Stetson University’s expectations for its initial teacher education candidates have been aligned with the standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and NCATE’s Teachers of English to Speakers of Other Languages (TESOL) for P-12 teacher education programs—standards that reflect the professional consensus of what beginning teachers should know and be able to do. Assessment and evaluation of a candidate’s performance are conducted throughout the program.

**Performance Expectations**

*aligned with professional, state, and institutional standards*

<table>
<thead>
<tr>
<th>NCATE/TESOL Standards</th>
<th>Florida Educator Accomplished Practice</th>
<th>INTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>Candidates demonstrate the appropriate uses of both formal and informal assessment strategies.</td>
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<tr>
<td></td>
<td>Uses assessment strategies (traditional &amp; alternate) to assist the continuous development of the learner.</td>
<td>The teacher understands &amp; uses formal &amp; informal assessment strategies to evaluate &amp; ensure the continuous intellectual, social &amp; physical development of the learner.</td>
</tr>
</tbody>
</table>

**Sample Behaviors:**

- Observes students insightfully
- Uses a variety of formal and informal assessments
- Assesses student learning and develops strategies to scaffold based on student need
- Keeps accurate records—grades and anecdotal data
- Analyzes classroom climate and adjusts pacing when needed

**Sample Evidence:**

- Insightful accounts of student learning
- Tests and various assessment strategies
- Encourages students’ self-assessment
- Plans/reflective writing that indicate(s) analysis of student learning and resulting impact on instruction
**Communication**

Candidates demonstrate the ability to bridge theory to practice in a variety of educational settings.

Candidates show evidence of behaviors that exemplify the ethics of the teaching profession.

*Language*

Uses effective communication techniques with students & all other stakeholders.

*Culture*

The teacher uses knowledge of effective verbal, non-verbal, & media communication techniques to foster active inquiry, collaboration, & supportive interaction in the classroom.

*Planning, Implementing, & Managing Instruction*

*Professionalism*

Engages in continuous professional quality improvement for self & school.

**Sample Behaviors**

- Uses pleasant voice, for example in the articulation of procedures
- Uses proper grammar in speaking and writing
- Develops good eye contact
- Uses multi-media and technology
- Maintains smooth transition between activities
- Encourages student thinking and expression of ideas in a variety of settings
- Respects gender and cultural differences

**Sample Evidence**

- Student work assignments
- Various instructional methods
- Variety of materials to meet student needs and interests
- Video evidence
- Summative evaluations
- Portfolio organization and writing

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**Continuous Improvement**

Candidates have knowledge of the characteristics of reflective teaching and practice.

Candidates implement best practices of teaching and learning for personal and professional growth.

Candidates show evidence of behaviors that exemplify the ethics of the teaching profession.

*Professionalism*

Engages in continuous professional quality improvement for self & school.

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices & actions on others (students, parents, & other professionals in the learning community), & who seeks opportunities to grow professionally.

**Sample Behaviors**

- Continuously self-evaluates
- Evaluates student behavior and achievement
Evaluates rapport with parents and other professionals
Assesses permanent records
Uses resources to develop professionally—locally, conferences, internet
Works collegially within the educational community and attends community functions
Shows evidence of willingness to change

Sample Evidence
- Journals and notes
- Students’ reflections
- Reports, summaries, essays, certificates, letters, other documentation
- Reflective writing—especially transformational
- Outcome of objectives

Critical Thinking
Candidates plan and develop, individually and collaboratively, curriculum, instruction, and assessment that uses appropriate technology and fosters problem-solving.

Candidates value a questioning and analytic attitude (e.g., utilize critical analysis of data and behavior to initiate change).

Candidates develop awareness, appreciation, and understanding of different ages, cultures, languages, and socio-economic backgrounds and exceptionalities.

Planning, Implementing, & Managing Instruction
Uses appropriate techniques & strategies, which promote and enhance critical, creative, & evaluative thinking capabilities of students.

The teacher understands & uses a variety of instructional strategies to develop students’ critical thinking, problem solving, & performance skills.

