time to time the Office of Undergraduate Teacher Education will send you online updates that explain any changes or supply you with other information that is important to you. We can only do this with your help. Therefore, you must inform the Office of Undergraduate Teacher Education of the address where you wish to receive your mail if it is other than your Stetson box. You also must keep the office informed of current phone numbers and the e-mail address you read if it is other than your Stetson e-mail address.

Chair, Department of Teacher Education
Dear Future Educators,

As a 1996 graduate from Stetson University's Department of Teacher Education, I remember very clearly the excitement I felt on my first day in my first education class. I always knew I was meant to teach. All I needed was the degree. What I didn't realize was that becoming a teacher would be a lifelong process. The classes I took for the next four years gave me the foundation I needed in order to be not only an educator but also a learner.

When I think back to my undergraduate experience, two words come to mind: REFLECTIVE PRACTITIONER. Those words were at the core of every class, every assignment, and every test I took in the education department. At times I remember thinking, "Wow! How Simple! All I have to do is write a reflection for this assignment!" It seemed so much easier than studying for a multiple choice test. And so I reflected. I read and discussed my ideas with others. I left Stetson feeling that I had a solid understanding of what I believed about good teaching and was ready to get into the classroom.

As a beginning teacher, I was fortunate to have a supportive team who planned together. Although I appreciated the guidance, I had so many questions about the "how" and the "why" of what we were teaching. Were our lessons meaningful and engaging to our students? Were we meeting our students' needs? Because of my many questions, the way my team approached teaching changed dramatically. In my young career, I have served as kindergarten team leader for four years, secretary of the School Advisory Council for two years, and I have served on countless county curriculum development committees. My greatest accomplishment came last year when I achieved National Board Certification in Early Childhood. Even though I have been teaching eight years now and am confident about my teaching practices, I am still asking questions and reflecting on what good teaching is.

As you begin your journey into the world of education, you too will be asked to reflect on your choices and your actions as a student and as an aspiring teacher. Think about what it is you already know and what you believe about good teaching. Reflect on your own experiences as a student and how that fits in with new learning. Read. Reflect. Share ideas with your colleagues and professors. Don't be afraid to ask questions. Read some more. Think about what you would do if you had your own classroom. Be true to yourself, your strengths as well as your weaknesses. Try new things and spend time defining your beliefs. Talk to teachers and students during your field experiences. Once you have found what is true for you, stand up for what you believe. Live it every day. But always be willing to change. Good luck!

Cecilia Coloret
Class of 1996
Recipient of the 2006 Golden Apple Award,
Collier County, FL
Meet Your Professors

We want to be a help to you as you progress through the program. You will be assigned an education advisor who will help you plan your program so that you may graduate on time. Below is a snapshot of the professors who teach in this department. Knowing a little about the professors can be a resource for you if you have a particular need or concern.

Patrick Coggins, Jesse Ball duPont Professor; Ph.D., J.D., University of Connecticut
- **Specialty Areas** - Middle and secondary methods in social studies, cultural diversity, ESOL strategies, and educational leadership
- **Experience** - College-level teaching, administrative experience, including preparation of principals and administrators
- **Research** - Cultural diversity, ESOL, educational leadership

Christopher J. Colwell, Associate Professor, Ed.D., University of Central Florida
- **Specialty Areas** - Teacher evaluation, proficiency based education, education redesign
- **Experience** - Classroom teacher, guidance counselor, elementary, middle, and high school principal, deputy superintendent
- **Research** - Teacher effectiveness, professional learning communities, school redesign

Gail Choice, Assistant Professor; Ph.D., University of Central Florida
- **Specialty Areas** - Reading and literacy education and elementary education, professional development
- **Experience** - Public school teaching, reading specialist, school administration, professional development
- **Research** - Closing the achievement gap in reading, adolescent literacy, school improvement

Carol A. Corcoran, Professor; Ed.D., University of Central Florida
- **Specialty Area** - Elementary education
- **Experience** - K-12 public/private school teaching
- **Research** - Reflective practice

Glen Epley, Professor and Chair of the Department of Teacher Education; Ph.D., Duke University
- **Specialty Area** - Leadership
- **Experience** - Public school teaching, deputy superintendent - Volusia County Schools, Executive Vice President - Brown & Brown
- **Research** - School Law - Constitutional issues

Elizabeth Heins, Nina B. Hollis Professor; Ph.D., University of Virginia
- **Specialty Areas** - Educational reform, exceptional student education, and educational psychology
- **Experience** - Elementary and secondary teaching, classroom management, special education
- **Research** - Collaborative inclusion models, reflective practice, professional development schools, and classroom management

Robert Leahy, Associate Professor; Ph.D., Cornell University
- **Specialty Area** - Philosophy of education
- **Experience** - Public and private school teaching and counseling
- **Research** - Integrating theory and practice, educating for authenticity

Douglas MacIsaac, Assistant Professor; Ed.S., Michigan State University
- **Specialty Areas** - Professional development schools, new teacher education and mentoring, curriculum and instruction
- **Research** - Professional development schools, induction, classroom management, and gender specific classrooms

**Kathy Piechura-Couture**, Professor; Ph.D., University of South Florida
- **Specialty Areas** - Exceptional student education and behavior management
- **Experience** - Public school teaching, university teaching
- **Research** - Collaborative inclusion models, reflective practice, and electronic portfolios

**Mercedes Tichenor**, Professor; Ed.D., Peabody College of Vanderbilt University
- **Specialty Area** - Elementary education
- **Experience** - Public school teaching at the elementary and middle school levels
- **Research** - Family and community involvement, math education, assessment and evaluation of learning

**MEET THE ADJUNCT FACULTY**

**Nancy R. Billingsley**, Adjunct Professor, Ph.D., Ohio State University
- **Specialty Areas** - Teacher and counselor education
- **Experience** - Public school teaching, university teaching and administration
- **Research** - The effects of KERA on higher education in Kentucky; meeting NCATE Standard IV in an area with very little ethnic diversity; the impact of becoming a laptop teacher preparation program on candidate performance

**Glenda Taylor**, Ed.S., Stetson University
- **Specialty Areas** - Elementary education: reading, early childhood, gifted education, and secondary education: English
- **Research Interest** - Professional Development for Reading Teachers

**MEET THE SUPPORT STAFF**

**Deb Holewinski**, Administrative Specialist II, Student Teaching Office

**Milba Miranda**, Administrative Specialist II, Teacher Education Department
General Information about the Department of Teacher Education

The following information is what drives our program. After reading this section, you will have a better understanding as to why you need to take certain courses and participate in field experiences and other activities.

**Vision Statement**
Our vision is to prepare reflective, ethical educators who promote change through leadership by initiating and sustaining collaborative reform.

**Mission Statement**
Our mission is to educate teachers and other school personnel to act as competent, effective and knowledgeable facilitators of learning disposed to using technology and research practices to enhance K-12 education; to create a community of learners responsive to the developmental and social needs of diverse learners; and to respond to student needs and advocate for change at local through global level.

**Philosophy**
As educators, our faculty encompasses a comprehensive philosophic perspective. We believe education should be learner-centered and that we should educate students to become productive members of a democratic society. We advocate individual growth and personal meaning through problem solving and reflection on personal growth. We view school as a mechanism for change and seek to improve education especially in the areas of diversity and gender equity. We believe that enlightened individuals who focus on the learner and his/her individual growth can effect change in schools and society.

**Aim**
Our aim is to develop creative and reflective practitioners capable of assuming leadership roles in culturally diverse educational settings in a rapidly changing world.

**Outcomes**
When you exit our program as education majors, you are expected to demonstrate the following outcomes at the pre-professional level. You will have acquired the knowledge, skills, and disposition to be:

- reflective practitioners
- collaborative instructional leaders
- responsive to diversity
- facilitative change agents

Our outcomes are key to our program. You will find summaries on each of these outcomes in Appendix A. On Stetson’s web site you can find four PowerPoint presentations of the program outcomes that you will refer to throughout your program. The presentations will help you understand what the outcomes might look like in practical terms. You will be introduced to these presentations in your classes, and the outcomes will be reinforced throughout your program. In your senior year you will present a portfolio that demonstrates you have met the outcomes. The outcomes are related to the 12 Accomplished Practices (discussed later) and are guides for you as you plan lessons in the education program (Appendix B).
Evaluation of the Program
Evaluation of the program is ongoing. Prior to graduation from the approved program, students must pass the Florida Teacher Certification Exam. A survey is sent to graduates and administrators of schools where our graduates are hired as a follow-up on their perceptions of preparation on the Florida Teacher Competencies and the Twelve Accomplished Practices. This input is seriously considered when planning program modifications. You are encouraged to practice professionalism by participating in our education surveys conducted by the department.
Questions Often Asked

What are the admission requirements?

The admission requirements to enter the program are listed below. It is very important to fulfill all the admission requirements because many upper division courses are open only to those students in the approved program. Not being able to register for these upper division courses in a timely manner would delay your graduation.

Admission Requirements

To be considered for admission to the Teacher Education program, a student must:

1. complete an application for admission to a program of study leading to certification;
2. present a minimum 2.5 grade point average for all college work taken at Stetson;
3. present a grade of C or higher for Foundations: Writing. If a student is unable to present a grade of C or higher for this course, a grade of C or higher must be presented for an approved English course;
4. meet a communications requirement with a grade of C or higher in one of the approved communications courses or present speech recommendations from three professors;
5. present a passing score on all areas of the General Knowledge (GK) test. If the student cannot provide the Teacher Education Department with a passing score on the GK, and he or she has a score of 1000 on the SAT or a 21 on the ACT, the student may be granted a one semester appeal by the Council if that is the only admission criterion not completed. The student must pass the GK during the appeal semester;
6. earn a grade of C or better in EDUC 245 (Social Foundations of Education), EDUC 255S (Educational Psychology), EDUC 265 (Principles and Methods of Instruction for Diverse Populations), and all other professional education courses;
7. present a minimum 2.5 grade point average in specialization courses (major field of study);
8. present positive recommendations from three professors in support of a admission to Teacher Education. Two of the recommendations must be from education professors;
9. complete a successful interview with members of the Undergraduate Council if a review of performance in foundation courses suggests weaknesses;
10. join FFEA (or ACDA or CMEC for music students);
11. Follow the Degree Audit Planner at my.stetson.edu. ALL students MUST meet with their education advisor every semester;
12. obtain a copy of The Undergraduate Student Handbook.

Note: At any checkpoint within the student’s program, if there is a concern about the student’s appropriate progress, the student may be required to meet with an education faculty committee before continuing.
FOR ALL MUSIC EDUCATION MAJORS
TEACHER EDUCATION COURSE/RESPONSIBILITY SEQUENCE

I. IN THE FIRST SEMESTER AT STETSON

1. Join CMENC or ACDA and maintain active membership through Stetson career.

2. Become familiar with the requirements for admission to the Approved Teacher Education program (requirements listed in the Undergraduate Handbook).

II. IN THE SECOND SEMESTER AT STETSON

1. Complete an application for admission to the Approved Teacher Education program. This application can be found on the door of Room #113 in Davis Hall. Return completed application to the Undergraduate Education & Student Teaching Office.

III. IN THE SOPHOMORE (OR SECOND) YEAR AT STETSON

1. Have three professors complete faculty recommendations for your admittance into the Approved Teacher Education program.

2. Take the General Knowledge (GK) portion of the Florida Teacher Certification Exam. As of January 2010, FTCE tests will be given at Pearson VUE Professional Testing Centers strategically located through the state. Tests are given seven days a week with morning, afternoon, and evening availabilities. Information and registration are available online at www.fl.nesinc.com. You will receive an unofficial score report as soon as you complete the test. Let the Undergraduate Education & Student Teaching Office know the results of your tests.

3. You must be approved for the Teacher Education program before you enroll in either MC 354 or MC 351, called “Transition Point Courses.” Since these courses will be taken in the Junior year, you must meet all necessary requirements before then. The full list of requirements is listed in the Undergraduate Handbook.

IV. IN THE JUNIOR (OR THIRD) YEAR AT STETSON

1. You must now have been admitted into the TE program at Stetson in order to proceed to 300-level music education courses.

2. During the fall semester, apply to take the Professional Education (PE) and Subject Area (SAE) portions of the Florida Teacher Certification Exams. Information and registration are available online at www.fl.nesinc.com. You will receive an unofficial score report as soon as you complete the test. Let the Undergraduate Education & Student Teaching Office know the results of your test.

3. Become familiar with the requirements needed for admission to student teaching (requirements listed in Undergraduate Handbook).
IV. PREPARING FOR YOUR INTERNSHIP

You must attend two meetings in the Department of Teacher Education prior to your internship. At the first required meeting, your placement packet will be discussed. At the second required meeting, you will receive important information about your internship semester.

1. Most music education majors intern in the spring semester. Your first internship meeting will be in April of the previous spring semester, and the second meeting will be in November of the previous fall semester.

2. Placement packets are always due the semester prior to student teaching.

3. All requirements for internship - listed in the Undergraduate Handbook - must be met before you will be permitted to student teach. Exceptions and extensions are not appropriate or acceptable.
What if, for some reason, I don’t meet all the requirements for program admission or student teaching admission?

Requirements for program admission are strict. The only appeal the Undergraduate Council will entertain is not passing the General Knowledge test. If you did not have the opportunity to take the General Knowledge, you can ask for a one semester appeal. You must have a SAT score of 1000 or an ACT score of 21 to obtain the one semester appeal. There is no appeal for student teaching admission.

There is an appeals process for admission to the program. You would write a letter to the Undergraduate Council stating your reason for failing to meet all the requirements. The Council reviews your appeal and decides whether or not to grant you a semester’s extension to complete the requirements. If you do not agree with the Council’s decision, you may appeal to the department chair. If you do not meet the requirements for student teaching, there is no appeal for student teaching. All requirements must be met prior to student teaching.

Once I have been accepted, are there requirements to stay in the program?

Yes, there are requirements. In general, you must maintain a 2.5 or better GPA. You must pass required tests, and you must remain a citizen of the Stetson community in good standing. These requirements will be monitored at two checkpoints along the way.

What are the tests that I must pass?

You must pass the Florida Teacher Certification Examination (FTCE). You must pass the General Knowledge portion of this exam to get into the program. Prior to student teaching, you must have passing scores on the remaining two required exam sections of the FTCE, which are the professional exam and the specialization exam. All candidates take the same professional education exam and all candidates take a test in their major subject area (specialization), such as elementary education or secondary social studies. There are subject area exams for all the approved education majors we offer here at Stetson. No student can graduate from the approved program unless all required tests are passed. There are helpful guides to the FTCE exams that you might be interested in purchasing. Check on-line resources such as www.amazon.com or local bookstores. There are a few copies of the GK, Professional Exam, and some subject area guides students have donated that you may check out from the Undergraduate Office.

As of January 2010, FTCE tests will be given at Pearson VUE Professional Testing Centers strategically located through the state. Tests are given seven days a week with morning, afternoon, and evening availabilities. Information and registration are available online at www.fl.nesinc.com. You will receive an unofficial score report as soon as you complete the test. Special accommodations can be made for students with disabilities. Check the “Registering for Alternative Testing Arrangements” area of the FTCE website.

Please note:

- You cannot take two tests on the same day.
- You must wait 30 days to retake a failed exam.
- There is a fee increase for retaking an exam.
- Information can and does change from time to time.
- It is your responsibility to keep up with changes in testing provision.
What is the content of the FTCE exam?

The General Knowledge Exam (GK) tests basic skills. The test contains four subtests: an essay, multiple-choice English language skills, reading, and mathematics. The Essay and English language skills subtests measure general skills such as formulating a thesis statement, providing supportive details, arranging ideas in a logical and an organized pattern. Specific skills of word choice, sentence structure, grammar, spelling, capitalization, and punctuation are included. The Reading subtest includes passages with questions measuring literal and critical comprehension. The mathematics subtest includes arithmetic, geometry, measurement, algebra, statistics, and logical reasoning. **You must pass all four subtests to be accepted into the Teacher Education Program.**

Subject Area Exam (SAE) measures content area knowledge, usually in a multiple-choice format. English 6-12 and Middle Grades English 5-9 also require an essay. Spanish K-12 and French K-12 are administered in a language lab, and German K-12 has an interview. For elementary education majors, the content area comes from your Liberal Arts courses and Language Arts classes in the education department. This exam covers content you studied in your Arts and Sciences classes. The areas covered on this extensive exam can be found at the following website: [www.fl.nesinc.com](http://www.fl.nesinc.com). It is imperative that you examine the content expectations of your exams. If you feel weak in a certain area(s), we strongly recommend that you elect courses to strengthen those areas. The required competencies and skills are found in Appendix R.

Professional Education Exam (PE) assesses general knowledge of five content bases: personal development, appropriate student behavior, planning instruction, implementing instruction, and evaluating instruction. All candidates for initial certification will take the same Professional Education test.

**You mentioned “checkpoints” along the way. When do these occur?**

Every semester grade point averages are checked. In addition, professors who teach the foundations courses meet to discuss knowledge, skills, and dispositions progress of students. This type of meeting takes place for junior level students as well. Students are notified of any concerns. Any difficulty a student may have regarding behavior on campus is reported to the department. Required test sequence as mentioned above serves as additional checkpoints along the way.

A major checkpoint is Admission to Student Teaching. Criteria are listed on pages 22 and 23 in this book. You will receive the *Student Teaching Handbook* to guide you through this capstone experience.
Exit Requirements

Exit requirements for approved program graduates include:

1. a cumulative grade point average of 2.5 or better
2. a grade of C or better in professional education courses
3. a grade point average of 2.5 or better in content teaching area
4. satisfactory portfolio presentation
5. satisfactory documentation of each of the 12 Florida Educator Accomplished Practices at the pre-professional level
6. completion of the student teaching experience with a passing grade.

NOTE: Continuous program review and revision may invalidate the above stated requirements. Consultation with the Office of Undergraduate Teacher Education is necessary to ensure fulfillment of program requirements.

What are the majors offered in the department?

- You can major in Elementary Education. This allows you to teach in K-6 elementary classrooms when you graduate.
- You can prepare to teach in secondary schools (6-12) by majoring in English, Mathematics, Biology, or Social Science teacher education. Secondary majors will have particular required courses in their major, hence a four-year plan is required.
- You can prepare as a K-12 teacher in music and foreign language.

You can view examples of program statements in Appendix C and subject area expectations in Appendix R.

Does the Teacher Education Department decide all the courses I must take?

Your courses include Stetson University’s required general education courses for all graduates. In addition, the courses outlined in your program of study are determined by the accrediting agencies that approve our program. These are the Florida Department of Teacher Education (DOE) and the National Council for Accreditation of Teacher Education (NCATE). In addition, the department may require a specific course or courses in speech or English, based on your ability to make a presentation, or your ability to write or speak using appropriate language. Mastery of the English language is required for student teaching placement.

How does State and NCATE approval help me?

When you graduate from Stetson’s program, you will be eligible to teach in the State of Florida. NCATE is a nationally recognized accrediting agency that certifies program graduates are well prepared to teach. This makes it much easier for you to obtain certification in other states. In fact, many states will issue you a certificate immediately because you qualify for a Florida credential and because you graduated from an NCATE approved program.
I just transferred to Stetson. Is there anything special I need to do?

Yes! Students who transfer to Stetson University after two years of college may find it difficult to meet degree requirements in the remaining four semesters. As a transfer student you should make an appointment with the Chair of the Department of Teacher Education (or the designee of the Chair) and request an evaluation of the time necessary to complete your program. For this appointment, you need to bring an audit sheet from the Registrar’s office showing your transfer credit.

What opportunities will I have to work in schools while I am in the Teacher Education Program?

The Florida Department of Education views early field experiences as one of the most important components of the teacher education program. We agree! In order to provide for the best combination of learning activities in our Teacher Education Program, all education majors will participate in early and continuous field-based experiences beginning with the 200 level courses and culminating in the senior internship. Every effort is made to give you a variety of experiences in grade level or subject area placement. As a student, you will be given opportunities to work in multicultural settings in the city of DeLand or surrounding municipalities.

Early Field-based Assignments
During your freshman and sophomore years you will be involved in observation and/or working with pupils in an actual classroom environment or observing in other educational settings, such as school board meetings. These assignments make the content of education courses relevant as well as helpful in developing knowledge, skills, and dispositions necessary to facilitate pupil learning. You will have opportunities to observe teachers in the process of teaching and in some instances you will interact with the students.

Junior-level Field Experiences
During your junior year or first semester senior year, you will increase your participation in classrooms and are more closely supervised by your professors. You will teach lessons or units, participate in special educational projects, such as judging science or social studies fairs, and under supervision teach lessons and units of study in classrooms. You will have opportunities to put your knowledge of course content such as ESOL, assessment, and reading strategies to work in real classroom situations. Increased reflection and a working knowledge of the 12 Accomplished Practices begin to connect theory to practice.

Senior Student Teaching Experience
This is the capstone semester experience where you will demonstrate all of the 12 Accomplished Practices as you work with a cooperating teacher in a public or private school setting. This experience is intense and will be your full time educational experience during the semester. When you student teach, you will receive a Student Teaching Handbook to guide you through this experience.

What are the 12 Florida Education Accomplished Practices?

These are 12 areas of teaching, planning, and interaction that the state of Florida has deemed necessary for you to master to be an effective teacher. These areas were determined by a wide variety of educators and are research based. You will begin learning about the Accomplished Practices in your very first courses, and you will have opportunities to develop the knowledge,
skills, and disposition to put these to work in the classroom. The AP’s will be assessed throughout the program and scores entered in our assessment system. These AP’s are the basis of many items on the professional exam of the FTCE. A brief summary of the 12 Accomplished Practices is in Appendix D along with the Rubrics for the APs at each tier.

Will I be assigned places to complete these field experiences?

Yes! Field experiences are arranged through the Office of Undergraduate Teacher Education and in some cases by the professor teaching a particular course. In all cases, **students must not approach a teacher or school concerning placement.** Field placements are made in cooperation with the districts in which placement is sought. There are many considerations for field placement that are taken into account before placements are made. For example, students must have experiences in a variety of settings and grade levels. In advanced placements (juniors and seniors), the cooperating teachers must have completed staff development training as Clinical Educators before an advanced intern may be assigned to the class. Senior interns must be placed so that the supervisors can visit classrooms to assist and to supervise the students in a timely manner. These are a few of the many considerations for placement that will help you realize why students cannot be involved in selecting their placements.

Will the school where I’m placed have any special expectations or requirements for me?

Indeed the school will have both expectations and requirements of all guests in their classrooms. Many of these expectations are common to all schools in a district and some are even state requirements.

**Ethical behavior** is expected. You are expected to go to your field placement at the agreed times and days. Whenever you are placed for any field experience, you must remember that all the information you acquire while in the clinical setting must be treated as confidential. You must abide by the Code of Ethics (see Appendix E). There will be two levels of clearance for working with children in our schools. **Level One**: complete the Volunteers in Schools form for Volusia County. You submit your driver's license for arrest checks as part of this clearance. **Level Two**: prior to student teaching you must be cleared through finger prints (state requirement). Please note: If you have any record of child abuse or neglect, any record of sexual abuse, and certain levels of drug related arrests, you will never receive a teaching license in the State of Florida. In addition, any arrest, even if you think the charges are expunged or sealed, is NOT expunged or sealed as far as working with children is concerned. If you have any doubt about a Level Two clearance, please make an appointment with the Director of Undergraduate Teacher Education to discuss your situation. **You must be cleared to volunteer and student teach by the appropriate school district. Stetson University has no control over this clearance.**

**Appropriate dress** is another expectation. Stetson students may not enter schools without appropriate dress/appearance. Schools are institutions that have conservative dress codes for students and faculty. You are not only guests in the private or public schools when observing or participating in field experiences at any level, but you are also networking as a future professional. Therefore, the Teacher Education Department has **strict** expectations for professional dress for students representing Stetson in the public/private schools. The examples listed below are considered inappropriate dress or appearance. This list is a guide and does not necessarily represent all circumstances in which the school or our department may consider certain appearances represent inappropriate dress:
1. body piercing such as nose/naval/tongue rings
2. unconventional hair styles such as unusual coloring/spikes
3. blouses that show midriff when arms are raised
4. shorts, tight pants, short skirts
5. “sports attire” – sweat pants and muscle shirts, jeans, pajama bottoms
6. low cut sweaters and blouses
7. flip-flop shoes

You are also required to wear your Stetson name badge. Most schools will require their Visitors ID to be worn also. You must check in at the office before attempting to enter any classroom.

If the school calls us concerning your attire, you cannot return to the field placement until you have a conference with the Director of the Teaching Program on appropriate dress.

**Will field experiences be evaluated?**

Evaluation of your performance will be a cooperative effort between the Department of Teacher Education faculty and the classroom teacher. The purpose of the evaluation is to help you determine your strengths and weaknesses, your disposition for teaching, and to guide you in improving your teaching techniques. The evaluation forms vary with the level of your experience (see Appendix F). At the junior level and senior levels, when you are observed in a teaching situation, your supervisor will use the Stetson Teaching Critique form. You will notice that this form includes the 12 Accomplished Practices as well as effective teaching strategies. The effective teacher strategies have their basis in the Florida Performance Measurement System Research Base. A summary of these strategies can be found in Appendix G. In some courses, you may be given additional evaluation forms other than those in Appendix F. Letter grades are not assigned to field experience other than P/F. In some courses, if you do not complete your field experience, you cannot pass the course. Documentation of completion of all early field experience must be on file in the Undergraduate Teacher Education Office. Even at the senior student teaching level, your field experience will not receive a letter grade. However, you will receive a written assessment of your performance in the form of a written recommendation for your Placement File.

**Does the Department of Teacher Education also act as a placement agency?**

We do keep your placement packet in an electronic student file. It is the packet you begin when you apply for student teaching placement and that you complete when you graduate. We request that you keep us informed when and where you receive employment, because we do contact you when we receive calls for specific job opportunities. Principals often call us when they have openings. From time to time recruiters visit our campus to recruit graduating seniors. Once you graduate, be sure to check your Stetson email account for important information.

**Are there other considerations that I should know that will help me be successful in the Teacher Education Program?**

Yes. The following will be helpful to you. Our department requires that throughout your program you use the American Psychological Association (APA) writing format. To help you in this regard, we have included a guide in Appendix H.
Remember that the student teaching experience is a “full time job” and as a pre-professional you are expected to be present every day of the experience. If you participate in team sports and other extracurricular activities, these cannot interfere with your student teaching. It is your responsibility to remind your advisor of such participation so that your internship can be arranged during a semester when your activities will not conflict with your teaching responsibilities.

Student Teaching application meetings are held every semester in Davis Hall. It is your responsibility to attend the appropriate meeting prior to your internship.

Demonstrating your technology competency is a requirement that you can complete in any of your classes. You must have two technology forms completed and on file prior to internship. You may get forms from the Undergraduate Office. For your information we have included the National Educational Technology Standards for Students (NETS) in Appendix I.

To help you as you work with ESOL students, we have a list of 73 ESOL Strategies and other helpful ESOL information in Appendix J.

Throughout your program we will probe why you prefer to present materials in a certain way or why you use certain strategies in your classroom. You will also be asked to develop a philosophy of teaching statement. The best way to be successful in this endeavor is to begin with yourself. To that end, we have included in Appendix K an inventory that you can use to help you determine your philosophical bent.

Understanding the Department outcomes is important to your successful completion of the program. A research based summary of the outcomes is in Appendix A.

**Copyright Guidelines**
You must be very careful to follow the copyright guidelines when you are preparing materials. The Florida Department of Education is very interested that you know the copyright laws. A summary of the laws most likely to be used in education is in Appendix L. These guidelines often appear on the state teacher’s exam.

**Florida Certificate**
When you graduate from Stetson’s State and NCATE approved program, you may apply for a Florida certificate. Details for application are explained in detail during the internship block.

If you wish to see information concerning employment in Florida schools, check [www.teachinflorida.com](http://www.teachinflorida.com).

**Obtaining a Certificate from other States**
To obtain a certificate from a state other than Florida, the applicant should write to the State Department of Education in that state requesting information concerning the requirements for certification in the specific teaching field and ask for the forms to be used in applying for certification. Since considerable time ordinarily elapses between the filing of an application and the date a certificate is issued, the applicant should make application as far in advance as possible. If you know you will be applying to teach in another state, it is advisable to check certification requirements early in your education at Stetson University. For example, if a state requires a particular course or test, you can prepare in advance for these requirements so that you may begin your teaching career with minimal delay. Graduating from an NCATE approved program makes qualifying in many states a much smoother process. See Appendix M and N.
Credential requirements vary from state to state. If you are interested in exploring another state, web sites and addresses are in Appendix N.

**Certification by Interstate Reciprocity**
Reciprocity is a term commonly used when educators certified in one state or jurisdiction seek certification in another. Unfortunately, many individuals assume the term guarantees that they will automatically receive a full certificate in the new state without having to satisfy any additional requirements. This is not always the case, since each receiving state may impose special state requirements which must be met within a specified period of time.

The National Association of State Directors of Teacher Education and Certification (NASDTEC) offers member states the opportunity to participate in the Interstate Agreement, which governs the details of interstate reciprocity. This agreement enables a state to review the preparation and certification standards of all other state and jurisdictions for specific certificate types (teacher, administrator, support, and vocational). Each state may then sign the agreement with other state certificate types that meet its own minimum standards for preparation and certification. Some states may choose to not sign with another state for any certificate type because of significant differences in standards. Others may sign with another state to accept their teaching certificate but to not accept their administrator or support certificates. Specific information on the NASDTEC Interstate Agreement, including which states have signed with other states and in what certificate areas, may be found on the NASDTEC web site at [www.nasdtec.org](http://www.nasdtec.org). See Appendix M.

**Agency Descriptions**
You should be familiar with the three agencies that govern teacher education programs and your conduct as a teacher. The purpose of each agency often appears on the FTCE. They are in Appendix M.

**Security and Emergency Information for Schools**
Schools cannot operate without specific procedures for maintaining security. When you are in the schools, you need to be aware of the basic security measures that are in place. Appendix O presents the minimum security information that you need when participating in field experience in the schools.

**Florida Performance Measurement System (FPMS)**
In 1979, educators in Florida began an intensive review of the literature in an effort to identify which teacher behaviors were positively related to student achievement. One hundred twenty-one (121) specific teacher behaviors were identified. In 1983, those behaviors that advanced student learning were presented as the Knowledge Base of the Florida Performance Measurement System (FPMS). A summary of these behaviors are in Appendix G. These will be referenced throughout your program of study.

**Code of Ethics**
Teachers are held to a strict code of ethics. You are not to share anything that you observe in the classroom, unless there is a need to know. It is important for you to review the Code of Ethics found in Appendix E.
The Student Teaching Experience

The student teaching semester involves field experiences in an elementary, middle grades, or secondary public school or accredited private school approved by the College of Arts and Sciences. During the intern semester, pre- and post-student teaching activities on campus are scheduled. These take place during the first and last weeks of the semester calendar. The Director of Student Teaching, in conjunction with the local school districts, is responsible for assignment to school sites and the assignment of the intern’s university supervisor.

Student Teaching application seminars are held each semester. It is your responsibility to attend this meeting in your junior year, two semesters prior to your proposed intern semester. Student teaching application materials are distributed and discussed at that time. Applications are completed during the first month of the semester prior to the semester you plan to do your student teaching. You must complete your application packet for student teaching by the deadline given at the application seminar. Failure to meet this deadline will result in NOT being placed in student teaching during the term for which the packet was due. This most likely will delay your graduation by a semester.

Eligibility requirements for student teaching include the following:

1. admitted into the Approved Teacher Education Program;
2. satisfactory completion of all field-based experiences;
3. complete Student Teaching Application;
4. complete Student Teaching Placement Packet;
5. favorable recommendations from three professors in support of admission to Student Teaching;
6. evidence of a passing score on all of the Florida Teacher Certification Examinations (FTCE), Professional Exam, and Subject Area Exam in teaching major;
7. a grade of C or better in professional education courses;
8. a GPA of 2.5 or better in major content area and overall;
9. appropriate progress on demonstrating the 12 Florida Educator Accomplished Practices at the pre-professional level;
10. satisfactory behavior recommendation from the Office of Campus Life at Stetson;
11. evidence of computer competency by presenting two satisfactory technology recommendations or through completion of a technology course with a C or better that has been approved by the Undergraduate Council;
12. fingerprinting clearance as required by county school boards
Four units will be taken during the student teaching semester. This is a full load, and only for extenuating circumstances will permission be given to take any additional credits during this term. A formal class (vs. Independent Study) must be an evening class.

