**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EDE 3940</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>Formal Admission to the Teacher Education Program</td>
</tr>
<tr>
<td>Co-Requisites:</td>
<td>LAE 3314</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3</td>
</tr>
<tr>
<td>College:</td>
<td>Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Field/Clinical II: Theory and Practice in the Elementary School</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Dr. Gail Bauman</td>
</tr>
<tr>
<td>Term and Year:</td>
<td>Fall &amp; Spring</td>
</tr>
<tr>
<td>Place and Time:</td>
<td>Tuesday/Thursday 9:30-10:45</td>
</tr>
<tr>
<td>Office Location:</td>
<td>307A Gore Education Center</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(850) 599-3750</td>
</tr>
<tr>
<td>e-mail:</td>
<td><a href="mailto:gail.bauman@famu.edu">gail.bauman@famu.edu</a></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Office Hours</th>
<th>Monday 10:45-12:30</th>
<th>Tuesday 1:45- 3:30</th>
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<tbody>
<tr>
<td>By Appointment</td>
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<td>Wednesday 10:45-12:30</td>
<td>1:45- 3:30</td>
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<tr>
<td>By Appointment</td>
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<tr>
<td>Thursday 10:45-12:30</td>
<td>1:45- 3:30</td>
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<tr>
<td>By Appointment</td>
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<tr>
<td>Friday 10:45-12:30</td>
<td>1:45- 3:30</td>
<td></td>
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<tr>
<td>By Appointment</td>
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<td>Saturday</td>
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**Course Description:**

The purpose of this course is to help preservice teachers to identify sound educational practices, to make systematic, logical and humane decisions, to develop skills in the use of instructional strategies and to give students the opportunity to put theory into practice demonstrating the generic teaching competencies correlated to the Florida Department of Education’s Educational Standards Commission Twelve Accomplished Practices and selected ESOL standards. This course also prepares preservice teachers to teach to those students who are gifted, academically challenged, experiencing language difficulties and/or deprived socially and/or culturally.
Course Purpose

This is the second of a graduated series of field-based experiences. The purpose of this course is to help PreService Teachers to identify sound educational practices; make systematic, logical and humane instructional decisions; develop skills in the use of educational strategies and the opportunity to put theory into practice by demonstrating the generic teaching competencies correlated to the Florida Accomplished Practices and selected ESOL standards.

Because EDE 3940 is a field-based practicum course the Pre-Service Teacher will spend a large portion of class time in the elementary schools working directly with students and teachers. The Pre-Service Teachers enrolled in this class will spend a minimum of 4 hours/week for a minimum of 8 weeks out in the field (see calendar for exact schedule). It is the Pre-Service Teachers professional obligation to fulfill this requirement. You must notify the teacher/school in the event of any absences from your field placement. Absences must be made up prior to the end of field placement.

THE CONCEPTUAL FRAMEWORK

The Conceptual Framework (CF) 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.

Attachments

- [Conceptual_Framework_OutcomesFINAL103007.doc](#)
DIVERSITY

- CF 1
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 1.1 (K)</th>
<th>Understand diverse backgrounds of individuals.</th>
<th>F: 5, 6, 7</th>
<th>I: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>F: 5, 7</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>F: 5, 6</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>F: 5, 7, 9, 10</td>
<td>I: 5</td>
</tr>
</tbody>
</table>

TECHNOLOGY

• CF 2
• Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 2.3 (K)</th>
<th>Know fundamental concepts in technology.</th>
<th>F: 12</th>
<th>I: 1, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.4 (K)</td>
<td>Understand fundamental concepts in technology.</td>
<td>F: 2, 12</td>
<td>I: 6</td>
</tr>
</tbody>
</table>

VALUES

• CF 3
• Through this focal area, the FAMU professional education candidate will:

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2, 5 |
CRITICAL THINKING

**CF4**

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

<table>
<thead>
<tr>
<th>CF:</th>
<th>Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.</th>
<th>F: 4,7</th>
<th>I: 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 (K)</td>
<td>Value critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1,4</td>
</tr>
<tr>
<td>4.3 (D)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

PROFESSIONALISM

- **CF 5**

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

<table>
<thead>
<tr>
<th>CF:</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 (K)</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>CF: 5.2 (S)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F:3,7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.3 (D)</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>CF: 5.4 (K,S)</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>
<tr>
<td>CF: 5.5 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I:5,9</td>
</tr>
</tbody>
</table>

**URBAN/RURAL EDUCATION**

**CF6**

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

| CF: 6.1 (S) | Be able to work in school settings with varied levels of human and material resources. | F: 9,10,11 | I: 10 |
| CF: 6.2 (S,D) | Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide. | F: 11 | I: 3 |
| CF: 6.3 (K) | Understand the conditions of both rural and urban students and families. | F: 5, 11 | I: 2,3 |
ACADEMIC LEARNING COMPACT

Within this framework, outcomes are grounded in the Florida Educator Accomplished Practices.

Subject Matter: Graduates will have a basic understanding of the subjects they teach and how a subject is linked to other disciplines and content can be applied to real world integrated settings.

Communication: Graduates will acquire and use effective communication techniques with students and all other stakeholders.

Critical Thinking: Graduates will acquire and use appropriate techniques and strategies, which promote and enhance critical, creative and evaluative thinking capabilities of students.

Diversity: Graduates will use teaching and learning strategies that reflect each student’s culture, language differences, learning styles, special needs and socio-economic background.

Role of the Teacher: Graduates will work with various educational professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Technology: Graduates will use effective technological techniques to access electronic resources and support student learning and instructional management.

Learning Environments (Urban/Rural): Graduates will use techniques and strategies to set up effective learning environments to meet the needs of all students and work in challenging settings with varies levels of resources.

Ethics: Graduates will demonstrate the ability to work with colleagues in a professional manner, show respect for students, families and other stakeholders in an ethical and moral fashion.

Overall Goals of the Course

The goals of this course are for Preservice Teachers to gain an understanding of theory and practice of teaching by developing content knowledge, understanding the many roles of a teacher, developing critical thinking skills, an understanding of the diversity of student’s learning, planning appropriate lessons, using technology in the teaching & learning process and developing effective oral and written communication skills.
Specific Behavioral Objectives

