# COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>BTE 5446</th>
<th>Course Title:</th>
<th>Measurement, Evaluation, and Classroom Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Check Course Restriction Policy</td>
<td>Course Credit:</td>
<td>Course Hours: 03</td>
</tr>
<tr>
<td>College:</td>
<td>Education</td>
<td>Required Text(s):</td>
<td></td>
</tr>
<tr>
<td>Department:</td>
<td>Workforce Education</td>
<td>Supplies:</td>
<td></td>
</tr>
<tr>
<td>Faculty Name:</td>
<td></td>
<td>Term and Year:</td>
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</tr>
<tr>
<td>Office Location:</td>
<td></td>
<td>Place and Time:</td>
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<tr>
<th>Office Hours</th>
<th>Monday</th>
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<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
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## Course Description

Determination and construction of appropriate devices for measuring in evaluating student performance. Special emphasis on classroom management.

## Course Purpose

To enable students to select or develop appropriate instruments for all students including students with special needs, varying exceptionalities, and speakers of other languages. (ESOL)

To enable students to establish and maintain record systems.

To enable students to correctly interpret results of tests given to all students including students with special needs, varying exceptionalities, and speakers of other languages. (ESOL)

To enable students to report results appropriately to various audiences. (ESOL)

To enable students to achieve successfully on relevant portions of the Florida Teacher Certification Examination (FTCE).
To provide students with practical realistic examples and suggestions for classroom assessment of all students including students with special needs, varying exceptionalities, and who are speakers of other languages. (ESOL)
To provide students with necessary to skills to develop strong classroom management skills.

**Conceptual Framework**

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

![Diagram of Conceptual Framework](image)

<table>
<thead>
<tr>
<th>Diversity (CF 1)</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>F: 5, 6, 7</td>
<td>I: 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology (CF 2)</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.2 (S)</td>
<td>Use technology to manage, evaluate, and improve instruction.</td>
<td>F: 1, 4, 10, 12</td>
<td>I: 6, 7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Values (CF 3)</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.4 (D)</td>
<td>Demonstrate achievement of goals.</td>
<td>F: 3, 9</td>
<td>I: 5, 9</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Critical Thinking (CF 4)</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.</td>
<td>F: 4, 7</td>
<td>I: 4</td>
</tr>
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Demonstrate the use of higher order thinking skills.

**PROFESSIONALISM**

- CF 5
- Through this focal area, the FAMU professional education candidate will:

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<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8</td>
<td>I: 1</td>
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**URBAN/RURAL EDUCATION**

- CF 6
- Through this focal area, the FAMU professional education candidate will:

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<th>INTASC</th>
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<tbody>
<tr>
<td>CF: 6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
<td>F: 1, 4</td>
<td>I: 1, 8</td>
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<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>INTASC Standards</th>
<th>Professional Organization</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
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<tr>
<td>The term project is designed to allow the student to demonstrate application of some of the skills acquired during the course, with specific reference to test construction. This activity will utilize the student’s knowledge of objective writing, classification of objectives, and test item construction. Begin by identifying a content area (subject) and grade level in which you would teach a unit of study (about 1 week of instruction)</td>
<td>OBJ 1-4</td>
<td>1,4</td>
<td>BTECG Business Teacher Education Curriculum Guide</td>
<td>1</td>
<td>8.5</td>
<td>4, 5</td>
</tr>
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</table>

3
Construct a test blueprint or table of specifications. For purposes of the project, you should create five instructional objectives that are content area related. Be sure to include only objectives which are measurable by means of written tests. Be sure to adhere to the rules of objective construction, and include the audience, conditions, behavior, and criteria. Remember that each objective must be stated in terms of observable behavior. The blueprint must include columns for Bloom’s Taxonomy, total, percent, item type, and corresponding item number. The rows are comprised of the 5 instructional objectives, total, and percentage.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Number</th>
<th>Test Type</th>
<th>Bloom’s Taxonomy</th>
<th>Total</th>
<th>Percent</th>
<th>Item Type</th>
<th>Items Measuring Mastery</th>
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<tbody>
<tr>
<td>OBJ 7-10</td>
<td>3</td>
<td>BETCG</td>
<td>1</td>
<td>8.5</td>
<td>1, 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OBJ 5-6</td>
<td>5</td>
<td>BETCG</td>
<td>1</td>
<td>8.5</td>
<td>3, 6</td>
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Classify each objective with respect to the level of learning (according to Bloom’s taxonomy). Then indicate the type of test item to be used and the number of items to be used in assessing student achievement of each objective. Also, cross-reference each objective to the items used to measure mastery of the objective.
Specific Behavioral Objectives

OBJ 1: Obtains knowledge of students through tests observations, and student records and interprets the information to students, parents, and other appropriate person.