Sample Behaviors
- Develops unit plans with a variety of activities
- Uses a variety of instructional settings—whole group, small group, pairs, peer tutors
- Offers open-ended questions, seminar teaching
- Develops students’ ability to self-assess (i.e., allowing students to create rubrics for evaluation)
- Encourages students to identify and use their own learning resources

Sample Evidence
- Unit and daily lesson plans
- Test scores, projects, grades, and feedback
- Videos—photographs
- Student portfolios
- Teacher journals, notes
- Reflective writing—especially analytical

Diversity
Candidates have knowledge of issues involving teaching and schooling in a complex and culturally
diverse society.

Candidates have knowledge of unique learning characteristics, needs, and capabilities of students of different ages, cultural, language and socio-economic backgrounds, and exceptionalities.

Candidates plan and implement strategies in cultural diversity and nurture human relations with pupils, peers, teachers, and other stakeholders.

Candidates develop awareness, appreciation, and understanding of different ages, cultures, languages, and socio-economic backgrounds and exceptionalities.

<table>
<thead>
<tr>
<th>Language</th>
<th>Uses teaching &amp; learning strategies that reflect each student’s culture, learning styles, special needs, &amp; social-economic background</th>
<th>The teacher understands how students differ in approaches to learning &amp; creates instructional opportunities that are adapted to diverse learners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture</td>
<td></td>
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<tr>
<td>Planning, Implementing, &amp; Managing Instruction</td>
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</tr>
</tbody>
</table>

**Sample Behaviors**

- Recognizes and documents special needs
- Creates learning centers and projects in which diverse learners can contribute and be successful
- Uses peer tutors—cooperative learning
- Arranges room to support student work
- Uses a variety of assessment techniques
- Employs multi-sensory instruction (students see it, hear it, say it, feel it, and do it)
- Uses and interdisciplinary approach
- Modifies assignments as needed

**Sample Evidence**

- Unit and lesson plans
- Daily pacing and adjustments to meet needs
- Learning centers, activities, projects
- IEPs, as examples
- Videotapes—photographs
- Variety of assessments
- Test scores
- Grades and feedback

**Ethics**

Candidates show evidence of behaviors that exemplify the ethics of the teaching profession.

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Adheres to Code of Ethics &amp; Principles of Professional conduct of the Education Profession in Florida</th>
<th>The teacher fosters relationships with school, colleagues, parents &amp; agencies in the larger community to support students’ learning &amp; well-being.</th>
</tr>
</thead>
</table>

**Sample Behaviors**

- Develops class rules to promote ethical behavior and integrity
- Participation in ethics workshop
Conferences with parents and students to develop partnerships among all stakeholders
- Uses school and community resources to support student learning
- Believes that all students can learn

**Sample Evidence**

- Classroom management plans/rules
- Certificate from Ethics Training workshop
- Lesson plans include community partners
- Parent contacts—logs, notes on home visits, letters, conference documentation, newsletters, open-house flyers
- Educational community—notes from team meetings (school, county, school board), newsletters, documents from curriculum committees, memos, emails
- Community agencies—phone calls, visits, accesses resources that are available

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**Human Development and Learning**

Candidates have knowledge of child development and learning theories.

Candidates plan and implement strategies in cultural diversity and nurture human relations with pupils, peers, teachers, and other stakeholders.

| Planning, Implementing, & Managing Instruction | Uses an understanding of learning & human development to provide a positive learning environment, which supports the intellectual, personal, & social development of all students. | The teacher understands how children learn & develop, & can provide learning opportunities that support their social & personal development |

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**Sample Behaviors**

- Uses a variety of whole group and small group activities (heterogeneous and homogeneous) as well as independent work
- Varies the length of class sessions
- Plans learning centers and projects appropriate for the development of students
- Chooses lessons with social and personal impact
- Creates individual lesson plans as needed for reinforcement and acceleration
- Addresses all learning styles
- Organizes a learner-centered classroom
- Stimulates a positive class environment

**Sample Evidence**

- Age appropriate activities
- Surveys, interest inventories
- Problem solving and process skills activities
- Observation by cooperating teacher, university supervisor, other teachers, principal
- Grades, reports, work samples, and feedback
- Student and parent conference documentation
**Knowledge of Subject Matter**

Candidates gain knowledge of content and teaching strategies in their subject area as demonstrated through assignments and examinations.

Candidates demonstrate the ability to bridge theory to practice in a variety of educational settings.

Candidates plan and implement strategies in cultural diversity and nurture human relations with pupils, peers, teachers, and other stakeholders.