1. Demonstrate Skills in the use of Instructional Strategies
2. Put Educational Theory into Practice in an elementary classroom
3. Demonstrate the Generic Teaching Competencies correlated to the Florida Educator Accomplished Practices and selected ESOL standards.
4. Demonstrate commitment and professionalism
5. Demonstrate an understanding of learning differences
6. Demonstrate knowledge of how to structure the Learning Environment
7. Begin development of the Preservice Teacher’s Graduation Portfolio
8. Recognize and demonstrate knowledge of diversity including language differences
9. Model appropriate professional behavior
10. Demonstrate ability to develop lesson plans
11. Plan and Develop integrated units of instruction
12. Begin development of Preservice Teachers Livetext Graduation Portfolio
13. Demonstrate the ability to reflect on teaching
<table>
<thead>
<tr>
<th>Assignments</th>
<th>FTCE Professional Competencies</th>
<th>Behavioral Objectives</th>
<th>INTASC</th>
<th>ACEI</th>
<th>FEAPs</th>
<th>CONCEPTUAL FRAMEWORK</th>
</tr>
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<tbody>
<tr>
<td>Electronic Portfolio</td>
<td>12.1</td>
<td>BO 3; BO 4; BO 12; BO13</td>
<td>I: 1, 6, 7</td>
<td>2.a; 3.a; 3.e; 3.e; 4</td>
<td>12.2</td>
<td>CF: 5.6</td>
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<td></td>
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<td>CF: 2.1; 2.2; 2.3</td>
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<td>Communications Folio including:</td>
<td>2.2; 12.1; 9.1; 9.2</td>
<td>BO 4; BO 6; BO 6</td>
<td>I: 6</td>
<td>2.b; 3.e</td>
<td>2.1; 11.1; 11.2</td>
<td>CF: 5.6</td>
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<td>Classroom Diagram</td>
<td>9.1</td>
<td>BO 6</td>
<td>I: 5</td>
<td>2.b; 3.e</td>
<td>9.1; 9.2</td>
<td>CF: 1.5</td>
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<tr>
<td></td>
<td>9.2</td>
<td>BO 6</td>
<td>I: 3, 5, 9, 10</td>
<td>2.b; 3.e</td>
<td>6.1</td>
<td>CF: 3.5</td>
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<td>Classroom Rules</td>
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<td>CF: 3.3; 3.4</td>
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<td>Field/Clinical Experience &amp; Field/Clinical Journal</td>
<td>9.1; 9.3; 6.1</td>
<td>BO 2; BO 3; BO 7; BO13 BO 12</td>
<td>I: 4, 6</td>
<td>5.d</td>
<td>3.1</td>
<td>CF: 4.5</td>
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<td>CF: 5.6</td>
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<td>Lesson Plan</td>
<td>4.1; 5.1; 5.2; 10.1; 10.2; 10.3; 14.1</td>
<td>BO 1; BO 9; BO 10; BO 10</td>
<td>1, 2, 3, 5, 6</td>
<td>2.a; 2.i; 3.a; 3.b; 3.c; 3.e</td>
<td>4.1; 4.2</td>
<td>CF: 1.1; 1.2; 1.3</td>
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<td>CF: 5.2; 5.4; 5.5</td>
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<td>CF: 1.2; 1.3</td>
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<td>Action Research: Multiple Intelligences Report</td>
<td>2.2; 5.1; 5.2; 6.1; 7. BO 5; BO 7</td>
<td>BO 10</td>
<td>I: 3, 8</td>
<td>2.a; 4</td>
<td>5.1; 5.2</td>
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<td>Exams</td>
<td>9.1; 9.3; 10.1; 10.2; 10.3</td>
<td>BO 3</td>
<td>I: 1</td>
<td>1; 3.a; 4</td>
<td>8.1; 8.2</td>
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<td>CF: 5.1</td>
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</tbody>
</table>
Standards

INTASC.1
STANDARD: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

INTASC.1.A
K: The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

INTASC.1.C
K: The teacher can relate his/her disciplinary knowledge to other subject areas.

INTASC.1.D
D: The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

INTASC.1.F
D: The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

INTASC.1.M
P: The teacher can create interdisciplinary learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas.

INTASC.2.G
P: The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

INTASC.3.C
K: The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

INTASC.3.D
K: The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

INTASC.3.F
D: The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

INTASC.3.G
D: The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of 'individually configured excellence.'

INTASC.3.H
D: The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

INTASC.3.L
P: The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

INTASC.3.Q
P: The teacher creates a learning community in which individual differences are respected.

INTASC.4.A
K: The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

INTASC.4.B
K: The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

INTASC.4.C
K: The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audiovisual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

INTASC.4.D
D: The teacher values the development of students' critical thinking, independent problem solving, and performance capabilities.

INTASC.4.G
P: The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.

INTASC.5.D
K: The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

INTASC.5.F
D: The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.

INTASC.5.K
P: The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

INTASC.5.M
P: The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

INTASC.5.P
P: The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

INTASC.6
STANDARD: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

INTASC.6.C
K: The teacher recognizes the importance of nonverbal as well as verbal communication.

INTASC.6.D
K: The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

INTASC.6.G
D: The teacher is a thoughtful and responsive listener.

INTASC.6.I
P: The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

INTASC.7
STANDARD: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

INTASC.7.A
K: The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

INTASC.7.D
D: The teacher values both long term and short term planning.

INTASC.7.F
D: The teacher values planning as a collegial activity.

