COURSE FOUNDATION
In response to Florida’s demand for accountability from their public schools, the 1997 State Legislature created the Florida System of School Improvement and Accountability, which is designed to improve candidate performance. The Elementary Education Department, in response to this initiative, strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving candidate performance and who will assist candidates in meeting the Florida Sunshine State Standards. The Elementary Education Department endeavors to provide a quality program through the implementation of an integrated curriculum based on the guidelines and competencies aligned with the Florida Sunshine State Standards, Florida Accomplished Practices, Florida Adopted Subject Area Competencies, Association for Childhood Education International, National Association for the Education of Young Children, and those of other learned organizations.

The conceptual framework which guides the work in the Elementary Education Department and the Prekindergarten/Primary Program is heavily tied to the integrative education principles and thinking which result in the development of the “Exemplary Professional.” The conceptual framework is grounded in a combination of theories by philosophers such as Dewey, social scientists such as Erikson and Dubois, practitioners such as Bethune, and developmental constructivist theorists such as Piaget and Vygotsky.
FIGURE 1

FAMU College of Education’s Conceptual Framework
The Conceptual Framework in the Professional Education Unit at Florida A&M University’s College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of many activities and themes with the mission of developing high quality classroom teachers, administrators, and support personnel. The term “exemplary” refers to the kind of graduates the unit strives to produce. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework. Through the candidate’s general studies work and other early activities, research and practices of faculty that is integrated within course content and instruction, coursework within the education major and specialty areas, field clinical experiences, and internships the candidate evolves into the “Exemplary Professional.”

The Preschool and Prekindergarten/Primary Education Program works within this Conceptual Framework to prepare the pre-professional to work effectively with young children within the context of their family, culture, and community. It assists the candidate in understanding and respecting the unique differences of individuals, particularly in regard to their cognitive, emotional, social, motor, and language skill development. Coursework, direct experience, practice, and external research enables candidates to examine current best practices in educating and facilitating the development of children. The emphasis of the Program is on developmental appropriateness through the utilization of a variety of curricula and activities.

The practical application of this information is also prioritized to facilitate a more thorough knowledge and skill in working in the real world. Candidates are provided with the education standards and competencies required for young children by the Florida Department of Education and school districts throughout the state.

**COURSE DESCRIPTION/ GOAL**

This course will focus on the teacher’s role in education and is designed to assist pre-service teachers in identifying sound educational practices, making systematic, logical and ethical decisions; developing effective instructional strategies and providing the pre-service teacher with the opportunity to put theory into practice. Students will acquire knowledge that will enable them to identify effective teaching behaviors. It also includes critical theoretical frameworks, effective curricular/school safety programs, key classroom management techniques, professional ethics, legal considerations, and communication skills as prescribed by the Florida Educator Accomplished Practices (FEAPs).

**COURSE OBJECTIVES**

Candidates will:

1. understand the importance of the legal aspects within educational settings.
2. pre-assess their own strengths and weaknesses in their future role as a high quality teacher.
3. be familiar with effective behavior management strategies.
4. identify and practice ethical professional behavior.
5. observe and participate in the complex role of the teacher in a realistic classroom (field experience) setting.
6. assume any measure of responsibility for individual candidates, small groups, or the whole class.
7. assess one’s own performance in field experience.
8. observe and assist with routine duties in classrooms settings.
9. collaborate with the directing teacher, who provides direction for the final stages of professional preparation.
10. have acquired (by the end of the course as a collection throughout their course of study) a total of twenty-four artifacts for inclusion in the Professional Teaching Portfolio.

COURSE DESCRIPTION
The course will provide candidates with the information in regard to professionalism, ethics, classroom and behavior management, the legal aspects of education, school and classroom safety, and self assessment to strengthen the career path and role of the teacher in terms of continuous improvement and professional development. Candidates will be exposed to real examples of academic issues of candidates. In this course, candidates will be exposed to and be expected to follow the Florida and national professional standards that can be used to support effective and purposeful instruction within an educational setting.

This course includes the third field experience, where candidates will work directly with candidates in activities that focus on planning and facilitating instruction and assessing effectiveness of lessons taught. They are to incorporate course content, national and state Professional Ethics, and the Florida Accomplished Practices for Educators within field experience. They also are expected to collaborate with the classroom supervising teacher to plan and self assess their work with candidates.