During student teaching, you will not be excused from any student teaching responsibilities in order to work, take campus course work, or participate in college activities. If there is a pressing need for involvement in any university activities, it must be cleared first with the Director of Student Teaching and the Director will so advise the clinical university supervisor.

When you are student teaching, you will follow the school calendar of your placement rather than that of the university with regard to holidays and work schedules. In some instances, a university seminar may meet during your holiday week. You are required to attend the seminar.

**Application Procedure**
You are required to attend a pre-placement/informational meeting to discuss your student teaching assignment. Meetings are held every semester. You must attend the meeting held two semesters prior to the term you plan to intern. Student teaching application materials are distributed and discussed at that time.

Applications will not be accepted unless they are accurately, neatly, and completely filled out. The Office of Undergraduate Teacher Education cannot and will not be responsible for any errors in typing, grammar, sentence structure, spelling, etc. This is your responsibility. Applications not in good order will not be accepted or processed. It is important that applications be submitted according to the dates or schedule indicated.

**Placement**
The placement of student teachers in clinical settings is a collaborative effort between the local Central Florida school districts and Stetson's Office of Undergraduate Teacher Education. Stetson University and district policy dictates that students will not make personal arrangements with a school for a student teaching assignment. Great care goes into determining the school sites used each semester. The primary concern is appropriately trained cooperating teachers who work with a diverse student population. Secondly, Stetson supervision is an integral part of the senior internship. Professors must be able to access the classrooms of all interns in a reasonable amount of time; therefore, limited sites are used each semester, and often on a rotating basis. Students also benefit from cluster placement -- sharing ideas, transportation, etc. Upon receiving the application by the above stated dates, the professors, through the Director of Student Teaching, will counsel individual students as needed with regard to the application, the placement process, and any problems or concerns a student might have. If the applicant is eligible, the Director of Student Teaching will submit the application to the appropriate county personnel for placement.
APPENDICES
Stetson University - Professional Education Unit
Department Outcomes

We believe that becoming a teacher is a dynamic process extending from initial preparation over the course of an entire career. Through its program of study, the Department of Teacher Education at Stetson University has made a strong commitment to quality teacher education for the 21st century - striving to prepare a common series of courses and experiences that provide knowledge, skills, and attitudes that will enable candidates to meet the needs of students within culturally diverse educational settings in a rapidly changing world.

Professional Commitments and Dispositions
Building on Stetson University’s commitment to infuse programs with the values of ethical decision making, human diversity and commonality, gender equity, community service, and environmental responsibility, we expect that all candidates will:

- show evidence of behaviors that exemplify the ethics of the teaching profession.
- develop awareness, appreciation, and understanding of diverse populations.
- value a questioning and analytic attitude (e.g., utilize critical analysis of data and behavior to initiate change).
- seek articles in professional journals about teaching, learning, educational management, and reform.
- reflect on and formulate a personal philosophy with respect to learning and teaching.

Commitment to Diversity
Florida schools are growing in diversity, and our department recognizes the serious implications of this evolving change. About one-half of Florida’s students are considered racial/ethnic minority; about one-fourth are labeled ESE; over 200 languages are reported as being the native language in the home; and, more than 50% of Florida’s elementary students receive free or reduced lunch (Florida Department of Education, 2006). We recognize the serious implications of these statistics to meeting the learning needs of diverse students. Our commitment to diversity is evident in the strand of Responders to Diversity, which is woven throughout initial teacher preparation programs and advanced programs. The design, delivery, and evaluation of the unit’s courses and field experiences reflect this commitment.

Specifically, we expect that candidates will:

- have knowledge of issues involving teaching and schooling in a complex and culturally diverse society.
- have knowledge of unique learning characteristics, needs, and capabilities of students of different ages, cultural, language and socio-economic backgrounds, and exceptionalities.
- demonstrate the ability to bridge theory to practice in a variety of educational settings.
- plan and implement strategies in cultural diversity and nurture human relations with pupils, peers, teachers, and other stakeholders.

Commitment to Technology
The unit’s commitment is shown in faculty use of technology in their teaching and monitoring of students’ progress in the use of technology throughout the programs. Candidates demonstrate competence in the use of educational
technology through an ability to utilize technology personally and professionally in their teaching in order to help all students learn. The use of technology has been integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

**Philosophy**
Throughout all our professional programs, there is an underlying commitment to the following beliefs:

1. All candidates must understand their own culture and the cultures of others. As educators, they must accept all students and teach in an atmosphere that honors the unique cultural differences and fosters in each student respect and appreciation for human and cultural diversity in a democratic society. See Unit Strands: *Responders to Diversity* and *Collaborative Instructional Leaders*.

2. Educational leaders influence students towards inherent possibilities of human development by using multiple instructional strategies in high performing learning environments that facilitate the academic achievement of each K-12 student and the importance of the individual’s commitment toward living a meaningful life. See Unit Strands: *Collaborative Instructional Leaders* and *Facilitative Change Agents*.

3. Educators, beyond their responsibility to transmit knowledge, have the mission to transform practices in schools so that all students may learn to their fullest potential and participate fully in our democratic society. See Unit Strands: *Reflective Practitioners* and *Facilitative Change Agents*.

These four organizing strands - *Reflective Practitioner*, *Collaborative Instructional Leader*, *Responder to Diversity*, and *Facilitative Change Agent* - were established to create a sense of unity across all programs at both the initial and advanced levels.

**Reflective Practitioners**
The consensus among the Department of Teacher Education faculty is that our intention is to create reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. This perspective is consistent with a view that candidates should become active learners capable of reflecting upon their experience and implementing appropriate changes in their education.

This view is consistent with a philosophy that places responsibility for learning with the individual, and it views learning as an active interaction between teacher and learner. Historically, this view can be linked to the work of John Dewey. In contemporary views, it is connected with constructivist philosophic perspectives and cognitive psychology. This view describes intelligence as thought in action and that to reflect on one’s experience is a method that allows for growth. As Dewey described in his *Experience and Education* (1938) growth occurs through “reconstruction of experience” (p.87). In general, the approach that department members advocate is consistent with Dewey’s problem solving model, which describes five steps: feeling a need to solve a problem, analyzing the difficulty, suggesting alternatives, choosing among the various alternatives, and implementing and evaluating the results.

We believe that learning is an active and collaborative process. Teachers must view knowledge as constructed by learners rather than transmitted by teachers. Candidates should be involved in a classroom community where they will learn to ask questions, share, debate, construct, modify, and develop ideas and ways to solve problems (Johnson & Johnson, 1999; Slavin, 2006).

We believe that teachers and other educators need to ask hard questions about conventional practice (Barazangi, 2006; Reagan, 1993; Goodlad, 1983; Leahy & Corcoran, 1996). Continuous reflection on one’s set of beliefs and assumptions about teaching and learning make the process of becoming a teacher a conscious effort of developing a “conscience of craft” (Bush, 1987; Green, 1985). We agree with Reagan’s (1993) work relating to reflection-in-action, reflection-on-action, and reflection-for-action. His view offers ways to consider proactive approaches to education, particularly the concept of reflection-for-action. Reflection-for-action describes an approach that prepares candidates to anticipate what to do in the schools (based on reflection of past action) while planning for subsequent action. Finally, reflective practice can be enhanced through use of reflective journals, seminars,
portfolios, action research and emphasis on teaching as decision-making. The ultimate goal of reflective practice is continual improvement.

In practice, this strand relates to Florida Educator Accomplished Practices 3 (Continuous Improvement), 8 (Knowledge of Subject Matter), and 10 (Planning) - although we realized that many other connections could be made.

**Collaborative Instructional Leaders**

Schools today need a collaborative effort between administrators and teachers (Birky, Shelton, & Headley, 2006; Bogan, 2006). According to Barth (2006), educators who become leaders experience personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and a new learning about schools and the process of change - all of which are reflected in curriculum development and instructional practice. We believe that schools that have strong, effective principals and empowered teacher-leaders tend to be high performing learning organizations (Blasé & Blasé, 2001; Ervay, 2006).

As teacher educators we prepare future educators to become educational leaders who are open to different perspectives, whose instructional decisions are based on multiple sources of information, and who develop instruction that is responsive to the capabilities and needs of diverse learners. Because assessment is critical to effective instruction, it is important for educators to know how to evaluate students’ progress. We believe that if we encourage prospective educators to reflect on their instructional decisions, K-12 student learning will increase.

The primary focus of an instructional leader is to enhance the learning of the students in the classroom. Like Schmoker (2006), we encourage candidates to become “learning leaders.” He believes that learning leaders should spend more time discussing and supporting learning. He believes that learning leaders need to focus on monitoring and supporting student success, and teams of teachers must work together to enhance student learning. We believe that teaching pedagogy should teach to the higher levels of Bloom’s taxonomy. Both teachers and leaders should work toward the evaluation and synthesis level of knowledge. As instructional leaders, we must synthesize student performance data, adjust teaching strategies, and evaluate and monitor student progress. We should ask no less of our K-12 students. Tucker and Stronge (2005) state that “these emphases combined with purposeful collaboration have resulted not only in sizable achievement gains but also in higher levels of teacher satisfaction and a feeling of professionalism.”

As a unit, we believe an educated leader is an individual who can influence people within an organization towards continuous improvement and change. There is no one best way to influence people. Leaders, however, must lead according to the readiness level of the people in the organization that they are attempting to influence (Blanchard, Zigarmi, & Zigarmi, 1985). We believe one must have the ability to analyze a situation, determine the appropriate leadership style the situation warrants, and take action. We believe people have the potential to grow and, given an opportunity, can and will respond. Part of this equation, however, is that leaders must first have high expectations of themselves. As educators, we know the impact of teacher expectations on candidate behavior and achievement (Murphy & Alexander, 2006).

In practice, this strand relates to Florida Educator Accomplished Practices 1 (Assessment), 4 (Critical Thinking), 6 (Ethics/Professionalism), 7 (Human Development and Learning), 8 (Knowledge of Subject Matter), 9 (Learning Environment), 10 (Planning), 11 (Role of the Teacher), and 12 (Technology).

**Responders to Diversity**

Unit members recognize the importance regarding issues of diversity within the educational setting. We believe that teachers must move beyond tolerance to acceptance, and they must accomplish this through demonstrating competence that they can recognize, accommodate, and value students’ “cultural capital” (Banks, 2003; Bordieu, 1977). Diversity issues include an understanding of age (developmental readiness, human growth and development); gender; socioeconomic status; academic ability (ESE, exceptional student education, gifted); language (English as a second language); race and ethnicity; and culture - and how each of these concepts presents a multitude of challenges for educators. The challenges that face candidates are not limited to how they teach students of diversity; candidates must also teach about diversity so that their students will ultimately be able to interact and thrive in a diverse world. Such complex issues require delicate handling as well as substantial preparation.
Candidates must develop a repertoire of skills and knowledge that complement education reform as they endeavor to respond to these issues of diversity (Abedi, 2004). A holistic view of development from novice to advanced practitioner is necessary. Competency-based approaches, in which educators’ knowledge, skills, and experiences are considered assets, help educators understand and respond to the diverse needs of today’s changing K-12 populations. Reflective and analytical learning must also be emphasized. Societal issues (e.g., crime, drug and alcohol abuse, poverty, homelessness, etc.) require greater collaboration between educators, families, and social service providers (Slocumb & Payne, 2000).

In practice, this strand relates to Florida Educator Accomplished Practices 2 (Communication), 5 (Diversity), 7 (Human Development and Learning), 9 (Learning Environments), and 10 (Planning).

**Facilitative Change Agents**

Educators must be competent in both content and pedagogy to challenge learners’ thinking and facilitate change in schools. It has become increasingly necessary for educators to extend the classroom into the community and become a change agent for educational reform. Fullan (2003), recognized as an international authority on educational reform, links moral purpose and change. We believe, through reflective practice, educational change can occur. Candidates must be prepared with the knowledge, skills, and dispositions to strive for teaching and learning authenticity as they face complex educational challenges such as heightened accountability and curriculum redesign. To think on a critical level, candidates must be able to look at multiple perspectives of the situation as well as the broader social, political, moral, and economic contexts of the problem.

Necessary for one to become a skillful change agent, candidates participate in personal vision building, inquiry, mastery, and collaboration (Fullan, 1999; Fullan, 1993; Senge, 1990). We strive to prepare candidates to practice responsibly and become critical thinkers who can challenge the status quo, effect change, and sustain that change (Fullan, 2005).

Personal vision building entails the candidate to examine one’s purpose for wanting to be an educator and the ability to articulate a platform for future action closely related to and necessary for the construction of a personal vision is the disposition of inquiry. Skillful inquiry is directed at examining information and ideas in the external environment and requires the internalization of norms and habits, which support continuous learning. As change agents, we believe educators must be continuous learners in order to respond in a proactive manner to an increasingly complex and changing world and to use changes such as those in technology and research on best practices to bring appropriate change to our classrooms.

Mastery is necessary for developing an effective change agent. Pedagogical content knowledge is essential for effectiveness in our profession and must be addressed. We believe mastery moves beyond the skillful practice of pedagogy in relation to subject matter. This requires educators to nurture a disposition of personal expertise in order to achieve a deeper understanding of existing conditions, proposed innovations, and potential futures.

Collaboration is also needed to foster one’s capacity as a change agent. Through collaboration, educators extend exponentially the power of their personal mastery through the cultivation of group mastery.

In practice this strand relates to Florida Educator Accomplished Practices 2 (Communication), 9 (Learning Environment), and 11 (Role of the Teacher).
# STETSON UNIVERSITY LESSON PLANNING GUIDE

(Things you may wish to consider when completing your lesson plan)

<table>
<thead>
<tr>
<th><strong>ANTICIPATORY SET</strong></th>
<th>Develops in students a “mental set” that focuses them on the content to be learned. Could be a question, a challenge, an artifact, reading a book, showing a film clip, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OBJECTIVE(S) &amp; PURPOSE</strong></td>
<td>(Objective) Tell students what they are going to learn or be able to do. When you write out the objective for your lesson plan, make sure you use clear action verbs and that the objective is measurable. (Purpose) Let the students know how/why this will be useful to them.</td>
</tr>
<tr>
<td><strong>PROCEDURE</strong></td>
<td>What information will you present? What method(s) will you use? What is the sequence of your presentation? How much time will each event in your lesson require?</td>
</tr>
<tr>
<td><strong>MATERIALS</strong></td>
<td>What special equipment or materials will you need for this lesson?</td>
</tr>
<tr>
<td><strong>CHECK FOR UNDERSTANDING</strong></td>
<td>As the lesson progresses, how will you check for understanding? Will you use guided practice, questions, observation, etc.?</td>
</tr>
<tr>
<td><strong>APPLICATION/PRACTICE</strong></td>
<td>What type practice(s) will you provide under your direction? What will the students do to reinforce the concept you are teaching?</td>
</tr>
<tr>
<td><strong>INDEPENDENT PRACTICE</strong></td>
<td>Are the students ready for a homework assignment? If so, describe the assignment.</td>
</tr>
<tr>
<td><strong>ASSESSMENT</strong></td>
<td>If a test or quiz is given, write a performance standard in lieu of the above. Predict what % of the class will score at or above a predetermined level. After you check the assessment, reflect on the accuracy of your prediction. Did you meet your goal? Why or why not? Later, at the bottom of your lesson plan, write actual results. Will you change any of your teaching or assessment strategies when you teach this lesson in the future? Remember, all assessment is NOT “paper and pencil” testing.</td>
</tr>
<tr>
<td><strong>MANAGEMENT</strong></td>
<td>Consider the lesson format. What special management techniques might you need? Plans for particular students?</td>
</tr>
<tr>
<td><strong>REFLECTION</strong></td>
<td>What went well? What might you want to change?</td>
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</tbody>
</table>
STETSON UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION

DAILY LESSON PLAN

Name ___________________________ Grade Level ________________

Subject __________________________ Date _______________________

I. TOPIC

II. OBJECTIVES

A. Content

B. Language (if applicable)

III. SUNSHINE STATE STANDARDS

IV. MATERIALS

V. TEACHING PROCEDURES (ESOL strategies must be included in the teaching procedures)

A. Introduction

B. Developmental Procedures

C. Closure

VI. LESSON EVALUATION
VII. Anticipated Teacher Student Use of Time Activity Activity

VIII. ESOL Strategies (number and key word)

IX. How are you differentiating instruction to meet the needs of diverse learners? List first name of student, need, and strategy.

X. Lesson Reflection
STETSON UNIVERSITY  
DEPARTMENT OF TEACHER EDUCATION  
THE CURRICULUM FOR ELEMENTARY EDUCATION MAJORS

Education Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>EDUC 245</td>
<td>Social Foundations of Education</td>
<td>1</td>
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<tr>
<td>EDUC 255S</td>
<td>Educational Psychology</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 265</td>
<td>Principles &amp; Methods of Instruction for Diverse Learners</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 275D</td>
<td>Human Exceptionalities</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 301</td>
<td>Reading in the Primary Grades</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 305D</td>
<td>Cultural Diversity Education</td>
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Upper Division Education Requirements:

**Literacy Block**

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<tr>
<td>EDUC 314</td>
<td>Reading in the Intermediate Grades</td>
<td>1</td>
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<tr>
<td>EDUC 315</td>
<td>Language Arts &amp; Literature for Children</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 316</td>
<td>Assessment and Evaluation of Learning</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 317</td>
<td>Comprehensive Strategies for ESOL</td>
<td>1</td>
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<tr>
<td>EDUC 393</td>
<td>Professional Educator I</td>
<td>.5</td>
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</table>

**Integrated Block**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>EDUC 321</td>
<td>Mathematics in the Elementary School</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 322</td>
<td>Natural &amp; Social Sciences in the Elementary School</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 394</td>
<td>Professional Educator II</td>
<td>.5</td>
</tr>
<tr>
<td>EDUC 424</td>
<td>Assessment &amp; Differentiation of Reading Instruction</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 499</td>
<td>Senior Project</td>
<td>1</td>
</tr>
</tbody>
</table>

**Student Teaching Block**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 429</td>
<td>Senior Intern Seminar</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 430</td>
<td>Student Teaching</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 474</td>
<td>Educational Management of Exceptional Students</td>
<td>1</td>
</tr>
</tbody>
</table>

19 Units

In addition to the above listed education courses, students must meet the general education university requirements. A minimum of 128 hours is required for graduation. See Bulletin for details.

**Disclaimer:** The requirements may change at any time. It is your responsibility to keep in close contact with your advisor and to review the Department of Teacher Education Undergraduate Handbook.
SECONDARY SUBJECT: You must complete specific subjects in your major as required by the Florida Department of Education in Tallahassee. You should make application for admission to the Approved Teacher Education Program at the Office of Undergraduate Teacher Education during the first semester of your sophomore year. Transfer students should do this during their first semester in residence.

Education Requirements:

- EDUC 245: Social Foundations of Education (1 Unit)
- EDUC 255S: Educational Psychology (1 Unit)
- EDUC 265: Principles & Methods of Instruction for Diverse Learners (1 Unit)

When you meet ALL other requirements listed on the application form, you will be eligible for admittance to the Approved Teacher Education Program.

The following courses are usually taken AFTER admission to the Approved Program. In some cases, some courses can be taken prior to program admission:

- EDUC 302: Improving Reading and Writing Skills in the Middle/Secondary School (1 Unit)
- EDUC 305D: Cultural Diversity Education (1 Unit)
- EDUC 316: Assessment and Evaluation of Learning (1 Unit)
- EDUC 317: Comprehensive Strategies for ESOL (1 Unit)
- EDUC 393: Professional Educator I (.5 Unit)
- EDUC 394: Professional Educator II (.5 Unit)
- EDUC 331: Special Methods courses

To be eligible for admission to the Approved Teacher Education Program, you must complete EDUC 245, 255, and 265 and satisfy all other requirements.

**Student Teaching Block**

- EDUC 429: Senior Intern Seminar (1 Unit)
- EDUC 430: Student Teaching (2 Units)
- EDUC 474: Educational Management of Exceptional Students (1 Unit)

**MUST apply during the year prior to the semester of student teaching**

Minimum hours required for graduation are 128. Students must also complete the general education university requirements. See Bulletin for details.

Disclaimer: The requirements may change at any time. It is your responsibility to keep in close contact with your advisor and to review the Department of Teacher Education Undergraduate Handbook.

EDUC 255S and EDUC 265 should be taken during your freshman year. EDUC 245, EDUC 275D, and EDUC 301 should be taken during your sophomore year. Application for admission to the Approved Teacher Education Program must be made during your sophomore year. You will need to complete EDUC 245, 255, and 265 and satisfy all requirements for admission to the program. The Literacy Block should be taken during the fall semester of your junior year, and the Integrated Block should be taken during the spring semester of your junior year. The Student Teaching Block, EDUC 429, 430 and 474, are taken together during the fall semester of your senior year. Although not required, EDUC 305D (except for English) Cultural Diversity is strongly recommended and may be taken in the spring semester of your senior year.

You MUST be admitted to the Approved Teacher Education Program in order to do your student teaching and to graduate from an approved program as required by the Florida Department of Education in Tallahassee. Application for student teaching must be completed two semesters prior to the semester in which you plan to do your student teaching.
1. **Assessment - Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.**

The pre-professional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the student’s instructional plan with his/her cognitive, social, linguistic, cultural, emotional, and physical needs.

1a. Analyzes individuals’ learning needs and practices techniques which accommodate differences.
1b. Recognizes students exhibiting potentially disruptive behavior and offers alternate strategies.
1c. Modifies instruction based upon assessed student performance.

2. **Communication – Uses effective communication techniques with students and all other stakeholders.**

The pre-professional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

2a. Establishes positive interaction in the learning environment that uses incentives and consequences for students.
2b. Communicates to all students high expectations for learning.
2c. Acquires and adapts routines for individual work, cooperative learning, and whole group activities.

3. **Continuous Improvement - Engages in continuous professional quality improvement for self and school.**

The pre-professional teacher realizes that she/he is in the initial stages of a life-long learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher’s continued professional improvement is characterized by self-reflection, work with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

3a. Uses data from her/his own learning environment as a basis for reflecting upon and experimenting with personal teaching practices.
3b. Participates in the design of a personal professional development plan to guide her/his own improvement.
3c. Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.
3d. Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.

4. **Critical Thinking - Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.**

The pre-professional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

4a. Identifies strategies, materials, and technologies which she/he will use to expand students’ thinking abilities.
4b. Pose problems, dilemmas, and questions in lessons.
4c. Uses technology and other appropriate tools in the learning environment.

5. **Diversity - Uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background.**

The pre-professional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies as acceptance, tolerance, resolution, and mediation.

5a. Has a repertoire of teaching techniques and strategies to effectively instruct all students.
5b. Selects and introduces materials and resources that are multicultural.
5c. Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.

The pre-professional teacher understands the code and practices them during their field placements.

<table>
<thead>
<tr>
<th>Clause</th>
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</thead>
<tbody>
<tr>
<td>6a. Shall make reasonable effort to protect the student from condition harmful to learning and/or to the student’s mental and/or physical safety.</td>
</tr>
<tr>
<td>6b. Shall encourage a students' independent action in pursuit of learning.</td>
</tr>
<tr>
<td>6c. Shall provide for a student's access to diverse points of view.</td>
</tr>
<tr>
<td>6d. Shall take reasonable precautions to distinguish between personal views and institutional/organizational affiliations.</td>
</tr>
<tr>
<td>6e. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.</td>
</tr>
<tr>
<td>6f. Shall not use institutional privileges for personal gain or advantage.</td>
</tr>
<tr>
<td>6g. Shall maintain honesty in all professional dealings.</td>
</tr>
<tr>
<td>6h. Shall not deny for any reason a colleague professional benefits or advantages or participation in any professional organization.</td>
</tr>
<tr>
<td>6i. Shall support a colleague's right to exercise political or civil rights and responsibilities.</td>
</tr>
</tbody>
</table>

### 7. Human Development and Learning - Uses and understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

Drawing upon well established human development/learning theories and concepts and variety of information about students, the pre-professional teacher plans instructional activities.

<table>
<thead>
<tr>
<th>Clause</th>
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</thead>
<tbody>
<tr>
<td>7a. Recognizes developmental level of students and identifies differences in a group of students.</td>
</tr>
<tr>
<td>7b. Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.</td>
</tr>
<tr>
<td>7c. Uses multiple activities which engage and motivate students at appropriate developmental levels.</td>
</tr>
</tbody>
</table>

### 8. Knowledge of Subject Matter - Demonstrates knowledge and understanding of the subject matter.

The pre-professional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher’s repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

<table>
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<tr>
<th>Clause</th>
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<tbody>
<tr>
<td>8a. Communicates knowledge of subject matter in a manner that enables students to learn.</td>
</tr>
<tr>
<td>8b. Increases subject matter knowledge in order to integrate the learning activities.</td>
</tr>
<tr>
<td>8c. Uses the materials and technologies of the subject field in developing learning activities for students.</td>
</tr>
<tr>
<td>8d. Acquires currency in her/his subject field.</td>
</tr>
</tbody>
</table>

### 9. Learning Environments - Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

The pre-professional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provides opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and are working to increase their knowledge and skills.

<table>
<thead>
<tr>
<th>Clause</th>
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</thead>
<tbody>
<tr>
<td>9a. Manages student behavior in the various learning environments.</td>
</tr>
<tr>
<td>9b. Creates positive learning experiences.</td>
</tr>
<tr>
<td>9c. Guards use of time.</td>
</tr>
<tr>
<td>9d. Develops short and long term personal and professional goals relating to knowledge of subject matter.</td>
</tr>
</tbody>
</table>

### 10. Planning - Plans, implements, and evaluates effective instruction in a variety of learning environments.

Recognizes the importance of setting high expectations for all students, the pre-professional teacher works with other professionals to design learning experiences that meet students’ needs and interests. The teacher candidate continually seeks advice/information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

<table>
<thead>
<tr>
<th>Clause</th>
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</thead>
<tbody>
<tr>
<td>10a. Identifies student performance outcomes for planned lessons.</td>
</tr>
<tr>
<td>10b. Provides comprehensible instruction based on performance standards required of students in Florida public schools.</td>
</tr>
<tr>
<td>10c. Plans activities that utilizes a variety of support and enrichment activities and materials.</td>
</tr>
</tbody>
</table>
### 11. Role of the Teacher - Works with various education professional, parents, and other stakeholders in the continuous improvement of the educational experience of students.

The pre-professional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

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<table>
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<tbody>
<tr>
<td>11a.</td>
<td>Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.</td>
</tr>
<tr>
<td>11b.</td>
<td>Can describe overt signs of abuse and severe emotional distress, and when recognized, can take appropriate intervention measure, referring and reporting actions.</td>
</tr>
<tr>
<td>11c.</td>
<td>Can describe overt signs of alcohol and drug abuse and knows to whom such observations should be reported.</td>
</tr>
</tbody>
</table>

### 12. Technology – Uses appropriate technology in teaching and learning processes.

The pre-professional teacher uses on a personal basis, learning media, computer applications and other technology.

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<tbody>
<tr>
<td>12a.</td>
<td>Uses, on a personal basis, learning media, computer applications, and other technology.</td>
</tr>
<tr>
<td>12b.</td>
<td>Utilizes instructional and other electronic networks to gather and share information.</td>
</tr>
<tr>
<td>12c.</td>
<td>Selects and utilizes education software for instruction and management purposes based upon reviews and recommendation of other professionals.</td>
</tr>
</tbody>
</table>

NOTE: Students must be proficient at all 12 Accomplished Practices at the pre-professional level. Failure to meet these standards will result in the student not graduating from the approved program.
<table>
<thead>
<tr>
<th>FEAP</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Approaching</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment</td>
<td>Creates both informal and/or formal instrument to measure objectives Communicates students’ progress knowledgeably and ethically to students, parents, and other professionals</td>
<td>Identifies formal vs. informal measures Communicates student progress knowledgeably and ethically</td>
<td>Recognizes that there are different ways to assess objectives [knowledge] Recognizes the need to report student progress knowledgeably and ethically</td>
<td>Fails to recognize differences between formal and informal assessments Fails to recognize the need to report student progress</td>
</tr>
<tr>
<td>2. Communication</td>
<td>Consistently uses appropriate language conventions - spoken and written and demonstrates these when teaching in a classroom Demonstrates a wide variety of techniques for all students in a classroom to maintain momentum</td>
<td>Uses appropriate English conventions with no more than a few exceptions in speaking and writing Demonstrates limited techniques of appropriate verbal/non-verbal for maintaining instructional momentum during simulations</td>
<td>Demonstrates knowledge of appropriate conventions, but does not apply consistently when speaking or writing Demonstrates knowledge of verbal and non-verbal techniques for maintaining instructional momentum, but does not apply during simulations</td>
<td>Does not use appropriate conventions in written/spoken English Does not demonstrate knowledge of appropriate verbal/non-verbal communication skills used to maintain instructional momentum</td>
</tr>
<tr>
<td>3. Continuous Improvement</td>
<td>Reads self-selected journals and other education materials and responds with high levels of understanding Clearly develops a philosophy and articulates support for positions</td>
<td>Reads/responses to journal assignments and articulates ways to apply the knowledge gained Reflects on all learning to and articulates a basic philosophy of education</td>
<td>Reads/responses to assigned journals with limited ideas of appropriate application Shows beginning evidence of synthesizing readings to formulate a philosophy of education, but may need help in its development</td>
<td>Fails to read educational journals Fails to formulate a philosophy of education and/or fails to articulate its usefulness</td>
</tr>
<tr>
<td>4. Critical Thinking</td>
<td>Uses strategies that promote the development of critical/creative thinking and problem-solving while interacting with students</td>
<td>Identifies strategies to promote the development of critical/creative thinking and problem-solving</td>
<td>Understands that strategies are important to promote the development of critical/creative thinking and problem-solving</td>
<td>Fails to recognize strategies that promote the development of critical/creative thinking and problem-solving</td>
</tr>
<tr>
<td>5. Diversity</td>
<td>Uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socioeconomic background</td>
<td>Identifies various teaching and learning strategies that reflect diverse learners’ culture, learning styles, special needs, and socioeconomic background</td>
<td>Has a limited knowledge base of teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socioeconomic background</td>
<td>Has an inadequate knowledge base of the major factors (e.g., cognitive, language, educational, and cultural) involved in creating a comfortable environment that accepts and fosters diversity</td>
</tr>
<tr>
<td>6. Ethics</td>
<td>Models and teaches ethical behavior at all times and acts as an advocate for the students served</td>
<td>Acts as a professional by arriving on time, dressing appropriately, treating others with respect and crediting the author when appropriate</td>
<td>Understands that a professional arrives on time, dresses appropriately and that crediting the author is required of a professional, but has had limited opportunity to practice these skills</td>
<td>Fails to act in a professional manner in the field and/or fails to cite sources appropriately</td>
</tr>
<tr>
<td>FEAP</td>
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<td>Approaching</td>
<td>Does Not Meet</td>
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</tr>
<tr>
<td>7. Human Growth &amp; Learning</td>
<td>Consistently uses strategies that engage and motivate students in various developmental levels</td>
<td>Uses strategies that engage and motivate students during simulations</td>
<td>Recognizes strategies that engage and motivate students, but does not apply during simulations</td>
<td>Fails to recognize strategies that engage and motivate students</td>
</tr>
<tr>
<td>8. Knowledge of Subject Matter</td>
<td>Demonstrates various techniques of presenting subject matter to students that enable them to learn and connect learning to real life</td>
<td>Presents subject matter accurately and begins to provide instruction in ways that move learning forward</td>
<td>Inconsistently presents subject matter in a manner that moves student learning forward</td>
<td>Presents subject matter inaccurately</td>
</tr>
<tr>
<td>9. Learning Environment</td>
<td>Applies classroom rules and procedures and creates a safe and motivating learning environment</td>
<td>Creates appropriate mock classroom rules and procedures associated with a safe and motivating learning environment</td>
<td>Identifies appropriate classroom rules, procedures and theories associated with a safe and motivating learning environment</td>
<td>Fails to recognize appropriate classroom rules, procedures and/or theories associated with a motivating learning environment</td>
</tr>
<tr>
<td>10. Planning</td>
<td>Writes objectives correctly that clearly support lesson outcomes</td>
<td>Writes most objectives that are measurable and support lesson outcomes</td>
<td>Articulates knowledge of objectives that support the lesson, but often confuses activities with objectives or objectives not clearly measurable</td>
<td>Fails to write objectives that support the lesson outcomes</td>
</tr>
<tr>
<td>11. Role of the Teacher</td>
<td>Models the multiple roles and responsibilities of teachers (i.e., lunchroom duty, bus duty, community activities)</td>
<td>Understands the multiple roles and responsibilities of teachers (i.e., lunchroom duty, bus duty, community activities)</td>
<td>Has a limited understanding of the multiple roles and responsibilities of teachers (i.e., lunchroom duty, bus duty, community activities)</td>
<td>Fails to understand the multiple roles and responsibilities of teachers (i.e., lunchroom duty, bus duty, community activities)</td>
</tr>
<tr>
<td>12. Technology</td>
<td>Uses technology-related tools to prepare lessons, assess progress, manage information, and communicate with others</td>
<td>Uses technology to increase personal and professional productivity, such as writing lesson plans, using email, and researching educational topics</td>
<td>Recognizes the value in using technology to increase personal and professional productivity</td>
<td>Fails to recognize the value of using technology in increasing personal and professional productivity</td>
</tr>
</tbody>
</table>

