Course Description

Techniques, materials and instructional media for teaching all business technology education courses.
Course Purpose

This course is designed to provide learning experiences which will enable the student to become knowledgeable of business education programs and competencies necessary to effectively teach the business courses in the middle and secondary schools and become an exemplary professional as described in the College of Education's Conceptual Framework, the SCANS (Secretary's Commission on Achieving Necessary Skills) Standards, the NBEA (National Business Education Association) Curriculum Standards, NABTE (National Association for Business Teacher Education) Guidelines, and Florida Teacher Accomplished Practices, Sunshine State Standards, Florida Business Education Competencies, and the Florida Essential Generic Competencies.

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:
# DIVERSITY

**CF 1**

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

| CF: 1.1 (K) | Understand diverse backgrounds of individuals. | F: 5,6,7 | I: 3 |
| CF: 1.2 (S,D) | Acquire the skills & dispositions to understand & support diverse student learning. | F: 5,7 | I: 3,8 |
| CF: 1.3 (S,D) | Accept and foster diversity. | F: 5,6 | I: 3,8 |
| CF: 1.4 (S) | Practice strategies such as: acceptance, tolerance, mediation & resolution. | F: 5,6 | I: 3 |
| CF: 1.5 (K, S) | Establish a comfortable environment in which all students can learn. | F: 5, 7, 9, 10 | I: 5 |

# TECHNOLOGY

**CF 2**

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

| CF: 2.1 (S) | Use of available technology and software to support student learning. | F: 4,12 | I: 6 |
| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10 12 | I: 6,7 |
| CF: 2.3 (K) | Know fundamental concepts in technology. | F: 12 | I: 1,6 |
| CF: 2.4 (K) | Understand fundamental concepts in technology. | F: 2,12 | I: 6 |
| CF: 2.5 (S) | Use fundamental concepts in technology. | F: 12 | I: 6 |
| CF: 2.6 (S,D) | Facilitate access to technology for students. | F: 12 | I: 6 |
| CF: 2.7 (S) | Facilitate the use of technology by students. | F: 4,12 | I: 6 |

# VALUES

**CF 3**

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

| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |

# CRITICAL THINKING

**CF 4**

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

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
### PROFESSIONALISM

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

<table>
<thead>
<tr>
<th>CF</th>
<th>Skill Areas</th>
<th>Indicators</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Know the content</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
<tr>
<td>5.2</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 7,9</td>
<td>I: 7</td>
</tr>
<tr>
<td>5.4</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
<tr>
<td>5.5</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

### URBAN/RURAL EDUCATION

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

<table>
<thead>
<tr>
<th>CF</th>
<th>Skill Areas</th>
<th>Indicators</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2</td>
<td>Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.</td>
<td>F: 11</td>
<td>I: 3</td>
</tr>
<tr>
<td>6.3</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>F: 5, 11</td>
<td>I: 2,3</td>
</tr>
</tbody>
</table>
To successfully complete the course, the student will perform the following activities to acceptable standards—at least 80% accuracy.

OBJ 1  Discuss aspects of professionalism as related to business technology education teachers.  
(FASAC 8.1;8.6; BTECG 1;PEAP 8;11;CF 5.1)

OBJ 2  Identify high school business courses, discuss their objectives and importance in the school’s program. (FASAC 8.5; NSBE 1-11;PEAP 7, 9, 12; UT; CF 5.2; 5.4)

OBJ 3  Write performance objectives and tests to measure these objectives. 
(FASAC8.4;BTECG 2.8;3;PEAP 10,12; UT; CF 4.1; 5.5)

OBJ 4  Select appropriate methods and techniques of teaching based on student needs, abilities, and interests.  
(FASAC 8.5;PEAP 4, 5 9;CF 1.1;1.2;1.3;1.4; 6.1)

OBJ 5  Identify, select and prepare appropriate evaluative devices.  
(FASAC 8.4;BTECG 4; PEAP 1, 4, 7, 9;CF 4.1; 4.2;5.2)

OBJ 6  Join and participate in Phi Beta Lambda (collegiate business education student organization—counterpart to high school business education student organization, which business technology education teachers advise--FBLA and a professional organization for teachers (NBEA).  
(FASAC 8.6,8.7; BTECG 1; NSBE; PEAP 8; UT; CF 5.1)

OBJ 7  Maintain a professional loose-leaf notebook with dividers and pockets (collection of anything that might aid the student as a student teacher and full-time teacher).