PROFESSIONAL COMPETENCIES
FAMU Conceptual Framework

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

<table>
<thead>
<tr>
<th>CF:</th>
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<tbody>
<tr>
<td>1.1 (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
</tr>
<tr>
<td>1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
</tr>
<tr>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
</tr>
<tr>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
</tr>
<tr>
<td>1.5 (K, S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
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</table>

TECHNOLOGY
CF: 2.1 (S) Use of available technology and software to support student learning.

VALUES
CF: 3.1 (S) Work with colleagues in a professional manner.
CF: Interact with students, families and other stakeholders in a manner that
3.2 (S) reflects ethical and moral standards.

CF: 3.3 (S,D) Show respect for varied (groups) talents and perspectives.

CF: 3.4(D) Be committed to individual excellence.

**CRITICAL THINKING**

**CF4** 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. |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. |
| CF: 4.3 (D) | Value critical thinking and self-directed learning as habits of mind. |
| CF: 4.4 (K) | Acquire performance assessment techniques and strategies that measure higher order thinking skills of student. |
| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. |

**PROFESSIONALISM**

**CF5** Through this focal area, the FAMU professional education candidate will:

| CF: 5.1 (K) | Know the content |
| CF: 5.2 (S) | Use the appropriate pedagogy to provide all students with the opportunity to learn. |
| CF: 5.3 (D) | Demonstrate commitment to professional growth & development. |
| CF: 5.4 (K,S) | Use major concepts, principles, theories & research related to the development of children and adults. |
| CF: 5.5 (S) | Construct learning opportunities that support student development & acquisition of knowledge & motivation. |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. |
| CF: 5.8 (K,S) | Know and use student personnel services |

**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. |
| 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. |

**Florida Accomplished Practices**

2. **Communication**
   a. Establishes positive interaction in the learning environment to promote excellence that uses incentives and consequences for students.
   b. Establishes positive interactions between teacher and student in all areas.
c. Communicates procedures/behaviors effectively, in both verbal and nonverbal styles, with all students, including those with handicapping conditions and those of varying cultural and linguistic backgrounds.

d. Communicates with and challenges all students in a positive and supportive manner.

e. Communicates to all students high expectations for learning.

f. Maintains standards of mutually respectful interaction during individual work, cooperative learning, and whole group activities.

g. Provides opportunities for students to learn from each other.

i. Provides opportunities for students to receive constructive feedback on individual work and behavior.

3. Continuous Improvement

a. Identifies principles and strategies for affecting changes occurring in her/his classroom and school.

c. Uses data from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.

d. Participates in the design of a personal professional development plan to guide her/his own improvement.

4. Critical Thinking

b. Chooses varied teaching strategies, materials, and technologies to expand students’ thinking abilities.

c. Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.

i. Uses technology and other appropriate tools to extend the learning environment for students.

5. Diversity

a. Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

b. Fosters a learning environment in which all students are treated equitably.

c. Recognizes the cultural, linguistic and experiential diversity of students.

d. Recognizes students’ learning styles and cultural and linguistic diversity and provides for a range of activities.

e. Uses appropriate teaching techniques and strategies to effectively instruct all students.

f. Uses appropriate materials, technology, and resources to assist all students to learn.

g. Uses appropriate school, family, and community resources to help meet all students’ learning needs.
h. Helps students develop shared values and expectations that create a climate of openness, mutual respect, support, and inquiry.

i. Selects and uses appropriate materials and resources that reflect multicultural contributors.

j. Recognizes the importance of family and family structure to the individual learner and uses knowledge of the student’s family situation to support individual learning.

k. Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.

6. **Ethics**
   
a. Makes reasonable effort to protect students from conditions harmful to learning and/or to the student’s mental and/or physical health and/or safety.

b. Does not unreasonably restrain a student from pursuit of learning.

c. Does not unreasonably deny a student access to diverse points of view.

d. Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

e. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

f. Does not use institutional privileges for personal gain or advantage.

g. Maintains honesty in all professional dealings.

7. **Human Development**

f. Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.

8. **Knowledge of Subject Matter**

a. Communicates accurate knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner.

b. Demonstrates a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.

c. Uses the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.

d. Maintains currency in regard to changes in the subject field.