OBJ 2: Selects an appropriate method for assessing prerequisite knowledge, understandings and/or skills.

OBJ 3: Selects or constructs an appropriate evaluation instrument to assist in assessment of student learning needs.

OBJ 4: Identifies knowledge, skills, and attitudes to be attained for a subject area. Constructs or adapts short-range objectives consistent with commonly accepted principles of learning.

OBJ 5: Organizes and sequences short-range objectives consistent with commonly accepted principles of learning.

OBJ 6: Organizes content into sequential steps consistent with identified short-range objectives.

OBJ 7: Identifies, selects, and constructs test items and tasks that appropriately assess master of an objective.

OBJ 8: Constructs items and tests according to recognized criteria.

OBJ 9: Demonstrates effective procedures for orienting students to tests, specifying test content and instructing students in test-taking prior to administration of a test.

OBJ 10: Evaluates and revises tests on the basis of content validity, reliability, and student responses.

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Professional Organization/Learned Society Standards

Florida Educator Accomplished Practices (FEAPs)

Assessment—The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate assessment strategies. The preservice teacher can identify and match the student’s instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.

Classroom Assignments, Term Project, Exams, Text
Communication—The preprofessional 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.

Classroom Assignments, Term Project, Exams, Text

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

Classroom Assignments, Term Project, Exams, Text

Planning—Plans, implements, & evaluates effective instruction in a variety of learning environments.

Classroom Assignments, Term Project, Exams, Text

Technology—Uses appropriate technology in teaching & learning processes.

Classroom Assignments, Term Project, Exams, Text

ESOL Performance Standards & Indicators

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

14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socio-economic status, and religion on the results.

Indicators
27. Apply ethno-linguistic and cross-cultural knowledge of classroom management techniques.
28. Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.
35. Adapt items from school curricula to culture and linguistic differences.
59. Identify cultural biases in commercial tests.
63. Design appropriate tests for determining placement and assessing progress and achievement of LEP students.

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

Indicators
59. Identify cultural biases in commercial tests.
60. Recognize available ESOL entry/exit tests.
61. Identify suitable assessment instruments that assist in complying with legal obligations of districts serving LEP students.

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

Indicators
62. Construct ESOL listening, speaking, reading, and writing test items.
63. Design appropriate test for determining placement and assessing progress and achievement of LEP students.
64. Adapt content area tests to ESOL levels appropriate to LEP students.

21. Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy, and academic content metacognition.
Indicators
68. Identify levels of English proficiency to place students appropriately for ESOL instruction.
69. Interpret student assessment data related to placement, progress, and exiting form programs.
25. Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficient.

Indicators
17. Identify language acquisition characteristics of limited English proficient (LEP) students such as gifted, SLD, EMH, and hearing impaired.

Topical Outline

| Weeks 1-5 | Measurement |
| Weeks 6-10 | Evaluation |
| Weeks 11-15 | Classroom Management |
| Week 16 | Final |

Teaching Methods

Several teaching methods will be used including lectures, group presentations and demonstrations, and student generated projects. During the course, the students will be required to do the following:

1. Term Project
   I. The term project is designed to allow the student to demonstrate application of some of the skills acquired during the course, with specific reference to test construction. This activity will utilize the student’s knowledge of objective writing, classification of objectives, and test item construction. Begin by identifying a content area (subject) and grade level in which you would teach a unit of study (about 1 week of instruction)
   A. Construct a test blueprint or table of specifications. For purposes of the project, you should create five instructional objectives that are content area related. Be sure to include only objectives which are measurable by means of written tests. Be sure to adhere to the rules of objective construction, and include the audience, conditions, behavior, and criteria. Remember that each objective must be stated in terms of observable behavior. The blueprint must include columns for Bloom’s Taxonomy, total, percent, item type, and corresponding item number. The rows are comprised of the 5 instructional objectives, total, and percentage.
   B. Classify each objective with respect to the level of learning (according to Bloom’s taxonomy). Then indicate the type of test item to be used and the number of items to be used in assessing student achievement of each objective. Also, cross-reference each objective to the items used to measure mastery of the objective.
   C. Construct a corresponding test. For each objective, construct appropriate test items and include them on a separate test. The tests items must adhere to rules of ESOL and be appropriate for LEP students. In the test as a whole, you must use multiple choice, true-false, matching, completion (fill in the blank), and short
answer or essay. You must also use at least three levels of Bloom’s taxonomy. Higher order thinking questions are strongly recommended. There is minimum of 10 items on the test generated from the five objectives.

D. **Construct a key on a separate sheet.**
E. **Use word processing, 1" margins, 12 size font.**
F. Use correct spelling and correct grammar.
G. The cover page must include the following: Title, Your name, SS#, Course Number/Section, and semester/term.
H. Do not purchase or use special binders or folders, just staple your paper.

2. **Class Assignments**
   I. Class assignments to be completed either during the class or at home will be given at the appropriate times. The assignments will draw information from all components of the class including, but not limited to, class discussions, lectures, and the text.

3. **Exams**
   I. At least 2 comprehensive exams will be given during the semester. The exams will cover all components of the class. They may include, but are not limited to, multiple choice questions, true-false, vocabulary, short answer, and essay.

4. **Create a performance-based assessment based on the 4 steps outlined in the text.**

5. **This assignment must be typed. No cover page is necessary. Include questions and answers for the following four (4) activities.**
   1) Complete exercise 3.3 on pages 71-72 of your textbook. Answer all five (5) questions.
   2) Provide a copy of a) classroom arrangement, b) procedures (rules), and c) consequences.
   3) Identify specific techniques/plans that will be in place for ESOL students as related to your management of the class.
   4) Write a letter to parents explaining the management plan. This letter should be sent at the beginning of a typical school year.
Grading

Class Attendance & Participation  50  A=675—750
Term Project  100  B=600—674
Class Assignment I  100  C=525—599
Class Assignment II  100  D=450—524
Classroom Management System  100  F=Below 450
Performance-Based Assessment  100
Exam I  100
Exam II  100
750 Points

Course Policies

Dispositions  As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Policy Statement on Non-Discrimination  It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy  The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance  To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.


Classroom Assignments I & II
Article Critique

As a requirement for this course, each student must read and critique a journal article dealing with testing, measurement, and/or evaluation in your major area. It must also be current, no earlier than 2005. The article must be in a respected education journal or newspaper. Please be aware that plagiarism is against the law. A list of suggested journals is included.

The article critique must be at least two typed, double-spaced pages. You must attach a copy of the article to the critique. Include your name, SS#, course title/section number, and date on the top right corner of the page. Next, you must provide a citation of the article. The citation should come first, and it must be in APA (5th edition) format. Following the bibliographic citation, you must provide a complete summary of the article. Label this section “SUMMARY.” In this section, give a complete overview of the article including subjects, problems, previous research, conclusions, discussions, and/or future recommendations. Then provide a critique of the article. Label this section “CRITIQUE.” In this section, give an evaluation of the article. What are the strengths and weaknesses of the article? How do you feel about the quality of the article? How does the article make you feel? Do you agree with the article? Why or why not? Will reading this article affect you as a teacher/counselor and how?

Sample citations for articles in journals


Sample citations for articles in newspapers


SUGGESTED JOURNALS
Journal of Measurement and Evaluation
Education Week
Educational Leadership
Phi Delta Kappan
Educational Research Quarterly
## ESOL-INFUSION SYLLABI ADDENDUM

Complete and attach the following addendum to the last page of *each ESOL-Infused syllabi*.