Candidates value a questioning and analytic attitude (e.g., utilize critical analysis of data and behavior to initiate change).

**Planning, Implementing, & Managing Instruction**

Demonstrates knowledge and understanding of the subject matter.

The teacher understands the central concepts, tools of inquiry, & structures of the discipline(s) he or she teachers & can create learning experiences that make these aspects of the subject matter meaningful for students.

**Sample Behaviors**

- Develops worthwhile goals and objectives
- Engages students in purposeful learning activities
- Connects learning to real life
- Engages students with the curriculum in interesting ways
- Uses a variety of curriculum materials
- Encourages students to construct their own understanding of the curriculum

**Sample Evidence**

- Unit and daily lesson plans—pacing guide
- Lessons/activities involving problem solving and process skills—video showing engagement
- Lessons/activities requiring application of knowledge and skills
- Student work samples (and pictures)
- Tests, student products, and feedback
- Reflective writing—especially analytical

**Learning Environments**

Candidates plan and implement strategies in cultural diversity and nurture human relations with pupils, peers, teachers, and other stakeholders.

**Culture**

Creates & maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning & self-motivation.

The teacher uses an understanding of individual & group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning & self-motivation.

**Sample Behaviors**

- Encourages students to work together
Establishes meaningful learning activities
Creates a classroom that is a safe environment for intellectual risk taking
Analyzes classroom environment and makes adjustments

Sample Evidence

Cooperative learning with all students actively participating
Teacher candidate reflects on classroom climate
Video reveals teacher candidate supports student thinking and intellectual risk taking
Classroom management plans/rules
Log of discipline incidents shows a variety of strategies to improve classroom climate
Teacher reflection reveals changes made to improve classroom climate

Planning
Candidates plan and develop, individually and collaboratively, curriculum, instruction, and assessment that uses appropriate technology and fosters problem-solving.
Candidates demonstrate the ability to bridge theory to practice in a variety of educational settings.
Candidates plan and implement strategies in cultural diversity and nurture human relations with pupils, peers, teachers, and other stakeholders.
Candidates value a questioning and analytic attitude (e.g., utilize critical analysis of data and behavior to initiate change).

Culture
Planning, Implementing, & Managing Instruction
Assessment

Sample Behaviors

Plans unit and lesson goals that are logical and related to approved curriculum
Grounds unit in long-range plans and goals
Uses a variety of instructional strategies and setting
Uses a variety of materials and other resources
Uses community resources in the classroom

Sample Evidence

Unit and lesson plans—pacing
Samples of student work and feedback
Documentation of student and parent conferences—notes, logs
Video and pictures
Parent feedback
Reflective writing reveals changes based on student input and/or needs

Role of the Teacher
Candidates plan and implement strategies in cultural diversity and nurture human relations with pupils, peers, teachers, and other stakeholders.
Candidates reflect on and formulate a personal philosophy with respect to learning and teaching.

Candidates develop awareness, appreciation, and understanding of different ages, cultures, languages, and socio-economic backgrounds and exceptionalities.

**Professionalism**

- Works with various educational professionals, parents, & other stakeholders in the continuous
- The teacher fosters relationships with school colleagues, parents, & agencies in the larger community to support students’ learning & well-being.

**Sample Behaviors**

- Confirms with parents and students to develop partnerships among all stakeholders
- Uses school and community resources to support student learning
- Believes that all students can learn

**Sample Evidence**

- Lesson plans include community partners
- Parent contacts—logs, notes on home visits, letters, conference documentation, newsletters, open-house flyers
- Educational community—notes from team meetings (school, county, school board), newsletters, documents from curriculum committees, memos, emails
- Community agencies—phone calls, visits, accesses resources that are available

**Technology**

Candidate plan and develop, individually and collaboratively, curriculum, instruction, and assessment that uses appropriate technology and fosters problem solving.

**Planning, Implementing, & Managing Instruction**

- Uses appropriate technology in teaching & learning processes.

The capstone experience for this program is the Accomplished Practices Defense at the end of the student teaching semester. Due to the developmental spiral of the program, these competencies are monitored throughout the program, and faculty members have many opportunities to gather and synthesize information on candidate performances. Objectives and expectations for each course are given in syllabi, with each course identifying a major assignment (critical task) for candidates to complete.