9. **Learning Environments**

a. Practices a variety of techniques for establishing smooth and efficient routines.

b. Applies the established rules and standards for behaviors consistently and equitably.

c. Involves students in the management of learning environments including establishing rules and standards for behavior.
d. Recognizes cognitive, linguistic, and affective needs of individual students and arranges learning environments and activities to meet these needs.

e. Uses techniques to align student needs, instructional settings, and activities.

f. Provides opportunities for students to be accountable for their own behavior.

h. Provides a safe place to take risks.

i. Guards the use of time.

m. Uses learning time effectively takes effective and efficient use of time required in the learning environment for administrative and organizational activities.

n. Provides clear directions for instructional activities and routines.

l. Maintains academic focus of students by use of varied motivational devices.

10. Planning

f. Plans activities that utilize a variety of support and enrichment activities and materials.

g. Assists students in developing skills in accessing and interpreting information from multiple sources (e.g., library media center use and/or multiple electronic sources).

j. Plans activities that engage students in learning activities and employs strategies to re-engage students who are off task.

k. Provides for instructional flexibility by adapting plans while a lesson is in progress to address unexpected problems or to benefit from unexpected opportunities.

n. Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.

11. Role of the Teacher

f. Can describe overt signs of child abuse and severe emotional distress and knows to whom such observations should be reported.

g. Can describe overt signs of alcohol and drug abuse and knows to whom such observations should be reported.

k. Develops short and long-term personal and professional goals relating to the roles of a teacher.

12 Technology

j. Uses digital information obtained through intranets and/or the Internet (e.g., e-mail and research).

INTASC

Standard 1: Subject Matter

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.

1.10 Knowledge

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

1.20 Dispositions
1.21 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.

1.22 The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the knower.

1.23 The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

1.30 Performances

1.31 The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

1.32 The teacher can represent and use differing viewpoints, theories, "ways of knowing" and methods of inquiry in his/her teaching of subject matter concepts.

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

Standard 2: Student Learning
The teacher understands how children and youth learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

2.10 Knowledge

2.11 The teacher understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.

2.12 The teacher understands that student's physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.

2.13 The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

2.20 Dispositions

2.21 The teacher appreciates individual variation within each area of developments, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

2.22 The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

2.30 Performances

2.31 The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

2.33 The teacher accesses student's thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

Standard 3: Diverse Learners
The teacher understands how students differ in their approaches to learning and creates instructional
opportunities that are adapted to learners from diverse cultural backgrounds and with exceptionalities.

3.10 Knowledge

3.11 The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use student’s strengths as the basis for growth.

3.20 Dispositions

3.21 The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

3.22 The teacher appreciates and values human diversity, shows respect for student's varied talents and perspectives, and is committed to the pursuit of “individually configured excellence.”

3.23 The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interest.

3.25 The teacher makes students feel valued for the potential as people, and helps them learn to value each other.

3.30 Performance Indicators

3.31 The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

3.32 The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

3.37 The teacher creates a learning community in which individual differences are respected.

Standard 4: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

4.10 Knowledge

4.11 The teacher understand 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.

4.12 The teacher understands the 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).

4.13 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, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

4.20 Dispositions

4.21 The teacher values the development of students’ critical thinking, independent problem solving, and performance capabilities.
4.23 The teacher values the use of educational technology in the teaching and learning process.

4.30 Performances

4.31 The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).

4.32 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 that help students assume responsibility for identifying and using learning resources.

Standard 5: Learning Environment
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

5.10 Knowledge

5.11 The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

5.13 The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

5.14 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.

5.15 The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

5.20 Dispositions

5.21 The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

5.25 The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

5.30 Performances

5.31 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.

5.32 The teacher engages students in individual and group learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

5.33 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.
Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

6.10 Knowledge

6.11 The teacher understands communication theory, language development, and the role of language in learning.

6.12 The teacher understands how cultural and gender differences can affect communication in the classroom.

6.13 The teacher recognizes the importance of nonverbal as well as verbal communication.

6.14 The teacher knows about and can use effective verbal, nonverbal, and media communication techniques.

6.20 Dispositions

6.21 The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

6.22 The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

6.23 The teacher is a thoughtful and responsive listener.

6.24 The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

6.30 Performance

6.31 The teacher models effective communications 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).

6.33 The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping stimulate students to question.

6.34 The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

6.35 The teacher knows how to use a variety of media communication tools, including audio-visual aids and computers, including educational technology, to enrich learning opportunities.