Course Title and Number ____________________________________________________________

Faculty who teach this course (full time, adjuncts, and TA’s) _________________________

<table>
<thead>
<tr>
<th>TEACHING STRATEGIES USED</th>
<th>Related Objectives</th>
<th>Related Readings, Class Activities, and Assignments</th>
<th>Related Assessments (Including Exams or artifacts/Products that Demonstrate Mastery of ESOL Performance Standards and Indicators)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL Performance Standards addressed in the course</td>
<td>Florida Teacher Certification Exam (FTCE)</td>
<td>Text; Other resources; Journal Article; Class Discussion; Term Project</td>
<td>Exams; Term Project; Journal Articles; Test Evaluation</td>
</tr>
<tr>
<td>1. Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree. <em>(Standard)</em></td>
<td>National Council of Measurement Education (NCME)</td>
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<td>14. Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity socio-economic status, and religion on the results. <em>Indicators</em></td>
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<tr>
<td>Indicator</td>
<td>Description</td>
<td>Resources</td>
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<tr>
<td>-----------</td>
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<td>Interpret student assessment data related to placement, progress, and exiting from programs.</td>
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F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
<table>
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<tr>
<th>Indicators</th>
<th>students including students with special needs, varying exceptionalities, and who are speakers of other languages.</th>
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Approved/Revised 10/30/07
Candidate’s Name: ___________________________ Student ID: ___________ Program Area: __________________

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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The candidate consistently and thoroughly demonstrates indicators of performance. (90–100 %)

The candidate usually and extensively demonstrates indicators of performance. (89–80%)

The candidate sometimes and adequately demonstrates indicators of performance. (79–70%)

The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.

---

### Professionalism: The Teacher Candidate demonstrates professionalism
(Please use a ✓ to indicate level of performance.)

#### Punctuality
- Does not exceed three unexcused absences, per university catalog 2009-2010
- In class at or before specified time, per Registrar
- Attends class, field experiences, meetings
- Appropriate dress and grooming
- Completes assignments on or before due date
- Emotional Management
  - Handles feeling appropriately
  - Reacts reasonably to situations
  - Finds a healthy balance between emotions
- Demonstrates the appropriate use of personal technology during class
- Follows established protocol and procedures
- Follows established procedures and policies

#### Outcome
- F (4)
- A (3)
- M (2)
- U (1)

---

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  (S)=Skill  (D)=Disposition

Approved/Revised 10/30/07
Effective Communication: The Teacher Candidate demonstrates effective communication skills
(Please use a ✓ to indicate level of performance.)

| Uses standard English language in various settings | F (4) |
| Uses appropriate tone of voice for the setting | A (3) |
| Clearly articulates concepts (avoids words such as you know, um, uh-uh, and okay) | M (2) |
| Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity) | U (1) |
| Avoids confrontational behavior | |

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge    (S)=Skill    (D)=Disposition

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The candidate usually and extensively demonstrates indicators of performance. (89-80%)  

The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)  

The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.

Respectful Behavior: The Teacher Candidate demonstrates respectful behavior  
(Please use a ✓ to indicate level of performance.)

- Considers opinions of others with an open mind (respects diversity)
- Listens to others in a variety of settings
- Provides equitable learning opportunities for all
- Considers background interests and attitudes
- Reacts reasonably to situations (avoids verbal confrontational behavior)

<table>
<thead>
<tr>
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<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

The candidate consistently and thoroughly demonstrates indicators of performance. (90–100 %)

The candidate usually and extensively demonstrates indicators of performance. (89-80%)  

The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)  

The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.

Ethical Behavior: The Teacher Candidate demonstrates ethical behavior  
(Please use a ✓ to indicate level of performance.)

- Demonstrates academic honesty
  - Avoids plagiarizing
- Demonstrates honesty inside and outside of the classroom
- Demonstrates trustworthiness
- Understands the importance of professional code of ethics
- Advocates fairness

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
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F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  
(S)=Skill  
(D)=Disposition

Approved/Revised 10/30/07
<table>
<thead>
<tr>
<th>Reflective Behavior: The Teacher Candidate demonstrates reflective behavior (Please use a ✓ to indicate level of performance.)</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Accepts feedback and suggestions, and incorporates in subsequent practice in various settings</td>
<td>F (4)</td>
</tr>
<tr>
<td>• Demonstrates accurate self-analysis regarding one’s strengths and weaknesses</td>
<td></td>
</tr>
</tbody>
</table>

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I = Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
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Approved/Revised 10/30/07