Revised March 2008
<table>
<thead>
<tr>
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<th>Meets</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment</td>
<td>Develops assessments at a variety of cognitive levels for English and non-English language learners</td>
<td>Asseess objectives at a variety of cognitive levels for English and non-English language learners</td>
<td>Recognizes different ways to assess objectives at a variety of cognitive levels for English and non-English language learners</td>
<td>Fails to assess objectives at a variety of cognitive levels for English and non-English language learners</td>
</tr>
<tr>
<td></td>
<td>Modifies instruction based on student needs</td>
<td>Identifies use of and correctly modifies formal and/or informal measures</td>
<td>Recognizes the need to report student progress knowledgably and ethically</td>
<td>Fails to identify and/or modify informal measures</td>
</tr>
<tr>
<td></td>
<td>Creates formal and informal instruction to measure student progress</td>
<td>Understands how to correctly scaffold instruction based on student data using a variety of questioning techniques</td>
<td>Understands the importance of scaffolding instruction based on student data, but uses limited questioning techniques</td>
<td>Fails to recognize the need to report student progress</td>
</tr>
<tr>
<td></td>
<td>Scaffolds instruction based on student data using a variety of questioning techniques</td>
<td>Records and communicates student progress knowledgably and ethically</td>
<td>Uses appropriate questioning techniques, but applies inconsistently when teaching</td>
<td>Fails to understand the importance of scaffolding instruction based on student data and fails to identify different questioning techniques</td>
</tr>
<tr>
<td></td>
<td>Maintains student records and communicates student progress to parents and other professionals knowledgably and ethically</td>
<td>Demonstrates knowledge of need to communicate high learner expectations to students appropriately and consistently</td>
<td>Uses appropriate language conventions, with few error patterns (subject/verb, noun/pronoun, etc.)</td>
<td>Uses appropriate language conventions, with few error patterns (subject/verb, noun/pronoun, etc.)</td>
</tr>
<tr>
<td>2. Communication</td>
<td>Develops a personal style, with various ways of encouraging high performance in classrooms</td>
<td>Communicates high learner expectations to students appropriately and consistently</td>
<td>Demonstrates knowledge of need to communicate high learner expectations to students</td>
<td>Demonstrates knowledge of need to communicate high learner expectations to students</td>
</tr>
<tr>
<td></td>
<td>Stimulates discussions with critical/creative thinking questions; eliminates non-academic and multiple questions</td>
<td>Consistently applies questioning techniques, including higher order questions</td>
<td>Has knowledge of questioning techniques, but applies inconsistently when teaching</td>
<td>Has knowledge of questioning techniques, but applies inconsistently when teaching</td>
</tr>
<tr>
<td></td>
<td>Publishes or presents various stakeholders using excellent verbal and/or written skills</td>
<td>Consistently uses appropriate English language conventions in written/spoken language</td>
<td>Uses appropriate language conventions, with few error patterns (subject/verb, noun/pronoun, etc.)</td>
<td>Uses appropriate language conventions, with few error patterns (subject/verb, noun/pronoun, etc.)</td>
</tr>
<tr>
<td></td>
<td>Consistently applies appropriate verbal/non-verbal techniques to maintain instructional momentum</td>
<td>Consistently applies appropriate verbal/non-verbal techniques to maintain instructional momentum</td>
<td>Recognizes appropriate verbal/non-verbal techniques to maintain instructional momentum</td>
<td>Recognizes appropriate verbal/non-verbal techniques to maintain instructional momentum</td>
</tr>
<tr>
<td></td>
<td>Maintains instructional momentum for large, diverse groups at the school or district level during presentations or workshops</td>
<td></td>
<td>Demonstrates a wide-variety of techniques for maintaining instructional momentum in a classroom</td>
<td>Demonstrates a wide-variety of techniques for maintaining instructional momentum in a classroom</td>
</tr>
<tr>
<td>FEAP</td>
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</tr>
<tr>
<td><strong>3. Continuous Improvement</strong></td>
<td>Publishes original educational articles or materials for the school or district level</td>
<td>Reads self-selected journals/other education materials and responds with high level of understanding and applies in classrooms</td>
<td>Reads/responses to journal assignments and articulates ways to apply knowledge, but may not apply consistently</td>
<td>Articulates, in a limited fashion, teaching applications but may fail to apply in the classroom setting</td>
</tr>
<tr>
<td></td>
<td>Revises personal educational philosophy voluntarily based on current literature</td>
<td>Reflects in action and modifies instruction as needed</td>
<td>Articulates a basic philosophy of education based on readings and class discussions</td>
<td>Begins to show evidence of synthesizing readings to formulate a philosophy of education, but needs help in its development</td>
</tr>
<tr>
<td></td>
<td>Devises ways (self-video etc.) to self-assess and seeks help if needed</td>
<td>Develops an educational philosophy; articulates support for positions</td>
<td>Identifies areas for improvement, but needs extensive help in articulating how to modify instruction</td>
<td>Fails to offer ideas for improving own instruction after teaching the lesson</td>
</tr>
<tr>
<td></td>
<td>Keeps video, audio, and written journals to document growth over time</td>
<td>Keeps video, audio, and written journals to document growth over time</td>
<td>Does not always seek feedback, but will accept constructive feedback when given</td>
<td>Fails to seek feedback or help from professionals; fails to recognize importance of feedback</td>
</tr>
<tr>
<td></td>
<td><strong>4. Critical Thinking</strong></td>
<td>Consistently uses strategies that promote the development of critical/creative thinking and problem-solving while interacting with students</td>
<td>Begins to utilize strategies that promote the development of critical/creative thinking and problem-solving while planning and working with students</td>
<td>Identifies strategies to promote the development of critical/creative thinking and problem-solving</td>
</tr>
<tr>
<td></td>
<td>Correctly uses verbal questioning techniques in a variety of instructional settings</td>
<td>Identifies the use of verbal questioning techniques in a variety of instructional settings</td>
<td>Understands the need for verbal questioning techniques in the instructional setting</td>
<td>Fails to identify strategies to promote the development of critical/creative thinking and problem-solving</td>
</tr>
<tr>
<td></td>
<td>Teaches multiple modes of inquiry and encourages students to engage in multiple modes of inquiry during realistic projects and problem-solving activities</td>
<td>Understands how to correctly teach multiple modes of inquiry and begins to encourage students to engage in multiple modes of inquiry</td>
<td>Recognizes the need to teach multiple modes of inquiry and to encourage students to engage in multiple modes of inquiry</td>
<td>Fails to recognize the need for verbal questioning techniques in a variety of instructional settings</td>
</tr>
<tr>
<td></td>
<td>Develops and implements lessons that consistently ask problems, dilemmas, and questions that require higher order thinking skills in all students</td>
<td>Plans to ask students problems, dilemmas, and questions in lessons but is inconsistent in building a repertoire of realistic projects and problem-solving lessons to assist all students in demonstrating their ability to think creatively</td>
<td>Understands how to ask problems, dilemmas, and questions in lessons</td>
<td>Fails to recognize how to teach multiple modes of inquiry and/or how to encourage students to engage in multiple modes of inquiry</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Fails to ask problems, dilemmas, and questions in lessons</td>
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<td>FEAP</td>
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<tr>
<td>5. Diversity</td>
<td>Consistently uses various teaching and learning strategies that reflect diverse learners’ culture, learning styles, special needs, and socioeconomic background as evidenced by candidate’s ability to create a comfortable environment that accepts and fosters diversity</td>
<td>Identifies and uses various teaching/learning strategies that reflect diverse learners’ culture, learning styles, special needs, and socioeconomic background</td>
<td>Has a limited knowledge base of teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socioeconomic background</td>
<td>Has an inadequate knowledge base of the major factors (e.g., cognitive, language, educational, and cultural) involved in creating a comfortable environment that accepts and fosters diversity</td>
</tr>
<tr>
<td>Recognizes and values cultural and linguistic accommodations in the teaching learning process; suggests alternative assessments appropriate to the cultural and linguistic needs of students</td>
<td>Includes ESOL strategies in planning and instruction; acknowledges cultural differences that may impact the teaching/learning process</td>
<td>Recognizes the need to include ESOL strategies in planning and instruction</td>
<td>Fails to determine appropriate strategies for English language learners and/or culturally diverse students</td>
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</tr>
<tr>
<td>6. Ethics</td>
<td>Models ethical behavior at all times; acts as an advocate for students</td>
<td>Acts as a professional such as arriving on time, dressing appropriately, treating others with respect, maintaining confidentiality, and crediting sources when appropriate</td>
<td>Understands professional behaviors, such as arriving on time, dressing appropriately, and crediting sources, but applies inconsistently</td>
<td>Fails to act in a professional manner and/or fails to cite sources appropriately</td>
</tr>
<tr>
<td>7. Human Growth and Learning</td>
<td>Uses developmentally appropriate materials in a variety of settings, uses multiple strategies, and plans activities that meet the needs of all students in the classroom</td>
<td>Uses appropriate materials for instruction</td>
<td>Comprehends current research for effective student learning; begins to use strategies and materials that engage and motivate students</td>
<td>Fails to use multiple activities to engage students</td>
</tr>
<tr>
<td>Uses multiple activities to engage students</td>
<td>Demonstrates concern for students' cognitive learning</td>
<td>Comprehends use of scaffolding instruction, but does not consistently apply in classrooms</td>
<td>Fails to demonstrate sufficient concern for student cognitive learning</td>
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<tr>
<td>Consistently demonstrates the use of scaffolding instruction based on developmental needs of students</td>
<td>Works with 1st and 2nd English language learners’ acquisition on developmental levels</td>
<td>Plans activities appropriate for limited developmental levels</td>
<td>Fails to use appropriate materials for instruction</td>
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<tr>
<td>Recognizes developmental levels of students and identifies differences in groups of students</td>
<td>Develops lessons that provide instruction at an age appropriate level for students</td>
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<td>Fails to teach at an appropriate developmental level</td>
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<td>8. Knowledge of Subject Matter</td>
<td>Communicates knowledge of subject matter in a manner that enables all students to be successful&lt;br&gt;Presents subject matter accurately, uses various instructional materials, and creates interdisciplinary learning experiences that enable all students in the classroom to be successful&lt;br&gt;Connects learning to real life and serves as a model at the school</td>
<td>Consistently communicates knowledge of subject matter to students in large and/or small groups&lt;br&gt;Presents subject matter accurately, uses various instructional materials&lt;br&gt;Links subject matter to state and/or national standards on lesson plans&lt;br&gt;Links new knowledge to prior learning and connects to real life as appropriate&lt;br&gt;Creates lessons that incorporate accurate content knowledge&lt;br&gt;Demonstrates the use of effective instructional materials for various subject matter&lt;br&gt;Connects learning to real life to promote meaningful and relevant learning experiences&lt;br&gt;Plans and implements interdisciplinary learning experiences</td>
<td>Begins to communicate and present knowledge of subject matter using a variety of materials in a manner that enables students to learn, but is not always successful&lt;br&gt;Recognizes state and/or national standards and begins to link them to subject matter&lt;br&gt;Comprehends the importance of connecting learning to real life, but does not apply when teaching&lt;br&gt;Demonstrates limited use of various subject matter appropriate instructional materials&lt;br&gt;Plans interdisciplinary learning experiences, but does not apply in classroom situations</td>
<td>Fails to communicate knowledge of subject matter in a manner that enables students to learn&lt;br&gt;Fails to link subject matter to state and/or national standards&lt;br&gt;Fails to present subject matter accurately and does not connect learning to real life&lt;br&gt;Fails to use a variety of subject matter appropriate instructional materials&lt;br&gt;Fails to plan and implement interdisciplinary learning experiences</td>
</tr>
<tr>
<td>9. Learning Environment</td>
<td>Develops and applies classroom rules and procedures consistently and equitably; creates a safe and motivating learning environment</td>
<td>Applies established classroom rules and procedures consistently</td>
<td>Creates appropriate mock classroom rules and procedures associated with a safe and motivating learning environment</td>
<td>Fails to create appropriate classroom rules/procedures and/or lacks motivational techniques</td>
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<tr>
<td>10. Planning</td>
<td>Writes objectives to support learning outcomes in all three domains flawlessly; modifies text objectives to serve special populations&lt;br&gt;Designs lessons to accommodate specific student needs and cross-walks to appropriate district, learned societies, SSS, ESOL strategies; implements in the classroom&lt;br&gt;Crosswalks the SSS from various content areas within a lesson with district, learned societies, or other national standards&lt;br&gt;Researches community resources to bring new experiences related to the curriculum to the classroom</td>
<td>Correctly writes objectives that support learning outcomes&lt;br&gt;Correctly designs lessons to accommodate specific student needs (social, cultural, linguistic, academic) and implements those accommodations when teaching the lesson, while actively engaging students&lt;br&gt;Includes SSS in the primary subject areas as well as SSS from other related content areas as appropriate&lt;br&gt;Uses school or community resources to enhance teaching</td>
<td>Writes objectives that are measurable, but may mix them with activities&lt;br&gt;Correctly designs lessons to accommodate specific needs (social, cultural, linguistic, academic), but does not fully engage students when teaching&lt;br&gt;Includes SSS in planning, but fails to recognize interdisciplinary connections&lt;br&gt;Recognizes schools have resources, but does not use consistently when appropriate</td>
<td>Fails to differentiate objectives from activities and does not write objectives to support outcomes&lt;br&gt;Fails to plan accommodating strategies to meet specific student needs&lt;br&gt;Fails to include references to the Sunshine State Standards (SSS)&lt;br&gt;Fails to recognize sources of help in schools or community</td>
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<td>10. Planning Cont’d</td>
<td>Creates original materials to teach outcomes in a dynamic, unique way so that all students are actively involved; shares these materials with other teachers</td>
<td>Clearly designs lessons for appropriate use of human and other school resources</td>
<td>Shows awareness of need to consult resources to support student learning, but does not select effective or sufficient resources</td>
<td>Fails to shows an awareness of resources outside the classroom that are available to enhance student learning</td>
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<td></td>
<td>Assesses outcomes in a variety of ways at multiple times, develops a tracking system for progress monitoring</td>
<td>Appropriately uses resources available to the students; plans a variety of instructional strategies that involve students actively in their learning to achieve outcomes</td>
<td>Inconsistently aligns assessment strategies with instructional objectives</td>
<td>Fails to plan activates that support objectives; objectives are not aligned with assessment strategies</td>
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<td></td>
<td>Presents to school faculty originally developed activities that involve students</td>
<td>Writes objectives that clearly match assessments and are assessed in a variety of ways</td>
<td>Plans to involve students in lesson design, but planning is not always well developed</td>
<td>Fails to plan lessons with active student involvement</td>
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<td></td>
<td>Aligns various assessment strategies with instructional objectives</td>
<td>Plans a variety of instructional strategies that actively involve students and move achievement forward</td>
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<tr>
<td>11. Role of the Teacher</td>
<td>Regularly communicates and cooperates with families to improve all student learning</td>
<td>Communicates and cooperates with families to improve student learning</td>
<td>Inconsistently communicates and cooperates with families to improve student learning</td>
<td>Fails to communicate and cooperate with all families to improve student learning</td>
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<tr>
<td>12. Technology</td>
<td>Develops personal website for teaching and learning</td>
<td>Uses technology-related tools to prepare lessons, assess progress, manage information, and communicate with others</td>
<td>Uses technology-related tools to increase personal and professional productivity on a limited basis</td>
<td>Fails to use technology-related tools to increase personal and professional productivity</td>
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<td>Uses Internet resources in addition to traditional resources to create lesson plans and units</td>
<td>Recognizes appropriate and inappropriate (or incorrect) content on the Internet</td>
<td>Recognizes the importance of integrating technology in classroom instruction</td>
<td>Fails to integrate technology in classroom instruct</td>
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<td>Monitors student use of the Internet for appropriate and effective use</td>
<td>Uses learning media and computer applications to enhance instruction</td>
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### ACCOMPLISHED PRACTICES RUBRIC
#### Tier III

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<tr>
<th>FEAP</th>
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<tbody>
<tr>
<td><strong>1. Assessment</strong></td>
<td>Develops assessments at a variety of cognitive levels for English and non-English language learners</td>
<td>Assesses objectives at a variety of cognitive levels for English and non-English language learners</td>
<td>Recognizes different ways to assess objectives at a variety of cognitive levels for English and non-English language learners</td>
<td>Fails to assess objectives at a variety of cognitive levels for English and non-English language learners</td>
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<td>Models instructional practices based on students’ developmental levels and assessed student performance</td>
<td>Modifies instruction based on students’ developmental levels and assessed student performance</td>
<td>Recognizes importance of assessment to modify instruction, but practice shows limited modification and/or failure to identify formal and/or informal measures</td>
<td>Recognizes that there are different ways to assess objectives, but fails to change instructional practices</td>
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<td>Uses standardized test data to plan instructional units and/or develop individualized student plans</td>
<td>Uses formal and informal assessments to measure student progress</td>
<td>Understands how to correctly scaffold instruction based on student data; uses limited questioning techniques</td>
<td>Fails to use a systematic recording process</td>
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<td></td>
<td>Develops an electronic data assessment system and communicates student data in school-wide committees</td>
<td>Scaffolds instruction based on student data assessing multiple cognitive levels</td>
<td>Interacts infrequently with parents and/or other professionals regarding student data</td>
<td>Fails to scaffold instruction based on student data; fails to assess students at multiple cognitive levels</td>
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<td>Creates a variety of formal and informal assessments to address all learners.</td>
<td>Maintains student records and communicates student progress to parents and other professionals knowledgeably and ethically</td>
<td>Recognizes the use of student records, but fails to develop a systematic recording process</td>
<td>Fails to report student progress knowledgably or ethically</td>
</tr>
<tr>
<td><strong>2. Communication</strong></td>
<td>Communicates high performance expectations when working with students, school-wide faculty, parents, or other stakeholders</td>
<td>Develops various ways of encouraging high performance in the classroom through a personal style</td>
<td>Communicates high expectations, but not in a consistent or convincing manner</td>
<td>Fails to communicate to students expectations for their learning</td>
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<td>Develops presentations or original materials to improve ways to stimulate critical or creative thinking through questioning techniques</td>
<td>Develops/uses a wide variety of techniques to stimulate discussion (includes critical thinking questions); eliminates non-academic and multiple questions</td>
<td>Demonstrates knowledge/application of good questioning techniques, but does not apply consistently</td>
<td>Fails to apply knowledge of questioning skills; asks multiple questions, non-academic question, and few high order questions</td>
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<td>Professionally presents to school-wide groups using good rate, volume and other tools (such as PowerPoint)</td>
<td>Uses appropriate conventions in oral and written language with no slang or repetitive phrases; uses good rate and volume</td>
<td>Uses appropriate conventions, but may use slang and filler words (okay, other repetitive words)</td>
<td>Uses appropriate language conventions, but has consistent error patterns (such as uses slang language)</td>
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<td>Reflects in action using a wide variety of momentum techniques for all student groups</td>
<td>Reflects in action using a wide variety of momentum techniques for all student groups (verbal and nonverbal)</td>
<td>Delivers instruction clearly, but often has to clarify a point or two after initial instructions</td>
<td>Has knowledge of components for instructional delivery, but fails to apply them consistently</td>
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<td></td>
<td>Uses excellent presentation skills to present to school districts or at conferences/workshops</td>
<td>Delivers clear, easy to follow lessons in an organized manner, reviewing as needed</td>
<td>Uses a limited variety of techniques to maintain class momentum</td>
<td>Has knowledge of how to maintain instructional momentum, but fails to apply it consistently</td>
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<tr>
<td>3. Continuous Improvement</td>
<td>Publishes original educational articles or materials and/or presents at state, regional or national conferences</td>
<td>Reads self-selected articles in a wide range of materials; internalizes the concepts and consistently applies in the classroom</td>
<td>Reads self-selected journals and/or other educational sources, but responds inconsistently when applying in classroom settings</td>
<td>Reads/responds to reading assignments and articulates ways to apply knowledge, but rarely applies in the classroom</td>
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<td>Presents workshops on self-examination of educational philosophies at school level or above</td>
<td>Modifies philosophy; articulates support for positions</td>
<td>Develops an educational philosophy, but fails to expand or self-examine philosophy over time</td>
<td>Reflects on all learning and develops a basic philosophy, but fails to articulate why this philosophy was developed</td>
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<td>Serves as a mentor for other educators to help develop the skill of reflection in action</td>
<td>Reflects in action while teaching lessons; modifies instruction immediately as needed</td>
<td>Articulates improvements that need to be made; requires assistance in determining ways to modify instruction</td>
<td>Articulates what needs to be improved, but requires extensive help in articulating how to modify instruction</td>
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<td>Shares ways to increase self-assessment skills and presents these at a school-wide level</td>
<td>Keeps video, audio, or written journals to compare personal growth over time; asks for input when needed</td>
<td>Seeks feedback from professionals and tries to apply it, but is not always consistent over time</td>
<td>Fails to seek feedback, but will attempt to implement change if directed; fails to recognize constructive criticism as helpful</td>
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<td>Attends conferences, and professional meetings to stay current in teaching practice</td>
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<td>Responds to feedback inconsistently, makes little effort to improve</td>
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<tr>
<td>4. Critical Thinking</td>
<td>Utilizes strategies to promote the development of critical/creative thinking and problem-solving that would be expected of a master teacher</td>
<td>Consistently uses strategies that promote the development of critical/creative thinking and problem-solving</td>
<td>Inconsistently uses strategies that promote the development of critical/creative thinking and problem-solving</td>
<td>Fails to utilize strategies to promote the development of critical/creative thinking and problem-solving</td>
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<td>Correctly uses verbal questioning techniques in all appropriate instructional settings</td>
<td>Correctly uses verbal questioning techniques in a variety of instructional settings</td>
<td>Identifies the use of verbal questioning techniques in a variety of instructional settings</td>
<td>Fails to use verbal questioning techniques in a variety of instructional settings</td>
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<td>Models for peers how to teach multiple modes of inquiry and encourage students to engage in multiple modes of inquiry (in lessons not usually associated with higher order thinking skills)</td>
<td>Teaches multiple modes of inquiry and encourages students to engage in multiple modes of inquiry during realistic projects and problem-solving activities</td>
<td>Understands how to teach multiple modes of inquiry and is beginning to encourage students to engage in multiple modes of inquiry</td>
<td>Fails to teach multiple modes of inquiry and encourages students to engage in multiple modes of inquiry</td>
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<td>Always begins and develops lessons by posing problems, dilemmas, and questions to students that measure higher order thinking skills in students</td>
<td>Poses problems, dilemmas, and questions in lessons that require higher order thinking skills in students</td>
<td>Inconsistently poses problems, dilemmas, and questions in lessons that require higher order thinking skills in students</td>
<td>Fails to ask problems, dilemmas, and questions in lessons</td>
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<td>5. Diversity</td>
<td>Has an in-depth knowledge base of teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socioeconomic background as evidenced by candidate’s ability to create a comfortable environment that accepts and fosters diversity</td>
<td>Consistently uses various teaching and learning strategies that reflect diverse learners’ culture, learning styles, special needs, and socioeconomic background as evidenced by candidate’s ability to create a comfortable environment that accepts and fosters diversity</td>
<td>Has a knowledge base of various teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socioeconomic background as evidenced by candidate’s ability to create a comfortable environment that accepts and fosters diversity</td>
<td>Has an inadequate knowledge base of the major factors (e.g., cognitive, language, educational, and cultural) involved in creating a comfortable environment that accepts and fosters diversity</td>
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<td>Values the teaching and learning opportunities created by students’ language, culture, heritage, family, and community values; continually explores and utilizes models and approaches for integrating these resources</td>
<td>Is aware of how student learning is influenced by language, heritage, family, and community values and incorporates students’ experiences and community resources into instruction</td>
<td>Is aware of individual student differences commonly found in classrooms, such as language, culture, heritage, family and community values, as well as their impact on instructional decisions and use of materials and activities</td>
<td>Fails to be aware of individual student differences commonly found in classrooms, such as language, culture, heritage, family and community values, as well as their impact on instructional decisions and use of materials and activities</td>
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<td>Recognizes and values cultural and linguistic accommodations in the teaching learning process; suggests alternative assessments appropriate to the cultural and linguistic needs of students</td>
<td>Uses developmentally appropriate materials in a variety of settings</td>
<td>Inconsistently includes ESOL strategies in planning and instruction; does not always recognize cultural differences that may impact the teaching/learning process</td>
<td>Fails to include ESOL strategies in planning and instruction; does not recognize cultural differences that may impact the teaching/learning process</td>
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<td>Creates and shares instructional materials and resources to meet all learning needs</td>
<td>Includes ESOL strategies in planning and instruction; acknowledges cultural differences that may impact the teaching/learning process</td>
<td>Fails to select and use instructional materials and resources inconsistently to meet all learning needs</td>
<td>Fails to select and use instructional materials and resources to meet all learning needs</td>
</tr>
<tr>
<td>6. Ethics</td>
<td>Models ethical behavior at all times and acts as an advocate for students</td>
<td>Acts as a professional such as arriving on time, dressing appropriately, treating others with respect, maintaining confidentiality, and crediting sources when appropriate</td>
<td>Understands professional behaviors, such as arriving on time, dressing appropriately, and crediting sources, but applies inconsistently</td>
<td>Fails to act in a professional manner and/or fails to cite sources appropriately</td>
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<tr>
<td>7. Human Growth and Learning</td>
<td>Develops extensive materials and activities to raise student cognitive skills, especially those of second language acquisition</td>
<td>Appropriately groups students based on their developmental levels, Publishes and/or presents in the area of human growth and development Serves as a model in using developmental appropriate materials and strategies at the school level</td>
<td>Understands the importance of grouping students based on their developmental levels, but does so on a limited basis</td>
<td>Fails to group students based on their developmental needs</td>
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<td>Publishes and/or presents in the area of human growth and development</td>
<td>Plans activities and scaffolds instruction for students based on their developmental needs</td>
<td>Scaffolds instruction on a limited basis</td>
<td>Fails to use multiple activities to engage students</td>
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<td>Serves as a model in using developmental appropriate materials and strategies at the school level</td>
<td>Creates and implements multiple activities to engage and motivate students at appropriate developmental levels</td>
<td>Inconsistently uses appropriate materials for instruction</td>
<td>Fails to scaffold instruction</td>
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<td>Uses developmentally appropriate materials in a variety of settings</td>
<td>Plans and uses activities to engage students, but in limited ways</td>
<td>Fails to use appropriate materials for instruction</td>
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<td>Provides opportunities for active and successful student participation</td>
<td>Begins to communicate with students on their developmental levels</td>
<td>Fails to teach on appropriate developmental levels</td>
</tr>
<tr>
<td>8. Knowledge of Subject Matter</td>
<td>Develops extensive original materials in content area</td>
<td>Passes subject area part of the FTCE</td>
<td>Communicates knowledge of subject matter to students in small group formats</td>
<td>Fails to pass subject area part of FTCE</td>
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<td>Publishes and/or presents in the area of effective teaching strategies of content matter</td>
<td>Consistently communicates knowledge of subject matter in small and large group formats</td>
<td>Links subject matter to state and/or national standards on lesson plans</td>
<td>Fails to communicate knowledge of subject matter in a manner that enables students to learn</td>
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<td>Serves as a content area expert at the school</td>
<td>Consistently links subject matter to state and national standards on lesson plans</td>
<td>Creates lessons that incorporate accurate interdisciplinary content knowledge with assistance</td>
<td>Fails to link subject matter to state and/or national standards</td>
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<td>Develops unique interdisciplinary units, including connections to real life and presents work to a wider audience</td>
<td>Creates lessons and units that integrate content with other subject areas</td>
<td>Demonstrates use of effective instructional materials for limited subject matter</td>
<td>Fails to present subject matter accurately; fails to connect learning to real life</td>
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<td>Presents subject matter accurately using various instructional materials</td>
<td>Connects learning to real life on a limited basis</td>
<td>Fails to use a variety of instructional materials to present content</td>
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<td>Connects learning to real life to promote meaningful learning</td>
<td>Connects learning to real life to promote meaningful and relevant learning experiences, but does not consistently demonstrate in classroom</td>
<td>Fails to use various appropriate instructional materials for subject matter</td>
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<td>Effectively communicates knowledge of subject matter (both written and oral) that enable students to learn</td>
<td>Plans and implements interdisciplinary learning experiences on a limited basis</td>
<td>Fails to plan and implement interdisciplinary learning experiences</td>
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<tr>
<td>9. Learning Environment</td>
<td>Develops classroom rules and procedures that are shared at school-wide</td>
<td>Develops and/or applies classroom rules and procedures in an equitable</td>
<td>Applies classroom rules and procedures, but fails</td>
<td>Fails to apply classroom rules and procedures in a fair</td>
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<td>applies them consistently</td>
<td>and/or consistent manner</td>
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<td>Serves as a school model for effective classroom management</td>
<td>Uses effective motivation techniques</td>
<td>Uses motivation techniques on a limited basis</td>
<td>Fails to uses motivation techniques</td>
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<td>Manages instructional time consistently</td>
<td>Manages instructional time (i.e., pacing, transitions,</td>
<td>Fails to manage instructional time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creates a safe and positive learning environment for students</td>
<td>scheduling) in an inconsistent manner</td>
<td>Creates a hostile and/or negative environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Creates a safe and positive learning environment with</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>assistance</td>
<td></td>
</tr>
<tr>
<td>10. Planning</td>
<td>Creates unique learning opportunities that actively engage all students</td>
<td>Objectives are correctly written in all three domains and include</td>
<td>Plans lessons for minimal student engagement</td>
<td>Writes objectives that contain major errors in</td>
</tr>
<tr>
<td></td>
<td>and serves as a model for the school</td>
<td>low and high level objectives; student outcomes are clearly</td>
<td></td>
<td>structure and/or content</td>
</tr>
<tr>
<td></td>
<td>Recruits human resources and companies to partner with schools or</td>
<td>articulated and matched with objectives</td>
<td></td>
<td>Fails to recognize special needs of children in the</td>
</tr>
<tr>
<td></td>
<td>classrooms and solicits contributions that will enrich experiences of</td>
<td></td>
<td></td>
<td>development of lessons</td>
</tr>
<tr>
<td></td>
<td>students</td>
<td></td>
<td></td>
<td>Knows about resources outside the classroom, but does</td>
</tr>
<tr>
<td></td>
<td>Develops unique lessons, forms of assessment, expanded use of</td>
<td>Designs lessons to accommodate specific student needs and carefully</td>
<td></td>
<td>not plan lessons to use these resources for student</td>
</tr>
<tr>
<td></td>
<td>technology and presents work to district or larger audiences such as</td>
<td>relates these to SSS, ESOL strategies and/or district standards;</td>
<td></td>
<td>enrichment</td>
</tr>
<tr>
<td></td>
<td>conferences at the state, regional, or national level</td>
<td>purposefully honors other cultures when appropriate</td>
<td></td>
<td>Fails to design lessons that actively engage students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designs lessons that actively engage students</td>
<td></td>
<td>Remains one dimensional in lesson planning and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Designs lessons to use resources from other areas of the school as</td>
<td></td>
<td>implementation; fails to use appropriate assessments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>well as community resources for student enrichment</td>
<td></td>
<td>Fails to correlate lessons to SSS</td>
</tr>
<tr>
<td>11. Role of the Teacher</td>
<td>Regularly communicates and cooperates with families to improve all</td>
<td>Understands and models the multiple roles and responsibilities of</td>
<td>Has a limited understanding of the multiple roles and</td>
<td>Fails to understands the multiple roles and</td>
</tr>
<tr>
<td></td>
<td>student learning</td>
<td>teachers (i.e., lunchroom duty, bus duty, community activities)</td>
<td>responsibilities of teachers (i.e., lunchroom duty,</td>
<td>responsibilities of teachers (i.e., lunchroom duty,</td>
</tr>
<tr>
<td></td>
<td>Goes above and beyond the call of duty to participate in and support</td>
<td>Regularly communicates and cooperates with families to improve</td>
<td>Inconsistently communicates and cooperates with</td>
<td>bus duty, community activities)</td>
</tr>
<tr>
<td></td>
<td>class and school-wide endeavors</td>
<td>student learning</td>
<td>families to improve student learning</td>
<td>Fails to communicate and cooperate with all families</td>
</tr>
<tr>
<td></td>
<td>Seeks out various school professionals to improve student learning</td>
<td>Works with various school professionals to improve student learning</td>
<td>Works with school professionals to improve student</td>
<td>to improve student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participates in and supports class and school-wide endeavors</td>
<td>learning on a limited basis</td>
<td>Fails to work with school professionals to improve</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inconsistently participates in and supports class</td>
<td>student learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>and school-wide endeavors</td>
<td>Fails to participate in and support class and school-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>wide endeavors</td>
</tr>
<tr>
<td>FEAP</td>
<td>Exceeds</td>
<td>Meets</td>
<td>Approaching</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td>------</td>
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<td>---------------</td>
</tr>
</tbody>
</table>
| 12. Technology | Teaches children how to create websites  
Acts as a teacher advocate for technology integration  
Helps peers and/or other professionals to increase their knowledge and use of technology  
Publishes and/or presents in the area of technology | Uses technology-related tools to prepare lessons, assess progress, manage information, and communicate with others on a consistent basis  
Uses Internet resources in addition to traditional resources to create lesson plans and units  
Develops own website for teaching and learning  
Seeks opportunities to learn new ways to integrate technology into teaching and learning  
Provides students with hands-on experience using technology  
Models a proactive attitude toward the use of technology | Uses technology-related tools to prepare lessons, assess progress, manage information, and communicate with others  
Begins to integrate technology into classroom instruction to enhance student learning  
Seeks help in using technology in the classroom  
Provides students with hands-on experience using technology on a limited basis | Fails to use technology-related tools to increase personal and professional productivity  
Fails to integrate technology in classroom instruction  
Fails to attempt to teach (or manage instruction) using technology  
Fails to provide students with hands-on experience using technology |

Revised March 2008
Professional Ethics

Code of Ethics of the Education Profession in Florida (State Board of Education Rule 6B-1.001, FAC)

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

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

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

Principles of Professional Conduct of the Education Profession in Florida (State Board of Education Rule 6B-1.006, FAC).