INTASC.7.H
P: The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

INTASC.7.I
P: The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

INTASC.8.B
K: The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.
Association for Childhood Education International (ACEI)

ACEI.1
Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

ACEI.2
CURRICULUM
ACEI.2.a
...Central concepts, tools of inquiry, and structures of content--Candidates know, understand, and use the central concepts, tools of inquiry, and structures of content for students across the K-6 grades and can create meaningful learning experiences that develop students' competence in subject matter and skills for various developmental levels

ACEI.2.i
...Connections across the curriculum--Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.

ACEI.3
INSTRUCTION
ACEI.3.a
...Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community

ACEI.3.b
...Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

ACEI.3.c
...Development of critical thinking, problem solving, performance skills--Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills

ACEI.3.e
...Communication to foster collaboration--Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

ACEI.4
ASSESSMENT for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
Collaboration with colleagues and the community-Candidates foster relationships with school colleagues and agencies in the larger community to support students' learning and well-being.

Florida Teacher Certification Examination (FTCE) Professional Competencies and Skills

FL-FTCOMP.00.2
STANDARD: Knowledge of effective communication with students, parents, faculty, other professionals, and the public, including those whose home language is not English (Communications)
FL-FTCOMP.00.2.1
> Identify appropriate techniques for leading class discussions (e.g., listening, identifying relevant information, probing, drawing inferences, summarizing student comments, and redirecting).
FL-FTCOMP.00.2.3
> Identify nonverbal communication strategies that promote student action and performance.
FL-FTCOMP.00.2.4
> Choose effective communication techniques for conveying high expectations for student learning.
FL-FTCOMP.00.4
STANDARD: Knowledge of strategies, materials, and technologies that will promote and enhance critical and creative thinking skills (Critical Thinking)
FL-FTCOMP.00.4.1
> Identify a variety of instructional strategies, materials, and technologies that foster critical thinking.
FL-FTCOMP.00.4.2
> Identify a variety of instructional strategies, materials, and technologies that foster creative thinking.
FL-FTCOMP.00.5.1
> Identify instructional and interpersonal skills and classroom practices that encourage innovation and create a positive learning climate for all students.
FL-FTCOMP.00.5.2
> Select materials and strategies that encourage learning about diverse cultural groups.
FL-FTCOMP.00.6
STANDARD: Knowledge of the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida (Ethics)
FL-FTCOMP.00.6.1
> Apply the Code of Ethics and Principles of Professional Conduct to realistic professional and personal situations.
FL-FTCOMP.00.7.3
> Identify activities to accommodate different learning needs, developmental levels, and experiential backgrounds.

FL-FTCOMP.00.7.4

> Apply knowledge of learning theories to classroom practices.

FL-FTCOMP.00.8.3

> Identify strategies that encourage multidisciplinary studies.

FL-FTCOMP.00.9

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

FL-FTCOMP.00.9.1

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

FL-FTCOMP.00.9.2

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

FL-FTCOMP.00.9.3

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

FL-FTCOMP.00.10

STANDARD: 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)

FL-FTCOMP.00.10.1

> Determine instructional long-term goals and short-term objectives appropriate to student needs.

FL-FTCOMP.00.10.2

> Identify activities that support the knowledge, skills, and attitudes to be learned in a given subject area.

FL-FTCOMP.00.10.3

> Identify materials based on instructional objectives and student learning needs and performance levels.

FL-FTCOMP.00.11

STANDARD: 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)

FL-FTCOMP.00.11.5

> Identify the role of teachers on collaborative teams (e.g., IEP, 504, AIP, and child study).

FL-FTCOMP.00.14

STANDARD: Knowledge of specific approaches, methods, and strategies appropriate for students with limited English proficiency (ESOL)

FL-FTCOMP.00.14.1

> Identify characteristics of first and second language acquisition.

FL-FTCOMP.00.14.2
> Identify ESOL approaches, methods, and strategies (e.g., materials adaptation, alternative assessment, and strategy documentation) appropriate for instruction.