Standard 7: Planning Instruction
The teacher plans and manages instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

7.10 Knowledge
7.11 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.

7.12 The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

7.30 Performance

7.31 As an individual and a member of a team, the teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

7.32 The teacher plans for learning opportunities that recognize and address variation in learning styles and performance modes.

7.33 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.

Standard 8: Assessment
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

8.10 Knowledge

8.11 The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences and technology will support their further growth and development.

Standard 9: Reflection and Professional Development
The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

9.10 Knowledge

9.12 The teacher understands methods of inquiry that provide him/her with a variety of self-assessment and problem solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

9.13 The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

9.20 Dispositions
9.21 The teacher values critical thinking and self-directed learning as habits of mind.

9.22 The teacher is committed to reflection, assessment, and learning as an ongoing process.

9.30 Performance

9.31 The teacher uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on,
and revising practice.

**Standard 10: Collaboration, Ethics, and Relationships**
*The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students’ learning and well-being.*

10.10 Knowledge
10.11 The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within s/he works.

10.12 The teacher understands how factors in the students’ environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students’ life and learning.

**Additional Elements**
Ethics  
School Law  
School Safety  
Classroom Management  

**ESOL**

3.2 **Standards-Based ESL and Content Instruction:** Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating ELLs’ English listening, speaking, reading, and writing skills. The teacher will support ELLs’ access to the core curriculum by teaching language through academic content.

3.3 **Effective Use of Resources and Technologies:** Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

4.1 **Planning for Standards-Based Instruction of ELLs:** Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.

4.2 **Instructional Resources and Technology:** Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

**NAEYC**

*Standard 1. Promoting Child Development and Learning*
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

*Standard 2. Building Family and Community Relationships*
  a. Knowing about and understanding family and community characteristics
  b. Supporting and empowering families and communities through respectful, reciprocal relationships
  c. Involving families in their children’s development and learning

*Standard 3. Observing, Documenting and Assessing to Support Young Children and Families*
3c: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
**Standard 4. Using Developmentally Effective Approaches to Connect with Children and Families**
4a: Understanding positive relationships and supportive interactions as the foundation of their work with children
4b: Knowing and understanding effective strategies and tools for early education
4c: Using a broad repertoire of developmentally appropriate teaching/learning approaches

**Standard 5. Using Content Knowledge to build Meaningful Curriculum**
5a: Understanding content knowledge and resources in academic disciplines
5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child.

**Standard 6. Becoming a Professional**
6b: Knowing about and upholding ethical standards and other professional guidelines
6c: Engaging in continuous, collaborative learning to inform practice

**PREK/PRIMARY SUBJECT AREA**

1. **Knowledge of Child Growth and Development**
   d. Choose strategies for designing and implementing instructional practices
   g. Identify the influence of scientific research on theories of cognitive and social development, the principles of how children learn, and the development and implementation of instructional strategies.

2. **Knowledge of Foundations**
   c. Identify the impact of federal and state laws on education in the classroom (e.g., English for Speakers of Other Languages, Individuals with Disabilities Education Improvement Act).

3. **Knowledge of Research, Trends, and Standards**
   a. Identify professional organizations, Web sites, and scholarly journals in the field of early and elementary education.
   c. Demonstrate knowledge of current issues, trends, and educational innovations and legislation relating to the field of early childhood (PreK–3) education.
   d. Analyze ethical behavior and professional responsibilities as they relate to young children, families, colleagues, and the community.

4. **Knowledge of Effective Practices**
   a. Identify developmentally appropriate practices that guide effective instruction.
   b. Identify the components of effective organization and management, such as classroom rituals, routines, and schedules.
   e. Identify strategies for short- and long-term planning to set instructional goals in alignment with standards for developing teacher objectives.
   f. Identify strategies for designing appropriate objectives and developing and implementing lesson plans.
   g. Identify activities that enrich and extend active learning through the selection and use of developmentally and age-appropriate instructional materials.
5 Knowledge of issues and strategies for family and community involvement
   a. Identify strategies for encouraging and facilitating family and community partnerships in all phases of school programs.