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

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

(3) Obligation to the student requires that the individual:
   a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
   b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
   c) Shall not unreasonably deny a student access to diverse points of view.
   d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
   e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
   f) Shall not intentionally violate or deny a student's legal rights.
   g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
   h) Shall not exploit a relationship with a student for personal gain or advantage.
   i) Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure serves professional purposes or is required by law.

(4) Obligation to the public requires that the individual:
   a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
   b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
   c) Shall not use institutional privileges for personal gain or advantage.
   d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
   e) Shall offer no gratuity, gift, or favor to obtain special advantages.
(5) Obligation to the profession of education requires that the individual:
   a) Shall maintain honesty in all professional dealings.
   b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
   c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
   d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
   e) Shall not make malicious or intentionally false statements about a colleague.
   f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
   g) Shall not misrepresent one's own professional qualifications.
   h) Shall not submit fraudulent information on any document in connection with professional activities.
   i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
   j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
   k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
   l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
   m) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
   n) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
   o) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
   p) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.
Undergraduate Professional Core

The professional core is designed to provide a series of common courses and experiences that prepare candidates for certification. **NOTE:** This document addresses concerns for the common core. There are other requirements (such as recommendations, etc.) that are part of the advancement criteria listed in the student handbook.

**Tier I Courses** (12 hrs)

EDUC 245: Social Foundations of Education
EDUC 255: Educational Psychology
EDUC 265: Principles and Methods of Instruction for Diverse Learners

**Admission to the Teacher Education Program** . . . . . . . at end of Tier I

- Passing score on the General Knowledge (GK) portion of the Florida Teacher Certification Exam (FTCE)
- Maintaining a GPA of 2.5 or higher
- Positive field evaluations regarding candidate’s ability to work with students and curriculum
- Satisfactory Recommendation forms
- Grade C or better in all education classes and required Writing Course

**Tier II Courses** (16 hrs.)

EDUC 314: Reading in the Intermediate Grades (Elementary Education Majors) [prerequisite 301]

*EDUC 302: Improving Reading and Writing Skills in the Middle/Secondary School (all other majors)
EDUC 316: Assessment and Evaluation of Learning
EDUC 393: Professional Educator I
EDUC 394: Professional Educator II
*EDUC 317: Comprehensive Strategies for ESOL

*These courses may be taken prior to admission by secondary or K-12 MAJORS ONLY

**Internship Admission** . . . . . . . . . . . . . . . . . . . at end of Tier II

- Passing scores on the Subject Area and the Professional Knowledge portions of the Florida Teacher Certification Exam (FTCE)
- Maintaining a GPA of 2.5 or higher and a major GPA of 2.5 or higher
- Grade C or better in all education classes
- Appropriate progress on the 12 Florida Educator Accomplished Practices
- Positive field evaluations regarding candidate’s ability to work with students and curriculum
- Behavior recommendation and computer competency

**Tier III Courses** (16 hrs.)

EDUC 429: Senior Intern Seminar
EDUC 430: Student Teaching
EDUC 474: Educational Management of Exceptional Students

**Internship Exit** . . . . . . . . . . . . . . . . . . . . . . at end of Tier III

- Successful Completion of Tier III tasks and/or AP Defense and/or Portfolio defense
- Maintaining a GPA of 2.5 or higher and a major GPA of 2.5 or higher
- Grade C or better in all education classes

**Stopping Points**

At the end of Tier I, Tier II, and Tier III there are stop signs that indicate possible exiting points out of the teacher education program. Candidates who exit out at the end of Tier I will pursue another field. Those who exit out at Tier II or Tier III can use their educational coursework in a Minor in Education or a General Studies in Education major. The General Studies in Education major is only available for former elementary education candidates and requires approval of the Undergraduate Teacher Education Council. Neither this major nor the minor is designed to satisfy the requirements for teacher certification in Florida. Consult the current Bulletin for details regarding these options.
STETSON UNIVERSITY  
DEPARTMENT OF TEACHER EDUCATION  
TEACHING OBSERVATION FORM  

<table>
<thead>
<tr>
<th>Name:</th>
<th>Subject/Grade:</th>
<th>Date:</th>
<th>Observation #:</th>
<th>School:</th>
<th>Observer:</th>
<th>Number of Students:</th>
</tr>
</thead>
</table>

4 = exceeds expectations  
3 = meets expectations  
2 = approaching expectations  
1 = does not meet expectations  
(see scoring descriptions below)

<table>
<thead>
<tr>
<th>Rating:</th>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develops plans with appropriate structure and sequence to achieve outcomes; utilizes a variety of teaching strategies; selects materials and resources to meet instructional goals, including technology as appropriate; aligns objectives, learning experiences, and assessment; links subject matter to standards and benchmarks; designs lessons to accommodate diverse learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating:</th>
<th>Knowledge of Subject Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Displays thorough and accurate knowledge of subject; links subject matter to other disciplines; demonstrates knowledge of the concepts/skills and modes of inquiry of the discipline; presents content knowledge in a way that fosters student learning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating:</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provides experiences and opportunities that promote critical thinking and problem solving; actively engages all students in learning activities; uses instructional time effectively and maintains instructional momentum; uses various instructional strategies to accommodate individual learning styles, including technology as appropriate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating:</th>
<th>Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Establishes a positive learning environment; monitors student behavior and responds appropriately to off-task behaviors; establishes smooth and efficient routines; consistently and equitably applies established rules and procedures for behavior; creates a safe and intellectual environment for all students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating:</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Varies communication (verbal and nonverbal) according to needs of students; encourages students in a positive and supportive manner; delivers instruction in a clear, understandable manner; communicates high expectations to all students; demonstrates the ability to effectively communicate orally and in writing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating:</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Employs appropriate traditional or alternative assessment strategies in determining students’ mastery of learning; monitors all students’ learning using a variety of assessment methods; provides informal and/or formal feedback of student work; modifies instruction based on assessment results</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating:</th>
<th>Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrates a positive attitude towards teaching and learning; displays professional concern for all students; maintains honesty in professional dealings; demonstrates professionalism in attendance, punctuality, and appearance; interacts professionally with families, colleagues, other school personnel, and the community</td>
</tr>
</tbody>
</table>

**COMMENTS** (Please have specific comments if rating is a 1 or 2)

<table>
<thead>
<tr>
<th>Florida Accomplished Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Assessment</td>
</tr>
<tr>
<td>2. Communication</td>
</tr>
<tr>
<td>3. Continuous Improvement</td>
</tr>
<tr>
<td>4. Critical / Creative Thinking</td>
</tr>
<tr>
<td>5. Diversity</td>
</tr>
<tr>
<td>6. Ethics / Professionalism</td>
</tr>
<tr>
<td>7. Human Dev &amp; Learning</td>
</tr>
<tr>
<td>8. Knowledge of Subject Matter</td>
</tr>
<tr>
<td>9. Learning Environment</td>
</tr>
<tr>
<td>10. Planning</td>
</tr>
<tr>
<td>11. Role of Teacher</td>
</tr>
<tr>
<td>12. Technology</td>
</tr>
</tbody>
</table>

**FPMS**
- Uses time wisely
- Materials ready
- Reviews
- Varies questions
- Amplifies responses
- Appropriate praise
- Effective directions
- Provides practice
- Circulates
- Completes concepts
- Applies laws/rules
- Emphasizes important points
- Non-verbals
- Enthusiastic
- Stops misconduct
- Moves students effectively

---

4 - Exceeds Expectations: Performance demonstrates an exemplary ability to create, implement and perform tasks at an outstanding level; asks for guidance when needed; consistently (and without monitoring) applies and demonstrates content and pedagogical knowledge and skills; demonstrates ability to synthesize and evaluate objectives, tasks, and assessment data to improve classroom performance; is highly effective and positively impacts the learning of all students

3 - Meets Expectations: Performance demonstrates a clear conceptual understanding of the knowledge, skills and dispositions needed to effectively implement learning tasks; demonstrates ability to synthesize objectives, tasks, and assessment data to improve classroom performance; guidance may be occasionally needed; positively impacts a majority of the students

2 - Approaching Expectations: Performance demonstrates a clear understanding of components, but does not consistently and/or effectively implement strategies; understands the need to impact student performance, but has limited opportunity/skills for implementation

1 - Does Not Meet Expectations: Fails to understand and/or demonstrate the knowledge, skills or dispositions needed to effectively teach; needs consistent guidance and/or resists/ignores guidance
STETSON UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION
UNIT 8419
DELAND, FLORIDA 32723

FIELD EXPERIENCE ASSESSMENT – Form A

Name ________________________________ Semester/Year of Participation _____________
Grade Level/Subject Area ___________________ Professor ___________________________
School _________________________ Stetson Course # EDUC

This candidate is participating in professional courses for the education program. We appreciate your feedback as we continually monitor the candidate's dispositions toward teaching. **ASSESSMENTS ARE NOT CONFIDENTIAL.**

**SCORING DESCRIPTION**

4 - **Exceeds Expectations:** Performance demonstrates an exemplary ability to create, implement, and perform tasks; asks for guidance when needed; consistently applies/demonstrates content and pedagogical knowledge and skills; synthesizes and evaluates information (i.e., tasks/assessment data) to improve student performance; is highly effective

3 - **Meets Expectations:** Performance demonstrates a clear conceptual understanding of the knowledge, skills, and dispositions needed to effectively implement learning tasks; demonstrates ability to analyze information (i.e., objectives, tasks, and assessment data) to improve classroom performance; guidance may be occasionally needed

2 - **Approaching Expectations:** Performance demonstrates clear comprehension of components but does not consistently and/or effectively implement strategies; comprehends the need to impact student performance but has limited opportunity/skills for implementation

1 - **Does Not Meet Expectations:** Fails to understand and/or demonstrate the knowledge, skills, or dispositions needed to effectively teach; needs consistent guidance and/or resists/ignores guidance

**ETHICAL AND PRE-PROFESSIONAL PERFORMANCE**

1. Keeps scheduled appointments □ 4 □ 3 □ 2 □ 1 □ NA
2. Arrives on time □ 4 □ 3 □ 2 □ 1 □ NA
3. Dresses in appropriate attire □ 4 □ 3 □ 2 □ 1 □ NA
4. Seeks to build rapport with the classroom teacher □ 4 □ 3 □ 2 □ 1 □ NA
5. Demonstrates sensitivity to students’ and teacher’s responsibilities □ 4 □ 3 □ 2 □ 1 □ NA
6. Appears to carry out assigned task(s) professionally □ 4 □ 3 □ 2 □ 1 □ NA
7. Interacts appropriately with students □ 4 □ 3 □ 2 □ 1 □ NA
8. Demonstrates sensitivity towards diverse populations (ESOL, ESE, culture) □ 4 □ 3 □ 2 □ 1 □ NA
9. Exhibits professional courtesy such as preparation of materials and clean-up □ 4 □ 3 □ 2 □ 1 □ NA
10. Displays a positive attitude toward profession □ 4 □ 3 □ 2 □ 1 □ NA

Please comment on ratings of 4 or 1 _______________________________________________________________________

Additional comments _______________________________________________________________________________________

Cooperating Teacher ___________________________ Date _______________________________
FIELD EXPERIENCE ASSESSMENT – Form B

Name ____________________________________________  Semester/Year of Participation ____________
Grade Level/Subject Area ______________________  Professor ________________
School ____________________  Stetson Course # EDUC__________

Please evaluate the student at the pre-service junior level. Note: may have taught minimally at this point. Respond to the following statements using the scale below.  **ASSESSMENTS ARE NOT CONFIDENTIAL.**

**SCORING DESCRIPTION**

4 - **Exceeds Expectations:** Performance demonstrates an exemplary ability to create, implement, and perform tasks; asks for guidance when needed; consistently applies/demonstrates content and pedagogical knowledge and skills; synthesizes and evaluates information (i.e., tasks/assessment data) to improve student performance; is highly effective and, when applicable, impacts the learning of all students

3 - **Meets Expectations:** Performance demonstrates a clear conceptual understanding of the knowledge, skills, and dispositions needed to effectively implement learning tasks; demonstrates ability to analyze information (i.e., objectives, tasks, and assessment data) to improve classroom performance; guidance may be occasionally needed; when applicable, impacts a majority of the students

2 - **Approaching Expectations:** Performance demonstrates clear comprehension of components but does not consistently and/or effectively implement strategies; comprehends the need to impact student performance but has limited opportunity/skills for implementation

1 - **Does Not Meet Expectations:** Fails to understand and/or demonstrate the knowledge, skills, or dispositions needed to effectively teach; needs consistent guidance and/or resists/ignores guidance

1. Uses appropriate oral, written, and body language  □ 4  □ 3  □ 2  □ 1  □ NA
2. Develops ability to influence others and events to achieve goals; initiates action  □ 4  □ 3  □ 2  □ 1  □ NA
3. Exhibits the ability to act and make decisions based on factual information and logical assumptions within the bounds of legal and ethical practice  □ 4  □ 3  □ 2  □ 1  □ NA
4. Develops and implements procedures that create a positive, organized, and productive classroom environment for students from all cultures  □ 4  □ 3  □ 2  □ 1  □ NA
5. Exhibits knowledge of assessment methods that accurately and fairly measure student understanding and achievement (formal and/or informal)  □ 4  □ 3  □ 2  □ 1  □ NA
6. Maintains good attendance and punctuality to work and/or job assignments  □ 4  □ 3  □ 2  □ 1  □ NA
7. Effectively implements ESOL strategies in planning, instruction, and assessment  □ 4  □ 3  □ 2  □ 1  □ NA
8. Accepts constructive criticism and modifies instruction based on feedback  □ 4  □ 3  □ 2  □ 1  □ NA
9. Participates as a “team player”  □ 4  □ 3  □ 2  □ 1  □ NA
10. Exhibits effectiveness when varying techniques and instructional approaches to meet the needs of children in the following areas: (√ all that apply):
   □ adequate voice  □ creative  □ culturally diverse
   □ timing/pacing  □ planning  □ linguistically diverse
   □ knowledge of subject  □ technology  □ asks higher level questions

Comments ____________________________________________________________
Cooperating Teacher ____________________________________  Date ____________________
APPENDIX G

DOMAIN I
FLORIDA PERFORMANCE MEASUREMENT SYSTEM

DEFINITIONS FOR CONCEPTS AND INDICATORS

1.1 Concept: Coverage = teacher decisions about the subject matter that is to be taught during a given segment of instruction
   1.1.1 Identification/Selection of Content = teacher names one or more skills, concepts, facts, rules, principles, laws, or value statements to be taught during a period of instruction.
   1.1.2 Analysis of Content = teacher separates content to be taught into distinct elements or parts, such as concepts and their exemplars, skills and their sequential steps.
   1.1.3 Evaluation of Content = teacher judges appropriateness of content selected for a particular segment of instruction on the basis of specific criteria, such as learner state, proper sequence, timeliness, or other factors deemed important.
   1.1.4 Sequencing of Content = teacher decides the order in which subject matter will be taught.
   1.1.5 Pacing of Content = teacher specifies or refers to the amount of subject matter to be taught during a segment of instruction.

1.2 Concept: Utilization of Instructional Materials = teacher identification, selection, review, analysis, evaluation, or management of materials to be used for instruction.
   1.2.1 Identification/Selection of Materials = teacher names specific text pages or other types of materials to be used for instruction.
   1.2.2 Analysis of Instructional Material = teacher distinguishes characteristics of the material to be used for a given segment of instruction.
   1.2.3 Evaluating of Instructional Material = teacher judges appropriateness of material for a particular instructional situation on the basis of specified criteria, such as learner state, match with content or format of instruction, time required for completion, availability, or some other factor deemed important.
   1.2.4 Management of Instructional Material = teacher preparation of materials or arranging to make instructional materials that are to be used for a particular segment of instruction readily available.

1.3 Concept: Activity Structure = teacher specifies what she/he and the student are to do during a segment of instruction.
   1.3.1 Identification/Selection of Instructional Activity = teacher states the activity in which she/he or the students will engage for a given period of instructional time.
   1.3.2 Sequencing of Instructional Activity = teacher cites an order or pattern for a series of activities.
   1.3.3 Analysis of Instructional Activity = teacher breaks an activity into its component parts, specifying such things as sequential steps, how materials will be used, and teacher/student participation in the activity.
   1.3.4 Pacing of Instructional Activity = teacher specifies or refers to the amount of time to be spent on an instructional activity or the number of activities to be completed within a given instructional period.
1.3.5 Evaluation of Instructional Activity = teacher judges the appropriateness of an instructional activity on the basis of the specified criteria such as learner state, match with content, instructional format, available time or other factors deemed important.

1.3.6 Specification of Activity Format = teacher statements that show attention to appropriate organization of the class for instructional activity.

1.4 Concept: Goal Focusing = teacher consideration of general aim or expected outcome of instruction.

1.4.1 Identification of Expected Learner Outcome = teacher states the intended student outcome that should result from instruction, both general and specific.

1.4.2 Evaluation of Goal/Instruction Congruence = teacher utterances that relate expected student outcomes to content, instructional activity, teaching-learning marshals, instructional format or other instructional elements.

1.4.3 Justification of Goals = teacher gives reason(s) for focusing on specific goals.

1.5 Concept: Diagnosis = teacher statements that focus on student ability or achievement, background, preparation, or needs in the course of planning a segment of instruction.

1.5.1 Identification of Learner State = teacher utterances that indicate what the learner does know or needs to know, should be able to do, or how the learner should feel.

1.5.2 Matches Learner Needs with Instructional Element(s) = teacher statements that relate instructional elements such as content, materials, instructional activity, instructional format, or instructional goals to pupil needs.

1.5.3 Evaluation of Learner End-State = teacher determines whether or not students have met established criteria for acceptable performance.
DOMAIN II
FLORIDA PERFORMANCE MEASUREMENT SYSTEM

DEFINITIONS FOR CONCEPTS AND INDICATORS

2.1 Concept: Rule Explication and Monitoring = teacher specifies rules of conduct, explains them, provides practice in their use, and consistently checks student conduct by the rules.
2.1.1 Rule Specification and Clarification = teacher states expectations about student conduct, and illustrates rules (about use of bathroom, when and where to get water, pencil sharpening, use of storage space, etc.)
2.1.2 Rule Practice = teacher demonstrates rule and has students perform the behavior denoted by the rule.
2.1.3 Rule Monitoring = teacher notes rule infraction and promptly calls on student to desist and calls attention to the violated rule.

2.2 Concept: Teacher Withitness = teacher behavior indicates to the students that the teacher knows what they are doing.
2.2.1 Deviancy Spread = teacher behavior that stops student deviant conduct before the deviant conduct spreads to other students or becomes more serious.
2.2.2 Desist Major Deviance = teacher selects the major disruption when two or more deviances occur simultaneously.
2.2.3 Correct Target Desist = teacher desists the student who caused the disruption, not a bystander.
2.2.4 Alternative Behavior = teacher suggests different behavior to direct a student from deviant behavior.

2.3 Concept: Overlapping = teacher attends to a task situation and an extraneous situation occurring at the same time, without becoming immersed in either one alone.
2.3.1 Task-Desist Overlap = teacher attends to a task and a disruption simultaneously without affecting the on-going task activity.
2.3.2 Task-Intrusion Overlap = teacher attends to two task situations at the same time without upsetting either one.

2.4 Concept: Quality of Desist = characteristics of teacher behavior emitted to stop disruptive student conduct.
2.4.1 Clarity of Desist = teacher utterance that specifies who the deviant is, what the deviant is doing wrong, and why this is improper conduct or what the proper conduct is.
2.4.2 Firmness of Desist = teacher behavior that indicates that the teacher really means that the student's disruptive conduct stop.
2.4.3 Roughness of Desist = teacher utterance that expresses impatience and anger, or teacher facial or bodily behavior that expresses anger.
2.4.4 Task-Focus Desist = teacher utterance that directs the student to the task at hand as the desist is given.
2.4.5 Approval-Focus Desist = teacher statement that implies warmth toward and feeling for the children.

2.5 Concept: Group Alert = teacher activities that keep students, as a group, focused on the class work recitation.
2.5.1 Poses Question, Selects Reciter Techniques = teacher asks question before calling on student in order to create suspense and group focus during recitation.

2.5.2 Unison Stimulus = students in the class are stimulated to think of an answer to the teacher's question, although only one at a time will be chosen to recite.

2.5.3 Alerts Non-Performers = teacher cautions non-performers that they may be called on anytime; if reciter makes a mistake, if answer needs expansion, etc.

2.6 Concept: Movement Smoothness = teacher actions that do not abruptly start, stop, or renew physical or psychological activities or students or abruptly change props -- paper, pencils, books, etc. -- used in class work.

2.6.1 Reacts To or Interjects Irrelevancies = teacher is distracted by some unrelated event, object, or idea that comes to mind, and reacts in such a way as to interrupt the ongoing class activity.

2.6.2 Flip-Flop or Dangle = teacher starts an activity, stops it to turn to another, and then returns to the original activity or drops it altogether.

2.7 Concept: Movement Slow-Down = teacher actions that reduce the rate of flow of class activities.

2.7.1 Over dwelling = teacher engages in a series of actions or talk beyond what is necessary for students to understand or to know how to participate in an activity, pertaining to conduct, use of materials, or to parts of an activity.

2.7.2 Group Fragmentation = teacher has students do something one by one when the entire class, or sub-groups, could do the same thing collectively.

2.7.3 Prop Fragmentation = activity is broken into components and the teacher focuses on these sub-parts when the activity could have been carried out as a continuous activity.

2.8 Concept: Effective Praise = teacher communication that increase the chances that desirable conduct will be repeated and undesirable conduct eliminated.

2.8.1 Specific Praise = praise of appropriate conduct of a student who emits contrasting conduct, e.g., out of seat; in seat, pointing out particulars of the conduct or its value, etc.

2.8.2 Praise for Compliance = teacher praises non-deviant or on-task students when another student is disruptive.

2.8.3 Low-Key Praise = praise given unobtrusively and quietly (almost unnoticeable by others).

2.8.4 Conditional Praise = praise the student receives only when the student fulfills a conduct obligation.

2.8.5 Authentic Praise = praise that reflects spontaneity, variety, simplicity, warmth, and meaningful content.

2.8.6 Teacher Control of Group Praise = teacher behavior that reduces group approval of disruptive conduct.
DEFINITIONS FOR CONCEPTS AND INDICATORS

3.1 Concept: Efficient Use of Time = teacher behavior that maximizes the use of class time for learning.
   3.1.1 Punctuality = teacher begins class work promptly.
   3.1.2 Management Transition = teacher shifts from one activity to another in a systematic, academically oriented way.
   3.1.3 Wait Time Avoidance = the teacher organizes the class to keep the lesson moving and provides structure for those students who finish class work early, thereby eliminating the necessity for students to wait for teacher approval.
   3.1.4 Controlled Interruptions = teacher enforces rules and procedures to be followed by students who are tardy to class or who do not have their supplies, etc.
   3.1.5 Housekeeping = teacher routinizes activities such as passing papers out, moving to get books, writing on the board, etc., and has materials prepared, procedures worked out, and everything in order.

3.2 Concept: Review of Subject Matter = teacher performance that either rehearses the main points of a previously discussed topic, problem, unit, or lesson(s) or that directly involves the class in the rehearsal.
   3.2.1 Lesson-Initiating Review = at beginning of a new lesson the teacher either rehearses the previous lesson(s) (daily, weekly, monthly) or involves students in doing so.
   3.2.2 Topic Summary Within Lesson = a condensation or recapping, by the teacher or students under teacher direction, of the significant points of a preceding discussion as a concluding statement before moving to a new aspect of a topic or problem.
   3.2.3 Lesson-End Review = a restatement (by the teacher or teacher and student) of the content of discussion at the end of a lesson.

3.3 Concept: Lesson Development = teacher activities that keep the lesson moving forward.
   3.3.1 Lesson Initiation = teacher statement(s) to orient students to the class work and to engage them in academic activities.
   3.3.2 Academic Transition Signals = teacher utterance that indicate movement of the lesson from one topic or activity to another by indicating where the lesson is and where it is going.
   3.3.3 Solo Performance = teacher activity that gives a clear verbal presentation of some problem or aspect of a lesson, or gives a demonstration with apparatus or informs students by performing as in the dance, playing an instrument, and the like.
   3.3.4 Academic Comprehension Check = teacher utterances that question individual students or the whole class about the lesson content to ascertain the level of understanding.
   3.3.5 Low Order Questions = teacher questions that require the student to use information such as facts, definitions, names and the like (student is not asked to give evidence to support his/her answer)
   3.3.6 High Order Questions = teacher questions that require the student to explain, compare and contrast, evaluate, justify, and the like (student gives evidence or is asked to give evidence to support his/her answer)
   3.3.7 Nonacademic Questions = teacher questions for which almost any answer is acceptable, e.g., those that ask for personal opinions or personal experiences.
3.3.8 Congruence of Answer = answer given to the teacher's question is either correct or approximately so.
3.3.9 Choral Practice = a form of practice where members of the class repeat examples of the task or psychomotor activities in unison.
3.3.10 Pause Following a Question = the teacher asks a content question, then pauses before saying anything more and before soliciting an answer.

3.4 Teacher Treatment of Student Talk
3.4.1 Acknowledges a Student Response
3.4.2 Probes or Amplifies Student Response
3.4.3 Restates Student Responses
3.4.4 Avoids Digression

3.5 Teacher Academic Feedback
3.5.1 Simple Positive Response
3.5.2 Academic Praise
3.5.3 Correctives
3.5.4 Redirects after Student Response

3.6 Management of Seatwork/Homework
3.6.1 Gives Seatwork of Homework Directions
3.6.2 Checks Comprehension of Seatwork/Homework
3.6.3 Sets Time for Checking Seatwork/Homework
3.6.4 Teacher Mobility
3.6.5 Holds Students Accountable and Gives Feedback
DEFINITIONS FOR CONCEPTS AND INDICATORS

4.1 Concept: Presentation of Interpretative (Conceptual) Knowledge = teacher performance involved in analyzing and presenting information to facilitate the acquisition of concepts.
   4.1.1 Gives Definition Only = teacher utterances that give the verbal meaning of pivotal terms when beginning a new topic or some new aspect of the current topic, no analysis or examples being given.
   4.1.2 Gives Example(s) Only = teacher performance that names, describes, or depicts examples of a concept without giving either attributes or definition, or performance that induces students to do so.
   4.1.3 Tests Example = teacher performance that gives a definition and then names, describes or depicts examples that possess the attributes and examples that do not possess them or performance that induces students to do so.
   4.1.4 Identifies Attributes = teacher utterances or actions that give a category and identify the attributes for telling whether or not a given object or event belongs to the category or utterances or actions that induce students to do so.
   4.1.5 Distinguishes Related Concepts = teacher performance that emphasizes attributes that separate members of a family of concepts (pardon, probation, parole; or taxes, tariffs, fees), or performance that encourages students to do so.
   4.1.6 Concept Induction = teacher performance that provides examples of a concept from which students infer the concept and its attributes.

4.2 Concept: Presentation of Explanatory Knowledge = teacher performance that relates an outcome or results to a condition; or teacher performance that states or elicits a statement of condition that causes or results in (brings about, produces, or other such expressions) another condition called an effect or consequence.
   4.2.1 Explicates the Cause = teacher performance that identifies and analyzes the cause(s), or performance that direct students in an analysis of the cause(s).
   4.2.2 Explicates the Effect = teacher performance that identifies and analyzes the effect of conditions, or performance that directs students in an analysis of the effect.
   4.2.3 States Causal Principle, Using Linking Words = activities which formulate, or involve students in formulating the causal principle, using linking words to connect effect(s) to cause(s).
   4.2.4 Applies a Causal Principle = teacher directs students in using a principle (law or law-like statement) to solve a problem or to explain a known effect.

4.3 Concept: Presentation of Academic Rules = teacher behavior that facilitates the acquisition of rules and the ability to apply them.
   4.3.1 Describes the Situation = teacher behavior that analyzes the kind of circumstances to which a rule is applicable.
   4.3.2 Provides for Application = teacher gives a number of situations to help students learn to apply the rule.

4.4 Concept: Presentation of Value Knowledge = teacher performance that engages students in the use of criteria and factual evidence in the assessment of an object, event, or action (called the value object).
4.4.1 Identifies and Analyzes a Value Question = teacher performance that specifies or that stimulates students to specify the event, action, conduct, or object to be evaluated and the evaluation term.

4.4.2 Develops Criteria of Judgment = teacher performance that states and discusses criteria, or performance that encourages students to state and discuss criteria, by which to value an object, event, etc.

4.4.3 Assembles the Facts = teacher performance that directs students in identifying and organizing the facts to be used in answering the value question.