OBJ 8  Write and discuss responses to Florida Business Education Competencies, Generic Competencies, and Florida Teacher Accomplished Practices.  
(FASAC8.2;BTECG 2.8;3;NBEA 1-11;PEAP 10,11,12; UT; CF 4.1; 5.5)

OBJ 9  Review and discuss goals of current national and state initiatives and implications for business education.  
(FASAC 8.1;BTECG 2.2; NSBE 1-11;PEAP 8,11,12;UT; CF 5:1)

OBJ 10  Prepare and maintain a professional portfolio, including weekly reflective writing.  
(FEAP 1e)

OBJ 11  Interview a middle and high school business education teacher for one week each and teach a lesson at the end of the week.  
(FASAC 8.5;BTECG 5;NBEA1-11;PEAP 9 ; UT;CF 6.2; 6.3)

OBJ 12  Demonstrate competency in teaching two selected lessons using the Curriculum Frameworks for Florida Business Technology Education Programs and current state-adopted textbooks for business courses. The candidate will prepare a lesson plan to prepare students are industry certification, teach the lesson, prepare and administer an evaluative device. The LCD projector or SmartBoard must be used in the presentations  
(FASAC 8.5;BTECG 5;NBEA1-11;FEAP 9.c); UT;CF 5.1)

OBJ 13  Become thoroughly familiar with the features of the computer/software/Internet for use in enhancing instructional and professional telecommunication skills, including the use of Blackboard.com for out-of-class instruction.  
(FASAC 8.8; BTECG 8;NBEA 1-11;PEAP 12;UT;CF 2).

OBJ 14  Dress professionally for each class session and field experience.  
(FASAC 4.5;FEAP 9;BTECG 1;CF 5.7
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>PEU Conceptual Framework</th>
<th>INTASC Standards</th>
<th>Professional Organization</th>
<th>FEAPS</th>
<th>FTCE SAE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy Statement Assessment: Rubric</td>
<td>OBJ 1</td>
<td>5.1</td>
<td>1g</td>
<td>BTECG 1</td>
<td></td>
<td>8.1</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>NSBE 1-11</td>
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<td>2.4</td>
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<tr>
<td>Critique of Business Ed. Courses, Textbooks, Websites,</td>
<td>OBJ 2,13</td>
<td>5.2;5.4</td>
<td>7b</td>
<td>NSBE 1-11</td>
<td>7g</td>
<td>8.10</td>
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<td>and Software /Hardware Assessment: Rubric*</td>
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</tr>
<tr>
<td>Lesson Plan(s)/Test Item Evaluation Assessment: Rubric</td>
<td>OBJ3,4,5</td>
<td>4.1;5.5</td>
<td>4d</td>
<td>BTECG 2.8;3</td>
<td>1e,10,b,12e</td>
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<td></td>
<td></td>
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<td></td>
<td>NBEA 1-11</td>
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<tr>
<td>Research Paper</td>
<td>OBJ 7</td>
<td></td>
<td></td>
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<td>8.1</td>
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<tr>
<td>Capstone Project</td>
<td>OBJ 6,8</td>
<td>4.1;5.5</td>
<td></td>
<td>BTECG 2.8;3</td>
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<td>8.6,8.7</td>
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<td>NBEA 1-11</td>
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<tr>
<td>Article/Legislative Reviews:</td>
<td>OBJ 9</td>
<td>5.1</td>
<td>1e</td>
<td>BTECG 2.2</td>
<td>8b,12</td>
<td>8.1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NSBE 1-11</td>
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<tr>
<td>Portfolio and Resource Notebook</td>
<td>OBJ 10</td>
<td>3.4</td>
<td>5q</td>
<td>BTECG (Professionalism)</td>
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<td>1f</td>
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<tr>
<td>Oral Reports Field Experiences*</td>
<td>OBJ 11</td>
<td>6.2;6.3</td>
<td>2g</td>
<td>BTECG 5</td>
<td>5c,11.2</td>
<td>8.5</td>
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<td></td>
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<td>NBEA 1-11</td>
<td></td>
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<tr>
<td>Teaching Demonstration/Student Industry Certification</td>
<td>OBJ 12,14</td>
<td>5.6</td>
<td>6m</td>
<td>BTECG 5</td>
<td>8.2, 12g</td>
<td>8.4,8.5</td>
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<tr>
<td>Activity*</td>
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<td>NSBE 1-11</td>
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<td>Exams</td>
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</tbody>
</table>
A copy of the Conceptual Framework for the College of Education will be given to students at the beginning of the semester. Each component will be discussed—what it means and how it impacts the prospective teacher. Throughout the semester, the various components will be referenced as related to other areas of the course.