6. Knowledge of developmentally appropriate curriculum
   b. Select developmentally appropriate curricula that provide for all areas of child development.
   c. Identify instructional methods and strategies for facilitating students' reading comprehension across curriculum.
   d. Identify strategies for facilitating the development of literal, interpretive, and critical listening and thinking skills.
   h. Identify strategies for using technology.

7. Knowledge of the diverse needs of all children and their families
   a. Identify strategies to adapt curriculum for children with diverse needs.
   b. Identify the characteristics of children with diverse needs.
   c. Identify ways to facilitate family support and involvement with children who have diverse needs.
   e. Identify characteristics of children at risk for school failure and select appropriate intervention strategies for these children.

8. Knowledge of diagnosis, assessment, and evaluation
   c. Interpret formal and informal assessment data to make instructional decisions about the educational needs of children.

9. Knowledge of Child Guidance and Management
   a. Identify developmentally appropriate components of a positive and effective classroom behavioral management plan.
   b. Apply developmentally appropriate positive strategies for guiding children's behavior and responding to challenging behaviors.
   c. Identify learning opportunities for promoting children's positive self-concept, self-esteem, and prosocial and social-emotional development through interaction with peers and familiar adults.

ELEMENTARY SUBJECT AREA

20 Knowledge of subject content and appropriate curriculum design
   1. Distinguish between developmentally appropriate and inappropriate instructional practices that consider the interaction of cognitive, affective, and psychomotor domains.

   2. Identify various factors (e.g., environment, equipment, facilities, space, safety, group diversity) to consider when planning physical activities.

27 Knowledge of instruction and assessment
   1. Identify a variety of appropriate instructional strategies (e.g., cooperative learning, inquiry learning, investigations) for teaching specific topics.
2. Select manipulatives, physical models, and other classroom teaching tools for teaching specific topics.

3. Knowledge of instruction and assessment
   1. Identify a variety of appropriate instructional strategies (e.g., cooperative learning, peer tutoring, think alouds) for teaching specific concepts.

TEACHING METHODS
The instructor utilizes an array of instructional techniques designed to build a foundation of knowledge and skill. Course material will be covered through direct instruction by the instructor and discussion by the candidates. Candidates will actively participate in case studies and role-playing activities. While readings are assigned in the course text, several outside readings may be given to candidates to read and discuss.

Higher level critical thinking and learning will then be facilitated through the application of content in case studies. During field placement, candidates will apply best practices within daily lessons, care, and activities. During clinical practice sessions, specific, real-life examples from candidates’ field experiences will be presented and discussed. Selected assignments are required to be posted to Task Stream.

TASK STREAM
All candidates are expected to purchase and utilize the Task Stream program to post artifacts to their PEU portfolio. In this course you will be required to post at least three assignments to Task Stream. Your instructor will enroll you in the course, so you do not need a self enrollment code. The course syllabi, assignments, and handouts will be available on Task Stream.

FIELD EXPERIENCE
Prior to field experience, candidates are expected to: attend the field experience orientation held each semester, obtain proof of health insurance and liability insurance, obtain a cleared criminal background check conducted by Leon County Schools, and be familiar with all course and COE policies. Candidates are required to complete 27 hours of field experience. Field experience will begin after several weeks of class meetings. You will be assigned a classroom and be expected to collaborate with the supervising teacher. Your instructor will visit you at least three times during your field experience. Throughout the semester, there are scheduled class meetings to discuss the progress of field experience and case studies of real situations.

CLASS SCHEDULE
Week 1
January 4, 6
   Course Introduction
   National and State Ethics of the Profession

Week 2
January 11, 13
   Ethics with Case Studies

Week 3
January 18, 20

**January 18 – Ethics Assignment DUE**
Self Assessment
Educational Chain from USDOE to candidate and family
NCLB, SBR

**Week 4**
January 25, 27
Public School Laws
Legal Responsibilities

**Week 5**
February 1, 3
First Week of Field Experience
**February 3 - Self Assessment DUE**

**Week 6**
February 8, 10
Feb 8, 10 - Field Experience
**Feb 8 – Parent Letter Draft DUE and submitted to me**

**Week 7**
February 15, 17
Feb 15, 17 - Field Experience
**Feb 15 Parent Letter Final Version DUE (submitted on Task Stream and sent out to parents via candidates)**