4.4.4 Tests the Value Judgment = teacher performance that directs students in deciding whether they can accept the criteria as a generalized principle of valuation.
DOMAIN V
FLORIDA PERFORMANCE MEASUREMENT SYSTEM

DEFINITIONS FOR CONCEPTS AND INDICATORS

5.1 Concept: Control of Discourse = teacher verbal control of information that increases the chances that students will comprehend what is said.
   5.1.1 Connected Discourse = thematically connected discourse that leads to at least one point.
   5.1.2 Scrambled Discourse = discontinuous or garbled verbal behavior in which ideas are loosely associated.
   5.1.3 Vagueness Words of everyday speech which teachers often use to describe, to present information, or to answer questions and for which the denotations are indeterminate (e.g., something, a little, some, much, few, things, you see, perhaps, actually).
   5.1.4 Question Overload = teacher verbal performance in which long and involved questions or multiple questions are asked.
   5.1.5 Single Questions = teacher asks direct questions one at a time without rephrasing or giving additional information.

5.2 Concept: Emphasis = instructional behavior that indicates to the student what is important in the subject matter to be studied.
   5.2.1 Marker Expressions = teacher use of words (e.g., not this, this is the most important point) to indicate that to which the student should give special attention.
   5.2.2 Marker Techniques = teacher performance that uses underlining, colors, cartoons, etc., in presenting information.
   5.2.3 Repetition = teacher performance in which the main points are restated at spaced intervals.

5.3 Concept: Task Attraction and Challenge = teacher behavior that motivates and challenges students to become task involved.
   5.3.1 Task Attraction = behavior that expresses or shows genuine zest for a task.
   5.3.2 Challenge = teacher makes a statement indication to the students that an exercise or activity will be hard to do.

5.4 Concept: Teacher's Speech = voice characteristics that make up the auditory stimuli as distinguished from the content or message of the discourse.
   5.4.1 Loud, Noisy, or Grating Voice
   5.4.2 ShriII, Piercing, Highly Pitched Voice
   5.4.3 Monotone = fails to vary the intensity, rate, and volume of speech
   5.4.4 Speaks too Softly, Almost Inaudible
5.5 Concept: Body Language = teacher's facial or other body behavior that expresses interest, excitement, joy, and positive personal relations or boredom, sadness, dissatisfaction, or negative personal relations, or else, no clear message at all.

5.5.1 Teacher Smiles = facial expressions, including eyes, that give feedback about the teacher's positive affective state -- pleasure, friendliness, interest, excitement, surprise.

5.5.2 Deadpan Expression = expressionless face; teacher's feeling not easily discernible, or else completely hidden.

5.5.3 Teacher Frowns = facial expressions that give feedback about the teacher's negative affective state -- displeasure, disapproval, anger, etc.

5.5.4 Posture and Movement = teacher's stance and movement that indicates teacher's energy and enthusiasm.

5.5.5 Eye Contact = teacher looks at students steadily and intensely without glaring, suspiciousness, or anger.
6.1 Concept: Preparation for Testing = teacher verbal behavior and actions prior to testing that ready the students for tests.
   6.1.1 Orients Students to Test = teacher's verbal behavior that informs the students of the purpose of the test, how the test results will be used, and how the results are relevant to them personally.
   6.1.2 Specifies Test Content = teacher tells the class what knowledge is important for them to study and suggests references or guides.
   6.1.3 Instructs Students in Test-Taking = teacher behavior which increases the students' abilities to utilize the characteristics and format of a test and/or test-taking situation to improve their chances of making a higher score.

6.2 Concept: Test Administration = teacher performance that provides favorable environmental conditions for test taking.
   6.2.1 Arranges Physical Setting = teacher performance that sets up the physical arrangements (seating, control of distractions, and conditions of temperature, ventilation and lighting) favorable to student performance on examination.
   6.2.2 Makes Positive Statements = teacher verbal expressions that set a warm and encouraging classroom atmosphere for the examination.
   6.2.3 Monitors Examination = teacher behavior that tells students that he/she knows what they are doing.

6.3 Concept: Formative Feedback = teacher behavior that provides information to students about their test performance.
   6.3.1 Reviews Test = teacher uses test data to identify and correct errors in understanding.
   6.3.2 Comments Positively on Test Results = teacher's verbal behavior that expresses approval of student response to test item(s) or to discussion of responses.
PRINCIPLES OF EFFECTIVE TEACHING
As identified by research knowledge base of the Florida Performance Measurement System

Candidates should be familiar with the Florida Performance Measurement System (FPMS), which will be used during final summative observations during their student teaching experience.

PLANNING

1. Pre-assessment provides needed information for unit planning and implementation.

2. If teachers attend to content, instructional materials, activities, learner needs, and goals in their instructional planning, then the resulting preparedness can increase the probability of effective classroom performance.

3. If teachers plan, then they experience more confidence, direction, and security in their performance in the classroom.

4. If teachers attend to elements such as arrangement of the physical setting, selection of basic texts and materials, and familiarity with social and academic development of their students early in the year, then a framework for future planning is established for the year.

5. Use of guidance and other pupil personnel services at the school affords the teacher great help in handling exceptions found in the overall class makeup.

MANAGEMENT OF STUDENT CONDUCT

6. If the teacher clearly specifies classroom rules, explains them, provides practice, enforces them giving positive consequences for compliance, then disruptive behavior will decrease, on-tasks time will increase, and achievement will increase.

7. Positively expressed rules contribute to improved classroom climate and reduce aberrant behavior.

8. If the teacher handles overlapping situations without becoming preoccupied with one of them alone, withitness is enhanced.

9. If the teacher demonstrates awareness of disruptive student behavior, selects the correct target, and stops it before it spreads, and offers alternative behaviors, then disruptive student behavior decreases.

10. If the teacher maintains the momentum then disruptive behavior is decreased.

11. If the teacher keeps the group alerted and focused on the lesson by creating a degree of suspense before calling on students to recite, selecting varied strategies for recitation and informing nonperformers that they may be called on, then deviant behavior will decrease, and students will become more work involved.
12. Achievement is related positively to time spent on academic task. (Begin on time, shift activities quickly, keep students involved). It is also positively correlated with better student behavior.

**INSTRUCTIONAL ORGANIZATION AND DEVELOPMENT**

13. If the teacher is efficient in the use of class time, then students will spend a high proportion of class time engaged in academic tasks and achievement will likely be higher.

14. If reviews are conducted at the end of the lesson and at weekly intervals (or occasionally longer ones), then retention as well as the amount of learning will be increased.

15. If the teacher begins the lesson by providing orientation and directions, learning will be increased.

16. If the teacher sustains the lesson’s momentum by providing clear explanation, and checks student understanding of explanations, learning will be increased.

17. If the teacher maintains direction by transition from one part of the lesson to another, learning will be increased.

18. If the teacher acknowledges and amplifies student responses, uses their ideas, but organizes the lesson around the teacher’s questions, and maintains academic focus, then learning is increased.

19. If academic feedback is specific, evaluative, and/or provides corrective information, then achievement will increase.

20. If practice exercises of appropriate length and spacing are provided and students are held accountable for on-task behavior, then learning will be enhanced.

21. If students understand what they are to do at seatwork and how they are to do it, and if the teacher monitors their work, provides corrective feedback, and holds them responsible, then learning will be enhanced.

22. If students are prepared in class for assigned homework so they understand how to do it, the assignments are short, students are held accountable, and corrective feedback is provided, then achievement can increase.

**PRESENTATION OF SUBJECT MATTER**

23. Variety in teaching methods during a class period tends to promote more student interest and learning.

24. If concepts are taught by providing definitions, examples and non-examples, and by identifying criterial attributes, then students are more likely to acquire complex concepts than if taught other ways.

25. If teachers analyze causal conditions and their effects, then students are more likely to comprehend cause-effect relationships.
26. If teachers use linking words to connect the conditional part of the principle to the consequent part, then student achievement in explanatory content will be higher than if the connection is made with conjunctions such as “and” or, even less effective, not made at all.

27. If teachers direct students in using academic rules by describing rule circumstances and by providing rule practice, then students are more likely to comprehend rule situations and follow appropriate rules.

COMMUNICATION

28. If the teacher demonstrates positive non-verbal (body) communication, then students react favorably and achievement may be increased.

29. If teacher discourse is thematically connected, vague terms minimized, and questions are asked singly and exactly, then student achievement will increase.

30. If marker expressions and techniques are used and main points are repeated in spaced intervals, then students will be aware of important elements of content and achievement will be increased.

31. If the teacher is zestful and challenges students when moving from one task to another, then the students become more work oriented and less disruptive.

32. If the teacher’s speech characteristics including volume, pitch, rate, etc. are not extreme, then student achievement may not be adversely affected.

33. Teacher-made tests are valid if the test items are derived from stated student objectives.

34. If the teacher informs students of the purpose of the test, how the results will be used and why the results are relevant to them personally, then their test performance will likely improve.

35. If the teacher instructs students in utilizing the characteristics and formats of tests and/or test-taking situations to receive higher scores, then the tests will be more valid measures of what they are intended to measure.

36. Test anxiety will be reduced and achievement will be higher if students are given study guides for exam preparation. This is true for high, medium and low ability levels.

37. Students who have been taught test taking strategies (testwiseness) score higher on classroom and standardized tests than other students even with equal knowledge of subject matter.

38. If tests are administered in a physical setting which is comfortable and free of distractions and opportunities to cheat, by an examiner who is positive and encouraging, then students will have a fair chance to demonstrate what they know and the teacher will more likely obtain a valid measure of their achievement.

39. If the teacher is aware of the anxiety caused by tests in some students and refrains from using tests as a threat or from emphasizing the negative consequences of poor performance, then highly-anxious students will suffer less anxiety and perform better on tests.
40. If the teacher provides feedback to students on their tests, then motivation, learning, and retention will increase, and the teacher will be more able to adjust instruction to the needs of the classroom group.

41. Assignment of grades is valid and fair when based on objectives stated in teacher plans.
APPENDIX H

(This is the “page header,” also known as the “running head.” In Word you will find it under “View” as “Header and Footer.”)

How Elementary Teachers Identify Gifted ESOL Students

Stephanie Student

Stetson University

Dr. Carol Corcoran

(Sample title page – your name as the author goes on the second line, my name as the instructor goes on the last line)
Abstract

The number of students who are learning English as a second language (ESOL) has been increasing dramatically in the United States for several years. Like other minority students, these children are typically under-represented in gifted programs. Most identification of gifted students occurs in elementary school, therefore elementary teachers from one school district were surveyed and interviewed to determine characteristics and traits of gifted ESOL students. These characteristics include higher level and critical thinking abilities. Teacher characteristics, such as experience and training, were also possible factors impacting identification. Experienced teachers more frequently referred students for the gifted program. Teacher training should include instruction as to how gifted ESOL students can be identified.

(Okay, this is eleven words over, but who's counting? Just be succinct – tell what is in your paper. Do not say things like, “This paper will explain…” Just tell the essence of your paper here. Note: there is NO indent on the first line of an abstract.)
How Elementary Teachers Identify Gifted ESOL Students

Issues of gifted education have long been debated, especially with regard to groups of students who are consistently underrepresented (Frasier, 1997; Richert, 1997). These groups have included African Americans, Latinos, Native Americans, and children of poverty. One of the groups consistently underrepresented is ESOL (English Speakers of Other Languages), perhaps due to the difficult process of identification.

The identification of gifted ESOL students should not be about quotas or political correctness, but about children whose exceptionally high abilities may be camouflaged by a limited proficiency in English.

This means that we need to approach diversity, not as a problem to be solved, but with joy in its existence, appreciation of its value, excitement at its potential. We must seek to develop the gifts of diversity, however hidden or hard to find in terms of the educative experience, or we stand to lose a valuable resource. (VanTassel-Baska, 1991, p. 7)

States like Florida, New York, California and Texas have large ESOL populations, which increase daily. Florida, the focus of this study, had the fourth largest number of immigrants in 1996 - almost 80,000. The majority of these immigrants came from Cuba, Haiti, Jamaica, Colombia, Nicaragua, Mexico, Peru, the Dominican Republic, Canada, and the Philippines. Over 26,000 arrived from over 200 other countries. Florida’s ESOL students spoke 171 languages and comprised 12.76%.
identified 300,735 students as ESOL in the 1996/97 school year; the state’s total enrollment of students was 2,356,369 (Florida Dept. of Education, 1998).

The school district on which this study focused identified 49 (Use numbers unless it is one through ten, then write the word. An exception would be for consistency – If you wrote “two to twelve students” that would be alright, or, “2 to 12” would be alright.) different countries of origin and 88 languages among its ESOL population in 1998. At that time, 2,410 of the district’s 61,947 students were identified as ESOL (Florida Dept. of Education, 1998). In the 1996/97 school year, only 11 of the district’s 2,410 ESOL students were identified as gifted, or .005 %. Of the 59,537 non-ESOL students, 1,618 were identified as gifted, or .027 %. Two years later, during the 1998/99 school year, there were approximately 2,172 students identified as gifted, and approximately 95 of them were ESOL students, or .043%. This dramatic increase in a two-year span is reflective of this district’s attempts to identify gifted ESOL students at the state’s request. What occurred during this identification process?

Many proponents of gifted and ESOL education agree that the significant underrepresentation of culturally diverse students in gifted programs is due to inadequate assessment procedures (Bermudez & Rakow, 1993; Frasier, Garcia, & Passow, 1995; Mills & Tissot, 1995). Because attention may be focused on weaknesses instead of the academic strengths of ESOL students, it may not even occur to classroom teachers that an ESOL student might also be gifted (National Research Council, 1997). And, since ESOL students do not usually take standardized achievement tests or IQ tests, two common identification tools, the classroom teacher is often the single most important factor in identification; they are observing students’ potential and progress on a daily basis (Coleman, Gallagher, & Foster, 1994).

The purpose of this study was to gain an understanding of ways classroom teachers identify gifted ESOL students. What factors distinguish elementary teachers who have identified gifted ESOL students from teachers who have not? Based on their own experiences, teachers have varying attitudes about ESOL students and gifted students that may affect their own methods of identification (Brickman, 1988; Bermudez et al., 1991).
Classroom teachers’ perceptions are impacted by many factors. Cultural sensitivity can help reduce bias and create understanding of variances in culturally influenced behaviors (Clements & Cheung, 1992; Hamayan & Damico, 1991; Kitano & Espinosa, 1995). Many teachers of ESOL students hold low academic expectations for these students, and in fact may coddle them and compensate for them out of misdirected concern (Rogers, 1997; Smith, LeRose, & Clasen, 1991). Even ESOL students who have a better than average command of English are viewed through the filtered lens of the ESOL label. The importance of the role of the classroom teacher in the identification of potentially gifted students cannot be overemphasized (Frasier et al., 1995; Lockwood, 1998).

How did teachers go about the business of identifying ESOL students for gifted programs in this Florida school district? Survey data was gathered from 436 elementary classroom teachers from this single Florida school district. Additionally, 20 teachers from this group were interviewed in greater depth. A relationship study used statistical analysis (Chi-square tests and Pearson r correlations) to report quantitative data; qualitative data were examined using the research tradition of phenomenology to compare teachers’ perceptions. Standardized open-ended interviews allowed teachers to elaborate on their attitudes toward gifted ESOL students.

An important result of this study was that teachers who identify gifted ESOL students typically have identified non-ESOL students as gifted. Of the 20 teachers who reported nominating ESOL students as gifted, 19 had nominated non-ESOL students as gifted as well. This indicates some understanding of giftedness regardless of language or cultural barriers. Teachers who are sensitive to giftedness tend to cross cultural borders. They are actively looking for gifted characteristics and are not racist or elitist. These teachers seem to be the most responsive to the specific issues of giftedness regarding ESOL students.

Most identification of gifted students occurred in grades 1 and 2 due primarily to policy - this is the level at which the district initiates the screening process. For this reason, close attention should be paid to newly arrived ESOL students in all grade levels who might otherwise fall through the cracks. Indeed, all new students, regardless of their native language, should be screened for exceptionalities such as giftedness upon arrival in the district.
Another important finding related to teaching experience. New teachers (those with less than five (not “5”) years’ experience) referred significantly fewer students for gifted programs. This reflects current reports that new teachers are unprepared to identify gifted students (Richert, 1997).

Of the observed traits of giftedness reported by teachers (See Table 1), most were commonly shared. However, sufficient differences were reported to indicate that teachers are noticing students’ abilities regardless of English proficiency. This is reassuring but reiterates the importance of the teacher’s role in the identification process, and, by default, the importance of teacher training.

<table>
<thead>
<tr>
<th>Table 1: Traits of Giftedness Observed and Reported by Teachers</th>
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<tbody>
<tr>
<td><strong>Non-ESOL</strong></td>
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<tr>
<td>High level/critical thinking</td>
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<tr>
<td>High verbal/vocabulary</td>
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<tr>
<td>Quick mastery of subject matter</td>
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<tr>
<td>Ability to go above/beyond/in-depth</td>
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<td>Unique approaches/perspectives</td>
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<td>Questioning/curious</td>
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<tr>
<td>Standardized test scores</td>
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<tr>
<td>Teachers’ intuition</td>
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<tr>
<td>Creativity</td>
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</table>

Please note that traits are rank ordered as reported by teachers.
References:


Note: There are many examples here – books and journals. Hopefully you will find an example for the type of reference you are using. Only one Internet source (dot gov, dot org, dot edu) allowed – no dot coms unless you have checked with your instructor. Online educational journals are acceptable. The following web sites show how to use Internet sources in APA format:

http://www.westwords.com/guffey/apa.html

http://www.library.unr.edu/subjects/guides/apa.html

http://www.lib.utexas.edu/ugl/researching/citing/online/apa.html
NETS for Students

1. Basic operations and concepts
   ➢ Students demonstrate a sound understanding of the nature and operation of technology systems.
   ➢ Students are proficient in the use of technology

2. Social, ethical, and human issues
   ➢ Students understand the ethical, cultural, and societal issues related to technology.
   ➢ Students practice responsible use of technology systems, information, and software.
   ➢ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

3. Technology productivity tools
   ➢ Students use technology tools to enhance learning, increase productivity, and promote creativity.
   ➢ Students use productivity tools to collaborate in constructive technology-enhanced models, prepare publications, and produce other creative works.

4. Technology communications tools
   ➢ Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
   ➢ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

5. Technology research tools
   ➢ Students use technology to locate, evaluate, and collect information from a variety of sources.
   ➢ Students use technology tools to process data and report results.
   ➢ Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.

6. Technology problem-solving and decision-making tools
   ➢ Students use technology resources for solving problems and making informed decisions.
   ➢ Students employ technology in the development of strategies for solving problems in the real world.

http://cents.iste.org/students/pdf/NETSS_Standards.pdf
GRADES Pre-K – 2

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 2 students will:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)

2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)

3. Communicate about technology using developmentally appropriate and accurate terminology. (1)

4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)

5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)

6. Demonstrate positive social and ethical behaviors when using technology. (2)

7. Practice responsible use of technology systems and software. (2)

8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)

9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, and digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)

10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)
GRADES 3 – 5

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)

2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)

3. Discuss basic issues related to responsible use of technology and information and describe personal consequences on inappropriate use. (2)

4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)

5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)

6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)

7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)

8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)

9. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)

10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)
GRADES 6 – 8

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 8 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)

2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)

3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)

4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)

5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)

6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)

7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)

8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)

9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)

10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electric information sources concerning real-world problems. (2, 5, 6)
GRADES 9 – 12

Performance Indicators:

All students should have opportunities to demonstrate the following performances.

Prior to completion of Grade 12 students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)

2. Make informed choices among technology systems, resources, and services. (1, 2)

3. Analyze advantages and disadvantages to widespread use and reliance on technology in the workplace and in society as a whole. (2)

4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)

5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, and purchases, correspondence). (3, 4)

6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)

7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)

8. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)

9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)

10. Collaborate with peers, experts, and others to contribute to a content-related knowledge based by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)
### Inventory of Materials
#### Software

<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Publisher</th>
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<tr>
<td>S1</td>
<td>Where in the USA is Carmen SanDiego?</td>
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<tr>
<td>S2</td>
<td>Alaskan Trek</td>
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<td>S3</td>
<td>Oregon Trail (3rd ed.)</td>
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<td>Teacher's Toolbox Suite 3.0</td>
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<td>S7B</td>
<td>Koi &amp; Kola Nuts</td>
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<td>S7C</td>
<td>How Leopard Got Spots</td>
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73 ESOL STRATEGIES

1. **Reading Aloud to Students (RA)** - Motivates students to read for pleasure, acquire knowledge about books, encourages interaction, etc.
2. **The Language Experience Approach (LEA)** - What the student says can be written down and then read by both teacher and student. Students learn how language is encoded. Oral language is put into print. This strategy investigates familiar language, language structures, sight vocabulary, letter-sound correspondence, spelling patterns and conventions of print.
3. **Shared Book Experience (SBE)** - Effective literacy developmental approach for student functioning at different levels. Students learn about predictability, rhyme, rhythm and repetition.
4. **Sustained Silent Reading (SSR)** - Students spend time reading books they enjoy and become better readers.
5. **Teaching Story Structure (SS)** - Teachers help provide the students with literature they can comprehend and help the students acquire the necessary background and schemata of written English. The teacher selects reading materials that reflect the children’s cultural background, subjects that are familiar, predictable picture books, wordless picture books. The teacher uses cueing strategies (changes in voice for various characters and changes in facial expression). Diagrams, charts of the story map, and props - “realia” may also be used.
6. **Process Writing** - Students write in these steps: Prewriting, drafting, sharing, and responding to writing, revising writing, editing and publishing (according to each child’s individual writing level).
7. **Repetition** - Words and sentences are repeated, or stories with a repeating pattern are used.
8. **Substitution** - The student substitutes “his” or “her” instead of a person’s name or students fill in a missing word to complete a sentence.
9. **Question and Answer Drills** - The student answers the teacher’s questions.
10. **Demonstration** - The teacher models a word, sentence, or action (e.g., acting out the concept of photosynthesis by turning to face the window).
11. **Representation** - The teacher uses a picture to represent a general concept (e.g., mother, father, etc.).
12. **Modeling** - The teacher models language patterns and structure used in a natural course of classroom conversation. (Note: If the teacher has consistent grammatical problems of his or her own, these need to be acknowledged and corrected. This is critical.)
13. **Utilization** - The use of pictures, handouts, etc.
14. **Description** - Describing an action or object.
15. **Introduction** - The teacher introduces a new concept or topic.
16. **Pantomimes** - Silent actions and imitations that show emotions and feelings.
17. **Samples** - A sample of a completed project or paper is shown to the students.
18. **Verbal clues/pictures** - The teacher shows several pictures or words to choose from in response to a question (ex: Which picture shows Christmas?)
19. **Directions** - The teacher gives the students direction or sequential steps in order to complete an action.
20. **Dramatization** - The teacher dramatizes a story or allows the students to act out a story. Choral speaking, singing, puppetry, dance and movement are also ways to dramatize.
21. **Vocabulary** - The introduction of vocabulary through pictures.
22. **Participation** - Students participate in group activities.
23. **Comparison** - The use of pictures and objects to help students make comparisons. (ex: big, bigger, biggest/good, better, best, etc.).
24. **Interrogatives** - The students answer questions to who, what, when, where, why, and how.
25. **Visuals** - Pictures, overhead projections, filmstrips, video-cassettes, television, magazines, and objects.
26. **Discrimination** - Determining whether things are the same or different.
27. **Role-playing** - Students represent real-life situations and scenarios.
29. **Labeling and Categorizing** - Objects in the classroom are labeled or categorized into groups. Students are also able to see the names of objects in written form (ex: desk, door, window, etc.).
30. **Peer Tutors/Buddy System** - Students are paired together. One student helps another by acting as a teacher. Group work, in general, increases the chances that the student will receive the necessary help. In addition, it increases the amount of interaction and comprehensible input received.
32. **Sequencing** - Students put pictures, objects, events, etc. in proper order.
33. **Semantic Webbing/Concept Mapping/Graphic Organizers** - Students learn how to perceive relationships and integrate information and concepts within the context of a main idea or topic.
34. **Cooperative Learning** - Students work together in small groups or pairs and are interdependent upon one another.
35. **Total Physical Response (TPR)** - a language teaching strategy that introduces new language through a series of commands to enact an event (student responds to command with actions and do not have to produce speech of any type).
36. **Elicitation** - Structure interactions that elicit as elaborate responses as students are capable of producing.
37. **Chunking** - Use “chunks” of language in meaningful, appropriate, and playful contest. (ex: pop songs and read-aloud poems).
38. **Directed Reading/Listening/Thinking Activity (DRLTA)** - Establish background, allow for oral or silent reading and study, follow-up activities, SQ3R (Survey, Questions, Read, Recite, Review).
39. **Problem Solving (PS)** - Students learn to restate the problem, brainstorm, look at the problem in different ways, identify models, state possible cases, determine hypothesis and draw conclusions.
40. **Classroom Correspondence** - Two participant’s converse in writing. This is achieved through a message board, mailboxes, interactive journals or letter writing.
41. **Creating a Writing Classroom (W)** - The writing of each student is valued, students write for an audience, the environment is language and literature-rich and students write in many modes.
42. **S/U Grading** - If possible, use a “satisfactory/unsatisfactory” grade option until the ESL student is able to compete successfully with native speakers. Students may be ready sooner than expected, since many of them adapt very rapidly. It is important to remember that often the students, particularly those who are older, will already have a high level of academic understanding in the first language and may even surpass native speakers once they have proficiency in the new language.
43. **Tape Lectures** - Record your lectures or talks on tape. Students need to be able to listen to them as many times as necessary for understanding.
44. **Rewrite Chapters** - Ask some of your native or near-native speaking students to simplify the textbook by rewriting the chapters. The job can be made as easy as possible by giving each native-speaking student just a few pages to simplify. The simplified materials not only aid
ESL students but other students who may find the regular text too difficult. The students who do the rewriting benefit also in that the task serves as a review for them.

45. **Notes as Study Aids** - Choose native or near-native speaking students who take effective, comprehensible notes to duplicate them for ESL students. By this means, the latter can be provided with study aids.

46. **Hands-on** - Plan lessons that provide for “hands on” kinds of involvement. For example, drawing, coloring, and labeling maps in geography and pinpointing where the students came from is far more valuable than simply listening to a talk about maps.

47. **Individual Communication** - Communicate individually with the ESL students as much as time permits. Avoid using complicated words or complex sentences. Speak slowly but keep the volume and intonation as normal as possible. Use few idioms. Incorporate a lot of body language. These strategies will be used subconsciously, for the most part, by those whose main goal is to communicate.

48. **Silent Period** - Avoid forcing students to speak. Allow them to speak when they are ready, in other words, when they volunteer. Students’ right to a “silent period” needs to be respected, especially when they are being introduced to new concepts.

49. **Validate Native Language** - Reassure the students that their own languages are acceptable and important. If other students from the same language group are present, do not insist that they use only English in class. No matter how good the intentions of the teacher, refusing to allow students to speak in their first languages is in essence saying that their languages are not good enough. Of course, students may need to be reminded that first language should not be used to exclude others from discussion.

50. **Indirect Corrections** - Make all corrections indirectly by repeating what the students have said in correct form. For example, suppose an ESL student says, “my book home.” The teacher can repeat, “I see. Your book is at home.” It must be remembered, that simplified (ungrammatical) forms are to be regarded as normal while the student is progressing toward more complete competence in English. When the student is ready to move to another level, the indirect correction will probably be picked up and internalized after it is heard several times in a variety of situations. In written production, a few suggestions can be made for improvement as long as they are balanced with positive comments. Keep suggestions simple and offer only what you think each student can handle at his or her proficiency level. Focus on MEANING, not grammar.

51. **Simple Teacher Responses** - Try to answer all questions that the students ask but avoid overly detailed explanation. Simple answers that get right to the point will be understood best. If possible, point to objects and pictures, or demonstrate actions to help get the meaning across.

52. **Emphasize Key Words** - If you are in a situation in which lectures are appropriate, try to make them as comprehensible as possible. Emphasize key words and phrases through intonation and repetition;

53. **Write them on the chalkboard or on an overhead transparency as you are talking.** Give concrete examples. Use pictures and charts, map out ideas, use gestures, acting out, simplifications, expansion of ideas, or whatever is necessary to ensure understanding. Definitions, comparisons, and the like can be incorporated in the lectures to clarify new words and concepts. For example, in a history lesson you might say, “The government’s funds were depleted. It was almost out of money.” Thus the phrase “funds were depleted” is made more comprehensible.

54. **Regularly Check for Comprehension** - Check to see that what you are saying is understood. Frequently ask questions that will elicit a telling response. For example, ask for elaboration, provide encouragement to continue (“What happened next?”), or ask for clarification. Do NOT ask, “Do you understand?” Many students will be reluctant to admit they don’t
understand. You could ask if students have questions, but that will not necessarily reveal students’ comprehension. Be very aware of the feedback you are getting. Students may nod their heads but still not understand. Blank stares or puzzled looks are sure signs that you are not being understood. It is better to ask more specific questions directly related to the preceding utterance. For example, after saying, “In Arizona rainfall is minimal during most of the year,” you might check for understanding by asking, “Does it rain much in Arizona?” Asking a question such as this to confirm interpretation is yet another means by which students can be exposed to new words and concepts without losing the meaning of the message.

55. **Wait Time** - Give student’s sufficient wait-time before expecting answers. Students need time to formulate their ideas. Often teachers try to avoid silence and move too quickly to another student for an answer or answer the questions themselves. If after a sufficient time you still do not receive a response, you might want to rephrase the questions and/or answer it yourself. The question/answer process helps students to acquire the appropriate language associated with taking turns.

56. **Bilingual Dictionaries** - Encourage students to use their bilingual dictionaries when necessary or to ask questions when they don’t understand important concepts. Help them to guess at meanings first by using the context. Assure them that they do not have to understand every word to comprehend the main idea.

57. **Emphasize Key Concepts** - Reinforce key concepts over and over in a variety of situations and activities. Hearing about the concepts once or twice is not enough. Students need to be exposed to them several times through a wide range of experiences in order for internalization to take place.

58. **Native Language Tutors** - Whenever possible, utilize tutors who speak the native languages of the students. Such help is especially important to students operating at beginning to intermediate levels.

59. **Materials in Native Language** - Request that appropriate content-area books be ordered for the library in the students’ native languages. These can be particularly useful to students in comprehending the concepts while the second language is being mastered. They also provide the students with a means for maintaining and developing skills in the native language.

60. **Know Students’ Cultures** - Become informed as much as possible on the various cultures represented by your students. Knowing how particular students might react to classroom events and being able to interpret nonverbal symbols could help prevent misunderstanding and confusion.

61. **Incorporate Students’ Cultures** - Acknowledge and incorporate the students’ cultures whenever possible. For instance, differing number systems can be introduced in math, customs and traditions in social science, various medicines in natural science, native dances and games in physical education, songs in music, ethnic calendars in art, haiku in literature, and so on. In addition, holidays can be celebrated, languages can be demonstrated for appreciation, and literature with translations can be shared.

62. **Prior Knowledge and Background Preparation** - Prepare the students for your lessons and reading assignments. Determine what they already know about the subject. Encourage them to look for main ideas by giving them a framework or outline beforehand. Ask them to predict outcomes and then to verify their predictions.

63. **Balance Level of Challenge** - Increase possibilities for success. Alternating difficult activities with easier ones allows the ESL students to experience early successes. For example, in natural science one activity might be to create a diary that Neil Armstrong might have kept on his trip to the moon; the next assignment might be to make a list of the personal items including food that he might have taken with him. Of course, the tasks as a
whole should gradually become more academically challenging as the students become more proficient.

64. **Music** – Can lower anxiety and allow beginning speakers to internalize chunks of language. Rhyming words provide language learning opportunities.

65. **Poetry** – Can be used at a variety of levels to reinforce ideas and introduce new ones. Again, rhyming words can be useful for ESOL students.

66. **Realia** – Use real objects – restaurant menus, verbatim journal entries of a Civil War diary, a subway map, assembly directions, food labels, etc. to generate interest and enthusiasm and to provide the most “real life” lesson possible.