**National and State Standards Addressed in the Course**

*Interstate New Teacher Assessment and Support Consortium (INTASC) Standards*

1

7

4

1

5

2

6

**Professional Organization/Learned Society Standards**

<table>
<thead>
<tr>
<th>BTECG 1</th>
<th>NSBE 1-11</th>
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</thead>
<tbody>
<tr>
<td>NSBE 1-11</td>
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</tr>
<tr>
<td>BTECG 2.8;3</td>
<td>NBEA 1-11</td>
</tr>
<tr>
<td>BTECG 2.8;3</td>
<td>NBEA 1-11</td>
</tr>
<tr>
<td>BTECG 2.2</td>
<td>NSBE 1-11</td>
</tr>
</tbody>
</table>
BTECG
NSBE (Professionalism)

BTECG 5
NBEA 1-11

BTECG 5
NSBE 1-11

Pre-Professional Educator Accomplished Practices

1 e  Employs traditional and alternative assessment strategies in determining students’ mastery of specified outcomes.
1.f  Guides students in developing and maintaining individual portfolios.
5c  Recognizes student’s learning styles…..
7g  Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods.
8.a  Communicates knowledge of subject matter in a manner that enables students to learn
8.b  Increases subject matter knowledge in order to integrate the learning activities.
9.2  Creates and maintains positive learning environment…. (Computer labs)
10.b Plans and conducts lessons with identified student performance and learning outcomes
10.l Plans and conducts lessons that are interdisciplinary. (Incorporating Reading in the curriculum)
12.e Uses technology in lesson and material preparation.
12 g Teaches students to use available computers and other forms of technology (SmartBoard, etc.)

Florida Adopted Subject Area Competencies

Each of the Business Education Competencies 6-12 is discussed. Students have a section in their professional notebooks for each of the ten competencies and work through each competency--gathering and/or writing information to ensure mastery of each competency. Each student is assigned a skill from two different competencies to prepare teaching demonstration. Students will prepare a lesson plan, teach the lesson, administer a test, grade the papers and record the grades.
Competency 1: Knowledge of information and technological systems


Competency 2: Knowledge of business communications


Competency 3: Knowledge of administrative office systems


Competency 4: Knowledge of accounting

Competency 5: Knowledge of business management


Competency 6: Knowledge of financial management


Competency 7: Knowledge of business law


Competency 8: Knowledge of foundations, teaching methods, and professional development

- NBEA. *The History of Business Education* NBEA
- Western, M. Technology Tips for Classroom Teachers [http://www.edzone.net/~mwestern/](http://www.edzone.net/~mwestern/)

Competency 9: Knowledge of international business

- *Do's and Taboos Around the World for Women in Business*, NBEA

Competency 10: Knowledge of career development

Week 1
Orientation and outline of class projects and online course (PEAP 9.2; UT; CF 5.7) The Foundations of Business Education (FASAC 8; BTECG 1; NSBE; PEAP 8; UT; CF 5.1) Students Develop Philosophy Statement (CF 4.3; FEAP 4; LA.B.2.4)

Week 2
The Business Education Curriculum in the Educational System (FASAC 8.5; PEAP 7, 9, 12; UT; CF 5.2; 5.4) Students Review Articles (4) (SSS LA.A.1.4) Current Trends in Business Education (BTECG 2.2; PEAP 8,12,11;UT; CF 5:1) Students Complete Critique Education textbooks, websites and software packages

Week 3
Instructional Concepts for Business Education  (FASAC8.5; BTECG 2.8;3;NSBE 1-11;PEAP 10,12; UT; CF 4.1; 5.5) Students Prepare Lesson Plans/Presentations (BTECG 3; SSS HE.B.3.4.5)

Week 4
Providing Differentiated Instruction for Diverse Students  (FASAC 8.4;PEAP 4, 5 9;CF 1.1;1.2;1.3;1.4; 6.1) Field experiences – visits to area secondary schools (FASAC 8.5;BTECG 5;NBEA1-11;FE; UT;CF 6.2; 6.3)

Week 5
Managing the Traditional and Technology Classroom (BTECG 5.2; PEAP 11, 12; UT;CF 2.2; 2.6) Field experiences – visits to area secondary schools (CF 6.2; 6.3; PEAP 5, 11) Preprofessional accomplished practices discussed (FASCAC 10; FEAP 3, 6, 7; CF 3.1; 5.3)

Week 6
Evaluating and Assessing Student Performance (FASCAC 8.4;BTECG 4; PEAP 1, 4, 7, 9;CF 4.1; 4.2;5.2) Student Prepare Summary of The Business Education Classroom, Instructional Strategies, and Serving Students with Special Need

Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Week 13
Week 14
Week 15

Final Exam
A variety of methods are used in this class to provide experiences for the students to be involved in a variety of teaching methods. This is a web based course, via Blackboard.com, and is provided to provide opportunity for the prospective teacher to gain experience with this method of instruction/learning being used in secondary schools.