**Week 8**
February 22, 24
Feb 22, 24 - Field Experience

**Week 9**
March 1, 3
**March 1 – Class Meeting Total or Small Group Instruction**
**Lesson Plan and Reflection #1 DUE**
March 3 - Field Experience

**Week 10**
March 8, 10
**FAMU SPRING BREAK**

**Week 11**
March 15, 17
Mar 15, 17 - Field Experience

**Week 12**
March 22, 24
**March 22 Class Meeting – Total or Small Group Instruction**
**Lesson Plan and Reflection #2 DUE**
Enhancing Professional Practice – Transition to Candidate Teaching
March 24 – No Class

**Week 13**
March 29, 31
Mar 29 Last Day Field Experience
March 31 - Enhancing Professional Practice – Transition to Candidate Teaching
Methods of Evaluation

Assignment 1: Ethics Case Studies
Candidates are to go online and print out a copy of the national professional organization (NEA or NAEYC) and Florida Ethics for educators. You will attach the website addresses for both to your report. You will be given 5 case studies to read and you must (a) write a statement for each one of what the ethics violation is according to both ethics statements, (b) a statement on why the action was a violation, (c) how the person who violated ethics should have acted, and (d) what you feel should be the response of the school and district administration to the violation. Each case study should be handled on a separate piece of paper. All work must be typed in at least 12 point font with no errors in grammar, spelling, or punctuation. SO PROOF YOUR WORK and LET SOMEONE ELSE PROOF IT TOO! Post your work to Task Stream as an attachment.

Ethics Case Studies Reflection

<table>
<thead>
<tr>
<th></th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score / Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 6 Ethics</td>
<td>Two case studies are read and responses comprehensively covers all questions.</td>
<td>Two case studies are read and responses are mostly comprehensively in covering all questions.</td>
<td>Two case studies are read and responses and is somewhat comprehensively in covering most questions.</td>
<td>Two case studies are read and responses lack comprehensive covering of questions.</td>
<td></td>
</tr>
</tbody>
</table>

Assignment 2: Self Assessment
Candidates are to take the self assessment posted on Task Stream and respond honestly to questions as instructed. Choose five responses that show your strengths and five that show your areas needing to be improved negative. List these 10 characteristics or attitudes and respond to
the following questions for each of the ten characteristics or attitudes you listed: (a) How does this characteristic either assist or challenge you as a candidate at FAMU? (b) How does this characteristic either assist or challenge you as an individual as you relate to others on a personal basis (family members, friends, partners, etc.) and (c) How will this characteristic assist or challenge you as you relate as a professional teacher to children in your classroom and their parents?

Self Assessment

<table>
<thead>
<tr>
<th>Standard 3 Continuous Improvement</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unsatisfactory</th>
<th>Score / Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge - Self assessment fully responds to all questions and includes assessment document.</td>
<td>Knowledge - Self assessment fully responds to most questions and the assessment document has been included.</td>
<td>Knowledge - Self assessment responds to most questions and the assessment document has been included.</td>
<td>Knowledge - Self assessment only responds to some questions the assessment document is missing.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skill - All responses have been fully analyzed.</td>
<td>Skill - Most responses have been analyzed.</td>
<td>Skill - An attempt has been made to analyze responses.</td>
<td>Skill - Little or no reflection is submitted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disposition - Responses reflect true professionalism in terms of honesty and commitment to improvement. Assignment is provided to instructor on or before the due date. It is packaged in a professional manner.</td>
<td>Disposition - Most responses reflect professionalism in terms of honesty and commitment to improvement. Assignment is provided to instructor on or before the due date. It is packaged in a professional manner.</td>
<td>Disposition - An attempt has been made to be professional in terms of honesty and commitment to improvement. Assignment is provided to instructor on the due date. It is not packaged in a professional manner.</td>
<td>Disposition - Professionalism in terms of honesty and commitment to improvement is lacking. Assignment is not provided to instructor on or before the due date. It is not packaged in a professional manner.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assignment 3: Safe Environment School/Classroom Plan

Many of the Florida public school laws will be discussed in class. Federal laws pertaining to candidates with special needs, candidates who are in ESL programs, school safety, family rights, and other pertinent topics will also be covered. One area that will be concentrated on is safe schools and classrooms. Laws pertaining to identifying incidents of school safety violations will be discussed. Also discussed will be the need to establish and maintain safe classroom and school environments. Candidates will be responsible for writing a plan to maintain a safe school facility and a safe classroom. This will include a behavior management plan that prevents inappropriate behavior that is unsafe and intervention strategies for infractions. A format for this assignment will be posted on Task Stream. You are to follow that format and post your work as an attachment.