67. **Mnemonics** – A memory system involving visualization and/or acronyms (e.g., Keep Calm At All Sporting Events = Knowledge Comprehension Application Analysis Synthesis Evaluation)

68. **SQP2R** – An approach to content teaching involving these steps:
   1. Surveying (scanning the text to be read for 1-2 minutes)
   2. Questioning (having students generate questions likely to be answered by reading the text, with teacher guidance)
   3. Predicting (stating 1-3 things students think they will learn based on the questions that were generated)
   4. Reading (searching for answers to questions and confirming/disconfirming predictions)
   5. Responding (answering questions and formulating new ones for the next section of text to be read)

69. **PENS** – Students are taught to Preview ideas, Explore words, Note words in a complete sentence, and See if the sentence is okay.

70. **Scaffolding Techniques** – Associated with the Zone of Proximal Development. There are two types of scaffolding that can be used effectively with ESOL students: Verbal and Procedural. Examples of verbal scaffolding include 1) paraphrasing, 2) using “think aloud,” and 3) reinforcing contextual definitions. Procedural scaffolding includes (but is not limited to) 1) one-on-one teaching, 2) small group instruction, and 3) partnering students with a more experienced student.

71. **Questioning Techniques** – Include scripted questions in your lesson plans that promote higher order as well as lower order thinking skills.

72. **Routines and Procedures that Promote Interaction** – Establish routines and procedures that promote interaction whenever possible. For example, when you assign cooperative learning work, establish the “Ask 3 Before Me” policy so that students will communicate between themselves instead of relying solely upon the teacher.

73. **Personal, Meaningful, and Relevant** – Make content relevant to students. Go beyond the “who, what, when, where, why, and how” of the lesson to the “so what” in order for students to make personal connections.

Resources:

The ESOL teacher is able to:

1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.

2. Recognize the major differences and similarities among the different cultural groups in the United States.

3. Identify, expose, and reexamine cultural stereotypes relating to LEP and non-LEP students.

4. Use knowledge of the cultural characteristics of Florida's LEP population to enhance instruction.

5. Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

6. Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students.

7. Locate and acquire relevant resources in ESOL methodologies.

8. Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communicative skills (BICS), and (2) cognitive academic language proficiency skills (CALPS) as they apply to the ESOL curriculum.

9. Develop experiential and interactive literacy activities for LEP students, using current information on linguistic and cognitive processes.

10. Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax semantics, and discourse.

11. Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing.

12. Apply content-based ESOL approaches to instruction.

13. Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.
14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.

15. Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle, and high school levels.

16. Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.

17. Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels.

18. Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.

19. Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.

20. Administer tests and interpret test results, applying basic measurement concepts.

21. Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.

22. Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.

23. Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.

24. Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice.

25. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency.
# Language Development Stages:
## Sample Behaviors in the Classroom

<table>
<thead>
<tr>
<th>Stage</th>
<th>Sample Student Behaviors</th>
<th>Sample Teacher Behaviors</th>
<th>Questioning Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-production</td>
<td>• Points to or provides other non-verbal responses</td>
<td>• Gestures</td>
<td>• Point to …</td>
</tr>
<tr>
<td></td>
<td>• Actively listens</td>
<td>• Language focuses on conveying meanings and vocabulary development</td>
<td>• Find the …</td>
</tr>
<tr>
<td></td>
<td>• Responds to commands</td>
<td>• Reputation</td>
<td>• Put the ___ next to the ___.</td>
</tr>
<tr>
<td></td>
<td>• May be reluctant to speak</td>
<td>• Does not force students to speak</td>
<td>• Do you have the ___?</td>
</tr>
<tr>
<td></td>
<td>• Understands more than can produce</td>
<td></td>
<td>• Is this a ___?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Who wants the ___?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Who has the ___?</td>
</tr>
<tr>
<td>Early Production</td>
<td>• One or two word utterances</td>
<td>• Asks questions that can be answered by yes/no and either/or responses</td>
<td>• Yes/no (Is the trouble light on?)</td>
</tr>
<tr>
<td></td>
<td>• Short phrases</td>
<td>• Models correct responses</td>
<td>• Either/or (Is this a screwdriver or a hammer?)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ensures a supportive, low anxiety environment</td>
<td>• One word response (What utensil am I holding in my hand?)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• General questions which encourage lists of words (What do you see on the tool board?)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Two-word response (Where did he go? To work.)</td>
</tr>
<tr>
<td>Speech Emergence</td>
<td>• Participates in small group activities</td>
<td>• Focuses content on key concepts</td>
<td>• Why?</td>
</tr>
<tr>
<td></td>
<td>• Demonstrates comprehension in a variety of ways</td>
<td>• Provides frequent comprehension checks</td>
<td>• How?</td>
</tr>
<tr>
<td></td>
<td>• Speaks in short phrases and sentences</td>
<td>• Uses performance-based assessment</td>
<td>• How is this like that?</td>
</tr>
<tr>
<td></td>
<td>• Begins to use language more freely</td>
<td>• Uses expanded vocabulary</td>
<td>• Tell me about…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Asks open-ended questions that stimulate language production</td>
<td>• Talk about…</td>
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<td></td>
<td></td>
<td></td>
<td>• Describe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• How would you change this part?</td>
</tr>
<tr>
<td>Intermediate Fluency</td>
<td>• Participates in reading and writing activities to acquire new information</td>
<td>• Fosters conceptual development and expanded literacy through content</td>
<td>• What would you recommend/suggest?</td>
</tr>
<tr>
<td></td>
<td>• May experience difficulties in abstract, cognitively demanding subjects at school,</td>
<td>• Continues to make lessons comprehensible and interactive</td>
<td>• How do you think this story will end?</td>
</tr>
<tr>
<td></td>
<td>especially when a high degree of literacy is required</td>
<td>• Teaches thinking and study skills</td>
<td>• What is the story mainly about?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Continues to be alert to individual differences in language and culture</td>
<td>• Describe/compare…</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• How are these similar/different?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• What would happen if…?</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Which do you prefer? Why?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Create.</td>
</tr>
</tbody>
</table>

Source: Adapted from Empowering ESOL Teachers, Section 5.
Enriching Content Classes for Secondary ESOL Students (National Edition)
Study Guide Section 2: Language Learning in School
Facilitating Language Learning in the Classroom

(1.) Create an environment that facilitates language learning

- Actively engage students in challenging learning activities
- Use interactive activities so ESOL students talk with their peers and use academic English
- Use concrete, hands-on activities (and language) before more abstract (and language) activities
- Create an atmosphere in which ESOL students feel safe in taking risks with both English and content

(2.) Adjust teacher talk to increase comprehensibility

- Face the students
- Pause frequently
- Paraphrase often
- Clearly indicate the most important ideas and vocabulary through intonation or writing on the blackboard
- Avoid “asides”
- Avoid or clarify pronouns
- Use shorter sentences
- Use subject-verb-object word order
- Increase wait time for students to answer
- Focus on the student’s meaning, not grammar
- Avoid interpreting on a regular basis

(3.) Support or scaffold ESOL student language development

- Ask questions in simplified language
- Establish a pattern in the questions
- Ask for elaboration, “Tell me more about…”
- Be a good listener (eye contact, non-verbal support, plenty of time)
- Provide encouragement to continue, “Uh-huh. Really? What happened then?”
- Provide difficult words
- Ask for clarification, “I’m not sure I understand. Can you say it again?”
- Paraphrase what the student said

Source: Adapted from Empowering ESOL Teachers, Section 5. Enriching Content Classes for Secondary ESOL Students (National Edition) Study Guide Section 2: Language Learning in School
Educational Philosophy Inventory

The following inventory is provided to help identify your educational philosophy. Respond to each statement on a scale from 5 “Strongly Agree” to 1 “Strongly Disagree” by circling the number that most closely fits your perspective.

For example, the first item states “The curriculum should emphasize a fixed set body of knowledge not students’ personal interests.” Do you believe that curriculum should emphasizes set fixed body of knowledge? Or do you believe that curriculum should focus on students’ personal interests? If you believe curriculum should be the same for all students, you probably “strongly agree” with the first item. If you believe there should be a balance between a set curriculum and students’ interests, you would probably select “3”, in the middle. If you believe that students’ personal interests should be the major consideration in planning curriculum, you probably “strongly disagree” with the first statement. In items containing a not, you are being asked to consider with which part of the statement you most strongly agree, then express your reaction to the whole statement with a number that most closely identifies your preference.

Strongly Agree / Strongly Disagree
/ / / / /
5 4 3 2 1 1. The curriculum should emphasize a set fixed body of knowledge not students’ personal interests.
5 4 3 2 1 2. All learning results from rewards controlled by the external environment.
5 4 3 2 1 3. Teachers should emphasize interdisciplinary subject matter that encourages project oriented, democratic classrooms.
5 4 3 2 1 4. Education should emphasize the search for personal meaning, not a set fixed body of knowledge.
5 4 3 2 1 5. The ultimate aim of education is constant, absolute, and universal: to cultivate the rational intellect.
5 4 3 2 1 6. Schools should actively involve students in social change to reform society.
5 4 3 2 1 7. Schools should teach basic skills not humanistic ideals.
5 4 3 2 1 8. Eventually human behavior will be explained by scientific laws proving there is no free will.
5 4 3 2 1 9. Teachers should be facilitators and resources who guide student inquiry not managers of behavior.
5 4 3 2 1 10. The best teachers encourage personal responses and develop self-awareness of their students.
5 4 3 2 1 11. The curriculum should be the same for everyone: the collective wisdom of Western culture delivered through lecture and discussion.
5 4 3 2 1 12. Schools should lead society toward radical social change not transmit traditional values.
5 4 3 2 1 13. The purpose of schools is to ensure practical preparation for life not to encourage personal choice.
5 4 3 2 1 14. The best teachers manage student behavior efficiently and accurately measure learning of prescribed objectives.
5 4 3 2 1 15. Curriculum should emerge from students’ needs and interests, therefore it should not be prescribed in advance.
16. Helping students develop personal values is more important than transmitting traditional values.
17. The best education would consist primarily of exposure to great works in the humanities.
18. It is more important for teachers to involve students in activities to criticize and transform society than to teach the “Great Books.”
19. Schools should emphasize discipline, hard work, and respect for authority not reform society.
20. Human learning can be controlled: anyone can be taught to be a scientist or a thief; therefore personal choice is a myth.
21. Education should enhance personal growth through problem solving in the present not emphasize preparation for a distant future.
22. Since we are born with an unformed personality, personal growth should be the focus of education.
23. The universal constant in human nature is the ability to reason therefore the sole focus of education should be to develop reasoning ability.
24. Schools perpetuate racism and sexism camouflaged as traditional values.
25. Teachers should efficiently transmit a set fixed body of knowledge not experiment with curriculum.
26. Teaching is primarily management of student behavior to achieve the teacher’s objectives.
27. Education should involve students in democratic activities and reflective thinking.
28. Students should have significant involvement in choosing what and how they learn.
29. Teachers should promote the permanency of the “classics” not practical preparation for life.
30. Learning should lead students to involvement in social reform.
31. On the whole, school should and must indoctrinate students with traditional values.
32. If ideas cannot be proved by science, they should be ignored as superstition and nonsense.
33. The major goal for teachers is to create an environment where students can learn on their own by guided reflection upon their experiences.
34. Teachers should create opportunities for students to make personal choices not shape their behavior.
35. The aim of education should be the same in every age and society not differ from teacher to teacher.
36. Education should lead society toward social betterment not practical preparation for life.

EPI Score Sheet: In the space available, record the number you circled for each statement (1-36). Total the number for each perspective horizontally and record it in the space on the far right of the score sheet. The highest total indicates your educational philosophy.
Essentialism
Essentialism was a response to progressivism. It advocates a conservative philosophic perspective. The emphasis is on intellectual and moral standards that should be transmitted by schools. The core of the curriculum should be essential knowledge and skills. Schooling should be practical and not influence social policy. It is a “back to basics” movement, which emphasizes facts. Students should be taught discipline, hard work, and respect for authority. Influential essentialists: William Bagley, H.G. Rickover, Arthur Bestor, Willaim Bennett; E.D. Hirsch’s *Cultural Literacy* could fit this category.

\[ 1 + 7 + 13 + 19 + 25 + 31 = \text{Total} \]

Behaviorism
Behaviorists deny free will and maintain that behavior is the result of external forces, which cause humans to behave in predictable ways. Behaviorism is linked with empiricism, which stresses scientific experiment and observation. Behaviorists are skeptical about metaphysical claims. Behaviorists look for laws governing human behavior the way natural scientists look for empirical laws governing natural events. The role of the teacher is to identify behavioral goals and establish a reward system to achieve goals. Influential behaviorists: B.F. Skinner, Ivan Pavlov, J.B. Watson, Benjamin Bloom.

\[ 2 + 8 + 14 + 20 + 26 + 32 = \text{Total} \]

Progressivism
Progressivism focuses more on the child than the subject matter. The students’ interests and personal growth are important. Learners should be active and learn to solve problems by reflecting upon their experience. The school should help students develop democratic personal and social values. Because society is always changing, new ideas are important to make the future better than the past. Influential progressives: John Dewey, William Kilpatrick, Francis Parker.

\[ 3 + 9 + 15 + 21 + 27 + 33 = \text{Total} \]

Existentialism
Existentialism is a highly subjective philosophy that stresses the importance of the individual and emotional commitment to living authentically. It emphasizes individual choice over the importance of rational theories, history, and social institutions. Jean Paul Sartre, the French philosopher, claimed “Existence precedes essence.” Sartre meant that people are born and must define themselves through personal choices. Influential existentialists: Jean Paul Sartre, Soren Kierkegaard, Martin Buber, Martin Heidegger, Gabriel Marcel, Friedrich Neitzsche, Albert Camus, Carl Rogers, A.S. Neill, and Maxine Greene.

\[ 4 + 10 + 16 + 22 + 28 + 34 = \text{Total} \]
**Perennialism**
Perennialists advocate that the aim of education is to ensure that students acquire knowledge about the great ideas of Western culture. Human beings are rational, and it is this capacity that needs to be developed. Cultivation of the intellect is the highest priority of an education worth having. The highest level of knowledge in each field should be in focus of curriculum. Influential perennialists are: Robert Maynard Hutchins, Mortimer Adler, and Allan Bloom.

\[
\begin{array}{cccccc}
5 & 11 & 17 & 23 & 29 & 35 \\
\hline
\text{Total} & \end{array}
\]

**Reconstructionism**
Reconstructionists advocate that schools should take the lead to reconstruct society. Schools have more than a responsibility to transmit knowledge they have the mission to transform society as well. Reconstructionists go beyond progressivists in advocating social activism. Influential reconstructionists: Theodore Brameld, George Counts, Paulo Friere, Henry Giroux.

\[
\begin{array}{cccccc}
6 & 12 & 18 & 24 & 30 & 36 \\
\hline
\text{Total} & \end{array}
\]
Agreement On Guidelines For Classroom Copying In Not-For-Profit Educational Institutions With Respect To Books And Periodicals.

MULTIPLE COPIES FOR CLASSROOM USE:

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

A. The copying meets the tests of brevity and spontaneity as defined below; and,
B. Meets the cumulative effect test as defined below; and,
C. Each copy includes a notice of copyright.

DEFINITIONS:

Brevity:

i. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.
ii. Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.
   (Each of the numerical limits stated in “i” and “ii” above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)
iii. Illustration: One chart, graph, diagram, cartoon or picture per book or per periodical issue.
iv. “Special” works: Certain works in poetry, prose or in “poetic prose” which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph “I” above notwithstanding such “special works” may not be reproduced in their entirety; however, an excerpt comprising not more and containing not more than 10% of the words found in the text thereof may be reproduced.

Spontaneity:

i. The copying is at the instance and inspiration of the individual teacher; and
ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

i. The copying of the material is for only one course in the school in which the copies are made.
ii. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, not more than three from the same collective work or periodical volume during one class term.
iii. There shall not be more than nine instances of such multiple copying for one course during one class term.
   (The limitations stated in “ii” and “iii” above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)
PROHIBITIONS:

Notwithstanding any of the above, the following shall be prohibited:

A. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or are reproduced and used separately.

B. There shall be no copying of or from works intended to be “consumable” in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.

C. Copying shall not:
   a. Substitutes for the purchase of books, publisher’s reprints or periodicals;
   b. Be directed by higher authority;
   c. Be repeated with respect to the same item by the same teacher from term to term.

D. No charge shall be made to the student beyond the actual cost of the photocopying.
Information Sources about Credential Requirements State by State

Website information for every state:  http://www.uky.edu/Education/TEP/usacert.html

Public Schools in Florida

http://www.fldoe.org/default.asp

The above website is one you need to become familiar with.  This website has every public school in every county in the State of Florida.

Journals Related to Education currently received at the DuPont Ball Library

http://www2.stetson.edu/library/databases_education.php

Interstate Reciprocity

http://www.nasdtec.org
APPENDIX N

Other State Offices

Alabama
Department of Education
Division of Instructional Service
5108 Gordon Persons Bldg.
50 North Ripley Street
Montgomery, Alabama 36104
(205)242-9960

Arizona
Department of Education
Teacher Certification Unit
P.O. Box 6490
Phoenix, Arizona 85005
(602)542-4368

Arkansas
Department of Education
Teacher Education and Licensure
#4 Capitol Mall, Rooms 106B/107B
Little Rock, Arkansas 72201
(501)682-4342

California
Commission on Teacher Credentialing
1812 9th Street
Sacramento, California 95814
(916)445-0184

Colorado
Department of Education
Educator Licensing Room 105
201 East Colfax Avenue
Denver, Colorado 80203
(303)866-6628

Connecticut
State Department of Education
Bureau of Certification & Professional Dev.
P.O. Box 2219
Hartford, Connecticut 06145
(303)566-5541

Delaware
State Department of Public Instruction
Office of Certification
Townsend Building
Dover, Delaware 19903
(302)739-4686

District of Columbia
Teacher Education & Certification Branch
Logan Administration Building
215 G Street, N.E., Room 101A
Washington, D.C. 20004
(202)724-4246

Georgia
Professional Standards Commission
1452 Twin Towers East
Atlanta, Georgia 30334
(404)657-9000

Hawaii
State Department of Education
Office of Personnel Services
P.O. Box 2360
Honolulu, Hawaii 96804
(808)586-3269

Idaho
Department of Education
Teacher Education and Certification
P.O. Box 73720
Boise, Idaho 83720
(208)334-3475

Indiana
Professional Standards Board
Teacher Licensure
251 East Ohio Street, Suite 201
Indianapolis, Indiana 46204
(317)232-9010

Kentucky
State Board of Education
Office of Teacher Education and Certification
1024 Capital Center Drive
Frankfort, Kentucky 40601
(502)573-4606

Maine
Department of Education
Teacher Certification and Placement
23 State House Station
Augusta, Maine 04333
(207)287-5944
Maryland
State Department of Education
Division of Certification and Accreditation
200 West Baltimore Street
Baltimore, Maryland 21201
(401)767-0412

Massachusetts
Department of Education
Office of Teacher Certification
P. O. Box 9140
350 Main Street
Maiden, Massachusetts 02148
(617)388-3300

Michigan
Department of Education
Office of Professional Preparation and Certification Services
608 West Allegan, 3rd Floor
P. O. Box 30008
Lansing, Michigan 48933
(517)335-0406

Mississippi
State Department of Education
Division of Teacher Certification
Sellers Building, Suite 802
P.O. Box 771
Jackson, Mississippi 39205
(601)359-3483

New Hampshire
Director of Teacher Education and Professional Standards
State Department of Education
101 Pleasant Street
Concord, New Hampshire 03301-3860
(603)271-2407

New Jersey
Director, Bureau of Teacher Preparation and Certification
Department of Education
Professional Development & Licensing
100 River View Plaza, CN 500
Trenton, New Jersey 08625-0500
(609) 827-1216

New Mexico
Certification Director, Division of Teacher Education and Certification
State Department of Education
Professional Licensure Unit
Education Building
Santa Fe, New Mexico 87501-2786
(505)827-6587

New York
State Department of Education
Office of Teaching
Cultural Education Center Room 5A 11
Nelson A. Rockefeller Empire State Plaza
Albany, New York 12230
(518)474-3901

North Carolina
Director, Division of Certification
Department of Public Instruction
Licensure Section
301 N. Wilmington Street
Raleigh, North Carolina 27603-2825
(919)733-4125

Ohio
Director,
Division of Teacher Education & Certification
65 S. Front Street, Room 412
Columbus, Ohio 43215-4183
(614)466-3593

Oklahoma
Administrator, Teacher Certification
State Department of Education
Hodge Education Building
2500 North Lincoln Boulevard, Room 211
Oklahoma City, Oklahoma 73105-4599
(405)521-3337

Oregon
Teachers Standards and Practices Commission
Public Service Building, Suite 105
225 Capitol Street, N.E.
Salem, Oregon 97310
(503)378-3586
Pennsylvania
State Department of Education
Bureau of Teacher Preparation and Certification
Department of Education
333 Market Street, 3rd Floor
Harrisburg, Pennsylvania 17126-0333
(717)787-2967

Rhode Island
Coordinator for Teacher Education, Certification
and Placement
Department of Education
Office of Teacher Certification & Preparation
Roger Williams Building
22 Hayes Street
Providence, Rhode Island 02908
(401)277-2675

South Carolina
Office of Organizational Development
Teacher Licensure Section
1015 Rutledge Street
Columbia, South Carolina 29201
(803)734-8466

Tennessee
State Department of Education
Teacher Education and Accreditation
Andrew Johnson Tower, 6th Floor
710 James Robertson Parkway
Nashville, Tennessee 37243-0375
(615)741-6055

Texas
State Board of Educator Certification
1001 Trinity Street
Austin, Texas 78701

Utah
State Office of Education
Certification and Personnel Development
250 East 500 South
Salt Lake City, Utah 84111
(801)538-7741

Vermont
State Department of Education
Licensing & Professional Standards
120 State Street
Montpelier, Vermont 05620
(802)828-2445

Virginia
Division of Education
Division of Compliance
P.O. Box 2120
Richmond, Virginia 23216-2120
(804)371-2522

Washington
Superintendent of Public Instruction
Professional Education and Certification Office
P.O. Box 47200
Olympia, Washington 98504-7200
(360)753-6773

West Virginia
Department of Education
Office of Professional Preparation
1900 Kanawha Boulevard East
Building #6, Room B-337
Charleston, West Virginia 25305-0330
(304)558-2703
Security and Emergency Information for Schools

The following emergency codes are standard throughout Volusia County. You need to be familiar with these prior to entering the schools. (These concepts are also concepts tested on the Florida Teachers’ Exam.

**CODE RED – Lockdown/hostage/weapon**
All students and staff are locked in their room(s)/building. Teachers shall continue with the teaching activity, or otherwise engage the students, to promote a calm atmosphere. Students and teachers shall stay away from windows and doors or take a position of cover if necessary.

**CODE BLUE: Bomb Threat**
All students and staff evacuate areas and leave the classroom doors open. No phone, electronic devices can be used. Do not touch lockers, light switches, suspicious objects. Teacher in charge must take roll and notify security team if a student is missing.

**CODE YELLOW: Hazardous Material/Chemical**
All students and staff in unlocked rooms/buildings. Do not attempt to assist with any cleanup. This procedure is done by trained personnel.

**CODE GREEN: Severe Weather/Tornado**
Remain in classrooms/buildings. Students in portables will have instructions where they are to assemble in the main building.

**Fire or Explosives Evacuation:**
This requires swift evacuation to a predestinated area. In leaving, doors are to be closed, but not locked. Roll must be taken at the evacuation site and missing students reported immediately. Teachers must remain with their class until relieved by a member of the security team. Fire drill are a common practice in schools. Accompany your class to evacuation site.

**Visitor Sign-In**
All visitors to a campus must report to the office before entering classrooms. Each school will have a procedure that you must follow without fail. Even if you are working regularly in a classroom you must sign in each time you are on campus.

**Student Sign-Out**
*Never* release a student to anyone who comes to your classroom or play area – not even to a parent. All students must be released through the office.

**Clinic Health Issues**
*Never* give any medication to a student or allow a student to self-medicate. This includes cough drops, aspirin etc.
*Never* perform any invasive procedure—do not take out splinters or specks in eyes. Send the students to the clinic.
In a medical emergency, the teacher must remain with the injured student and send or call for help. Teachers must administer first aid until help arrives in a medical emergency.
If a child says he/she is hurt, send the student to the clinic. Do not assume the role of medical personnel. In an accident, fill out the required forms. Remember: *When in doubt, fill it out!*
FIELD DEMOGRAPHICS – CLASSROOM LEVEL

Section One:

Name _________________________  Semester __________

School _________________________  Title I  Yes ☐  No ☐

Course _________________________  Grade Level/Subject _______

Total number of field hours: ______

Number of students in class: ______

Female __________  Male __________

Section Two:

A. Indicate the total number of students in your classroom by racial/ethnic description.

<table>
<thead>
<tr>
<th>White</th>
<th>Hispanic</th>
<th>Black</th>
<th>Asian/ Pacific Islanders</th>
<th>Indian/ Alaskan native</th>
<th>Multiracial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_________  __________  __________  _______  __________  _______

B. Indicate the total number of students in your class who are identified as having an exceptionality.

____________________

C. Indicate the total number of students in your class that English is their Second Language (ESOL).

____________________
Entering Student Data into a Spreadsheet and Constructing Charts

We believe that teachers learn to teach by teaching. Therefore, early and continuous field experiences are provided to systematically integrate practice and theory by linking field experiences to courses within your program. Emphasis will be on academic diversity and cultural diversity. You will begin by observing the wide range of diversity in local schools, collecting data, and reflecting about the challenges presented therein. As your level of interaction increases, you will apply your new knowledge and skills in ways to impact student learning. Ultimately, having a variety of experiences working with diverse students in K-12 schools will help you develop the confidence, skills, and experience to become proficient in integrating theory with practice.

You will collect demographic data during your junior field experience and student teaching. To begin the process of documenting your field experiences:

- Download and save the Excel spreadsheet located on Blackboard under Teacher Education. (Don’t begin entering data until you have completed this step.)

- Compile classroom and school level data for EDUC 394 – Tier II and EDUC 430 – Tier III.

- At the end of Tier II (junior level - EDUC 394) you will create a pie chart and a column chart displaying student demographics that you have collected at the classroom level and a pie chart and a column chart displaying student demographics that you have collected at the school level. These charts will be included in your junior level portfolio (see “Directions for entering data into the Field Experience Excel file” for more information).

- At the end of Tier III (senior level - EDUC 430) you will create a pie chart and a column chart displaying student demographics that you have collected at the classroom level and a pie chart and a column chart displaying student demographics that you have collected at the school level. These charts will be included in the senior level portfolio (see “Directions for entering data into the Field Experience Excel file” for more information).

- At the end of student teaching you will:
  a. Submit a hard copy of the completed spreadsheet to the Undergraduate Office.
  b. Submit hard copies of all graphs created for Tiers II and III to the Undergraduate Office.

- Directions for entering classroom and school level data into the spreadsheet and constructing charts to display these data are located on Blackboard under Teacher Education in a file called “Directions for entering data into the Field Experience Excel file”. You are strongly encouraged to download and save these directions.
Additional Websites

Here's a link to an online writing lab that offers help with writing 24 hours a day. It offers over 125 handouts for students on various writing topics.

http://owl.english.purdue.edu/
1 Conceptual and organizational skills
   1. Identify logical order in a written passage.
   2. Identify irrelevant sentences.

2 Word choice skills
   1. Choose the appropriate word or expression in context.
   2. Recognize commonly confused or misused words or phrases.
   3. Recognize diction and tone appropriate to a given audience.

3 Sentence structure skills
   1. Recognize correct placement of modifiers.
   2. Recognize parallelism, including parallel expressions for parallel ideas.
   3. Recognize fragments, comma splices, and run-on sentences.

4 Grammar, spelling, capitalization, and punctuation skills
   1. Identify standard verb forms.
   2. Identify inappropriate shifts in verb tense.
   3. Identify agreement between subject and verb.
   4. Identify agreement between pronoun and antecedent.
   5. Identify inappropriate pronoun shifts.
   6. Identify clear pronoun references.
   7. Identify proper case forms.
   8. Identify the correct use of adjectives and adverbs.
   9. Identify appropriate comparative and superlative degree forms.
   10. Identify standard spelling.
   11. Identify standard punctuation.
   12. Identify standard capitalization.
General Knowledge Test
Essay

- Determine the purpose for writing.
- Formulate a thesis or statement of main idea.
- Organize ideas and details effectively.
- Provide adequate, relevant supporting material.
- Use effective transitions.
- Demonstrate a mature command of language.
- Avoid inappropriate use of slang, jargon, and clichés.
- Use a variety of sentence patterns effectively.
- Maintain consistent point of view.
- Observe the conventions of standard American English.
General Knowledge Test
Mathematics

1 Knowledge of number sense, concepts, and operations

1. Compare the relative value of real numbers (e.g., integers, fractions, decimals, percents, irrational numbers, and numbers expressed in exponential or scientific notation).

2. Solve real-world problems involving addition, subtraction, multiplication, and division of rational numbers (e.g., whole numbers, integers, decimals, percents, and fractions including mixed numbers).

3. Apply basic number theory concepts including the use of primes, composites, factors, and multiples in solving problems.

4. Apply the order of operations with or without grouping symbols.

2 Knowledge of measurement (using customary or metric units)

1. Solve real-world problems involving length, weight, mass, perimeter, area, capacity, and volume.

2. Solve real-world problems involving rated measures (e.g., miles per hour, meters per second, cost per item, and cost per unit).

3. Solve real-world problems involving scaled drawings (e.g., maps, blueprints, and models).

4. Solve real-world problems involving the change of units of measures of length, weight, mass, capacity, and time.

5. Solve real-world problems involving estimates of measures including length, weight, mass, temperature, time, money, perimeter, area, and volume.

6. Choose the correct reading, to a specified degree of accuracy, using instruments (e.g., scales, rulers, thermometers, measuring cups, protractors, and gauges).

3 Knowledge of geometry and spatial sense

1. Identify and/or classify simple two- and three-dimensional figures according to their properties.

2. Solve real-world and mathematical problems involving ratio, proportion, similarity, congruence, and the Pythagorean relationship.

3. Identify the location of ordered pairs of integers in all four quadrants of a coordinate system (graph) and use the coordinate system to apply the concepts of slope and distance to solve problems.

4. Identify real-world examples that represent geometric concepts including perpendicularity, parallelism, tangency, symmetry, and transformations (e.g., flips, slides, and turns).

4 Knowledge of algebraic thinking

1. Analyze and generalize patterns including arithmetic and geometric sequences.

2. Interpret algebraic expressions using words, symbols, variables, tables, and graphs.

3. Solve equations and inequalities graphically or algebraically.
4. Determine whether a number or ordered pair is among the solutions of given equations or inequalities.

5 **Knowledge of data analysis and probability**

1. Analyze data and solve problems using data presented in histograms, bar graphs, circle graphs, pictographs, tables, and charts.

2. Identify how the presentation of data can lead to different or inappropriate interpretations.

3. Calculate range, mean, median, and mode(s) from sets of data and interpret the meaning of the measures of central tendency (i.e., mean, median, and mode) and dispersion (i.e., range and standard deviation).

4. Identify how the measures of central tendency (i.e., mean, median, or mode) can lead to different interpretations.

5. Calculate the probability of a specified outcome.

6. Solve and interpret real-world problems involving probability using counting procedures, tables, tree diagrams, and the concepts of permutations and combinations.
General Knowledge Test
Reading

All items are passage based.

1 Knowledge of literal comprehension
   1. Recognize main ideas.
   2. Identify supporting details.
   3. Determine meaning of words or phrases in context.

2 Knowledge of inferential comprehension
   1. Determine purpose.
   2. Identify overall organizational pattern.
   3. Distinguish between fact and opinion.
   4. Recognize bias.
   5. Recognize tone.
   6. Determine relationships between sentences.
   7. Analyze the validity of arguments.
   8. Draw logical inferences and conclusions.
1 **Knowledge of various types of assessment strategies that can be used to determine student levels and needs (Assessment)**

1. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments.
2. Interpret assessment data (e.g., screening, progress monitoring, diagnostic) to guide instructional decisions.
3. Identify appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performance, and learning.
4. Identify and sequence learning activities that support study skills and test-taking strategies.