Students gain **field experience** through observation and teaching a lesson in a middle and high school business technology education classroom. Students will **demonstrate** teaching a lesson to classmates. **Guest Speakers**, with expertise in the area of discussion (State Business Technology Education Supervisor provides current information on business technology education standards, courses, issues, etc. School Resource Officer provides information on classroom management, etc.), will visit the class to interact with students.

The instructor and students will **demonstrate** use of various computer/software features and other teaching aids: LCD projector, overhead projector, SmartBoard, marker board, etc. Students get **hands-on computer experience** with software commonly used in middle and high school business education programs--Microsoft Office 2007 and Microsoft Office XP, etc.

### Methods of Evaluation/Performance-Based Assessment

The final grade will be based on the following criteria:

- Philosophy Statement: 50 points
- Annotated Bibliography: 50 points
- Article Reviews (4)(25 pts each): 100 points
- Critique Business Ed Textbooks, Websites and software/hardware: 100 points
- Typed and oral reports of school observations/participation: 100 points
- Lesson plan, evaluative device, grading and recording (25 pts each): 100 points
- Capstone Project: 100 points
- Teaching Demonstration/Industry Certification Focus: 100 points
- Mid-Term Exam: 100 points
- Portfolio and Resource Notebook (organization and materials included)(50 pts each): 100 points
- Final Exam: 100 points

**Grading Scale**

- 1000 - 900 = A
- 800 – 899 = B
- 700 – 799 = C
- 600 – 699 = D
- Below 600 = F
In addition to assessing the student's cognitive and psychomotor skills, their affective skills are assessed through observation of work habits, ethical behavior, class attendance, pride in completed work, professional appearance, memberships in professional organizations (NBEA, PBL, FFEA).

Sunshine State Standards applicable to Business Education are incorporated in class discussions and matched to the skills used for the teaching demonstrations.

### Field Experiences

Students will spend three weeks in the local schools observing a business technology education teacher and participating in the instructional program including teaching a lesson and developing an assessment tool.

### Use of Technology at Appropriate Grade Level

The computer is the major instructional tool in business education classes. Therefore, students in this class incorporate the use of various software (Microsoft Office XP, etc.) and hardware (overhead projector, LCD projector, scanner, digital camera, etc.) used in the middle and secondary schools in their teaching demonstrations and their field experiences.
Students are given copies of selected National Association of Business Teacher Education Curriculum Guides and Program Standards and copies of the National Business Education Association's *National Standards for Business Education--What America's Students Should Know And Be Able To Do In Business*. These are discussed and included in teaching demonstrations and student's mastery of required competencies.

**Career Development**

Achievement Standard: Assess personal strengths and weaknesses as they relate to career exploration and development.

**Communications**

Achievement Standard: Communicate in a clear, courteous, concise, and correct manner on personal and professional levels.

**Management**

Achievement Standard: Illustrate how the functions of management are implemented and explain how they are important.

**National Council for the Accreditation of Teacher Education (NCATE) Standards**

**Standard 1 - Candidate Knowledge, Skills, and Dispositions**

Students will demonstrate the content, pedagogical, and professional knowledge, skills and dispositions necessary to help all students learn through various activities.

**Course Policies**

**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

References, Supplemental Materials

Professional Journals and Magazines, including: **CHECK COLEMAN LIBRARY RESERVED ITEMS**

- *Business Education Forum*
- *Delta Pi Epsilon Journal*
- *Southern Reporter*
- *NABTE Review*
- *Education for Business Journal Techniques*
- *Keying In*

Online Sites and Publications, especially *Balance Sheet* @ www.swep.com

Curriculum Frameworks for Florida Business Education Programs

Handouts From Professional Conferences

Current Newspapers (particularly the Business Section)

- *Tallahassee Democrat*
- *St. Petersburg Times*
- *Orlando Sentinel*
- *Tampa Tribune*
- *USA Today*
- *Miami Herald*
- *Atlanta Constitution*
- *New York Times*