FL-FTCOMP.00.14.3
> Identify and apply cognitive approaches, multisensory ESOL strategies, and instructional practices that build upon students’ abilities and promote self-worth.

**FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAP’s)**

**Accomplished Practice # 2 - Communication**
The pre-professional teacher recognizes the need for effective communication in the classroom and is in the processes of acquiring techniques which she/he will use in the classroom.

**Accomplished Practice # 3 - Continuous Improvement**
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, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

**Accomplished Practice # 4 - Critical Thinking**
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.

**Accomplished Practice # 6 - Ethics**
Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

**Accomplished Practice # 8 - Knowledge of 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.

**Accomplished Practice # 9 - Learning Environments**
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 provide opportunities for student input into the processes. The teacher
understands that she/he will need a variety of techniques and work to increase her/his knowledge and skills.

**Accomplished Practice # 10 - Planning**
Recognizing 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 from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes 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.

**Accomplished Practice # 11 - Role of the Teacher**
The pre-professional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

**Accomplished Practice # 12 - Technology**
The pre-professional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

**FAMU PEU Conceptual Framework (CF)**

- **FL-FAMU-CF.1.1** Understand diverse backgrounds of individuals.
- **FL-FAMU-CF.1.3** Accept and foster diversity.
- **FL-FAMU-CF.1.5** Establish a comfortable environment in which all students can learn.
- **FL-FAMU-CF.2.3** Know fundamental concepts in technology.
- **FL-FAMU-CF.2.4** Understand fundamental concepts in technology.
- **FL-FAMU-CF.3.1** Work with colleagues in a professional manner.
- **FL-FAMU-CF.3.2** Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.
- **FL-FAMU-CF.3.3** Show respect for varied (groups) talents and perspectives.
- **FL-FAMU-CF.4.1** Understand a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.
FL-FAMU-CF.4.3
Value critical thinking and self-directed learning as habits of mind.

FL-FAMU-CF.4.5
Demonstrate the use of higher order thinking skills.

FL-FAMU-CF.5.1
Know the content

FL-FAMU-CF.5.2
Use the appropriate pedagogy to provide all students with the opportunity to learn.

FL-FAMU-CF.5.3
Demonstrate commitment to professional growth & development.

FL-FAMU-CF.5.4
Use major concepts, principles, theories & research related to the development of children and adults.

FL-FAMU-CF.5.5
Construct learning opportunities that support student development & acquisition of knowledge & motivation.

FL-FAMU-CF.5.6
Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom.

FL-FAMU-CF.5.7
Display appropriate code of conduct including dress, language, and respective behavior.

FL-FAMU-CF.6.1
Be able to work in school settings with varied levels of human and material resources.

FL-FAMU-CF.6.2
Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.

FL-FAMU-CF.6.3
Understand the conditions of both rural and urban students and families.
Topical Outline

TOPICS COVERED

I. Educational Philosophy
II. Florida Educator Accomplished Practices
III. Classroom Arrangement
IV. Keys to Good Room Arrangement
V. The Role of the Teacher
VI. The Learning Environment
VII. School/Class Rules
VIII. Communication: In and Out of the Classroom
IX. Classroom Procedures
X. Management of Student Work
XI. Planning: Long & Short Range Goals & Objectives
XII. Lesson Planning
XIII. Multiple Intelligences
XIV. Professionalism & Field Clinical Work
XV. The Importance of Reflection
XVI. Professionalism & the Electronic Portfolio
Teaching Methods

The following instructional strategies will be used to teach this course:

Instructor Modeling of Professionalism and Effective Teaching Behaviors

Pairs and partnerships for completing assignments

Field experience practicum

Use of cooperative learning strategies for in-class activities

Teacher demonstration and lecture

Question and answer techniques used to develop critical thinking and test content knowledge