2 **Knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English (Communications)**

1. Identify appropriate techniques for leading class discussions (e.g., listening, identifying relevant information, probing, drawing inferences, summarizing student comments, and redirecting).
2. Identify ways to correct student errors (e.g., modeling, providing an explanation or additional information, or asking additional questions).
3. Identify nonverbal communication strategies that promote student action and performance.
4. Choose effective communication techniques for conveying high expectations for student learning.

3 **Knowledge of strategies for continuous improvement in professional practices for self and school (Continuous Improvement)**

1. Identify professional development experiences that will enhance teacher performance and improve student achievement.
2. Identify ways for using data from learning environments as a basis for exploring and reflecting upon teaching practices.
3. Identify a variety of instructional strategies, materials, and technologies that foster critical thinking.
4. Identify a variety of instructional strategies, materials, and technologies resources that foster creative thinking.

4 **Knowledge of cultural, linguistic, and learning style differences and how these differences affect classroom practice and student learning (Diversity)**

1. Identify instructional and interpersonal skills and classroom practices that encourage innovation and create a positive learning climate for all students.
2. Select materials and strategies that encourage learning about diverse cultural groups.
6 Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida (Ethics)

1. Apply the Code of Ethics and Principles of Professional Conduct to realistic professional and personal situations.

2. Identify statutory grounds and procedures for disciplinary action, the penalties that can be imposed by the Educational Practices Commission against a certificate holder, and the appeals process available to the individual.

7 Knowledge of how to apply human development and learning theories that support the intellectual, personal, and social development of all students (Human Development and Learning)

1. Identify patterns of physical, social, and academic development of students.

2. Identify motivational strategies and factors that encourage students to be achievement and goal oriented.

3. Identify activities to accommodate different learning needs, developmental levels, and experiential backgrounds.

4. Apply knowledge of learning theories to classroom practices.

5. Identify characteristics of, and intervention strategies for, students with disabilities.

6. Identify effective instructional methods to develop text reading skills (i.e., phonemic awareness, phonics, and fluency).

7. Identify instructional methods and strategies for developing and using content area vocabulary.

8. Identify instructional methods to facilitate students' reading comprehension (e.g., summarizing, monitoring comprehension, question answering, question generating, using graphic and semantic organizers, recognizing text structure, and using multiple strategy instruction) throughout the content areas.

9. Identify strategies for developing critical thinking skills (e.g., analysis, synthesis, evaluation).

10. Identify appropriate references, materials, and technologies for the subject and the students' abilities.

11. Identify methods for differentiating instruction based on student reading data.

9 Knowledge of strategies to create and sustain a safe, efficient, supportive learning environment (Learning Environment)

1. Evaluate the appropriateness of the physical environment for facilitating student learning and promoting safety.

2. Identify a repertoire of techniques for establishing smooth, efficient, and well-paced routines.

3. Identify strategies to involve students in establishing rules and standards for behavior.

4. Identify emergency procedures for student and campus safety.
10 Knowledge of how to plan and conduct lessons in a variety of learning environments that lead to student outcomes consistent with state and district standards (Planning)

1. Determine instructional long-term goals and short-term objectives appropriate to student needs.
2. Identify activities that support the knowledge, skills, and attitudes to be learned in a given subject area.
3. Identify materials based on instructional objectives and student learning needs and performance levels.

11 Knowledge of collaborative strategies for working with various education professionals, parents, and other appropriate participants in the continual improvement of educational experiences of students (Role of the Teacher)

1. Identify student behavior indicating possible emotional distress, substance abuse, abuse or neglect, and suicidal tendencies.
2. Identify school and community resources and collaborative procedures to meet the intellectual, personal, and social needs of all students.
3. Identify the rights, legal responsibilities, and procedures for reporting incidences of abuse or neglect or other signs of distress.
4. Apply knowledge of the contents of, and the procedures for maintaining, permanent student records.
5. Identify the role of teachers on collaborative teams (e.g., IEP, 504, AIP, and child study).
6. Interpret statewide criterion-referenced assessment data for parents with only rudimentary knowledge of assessment terms and concepts.
7. Interpret national norm-referenced assessment data for parents with only rudimentary knowledge of assessment terms and concepts.

12 Knowledge of strategies for the implementation of technology in the teaching and learning process (Technology)

1. Identify appropriate software to prepare materials, deliver instruction, assess student achievement, and manage classroom tasks.
2. Identify appropriate classroom procedures for student use of available technology.
3. Identify policies and procedures for the safe and ethical use of the Internet, networks, and other electronic media.
4. Identify strategies for instructing students in the use of search techniques, the evaluation of data collected, and the preparation of presentations.

13 Knowledge of the history of education and its philosophical and sociological foundations (Foundations of Education)

1. Apply historical, philosophical, and sociological perspectives to contemporary issues in American education.
2. Identify contemporary philosophical views on education that influence teaching.
3. Identify characteristics of first and second language acquisition.
4. Identify ESOL approaches, methods, and strategies (e.g., materials adaptation, alternative assessment, and strategy documentation) appropriate for instruction.

5. Identify and apply cognitive approaches, multisensory ESOL strategies, and instructional practices that build upon students' abilities and promote self-worth.
Elementary Education K–6
Language Arts and Reading

1 Knowledge of the reading process

1. Identify the processes, skills, and phases of word recognition that lead to effective decoding (e.g., prealphabetic, partial-alphabetic, full-alphabetic, graphophonemic, morphemic).

2. Identify instructional methods for promoting the development of decoding and encoding skills.

3. Identify the components of reading fluency (e.g., accuracy, automaticity, rate, prosody).

4. Identify instructional methods (e.g., practice with high-frequency words, timed readings) for developing reading fluency.

5. Identify instructional methods and strategies for increasing vocabulary acquisition (e.g., word analysis, choice of words, context clues, multiple exposures) across the content areas.

6. Identify instructional methods and strategies (e.g., summarizing, self-monitoring, questioning, use of graphic and semantic organizers, think alouds, recognizing story structure) for facilitating students' reading comprehension.

7. Identify essential comprehension skills (e.g., main idea, supporting details and facts, author's purpose, fact and opinion, point of view, inference, conclusion).

8. Identify appropriate uses of multiple representations of information (e.g., charts, tables, graphs, pictures, print and nonprint media) for a variety of purposes.

9. Identify strategies (e.g., making connections and predictions, questioning, summarizing, question generating) for developing critical-thinking skills such as analysis, synthesis, and evaluation.

10. Identify instructional methods for teaching a variety of informational and literary text structures.

11. Identify the content of emergent literacy (e.g., oral language development, phonological awareness, alphabet knowledge, decoding, concepts of print, motivation, text structures, written language development).

2 Knowledge of literature and literary analysis

1. Identify characteristics and elements of a variety of literary genres (e.g., realistic fiction, fantasy, poetry, nonfiction).

2. Identify terminology and appropriate use of literary devices.

3. Identify and apply professional guidelines for selecting multicultural literature.

4. Identify appropriate techniques for encouraging students to respond to literature in a variety of ways.

3 Knowledge of the writing process and its applications

1. Demonstrate knowledge of the developmental stages of writing.

2. Demonstrate knowledge of the writing process (e.g., prewriting, drafting, revising, editing, publishing).
3. Identify characteristics of the modes of writing (e.g., narrative, descriptive, expository, persuasive, informative, creative).

4. Select the appropriate mode of writing for a variety of occasions, purposes, and audiences.

5. Identify elements and appropriate use of rubrics to assess writing.

6. Demonstrate knowledge of writing conventions (e.g., spelling, punctuation, capitalization, syntax, word usage).

7. Identify instructional methods for teaching writing conventions.

4 Knowledge of reading methods and assessment

1. Identify measurement concepts, characteristics, and uses of norm-referenced, criterion-referenced, and performance-based assessments.

2. Identify oral and written methods for assessing student progress (e.g., informal reading inventories, fluency checks, rubrics, running records, story retelling, portfolios).

3. Interpret assessment data (e.g., screening, progress monitoring, diagnostic) to guide instructional decisions.

4. Use individual student reading data to differentiate instruction.

5. Interpret students' formal and informal assessment results to inform students and parents or guardians.

6. Evaluate the appropriateness (e.g., curriculum alignment, freedom from bias) of assessment instruments and practices.

7. Identify appropriate classroom organizational formats (e.g., literature circles, small groups, individuals, workshops, reading centers, multiage groups) for specific instructional objectives.

8. Identify instructional methods for developing emergent literacy.

9. Identify methods for the diagnosis, prevention, and intervention of common emergent literacy difficulties.

5 Knowledge of communication

1. Demonstrate knowledge of penmanship (e.g., legibility, proper slant, spacing).

2. Demonstrate knowledge of listening and speaking strategies (e.g., questioning, paraphrasing, eye contact, voice, gestures).

3. Identify instructional methods for developing listening and speaking skills.

6 Knowledge of information and media literacy

1. Demonstrate knowledge of a wide array of informational and media literacy (e.g., Internet, printed material, artifacts, visual media, primary sources).

2. Demonstrate knowledge of systematic and ethical processes for collecting and presenting authentic information.

3. Identify current technology available for use in educational settings (e.g., computer software and hardware, Web tools).
7 Knowledge of time, continuity, and change (i.e., history)

1. Identify historical events that are related by cause and effect.
2. Evaluate examples of primary source documents for historical perspective.
3. Identify cultural contributions and technological developments of Africa; the Americas; Asia, including the Middle East; and Europe.
4. Relate physical and human geographic factors to major historical events and movements.
5. Identify significant historical leaders and events that have influenced Eastern and Western civilizations.
6. Identify the causes and consequences of exploration, settlement, and growth.
7. Identify individuals and events that have influenced economic, social, and political institutions in the United States.
8. Identify immigration and settlement patterns that have shaped the history of the United States.
9. Identify how various cultures contributed to the unique social, cultural, economic, and political features of Florida.

8 Knowledge of people, places, and environment (i.e., geography)

1. Identify the six essential elements of geography (i.e., the world in spatial terms, places and regions, physical systems, human systems, environment and society, uses of geography), including the specific terms for each element.
2. Interpret maps and other graphic representations, and identify tools and technologies to acquire, process, and report information from a spatial perspective.
3. Interpret statistics that show how places differ in their human and physical characteristics.
4. Identify ways in which people adapt to an environment through the production and use of clothing, food, and shelter.
5. Identify how tools and technological advances affect the environment.
6. Identify physical, cultural, economic, and political reasons for the movement of people in the world, nation, or state.
7. Identify how transportation and communication networks contribute to the level of economic development in different regions.
8. Compare and contrast major regions of the world.

9 Knowledge of government and the citizen (i.e., government and civics)

1. Identify the structure, functions, and purposes of government.
2. Demonstrate knowledge of the rights and responsibilities of a citizen in the world, nation, state, and community.

3. Identify major concepts of the U.S. Constitution and other historical documents.

4. Identify how the legislative, executive, and judicial branches share powers and responsibility.

5. Demonstrate knowledge of the U.S. electoral system and the election process.

6. Identify the structures and functions of U.S. federal, state, and local governments.

7. Identify the relationships between social, economic, and political rights and the historical documents that secure these rights.

8. Demonstrate knowledge of the processes of the U.S. legal system.

9. Identify the roles of the United States in international relations.

10 Knowledge of production, distribution, and consumption (i.e., economics)

1. Identify ways that limited resources affect the choices made by governments and individuals.

2. Compare and contrast the characteristics of different economic institutions (e.g., banks, credit unions, stock markets, the Federal Reserve).

3. Identify the role of markets from production through distribution to consumption.

4. Identify factors to consider when making consumer decisions.

5. Identify the economic interdependence between nations (e.g., trade, finance, movement of labor).

6. Identify human, natural, and capital resources and how these resources are used in the production of goods and services.

11 Knowledge of instruction and assessment of the social sciences

1. Identify appropriate resources for teaching social science concepts.

2. Identify appropriate assessment methods in teaching social science concepts.
Elementary Education K–6
Music, Visual Arts, Physical Education, and Health

12  Knowledge of skills and techniques in music and visual arts

1. Identify appropriate varieties of music (e.g., age-appropriate range and vocal ability; diverse cultures, genres, and styles).
2. Identify developmentally appropriate singing techniques (e.g., posture, breath support, tone quality, vocal range).
3. Identify correct performance techniques for rhythmic and melodic classroom instruments (e.g., nonpitched percussion, recorder, autoharp, keyboard).
4. Read and interpret simple, traditional, and nontraditional music notation (e.g., melodic, rhythmic, harmonic).
5. Select safe and developmentally appropriate media, techniques, and tools to create both two-dimensional and three-dimensional works of art.
6. Identify appropriate uses of art materials and tools for developing basic processes and motor skills.

13  Knowledge of creation and communication in music and visual arts

1. Identify the elements of music (e.g., rhythm, melody, form, texture, timbre, dynamics) and ways they are used to express text, ideas, emotions, settings, time, and place.
2. Demonstrate knowledge of strategies for developing creative responses through music to ideas drawn from text, speech, movement, and visual images.
3. Demonstrate knowledge of strategies for developing creative responses through art to ideas drawn from text, music, speech, movement, and visual images.
4. Identify the elements of art and principles of design (e.g., line, color, shape, form, texture, balance, movement) and ways they are used to express text, ideas, meanings, and emotions.

14  Knowledge of cultural and historical connections in music and visual arts

1. Identify characteristics of style in musical selections.
2. Demonstrate knowledge of how music reflects particular cultures, historical periods, and places.
3. Identify characteristics of style in works of art.
4. Demonstrate knowledge of how visual arts reflect particular cultures, historical periods, and places.

15  Knowledge of aesthetic and critical analysis of music and visual arts

1. Identify strategies for developing students' analytical skills to evaluate musical performance.
2. Identify strategies for developing students' analytical skills to evaluate works of art.
16 Knowledge of appropriate assessment strategies in music and visual arts
   1. Identify a variety of developmentally appropriate strategies and materials for assessing skills, techniques, creativity, and communication in music.
   2. Identify a variety of developmentally appropriate strategies and materials for assessing skills, techniques, creativity, and communication in visual arts.

17 Knowledge of personal health and wellness
   1. Demonstrate knowledge of the interrelatedness of physical activity, fitness, and health.
   2. Demonstrate basic knowledge of nutrition and its role in promoting health.
   3. Identify the processes of decision making and goal setting in promoting individual health and wellness.
   4. Demonstrate knowledge of common health problems and risk behaviors associated with them.

18 Knowledge of physical, social, and emotional growth and development
   1. Identify the principles of sequential progression of motor skill development.
   2. Demonstrate knowledge of human growth and development and its relationship to physical, social, and emotional well-being.
   3. Identify major factors associated with social and emotional health (e.g., communication skills, self-concept, fair play, conflict resolution, character development, stress management).
   4. Identify problems associated with physical, social, and emotional health.
   5. Identify factors related to responsible sexual behavior.

19 Knowledge of community health and safety issues
   1. Identify factors contributing to substance use and abuse and identify signs, symptoms, effects, and strategies for the prevention of substance abuse.
   2. Demonstrate knowledge of resources from home, school, and community that provide valid health information, products, and services.
   3. Identify appropriate violence prevention strategies in the home, school, and community.
   4. Identify appropriate injury prevention and safety strategies in the home, school, and community.

20 Knowledge of subject content and appropriate curriculum design
   1. Distinguish between developmentally appropriate and inappropriate instructional practices that consider the interaction of cognitive, affective, and psychomotor domains.
   2. Identify various factors (e.g., environment, equipment, facilities, space, safety, group diversity) to consider when planning physical activities.
   3. Analyze the influence of culture, media, technology, and other factors when planning health and wellness instruction.
Elementary Education K–6
Science and Technology

21 Knowledge of the nature of matter

1. Identify the fundamental physical properties of matter (e.g., mass, volume).
2. Compare physical and chemical changes (e.g., cutting, burning, rusting).
3. Compare the characteristics of elements, compounds, and mixtures.
4. Compare the physical properties of solids, liquids, and gases (e.g., mass, volume, color, texture, hardness, temperature).
5. Compare the properties of liquids during phase change through heating and cooling (e.g., boiling, melting, freezing, evaporation, condensation).
6. Demonstrate knowledge that all matter is composed of parts too small to be seen (e.g., electrons, protons, neutrons).

22 Knowledge of forces, motion, and energy

1. Demonstrate knowledge of temperature, heat, and heat transfer.
2. Identify the types and characteristics of contact forces (e.g., pushes and pulls, friction) and at-a-distance forces (e.g., magnetic, gravitational, electrostatic).
3. Apply knowledge of light and optics to practical applications (i.e., reflection, refraction, diffusion).
4. Apply knowledge of electrical currents, circuits, conductors, insulators, and static electricity to real-world situations.
5. Distinguish between different types of energy (e.g., chemical, electrical, mechanical, electromagnetic, heat, light, sound, solar) and their characteristics as they apply to real-world situations.
6. Apply knowledge of the ability of energy to cause motion or create change.
7. Demonstrate knowledge that electrical energy can be transformed into heat, light, mechanical, and sound energy.
8. Demonstrate knowledge of potential and kinetic energy.
9. Demonstrate knowledge that motion of all matter can be changed by forces, observed, described, and measured.
10. Differentiate between balanced and unbalanced forces and how they affect objects.

23 Knowledge of Earth and space

1. Identify characteristics of geologic formations (e.g., volcanoes, canyons, mountains) and the mechanisms by which they are changed (e.g., physical and chemical weathering, erosion, plate tectonics).
2. Identify the characteristics of soil and the process of soil formation.
3. Identify the major groups and properties of rocks and minerals, examples of each, and the processes of
4. Identify ways in which land, air, and water interact (e.g., soil absorption, runoff, water cycle, atmospheric conditions, weather patterns).

5. Differentiate between radiation, conduction, and convection, the three mechanisms by which heat is transferred through Earth's system.

6. Identify the components of Earth's solar system and compare their individual characteristics.

7. Demonstrate knowledge of Earth's place in our changing universe (e.g., history and purposes of space exploration, vastness of space).

8. Demonstrate knowledge of the phases of the Moon and the Moon's effect on Earth.

9. Identify Earth's tilt and orbital pattern and how they determine the seasons.

10. Analyze various conservation methods and their effectiveness in relation to renewable and nonrenewable natural resources.

11. Identify the sun as a star and its effect on Earth (e.g., radiant energy, heat, light).

24 Knowledge of life science

1. Compare and contrast living and nonliving things.

2. Distinguish between infectious agents (e.g., viruses, bacteria, fungi, parasites) and their effects on the human body.

3. Differentiate structures and functions of plant and animal cells.

4. Identify the major steps of plants' physiological processes of photosynthesis, transpiration, reproduction, and respiration.

5. Demonstrate knowledge of how plants respond to stimuli (e.g., heat, light, gravity).

6. Identify the structures and functions of organs and systems of both animals and humans.

7. Demonstrate knowledge of animals' physiological processes (e.g., respiration, reproduction, digestion, circulation).

8. Demonstrate knowledge of cell theory as the fundamental organizing principle of life on Earth.


10. Demonstrate knowledge of the interdependence of living things with each other and with their environment (e.g., food webs, pollution, hurricanes).

25 Knowledge of the nature of science

1. Demonstrate knowledge of basic science processes (e.g., observing, classifying, communicating, qualifying, inferring, predicting).

2. Apply knowledge of scientific inquiry (e.g., forming hypotheses, manipulating variables, recording and interpreting data) to learning science concepts.
3. Identify the appropriate laboratory equipment for specific activities.

4. Identify state safety procedures for teaching science, including the care of living organisms and the accepted procedures for the safe preparation, use, storage, and disposal of chemicals and other materials.

5. Demonstrate knowledge of basic scientific vocabulary (e.g., theory, law, hypotheses, models).

26 **Knowledge of the relationship of science and technology**

1. Identify the interrelationship of science and technology.

2. Identify the tools and techniques of science and technology used for data collection and problem solving.

3. Identify ways in which technology can be used by students to represent understanding of science concepts.

27 **Knowledge of instruction and assessment**

1. Identify a variety of appropriate instructional strategies (e.g., cooperative learning, inquiry learning, investigations) for teaching specific topics.

2. Select manipulatives, physical models, and other classroom teaching tools for teaching specific topics.

3. Identify a variety of methods for assessing scientific knowledge, including analyzing student thinking processes to determine strengths and weaknesses.
Elementary Education K–6
Mathematics

Assessment of these competencies and skills will use real-world problems when feasible.

28 Knowledge of numbers and operations

1. Associate multiple representations of numbers using word names, standard numerals, and pictorial models for real numbers (e.g., whole numbers, decimals, fractions, integers).

2. Compare the relative size of integers, fractions, decimals, numbers expressed as percents, and numbers with exponents.

3. Apply ratios, proportions, and percents in real-world situations.

4. Represent numbers in a variety of equivalent forms, including whole numbers, integers, fractions, decimals, percents, and exponents.

5. Perform operations on rational numbers (e.g., whole numbers, fractions, decimals, integers) using multiple representations and algorithms and understand the relationships between these operations (i.e., addition, subtraction, multiplication, and division).

6. Select the appropriate operation(s) to solve problems involving ratios and percents and the addition, subtraction, multiplication, and division of rational numbers.


8. Apply number theory concepts (e.g., primes, composites, multiples, factors, number sequences, number properties, rules of divisibility).

9. Apply the order of operations.

29 Knowledge of geometry and measurement

1. Analyze properties of two-dimensional shapes (e.g., area, sides, angles).

2. Apply geometric properties and relationships to solve problems (e.g., circumference, perimeter, area, volume) using appropriate strategies and formulas.

3. Apply the geometric concepts of symmetry, congruency, similarity, and transformations.

4. Identify and locate ordered pairs in a rectangular coordinate system.

5. Analyze properties of three-dimensional shapes (e.g., volume, faces, edges, vertices).


7. Determine how a change in length, width, height, or radius affects perimeter, circumference, area, surface area, or volume.

8. Within a given system (i.e., metric or customary), solve real-world problems involving measurement with both direct and indirect measures and make conversions to a larger or smaller unit.

9. Solve real-world problems involving estimates and exact measurements.
10. Select appropriate measurement units to solve problems.
11. Identify three-dimensional objects from two-dimensional representations of objects and vice versa.

30 Knowledge of algebra

1. Extend and generalize patterns or functional relationships.
2. Interpret, compare, and translate multiple representations of patterns and relationships by using tables, graphs, equations, expressions, and verbal descriptions.
3. Select a representation of an algebraic expression, equation, or inequality that applies to a real-world situation.
4. Demonstrate knowledge of one- and two-step linear equations and inequalities.
5. Apply the commutative, associative, and distributive properties to show that two expressions are equivalent.

31 Knowledge of data analysis

1. Demonstrate knowledge of the concepts of variability (i.e., range) and central tendency (i.e., mean, median, mode).
2. Use data to construct and analyze frequency tables and graphs (e.g., bar graphs, pictographs, line graphs).
3. Make accurate predictions and draw conclusions from data.

32 Knowledge of instruction and assessment

1. Identify a variety of appropriate instructional strategies (e.g., cooperative learning, peer tutoring, think alouds) for teaching specific concepts.
2. Identify ways that manipulatives, mathematical and physical models, and technology can be used in instruction.
3. Identify a variety of methods for assessing mathematical knowledge, including analyzing student thinking processes to determine strengths and weaknesses.
Biology 6–12

1 Knowledge of the investigative processes of science

1. Identify components, proper use, and care of light microscopes.
2. Distinguish between the types of microscopy (e.g., scanning electron microscopy, transmission electron microscopy, phase contrast) and their applications.
3. Identify proper techniques for common laboratory procedures (e.g., dissecting; preserving, staining, and mounting microscope specimens; preparing laboratory solutions; using chromatography; performing gel electrophoresis).
4. Identify proper techniques for field studies (e.g., site selection, sampling, transects, collecting techniques, environmental measurements).
5. Select appropriate uses of common laboratory procedures (e.g., polymerase chain reaction, chromatography, spectrophotometry, centrifugation, gel electrophoresis).
6. Calculate measurements in the appropriate metric units.
7. Differentiate between assumptions, inferences, observations, hypotheses, conclusions, theories, and laws.
8. Interpret empirical data (e.g., charts, graphs, tables, diagrams).
9. Differentiate the characteristics and methodologies of scientific and nonscientific knowledge.
10. Identify relationships between the variables and possible outcomes of a specific experiment.
11. Relate the validity and reliability of scientific knowledge to reproducibility, statistical significance, technological limitations, bias, and types of error.
12. Identify the development of biological theories and knowledge through important historical events, creative endeavors of diverse individuals, and experimental evidence.
13. Differentiate between qualitative and quantitative data in experimental, observational, and modeling methods of research.
14. Determine the elements of a well-designed and controlled experiment.
15. Identify evidence of the dynamic nature of science in the face of new scientific information.
16. Identify patterns (e.g., circadian rhythms, migration, succession, cycles) at the level of organisms, populations, or ecosystems that govern the occurrence of natural events.

2 Knowledge of the interactions between science, technology, and society

1. Analyze the ethical, legal, economic, and social implications of current scientific research and practices (e.g., reproductive and life-sustaining technologies, genetic basis for behavior, population growth and control, government and business influences on biotechnology, cloning, genomics, genetic engineering).
2. Analyze environmental challenges (e.g., ozone depletion, pollution, climate change, health effects) that may result from scientific and technological advances.
3. Analyze the effects (e.g., multidrug resistance, rapid transmission across international boundaries) of...
3. **Knowledge of the chemical processes of living things**

1. Identify the structures, functions, and importance of inorganic and organic compounds (e.g., water, mineral salts, carbohydrates, lipids, proteins, nucleic acids) in cells.

2. Apply the laws of thermodynamics to living systems, including the role of enzymes in biological reactions.

3. Predict the effects of changes in pH, temperature, substrate concentration, and enzyme concentration on reaction rate.

4. Identify substrates, products, and relationships in aerobic respiration (e.g., glycolysis, the Krebs cycle, electron transport), including metabolism of carbohydrates, fats, and amino acids, and in anaerobic respiration (e.g., alcoholic fermentation, lactic acid fermentation).

5. Compare end products and energy yields of anaerobic and aerobic respiration.

6. Identify the raw materials and products of C3 photosynthesis, as well as factors that affect the rate of light-dependent reactions and the Calvin cycle.

7. Identify key differences between C3, C4, and CAM photosynthesis, and the evolutionary and ecological significance of these pathways.

8. Analyze the role of chemiosmosis in photosynthesis and respiration.

9. Compare heterotrophy and autotrophy and the roles of these processes in the environment.

10. Evaluate the components and roles of the antigen-antibody reaction.

11. Compare active and passive immunity.

12. Evaluate the roles of cell recognition (e.g., cell-to-cell signaling, autoimmune diseases, tissue rejection, cancer, pollen or stigma-style interaction) in normal and abnormal cell activity.

13. Identify the effect of environmental factors on the biochemistry of living things (e.g., ultraviolet light effects on melanin and vitamin D production).


15. Compare chemosynthetic and photosynthetic processes and the roles of organisms using these processes in the ecosystem.

16. Identify cell-to-cell communication (e.g., electrical, chemical) in living things.

17. Identify specific and nonspecific immune responses to vaccines and inoculations.
4 **Knowledge of the interactions between cell structure and cell function**

1. Identify the major scientists and events that contributed to the development of the cell theory.
2. Distinguish between the major structural characteristics of prokaryotic and eukaryotic cells.
3. Relate the structure of cell organelles to their functions.
4. Differentiate the events of each phase of the cell cycle (e.g., G1, S, G2, M) and the regulatory mechanisms of the cycle.
5. Compare the mechanisms and results of nuclear division (i.e., karyokinesis) and cell division (i.e., cytokinesis) in plant and animal cells.
6. Compare characteristics of the major taxa (e.g., domains, kingdoms, phyla), including cellular characteristics.
7. Evaluate the relationships between the structures and functions of cell membrane components.
8. Compare active and passive cellular transport mechanisms.

5 **Knowledge of genetic principles, processes, and applications**

1. Evaluate the relationships between structure and function in nucleic acids.
2. Sequence the principal events of DNA replication.
3. Sequence the principal events of protein synthesis.
4. Distinguish between the functions of DNA and RNA.
5. Distinguish between the regulatory systems for prokaryotic and eukaryotic protein synthesis.
6. Identify proper techniques for recombinant DNA technology (e.g., Southern blotting, creation of transgenic organisms, gene splicing, mitochondrial DNA isolation).
7. Evaluate possible effects of environmental and genetic influences (e.g., viruses, oncogenes, carcinogenic agents, mutagenic agents, epigenetic factors) on gene structure and expression.
8. Analyze the processes and products of meiosis in plants, animals, and fungi.
10. Analyze applications of probability and statistical analysis (e.g., chi-square, Punnett square) in genetics.
11. Analyze various patterns of inheritance (e.g., sex-linked, sex-influenced, sex-limited, incomplete dominance, codominance, autosomal linkage, multiple alleles, polygenic inheritance).
12. Identify the causes of genetic disorders (e.g., point mutation, nondisjunction, aneuploidy, translocation, deletion, insertion, inversion, duplication).
13. Identify the effect of a mutation in a DNA sequence on the products of protein synthesis.
6 Knowledge of the structural and functional diversity of viruses and prokaryotic organisms

1. Distinguish the structure and function of viruses and prokaryotic organisms.

2. Identify the effects of viruses (e.g., AIDS, influenza, measles, feline leukemia, some human cancers) and prokaryotes (e.g., tuberculosis, bubonic plague, cholera) on organisms.

3. Relate the structures and functions (e.g., morphology, motility, reproduction and growth, metabolic diversity) of prokaryotes to their behavior and identification.

4. Differentiate the major types of bacterial genetic recombination (i.e., transduction, transformation, conjugation).

5. Relate microbial processes and products to their uses in biotechnology.

7 Knowledge of the structural and functional diversity of protists, fungi, and plants

1. Identify major types of protists, fungi, and plants.

2. Identify the positive and negative effects of protists, fungi, and plants on other living things.

3. Relate the structures of specialized plant tissues to their functions.

4. Relate the characteristics of vascular and nonvascular plants to adaptations allowing these organisms to broaden their ecological niches.

5. Identify the functions of the major organs of angiosperms and gymnosperms and the survival advantages associated with those organs.

6. Compare the structures of monocots and dicots (e.g., seeds, vascular bundles, venation, flower parts).

7. Relate the major mechanisms (e.g., transport, storage, water conservation, reproduction, transpiration) in plants to environmental stimuli.

8. Analyze the role of major plant growth regulators (e.g., auxins, gibberellins, ethylene).

9. Identify methods of reproduction in plants.

10. Analyze patterns of alternation of generations in plants, fungi, and algae.

8 Knowledge of the structural and functional diversity of animals

1. Relate the structures of animal tissue types (e.g., epithelial, connective, muscle, nervous) to their functions.

2. Characterize major animal body plans (e.g., symmetry, coelomic character, embryonic origin).

3. Identify the stages, sequence, and processes of differentiation in embryological development for representative animal phyla.

4. Relate the structures of circulatory and lymphatic systems to their functions.

5. Relate the structures of excretory and digestive systems to their functions.

6. Relate the structures of endocrine and nervous systems to their functions.
7. Relate the structures of integumentary and musculoskeletal systems to their functions.

8. Relate the structures of reproductive systems to their functions.

9. Relate the structures of respiratory systems to their functions.

10. Analyze how body systems contribute to the human immune response.

11. Analyze the interconnectedness of animal organ systems.

12. Analyze the effects of positive and negative feedback loops in human systems (e.g., vertebrate hormones, fight or flight).

13. Identify aspects of animal social behavior (e.g., communication and signals, dominance hierarchy, territoriality, aggression, courtship, innate and learned behavior).

9  Knowledge of ecological principles and processes

1. Distinguish between individuals, populations, communities, ecosystems, biomes, and the biosphere.

2. Analyze the relationship between organisms (e.g., producers, consumers, decomposers) and their trophic levels.

3. Identify processes, components, and roles of organisms in the hydrologic, carbon, nitrogen, and phosphorous cycles.

4. Analyze patterns of energy flow in an ecosystem.

5. Evaluate factors that affect population composition, growth, size, and geographic distribution.

6. Classify examples of species interactions (e.g., competition, predation, parasitism, mutualism, commensalism).

7. Distinguish between primary and secondary succession in biotic communities.

8. Analyze the costs and benefits of managing renewable and nonrenewable resources.

9. Evaluate the effects of human population size, resource use, and technology on environmental quality.

10. Evaluate the consequences of loss of biodiversity.

11. Characterize the biotic and abiotic components that define Florida's ecosystems (e.g., freshwater, marine, estuary, terrestrial).