Various Textbooks, including:


Competencies and Skills Required for Teacher Certification in Florida, Florida Dept. of Ed., 2002


Rutkosky, Nita, Microsoft Office XP, Paradigm Publishing, Inc., 2002

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The candidate <em>consistently</em> and <em>thoroughly</em> demonstrates indicators of performance.</td>
<td>(90–100 %)</td>
<td>(89-80%)</td>
<td>(79-70%)</td>
<td></td>
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<tr>
<td>The candidate <em>usually</em> and <em>extensively</em> demonstrates indicators of performance.</td>
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<tr>
<td>The candidate <em>sometimes</em> and <em>adequately</em> demonstrates indicators of performance.</td>
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<tr>
<td>The candidate <em>rarely</em> or <em>never</em> and <em>inappropriately</em> or <em>superficially</em> demonstrates indicators of performance.</td>
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</tbody>
</table>

Professionalism: The Teacher Candidate demonstrates professionalism

Outcome
(Please use a ✓ to indicate level of performance.)

<table>
<thead>
<tr>
<th>Punctuality</th>
<th>F</th>
<th>A</th>
<th>M</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does not exceed three unexcused absences, per university catalog 2009-2010</td>
<td></td>
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</tr>
<tr>
<td>• In class at or before specified time, per Registrar</td>
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<tr>
<td>• Attends class, field experiences, meetings</td>
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<tr>
<td>• Appropriate dress and grooming</td>
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<tr>
<td>• Completes assignments on or before due date</td>
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<tr>
<td>• Emotional Management</td>
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<tr>
<td>o Handles feeling appropriately</td>
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<td>o Reacts reasonably to situations</td>
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<tr>
<td>o Finds a healthy balance between emotions</td>
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<td>• Demonstrates the appropriate use of personal technology during class</td>
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<tr>
<td>• Follows established protocol and procedures</td>
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<tr>
<td>• Follows established procedures and policies</td>
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Criteria for rating

<table>
<thead>
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<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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<tr>
<td>The candidate <strong>consistently and thoroughly</strong> demonstrates indicators of performance.</td>
<td>(90–100 %)</td>
<td>The candidate <strong>usually and extensively</strong> demonstrates indicators of performance.</td>
<td>(89-80%)</td>
<td>The candidate <strong>sometimes and adequately</strong> demonstrates indicators of performance.</td>
</tr>
<tr>
<td>Effective Communication: The Teacher Candidate demonstrates effective communication skills</td>
<td></td>
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</tr>
<tr>
<td>(Please use a ✓ to indicate level of performance.)</td>
<td></td>
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</tbody>
</table>
- Uses standard English language in various settings
- Uses appropriate tone of voice for the setting
- Clearly articulates concepts (avoids words such as you know, um, uh-uh, and okay)
- Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity)
- Avoids confrontational behavior
### Criteria for rating

<table>
<thead>
<tr>
<th></th>
<th>Favorable</th>
<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.

### 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)

### Ethical Behavior: The Teacher Candidate demonstrates ethical behavior

### Outcome

<table>
<thead>
<tr>
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<th>F (4)</th>
<th>A (3)</th>
<th>M (2)</th>
<th>U (1)</th>
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<tr>
<td>Considers opinions of others with an open mind (respects diversity)</td>
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<td>Listens to others in a variety of settings</td>
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<td>✓</td>
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<tr>
<td>Provides equitable learning opportunities for all</td>
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<td></td>
<td>✓</td>
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<tr>
<td>Considers background interests and attitudes</td>
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<td></td>
<td>✓</td>
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<tr>
<td>Reacts reasonably to situations (avoids verbal confrontational behavior)</td>
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</tbody>
</table>
(Please use a ☑ to indicate level of performance.)

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<td>4</td>
<td>3</td>
<td>2</td>
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<tr>
<td>The candidate</td>
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<td>The candidate</td>
<td>The candidate</td>
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<td>consistently and</td>
<td>usually and</td>
<td>sometimes and</td>
<td>rarely or never</td>
<td>rarely or never</td>
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<tr>
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<tr>
<td></td>
<td></td>
<td></td>
<td>performance.</td>
<td>performance.</td>
</tr>
</tbody>
</table>

Reflective Behavior: The Teacher Candidate demonstrates reflective behavior

(Please use a ☑ to indicate level of performance.)

- Accepts feedback and suggestions, and incorporates in subsequent practice in various settings
- Demonstrates accurate self-analysis regarding ones strengths and weaknesses