Practical, hands-on experiences working in an elementary school

Opportunities for independent and group practice of skills

Opportunities to develop skills as a reflective practitioner

Action Research Project
## Methods of Evaluation

<table>
<thead>
<tr>
<th>Standards</th>
<th>Name of the Artifact 1</th>
<th>Name of the Artifact 2</th>
<th>Name of the Artifact 3</th>
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<td>Parent Letter</td>
<td>Educational Philosophy Statement</td>
<td>Newsletter</td>
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## COURSE EVALUATION

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<th>Assignments</th>
<th>Points</th>
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<tr>
<td>Communication Folio</td>
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<tr>
<td>Action Research Project</td>
<td>50</td>
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<tr>
<td>Unit Plan/Lesson Plan</td>
<td>100</td>
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<tr>
<td>5 Livetext Artifacts w/ Reflections</td>
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<tr>
<td>Journal of F/C Activities</td>
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<td>Midterm Exam</td>
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<td><strong>Total Possible Points</strong></td>
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**Grading Scale**

- 600 - 540 = A
- 539 - 480 = B
- 479 - 420 = C
- 419 - 360 = D
- Below 360 = F
POLICY STATEMENTS

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.

Dispositions Statement: 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.)

TENTATIVE CALENDAR

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Aug. 25</td>
<td>Syllabus</td>
<td>JEK Ch. 1</td>
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<td>Course Overview</td>
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<td>Classroom Arrangement</td>
<td>Evertson Ch. 1-4</td>
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<td>Sept. 1</td>
<td>School/Class Rules</td>
<td>JEK Ch. 9-10</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<td>Sept. 3</td>
<td>Lesson Planning, Goals &amp; Objectives</td>
<td>Evertson Ch. 2-3</td>
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<td>Sept. 8</td>
<td>Multiple Intelligences, Lesson Planning Continued</td>
<td>JEk Ch. 4-5</td>
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<td>Sept. 10</td>
<td>Unit Planning</td>
<td><em>Communications Folio Due</em></td>
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<td>Oct. 8</td>
<td>FIELD/CLINICAL</td>
<td><em>Portfolio Artifacts Due</em></td>
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<td>Oct. 13</td>
<td>Debriefing, Review for Midterm</td>
<td><em>You should be finished reading all assigned chapters in textbooks by this date!</em></td>
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<td>Oct. 15</td>
<td>MIDTERM EXAM</td>
<td>Evertson Chapters 1-4, JEk Chapters 1-5; 9-10</td>
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<tr>
<td>Nov. 3</td>
<td>FIELD/CLINICAL</td>
<td><em>Action Research Report Due</em></td>
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Nov. 5          FIELD/CLINICAL
Nov. 10         FIELD/CLINICAL                  Evertson Ch. 5
Nov. 12         FIELD/CLINICAL                  Evertson Ch. 6
Nov. 17         Reflections                   *Field/Clinical Journals Due*
Nov. 19         Assessment                     JEK Ch. 11
                           Evertson Ch. 7
Nov. 24         Unit Planning                   Evertson Ch. 8
Nov. 26         HOLIDAY – NO CLASS
Dec. 1          Classroom Management               *Unit Plans/Lesson Plans Due*
Dec. 3          Classroom Management                  Evertson Ch. 9-10
Dec. 7 - 11     FINAL EXAM                      JEK Chapters 6,7,8,11
                           Evertson Chapters 5-10

JEK = Jacobsen, Eggen & Kauchak – Methods for Teaching
Evertson = Evertson, Emmer & Worsham – Classroom Management for Elementary Teachers

Resources


**Electronic Resources**

National Education Association (NEA) "What's New" (http://nea.iis.het:80/whatsnew/)
The University of Waterloo (http://watarts.uwaterloo.ca:80/PHIL/cphelle/sites.html)
Association for Supervision and Curriculum Development (http://www/ascd.org)
National Council for Teacher’s of English (http://www/ncte.org)
National Council for Teacher’s of Mathematics (http://www/nctm.org)