10  Knowledge of evolutionary mechanisms

1. Compare the current theory of evolution by natural selection with previous scientific theories of evolution (e.g., Lamarck, Darwin).

2. Analyze exceptions to and limitations of the biological species concept.

3. Compare systems of classification (e.g., classical taxonomy, phenetics, cladistics).

4. Apply a taxonomic (e.g., dichotomous) key to a set of objects.
5. Analyze variation within a species along an environmental cline.

6. Identify factors affecting speciation (e.g., mutation, recombination, types of isolation, sexual reproduction and selection, genetic drift, plate tectonics, geographic distribution).

7. Evaluate the roles of mutation, recombination, isolation, sexual reproduction and selection, genetic drift, plate tectonics, and geographic distribution in evolution.

8. Compare the concepts of punctuated equilibrium and gradualism.

9. Interpret examples of evidence for evolutionary theory (e.g., molecular, morphological, embryological, paleontological).

10. Analyze aspects of modern scientific theories (e.g., primitive precell, endosymbiotic) on the origin and early evolution of life on Earth.

11. Differentiate patterns of evolutionary change (e.g., coevolution, convergent evolution, divergent evolution, parallel evolution) as they relate to major taxa.

12. Apply the Hardy-Weinberg equilibrium, using the formula and assumptions, to predict changes in genotypic frequencies in a population.

13. Identify basic trends in hominid evolution from early ancestors to modern humans.
English 6–12

1 Knowledge of the English language and methods for effective teaching

1. Identify influences on language (e.g., social, cultural, ethnic, religious, historical, regional, and gender).
2. Identify and apply various approaches to the study of language, usage, grammar, and style.
3. Apply knowledge of standard written English.
4. Identify how audience and purpose affect language.
5. Identify methods of effectively assessing language skills.
6. Identify methods and strategies for teaching English for speakers of other languages.

2 Knowledge of writing and methods for effective teaching

1. Identify and apply techniques to develop a supportive classroom environment for writing.
2. Identify techniques for teaching students to make effective organizational and stylistic choices.
3. Identify and apply knowledge of the various writing processes (e.g., prewriting, drafting, revising, editing, proofreading, publishing strategies).
4. Select individual, peer, and group activities that support writing processes.
5. Identify effective responses to student writing.
6. Identify a variety of methods to assess student writing.

3 Knowledge of the use of the reading process to construct meaning from a wide range of selections

1. Identify techniques for teaching students to understand organizational structures of literary and informational material.
2. Select effective strategies to analyze text (e.g., word structure, context clues).
3. Identify techniques for teaching students the uses of a wide variety of reference materials.
4. Select appropriate strategies to develop and enhance reading comprehension.
5. Select appropriate methods of assessing student reading progress to determine strengths and weaknesses.

4 Knowledge of literature and methods for effective teaching

1. Identify various literary devices in both fiction and nonfiction.
2. Identify the characteristics of various literary genres, movements, and critical approaches.
3. Identify how allusions from a variety of sources (e.g., literary, mythological, religious, historical) contribute to literature.
4. Identify major authors representative of the diversity of American culture.

5. Identify principal periods of British literature and American literature, major authors, and representative works.

6. Identify representative works and major authors of world literature.

7. Identify a variety of appropriate materials, techniques, and methods for teaching literature.

8. Identify representative young adult literature and its contribution to personal, social, and academic development.

9. Identify a variety of appropriate methods for assessing the understanding of literature.

5  Knowledge of listening, viewing, and speaking as methods for acquiring critical literacy

1. Identify effective speaking skills for various occasions, audiences, and purposes.

2. Identify effective strategies and techniques for listening.

3. Determine appropriate methods and strategies to analyze persuasive techniques used to convey messages in mass media.

4. Analyze media messages to interpret meaning, method, and intent.

5. Evaluate the elements, uses, and effects of media.

6. Identify a variety of methods for assessing listening, viewing, and speaking.

7. Select appropriate technological resources for instructional purposes.

6  Knowledge of the methods for integration of the language arts

1. Identify methods of integrating language arts.

2. Identify elements of cooperative learning, including grouping strategies, group interactions, and collaboration.

3. Identify appropriate interdisciplinary activities.

4. Identify various elements of an integrated lesson.

7  Ability to write well on a selection from poetry or prose, including fiction or nonfiction

1. Analyze a given selection.

2. Demonstrate the ability to organize ideas around a focal point.

3. Exhibit conventions of standard written English.

4. Incorporate relevant content, using ample evidence.

5. Use elements of style that enhance the reader's interest and understanding.
Mathematics 6–12

1 Knowledge of algebra

1. Identify graphs of linear inequalities on a number line.
2. Identify graphs of linear equations and inequalities in the coordinate plane.
3. Identify or interpret the slope and intercepts of a linear graph or a linear equation.
4. Determine the equation of a line, given the appropriate information such as two points, point-slope, slope-intercept, or its graph.
5. Solve problems involving the use of equations containing rational algebraic expressions.
6. Factor polynomials (e.g., the sum or difference of two cubes).
7. Rewrite radical and rational expressions into equivalent forms.
8. Perform the four basic operations on rational and radical expressions.
9. Solve equations containing radicals.
10. Multiply or divide binomials containing radicals.
11. Solve quadratic equations by factoring, graphing, completing the square, or using the quadratic formula, including complex solutions.
13. Use the discriminant to determine the nature of solutions of quadratic equations.
14. Determine a quadratic equation from known roots.
15. Identify the graphs of quadratic inequalities.
17. Solve systems of linear equations or inequalities.
18. Formulate or identify systems of linear equations or inequalities to solve real-world problems.
19. Solve equations or inequalities involving absolute value.
20. Expand given binomials to a specified positive integral power.
21. Determine a specified term in the expansion of given binomials.
22. Solve polynomial equations by factoring.
23. Perform vector addition, subtraction, and scalar multiplication on the plane.
24. Solve real-world problems involving ratio or proportion.
2  Knowledge of functions

1. Interpret the language and notation of functions.
2. Determine which relations are functions, given mappings, sets of ordered pairs, rules, and graphs.
3. Identify the domain and range of a given function.
4. Identify the graph of special functions (i.e., absolute value, step, piecewise, identity, constant function).
5. Find specific values of a given function.
6. Estimate or find the zeros of a polynomial function.
7. Identify the sum, difference, product, and quotient of functions.
8. Determine the inverse of a given function.
9. Determine the composition of two functions
10. Determine whether a function is symmetric, periodic, or even/odd.
11. Determine the graph of the image of a function under given transformations (i.e., translation, rotations through multiples of 90 degrees, dilations, and/or reflections over y=x horizontal or vertical lines).

3  Knowledge of geometry from a synthetic perspective

1. Determine the change in the area or volume of a figure when its dimensions are altered.
2. Estimate measurements of familiar objects using metric or standard units.
3. Determine the relationships between points, lines, and planes, including their intersections.
4. Classify geometric figures (e.g., lines, planes, angles, polygons, solids) according to their properties.
5. Determine the measures of interior and exterior angles of any polygon.
6. Determine the sum of the measures of the interior angles and the sum of the measures of the exterior angles of convex polygons.
7. Identify applications of special properties of trapezoids, parallelograms, and kites.
8. Solve problems using the definition of congruent polygons and related theorems.
9. Solve problems using the definition of similar polygons and solids and related theorems.
10. Apply the Pythagorean theorem or its converse.
11. Use 30-60-90 or 45-45-90 triangle relationships to determine the lengths of the sides of triangles.
12. Calculate the perimeter, circumference, and/or area of two-dimensional figures (e.g., circles, sectors, polygons, composite figures).
13. Apply the theorems pertaining to the relationships of chords, secants, diameters, radii, and tangents with respect to circles and to each other.
14. Apply the theorems pertaining to the measures of inscribed angles and angles formed by chords, secants, and tangents.

15. Identify basic geometric constructions (e.g., bisecting angles or line segments, constructing parallels or perpendiculars).

16. Identify the converse, inverse, and contrapositive of a conditional statement.

17. Identify valid conclusions from given statements.

18. Classify examples of reasoning processes as inductive or deductive.

19. Determine the surface area and volume of prisms, pyramids, cylinders, cones, and spheres.

20. Identify solids and their related nets.

4 Knowledge of geometry from an algebraic perspective

1. Solve distance and midpoint problems involving two points, a point and a line, two lines, and two parallel lines.

2. Identify the directrix, foci, vertices, axes, and asymptotes of a conic section where appropriate.

3. Determine the center and the radius of a circle given its equation, and identify the graph.

4. Identify the equation of a conic section, given the appropriate information.

5. Use translations, rotations, dilations, or reflections on a coordinate plane to identify the images of geometric objects under such transformations.

5 Knowledge of trigonometry

1. Identify equations of graphs of circular/trigonometric functions and their inverses.

2. Solve problems involving circular/trigonometric function identities.

3. Interpret the graphs of trigonometric functions (e.g., amplitude, period, phase shift).

4. Solve real-world problems involving triangles using the law of sines or the law of cosines.

5. Use tangent, sine, and cosine ratios to solve right triangle problems.

6 Knowledge of statistics

1. Interpret graphical data involving measures of location (i.e., percentiles, stanines, quartiles).

2. Compute the mean, median, and mode of a set of data.

3. Determine whether the mean, the median, or the mode is the most appropriate measure of central tendency in a given situation.

4. Interpret the ranges, variances, and standard deviations for ungrouped data.

5. Interpret information from bar, line, picto-, and circle graphs; stem-and-leaf and scatter plots; and box-and-whisker graphs.
6. Interpret problems involving basic statistical concepts such as sampling, experimental design, correlation, and linear regression.

7  **Knowledge of probability**

1. Determine probabilities of dependent or independent events.
2. Predict odds of a given outcome.
3. Identify an appropriate sample space for an experiment.
4. Make predictions that are based on relative frequency of an event.
5. Determine probabilities using counting procedures, tables, tree diagrams, and formulas for permutations and combinations.

8  **Knowledge of discrete mathematics**

1. Find a specified term in an arithmetic sequence.
2. Find a specified term in a geometric sequence.
3. Determine the sum of terms in an arithmetic or geometric progression.
4. Solve problems involving permutations and combinations.
5. Evaluate matrix expressions involving sums, differences, and products.
6. Rewrite a matrix equation as an equivalent system of linear equations or vice versa.
7. Represent problem situations using discrete structures such as sequences, finite graphs, and matrices.

9  **Knowledge of calculus**

1. Solve problems using the limit theorems concerning sums, products, and quotients of functions.
2. Find the derivatives of algebraic, trigonometric, exponential, and logarithmic functions.
3. Find the derivative of the sum, product, quotient, or the composition of functions.
4. Identify and apply definitions of the derivative of a function.
5. Use the derivative to find the slope of a curve at a point.
6. Find the equation of a tangent line or a normal line at a point on a curve.
7. Determine if a function is increasing or decreasing by using the first derivative in a given interval.
8. Find relative and absolute maxima and minima.
9. Find intervals on a curve where the curve is concave up or concave down.
10. Identify points of inflection.
11. Solve problems using velocity and acceleration of a particle moving along a line.
12. Solve problems using instantaneous rates of change and related rates of change, such as growth and decay.

13. Find antiderivatives for algebraic, trigonometric, exponential, and logarithmic functions.


15. Evaluate an integral by use of the fundamental theorem of calculus.

10  Knowledge of number sense and mathematical structure

1. Apply the properties of real numbers: closure, commutative, associative, distributive, identities, and inverses.

2. Distinguish relationships between the complex number system and its subsystems.

3. Apply inverse operations to solve problems (e.g., roots vs. powers, exponents vs. logarithms).

4. Apply number theory concepts (e.g., primes, factors, multiples) in real-world and mathematical problem situations.

5. Identify numbers written in scientific notation, including the format used on scientific calculators and computers.

11 Knowledge of mathematics as communication

1. Identify statements that correctly communicate mathematical definitions or concepts.

2. Interpret written presentations of mathematics.

3. Select or interpret appropriate concrete examples, pictorial illustrations, and symbolic representations in developing mathematical concepts.

12  Knowledge of mathematics as reasoning

1. Identify reasonable conjectures.

2. Identify a counter example to a conjecture.

3. Identify simple valid arguments according to the laws of logic.

4. Identify proofs for mathematical assertions, including direct and indirect proofs, proofs by mathematical induction, and proofs on a coordinate plane.

5. Identify process skills: induction, deduction, questioning techniques, and observation-inference.

13 Knowledge of mathematical connections

1. Identify equivalent representations of the same concept or procedure (e.g., graphical, algebraic, verbal, numeric).

2. Interpret relationships between mathematical topics (e.g., multiplication as repeated addition, powers as repeated multiplication).

3. Interpret descriptions, diagrams, and representations of arithmetic operations.
14 **Knowledge of instruction**

1. Select appropriate resources for a classroom activity (e.g., manipulatives, mathematics models, technology, other teaching tools).

2. Identify methods and strategies for teaching problem-solving skills and applications (e.g., constructing tables from given data, guess-and-check, working backwards, reasonableness, estimation).

15 **Knowledge of assessment**

1. Identify students’ errors, including multiple errors that result in correct or incorrect answers (e.g., algorithms, properties, drawings, procedures).

2. Identify appropriate alternative methods of assessment (e.g., performance, portfolios, projects).
Social Science 6–12

1 Knowledge of geography

1. Apply the six essential elements of geography.

2. Identify the ways natural processes and human-environment interactions shape the Earth's physical systems and features.

3. Identify the ways natural processes and human-environment interactions shape cultural features (e.g., communities, language, technology, political and economic institutions).

4. Analyze geographic information from maps, charts, and graphs.

2 Knowledge of economics

1. Analyze how scarcity and opportunity cost influence choices about how to allocate resources.

2. Identify how economic systems (e.g., market, command, traditional) answer the three basic economic questions.

3. Analyze the interaction of supply and demand in determining production, distribution, and consumption.

4. Analyze how macroeconomic factors (e.g., national income, employment, price stability) influence the performance of economic systems.

5. Evaluate the roles of government, central banking systems, and specialized institutions (e.g., corporations, labor unions, banks, stock markets) in market and command economies.

6. Analyze the features of global economics (e.g., exchange rates, terms of trade, comparative advantage, less developed countries) in terms of their impact on national and international economic systems.

7. Evaluate the functions of budgeting, saving, and credit in a consumer economy.

3 Knowledge of political science

1. Identify the features and principles of the U.S. Constitution, including its amendments, the separation of powers, checks and balances, and federalism.

2. Identify the functions of U.S. political institutions, including the executive, legislative, and judicial branches.

3. Identify the effects of voter behavior, political parties, interest groups, public opinion, and mass media on the electoral process in the United States.

4. Identify the elements and functions of state and local governments in the United States.

5. Analyze the guiding concepts, principles, and effects of U.S. foreign policy.

6. Compare various political systems in terms of elements, structures, and functions.

7. Analyze the key elements of U.S. citizenship, including rights, privileges, and responsibilities.
4  Knowledge of world history

1. Identify characteristics of prehistoric cultures and early civilizations (e.g., Mesopotamian, Egyptian, Indus Valley, Chinese).

2. Evaluate the influence of ancient civilizations (e.g., Greek, Roman, Indian, Chinese) on the evolution of modern civilization.

3. Identify the major contributions of African, Asian, and Mesoamerican societies before 1500.

4. Identify the major contributions of the Middle Ages, the Renaissance, and the Reformation period to Western civilization.

5. Identify the social, cultural, political, and economic characteristics of African, Asian, and eastern European societies from 1500 to 1900.

6. Evaluate the significant scientific, intellectual, and philosophical contributions of the Age of Reason through the Age of Enlightenment.

7. Identify the causes, effects, events, and significant individuals associated with the Age of Exploration.

8. Assess the social, political, and economic effects of the Industrial Revolution.

9. Identify the causes, effects, events, and significant individuals associated with the Age of Revolution.

10. Evaluate the impact of imperialism and nationalism on global social, political, geographic, and economic development.

11. Analyze the causes and effects of political transformations and military conflicts in the 20th century.

12. Analyze major contemporary global political, social, economic, and geographic issues and trends.

13. Identify major world religions and ideologies.

5  Knowledge of U.S. history

1. Evaluate the impact of the Age of Exploration on the Americas.

2. Analyze the social, cultural, political, and economic development of the Americas during the colonial period.

3. Identify the causes, significant individuals, and effects of the events associated with the Revolutionary era.

4. Identify the causes, significant individuals, and effects of the events associated with the Constitutional era and the early republic.

5. Evaluate the impact of westward expansion on the social, cultural, political, and economic development of the emerging nation.

6. Identify the social, cultural, political, and economic characteristics of the antebellum period.

7. Identify the causes, significant individuals, and effects of the events associated with the American Civil War and Reconstruction eras.
8. Evaluate the impact of agrarianism, industrialization, urbanization, and reform movements on social, cultural, political, and economic development in the late 19th and early 20th centuries.

9. Evaluate the impact of immigration on social, cultural, political, and economic development in the late 19th and early 20th centuries.

10. Identify the causes, significant individuals, and effects of the events associated with the World War I era.

11. Identify social, cultural, political, and economic developments (e.g., Roaring Twenties, Harlem Renaissance, Great Depression, New Deal) between World War I and World War II.

12. Identify the causes, significant individuals, and effects of the events associated with the World War II era.

13. Identify the causes, significant individuals, and effects of the events associated with domestic and foreign affairs during the Cold War era.

14. Identify the causes, significant individuals, and effects of the events associated with movements for equality, civil rights, and civil liberties in the 19th and 20th centuries.

15. Identify the causes, significant individuals, and effects of the events associated with contemporary domestic and foreign affairs.

16. Identify key individuals, events, and issues related to Florida history.

6 Knowledge of social science and its methodology

1. Identify social science disciplines (e.g., anthropology, psychology, sociology).

2. Identify social science concepts (e.g., culture, class, technology, race, gender).

3. Analyze the interrelationships between social science disciplines.

4. Interpret tabular and graphic representations of information related to the social sciences.

5. Identify appropriate strategies, methods, tools, and technologies for the teaching of social science.

6. Evaluate examples of primary (e.g., letters, photographs, political cartoons) and secondary (e.g., historical texts, encyclopedias) sources.
Music K–12

1 Knowledge of music theory, history, and literature

1. Identify and discriminate between rhythmic structures (e.g., beat, meter, pattern, polyrhythms).
2. Identify and discriminate between melodic structures (e.g., contour/patterns, tonal systems [modes/scales], melodic sequence).
3. Identify and discriminate between harmonic structures and textures.
4. Identify and discriminate between standard music forms.
5. Identify and discriminate between stylistic features, principal genres, and contributions of representative composers of the traditional stylistic eras of Western music.
6. Identify and discriminate between stylistic features in American music (e.g., folk, ethnic, electronic, popular, jazz, classical).
7. Identify and discriminate between musics of other cultures.
8. Identify and interpret terms and symbols found in music scores.

2 Knowledge of curricula and instructional planning

1. Identify appropriate skills, teaching strategies, and sequence of concepts for developing students' musical independence.
2. Select music literature and materials appropriate for students' capabilities and musical maturity, including adaptation if warranted.
3. Identify appropriate instructional strategies for the exceptional student.
4. Identify instructional strategies for teaching music history and theory.
5. Identify techniques for developing students' creative musical skills (e.g., improvisation, composition, listening skills, sight reading, performance skills).
6. Identify appropriate organization of rehearsals and classroom activities to include music history, music theory, listening skills, performance, and sight-reading as integral parts of instruction.
7. Identify trends and research affecting music curriculum development and instruction.
8. Identify the relationships between music, the other arts, and disciplines outside the arts.
9. Identify factors in creating a music curriculum that provides a balance of musical experiences for all students.

3 Knowledge of instructional and assessment procedures

1. Identify music performance problems (e.g., intonation, phrasing, blend, balance, tone quality, notation/performance discrepancies) and methods for correcting the problems.
2. Select teaching strategies that motivate and promote students' musical growth, independence, and creativity.

3. Read, interpret, and identify appropriate techniques for conducting music scores.

4. Make critical judgments about expressive qualities of music performances.

5. Identify techniques for assessing and evaluating student progress.

6. Evaluate the effectiveness of music instruction in terms of content, process, and teacher self-evaluation.

7. Select strategies for implementing technology in music instruction.

8. Identify qualities of music performance: characteristic tone quality, phrasing, blend, balance, timbre, tempo, dynamics, articulation, and both linear and vertical intonation.

4 Knowledge of professional and instructional resources

1. Identify media resources and technology (e.g., sound recording and reproduction systems, visual aids) for instructional purposes.

2. Select acoustic and electronic instruments (e.g., pianos, synthesizers, guitars, keyboards) for instructional purposes.

3. Identify and select appropriate computer hardware and software for both administrative purposes and instructional applications.

4. Identify techniques and resources for advocating music education and for generating community support for school music programs.

5. Identify legal and ethical issues that impact music education (e.g., copyright, financial accountability, liability).

6. Identify resources available through professional organizations, music industry, and publications.

7. Identify procedures for student selection, recruitment, and retention, including feeder pattern articulation and placement in appropriate music courses.

5 Knowledge of instructional emphasis: choral

1. Identify basic vocal diction techniques in different languages (e.g., English, Latin, Italian, Spanish, French, German)

2. Identify problems of individual vocal production and determine methods of correction.

3. Identify practices in the care and maintenance of the vocal mechanism to promote lifelong performance.

4. Classify vocal characteristics and ranges at various levels of development and maturation.

5. Identify representative repertoire for solo voices and small/large vocal ensembles at various levels of maturation and development (e.g., music lists from FVA, ACDA).

6. Identify musical problems in an ensemble performance and determine methods of correction.
6 Knowledge of instructional emphasis: instrumental

1. Identify basic performance techniques for wind, string, and percussion instruments (e.g., proper playing position; embouchure; sticking, fingering, and bowing techniques).

2. Identify families of wind, percussion, and string instruments and their ranges, clefs, and transpositions.

3. Identify problems of individual tone production (e.g., embouchure, bowing, sticking, proper breath support) and determine methods of correction.

4. Identify musical problems in an ensemble performance and determine methods of correction.

5. Identify representative repertoire for solo and small/large ensembles at various levels of maturation and development (e.g., FBA, FOA, NBA, NSOA).

6. Identify practices in the care and maintenance of instruments and accessories.

7 Knowledge of instructional emphasis: general music

1. Identify appropriate materials and repertoire for use at various levels of maturation and development.

2. Identify practices in the care and maintenance of classroom instruments.

3. Identify methods for incorporating creative movement in music instruction.

4. Identify techniques for teaching students how to play classroom instruments (e.g., autoharps, guitars, chromatic bells, keyboards, recorders, ukuleles, Orff, percussion instruments).
French K–12

1 Knowledge of communication (performance)

1. Demonstrate proficiency in speaking French by orally responding to a speaker, providing and requesting information, and expressing feelings, emotions, and opinions.

2. Demonstrate proficiency in speaking French by orally presenting cultural information, concepts, and ideas on a variety of topics.

3. Demonstrate proficiency in writing French by presenting, in a written form, concepts, ideas, opinions, and cultural information on a variety of topics.

2 Knowledge of communication

1. Demonstrate proficiency in listening by understanding and interpreting spoken French (e.g., political speech, radio interview, conversation, recitation, lecture) on a variety of topics.

2. Demonstrate proficiency in reading by understanding and interpreting written French on a variety of topics.

3 Knowledge of cultures

1. Identify elements of contemporary cultures in the Francophone world

2. Identify major figures and ideas and their significance in the visual and performing arts, literature, and music of the Francophone world.

3. Identify major historical, geographic, social, governmental, and economic features of Francophone societies.

4. Identify various viewpoints related to other disciplines as expressed in Francophone media.

4 Knowledge of sociolinguistic patterns through comparisons of English and French

1. Identify various sociolinguistic patterns.

2. Identify cultural differences or similarities in language usage.

5 Knowledge of linguistic patterns

1. Identify the meaning of idioms, cognates, word roots, and derivatives.

2. Identify linguistic features (e.g., spelling, capitalization, punctuation, accent marks).

3. Identify the correct use of linguistic structures.
6 **Knowledge of pedagogy**

1. Select appropriate methods and materials for teaching listening to, speaking, reading, and writing French.

2. Select appropriate assessment instruments to evaluate proficiency in listening to, speaking, reading, and writing French.

3. Select appropriate methods for teaching the cultures of the Francophone world.

4. Select appropriate assessment instruments to evaluate knowledge of Francophone cultures.

5. Select appropriate strategies and materials for teaching the French language and the literatures and cultures of the Francophone world to diverse populations with a wide range of learning styles and abilities.

6. Select appropriate assessment instruments to evaluate knowledge of the French language and the literatures and cultures of the Francophone world taught to diverse populations with a wide range of learning styles and abilities.

7. Select appropriate strategies for incorporating technology in teaching the French language and the literatures and cultures of the Francophone world.
German K–12

1 Ability to converse in German at an intermediate-high level (Speaking)
   1. Converse on topics of general interest and daily routine, so that errors in pronunciation and structures do not impede successful communication.

2 Comprehension at an advanced level of spoken German passages on topics of general interest
   1. Identify the main idea of a spoken passage or an appropriate summary of a spoken passage.
   2. Identify details pertinent to the main idea of a spoken passage.
   3. Identify the best response to a question or statement based on a spoken passage.
   4. Identify and interpret basic sentence and intonation patterns.

3 Ability to write German at an intermediate-high level on topics of general interest and/or dealing with daily routine
   1. Write short passages that express personal preferences, needs, and observations, so that errors in orthography and structure do not impede communication.

4 Ability to read at an advanced level German passages on a variety of personal, social, and general topics
   1. Identify the main idea or an appropriate summary of a written passage.
   2. Identify details pertinent to the main idea of a written passage.
   3. Identify the best response to a question or statement based on a written passage.

5 Knowledge of German vocabulary in areas of general interest and application of vocabulary skills
   1. Apply context clues to define words.
   2. Apply dictionary skills.
   3. Choose the most appropriate translation.

6 Knowledge of German grammar and syntax in context
   1. Decline German nouns in singular and plural forms in the nominative, accusative, dative, and genitive cases in context.
   2. Identify and analyze determiners in nominative, accusative, dative, and genitive cases in context.
   3. Identify and analyze often-used adjectives and adverbs, adjective endings, and comparative and superlative forms in context.
   4. Identify and analyze often-used prepositions, da- and wo- compounds, and idiomatic
prepositional phrases, including prepositional verb combinations.

5. Identify and analyze often-used verbs in the present, future, simple past, and present/past perfect tenses in context.

6. Identify and analyze often-used modal auxiliary verb structures in context.

7. Identify and analyze often-used dative verbs in context.

8. Identify and analyze often-used subjunctive structures in context.

9. Identify and analyze often-used reflexive verbs and reflexive pronouns in context.

10. Identify and analyze often-used passive voice constructions and common alternative forms in context.

11. Identify and analyze often-used verbs with prefixes in context.

12. Identify and analyze personal and relative pronouns in context.

13. Identify and analyze the use of the infinitive in context.

14. Identify and analyze imperative forms in context.

15. Identify and analyze interrogative constructions in context.

16. Identify and analyze negative constructions in context.

17. Identify and analyze word order in context.

18. Identify and analyze often-used coordinating and subordinating conjunctions in context.

7 Knowledge of the culture, social customs, and daily life of German-speaking countries

1. Identify well-known features of daily life and contemporary culture, including internationally known personalities, in German-speaking countries.

2. Identify social customs in German-speaking countries.

3. Identify governmental, educational, religious, and economic institutions of German-speaking countries.

4. Identify cultural differences and similarities between the United States and German-speaking countries.

5. Recognize elements in American culture and language that originated in German-speaking countries or that were introduced by immigrants from German-speaking countries.

6. Identify famous native speakers of German and their contributions to the culture of the United States.
7. Identify and recognize diversity in the target culture.

8  Knowledge of history and geography of German-speaking countries

1. Identify major historic events and well-known historic figures.

2. Identify major geographic features of German-speaking countries and well-known products, industries, and exports of German-speaking countries.

9  Knowledge of arts and sciences in German-speaking countries

1. Identify major writers, composers, and artists (e.g., Schiller, Goethe, Bertolt Brecht, Mozart, Wagner, Dürer, Otto Dix).

2. Identify major legendary and fictional characters (e.g., Faust, Siegfried, Max and Moritz, Wilhelm Tell).

3. Identify major philosophers, scientists, and inventors (e.g., Kant, Hegel, Roentgen, Einstein, Benz, Gutenberg).

10  Pedagogy and professional knowledge

1. Identify various foreign language teaching methodologies and strategies appropriate to the four skill areas of speaking, listening, reading, and writing.

2. Identify evolving aspects of foreign language instruction, proficiency-based curriculum, and communicative competence.

3. Identify state and national professional organizations and the services that are available to teachers of German from professional organizations and agencies of German-speaking countries (e.g., AATG, FATG, FASG, Goethe Institute).

4. Demonstrate knowledge of print media, broadcasts, and German Web sites.

5. Identify the role of foreign languages in an integrated curriculum.
1 Proficiency in presentational and interpersonal modes of communication (Speaking)
   2. Narrate, describe, or explain in past, present, and future time.
   3. Express and defend an opinion.
   4. Communicate on concrete topics relating to particular interests, disciplines, or current events.
   5. Respond to situations of everyday life.
   6. Demonstrate ability to interact (e.g., make requests, obtain information, seek assistance).

2 Proficiency in presentational mode of communication (Writing)
   1. Demonstrate the ability to write effectively on a specific topic (e.g., world issues, family, travel).
   2. Demonstrate appropriate style for the content through vocabulary choice, tone, and idiomatic expressions.
   3. Demonstrate mastery of spelling, structure, and punctuation.

3 Proficiency in interpretive modes of communication (Listening and Reading)
   1. Understand and interpret authentic broadcasts on nontechnical subjects.
   2. Understand authentic conversations of a routine social nature concerning everyday topics and current events.
   3. Understand the essential points of a discussion or speech on a topic in a special field of interest.
   4. Understand verbal directions and instructions.
   5. Demonstrate comprehension of written material on a common subject (e.g., sports, travel, movies, theatre, food, music).
   6. Demonstrate comprehension of authentic news articles on current topics.
   7. Identify main ideas in contemporary literature.

4 Knowledge of Hispanic cultures (Spain, Latin America, and the United States)
   1. Identify patterns of social behavior and social interactions in various settings.
   2. Demonstrate general knowledge of the geography, history, arts, and literatures of the Spanish-speaking world.
   3. Demonstrate knowledge of similarities and differences between the various Hispanic cultures.
5 Knowledge of language structure

1. Identify the correct usage of verb conjugations and tense/mood selection.
2. Identify the correct usage of interrogatives (e.g., qué vs. cuál, cómo vs. qué, dónde vs. adónde).
3. Identify the correct usage of prepositions (e.g., por, para, en, a).
4. Identify the correct usage of troublesome verb pairs (e.g., ser vs. estar, saber vs. conocer, pedir vs. preguntar, tocar vs. jugar).
5. Identify the usage of correct agreement (e.g., gender, number, subject-verb).
6. Identify the correct usage of pronouns (e.g., subject, object, reflexive).
7. Identify the correct usage of adjectives (e.g., shortened, position, comparative, superlative, demonstrative).
8. Identify the correct usage of definite and indefinite articles.
9. Identify the correct usage of syntax.

6 Knowledge of second language acquisition principles and teaching methods

1. Identify major concepts of language acquisition.
2. Identify effective techniques (e.g., cooperative learning, use of authentic materials, interdisciplinary approaches, total physical response, task-based teaching) for teaching proficiency in interpersonal, interpretive, and presentational modes of communication.
3. Identify effective techniques for integrating culture into language instruction.
4. Identify effective techniques for teaching a culturally and academically diverse student population.
5. Identify effective use of technology (e.g., computers, videos, Internet, audio laboratories) in the acquisition of Spanish.
6. Identify various assessment alternatives for evaluating student proficiency in the three modes of communication (i.e., interpersonal, interpretive, and presentational).