Safe Learning Environment Plan

<table>
<thead>
<tr>
<th>Standard 9 Learning Environment</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Plan accurately reflects all relevant and appropriate FL and federal statutes. Plan includes content relating to school and classrooms. Plan provides guidance for climate, rules and regulations regarding criminal acts, discipline issues on school grounds, facility, or functions. Plan provides guidance on procedures for reporting criminal or violent acts.</td>
<td>Plan accurately reflects most relevant and appropriate FL and federal statutes. Plan includes content relating to school and classrooms. Plan provides guidance for climate, rules and regulations regarding criminal acts, discipline issues on school grounds, facility, or functions. Plan provides guidance on procedures for reporting criminal or violent acts.</td>
<td>Plan accurately reflects some relevant and appropriate FL and federal statutes. Plan includes some content relating to school and classrooms. Plan provides some guidance for climate, rules and regulations regarding criminal acts, discipline issues on school grounds, facility, or functions. Plan provides some guidance on procedures for reporting criminal or violent acts.</td>
<td>Plan does not reflect all relevant and appropriate FL and federal statutes. Plan includes content relating to school and classrooms. Plan provides little guidance for climate, rules and regulations regarding criminal acts, discipline issues on school grounds, facility, or functions. Plan provides little guidance on procedures for reporting criminal or violent acts.</td>
<td></td>
</tr>
<tr>
<td>Standard 11 Role of the Teacher</td>
<td>Plan accurately reflects all relevant and appropriate FL and federal statutes. Plan includes content relating to school and classrooms. Plan provides guidance for climate, rules and regulations regarding criminal acts, discipline issues on school grounds, facility, or functions. Plan provides guidance on procedures for reporting criminal or violent acts including child abuse and neglect. Plan reflects full understanding of ethical behavior for a professional.</td>
<td>Plan accurately reflects most relevant and appropriate FL and federal statutes. Plan includes content relating to school and classrooms. Plan provides guidance for climate, rules and regulations regarding criminal acts, discipline issues on school grounds, facility, or functions. Plan provides guidance on procedures for reporting criminal or violent acts including child abuse and neglect. Plan reflects understanding of ethical behavior for a professional.</td>
<td>Plan accurately reflects some relevant and appropriate FL and federal statutes. Plan includes some content relating to school and classrooms. Plan provides some guidance for climate, rules and regulations regarding criminal acts, discipline issues on school grounds, facility, or functions. Plan provides some guidance on procedures for reporting criminal or violent acts including child abuse and neglect. Plan reflects some understanding of ethical behavior for a professional.</td>
<td>Plan does not reflect all relevant and appropriate FL and federal statutes. Plan includes content relating to school and classrooms. Plan provides little guidance for climate, rules and regulations regarding criminal acts, discipline issues on school grounds, facility, or functions. Plan provides little guidance on procedures for reporting criminal or violent acts including child abuse and neglect. Plan reflects little understanding of ethical behavior for a professional.</td>
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</tbody>
</table>

**Assignment 4: Parent Letter**
During your first week in field experience you will need to get with your supervising teacher to write a letter of introduction to the parents of the class. You will be expected to submit a draft of the letter to me, obtain my approving signature with edits, make the appropriate edits, obtain your teacher’s approval and send the final version out to the candidates. You must also submit the final letter on Task Stream. I expect no errors! You represent FAMU during this important semester and you give the message to the community about our expertise!
<table>
<thead>
<tr>
<th>FEAP 2 COMM. Points:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>All information is included. The letter is clearly stated and meaningful. The content is very well and clearly written, with no grammatical, spelling, or punctuation errors.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most information is included in document. The letter has clear meaning. The content is mostly clearly written, with no grammatical, spelling, or punctuation errors.</td>
<td></td>
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<tr>
<td>All information is not included in document. The letter is somewhat clear and meaningful. The content is has a few grammatical, spelling, or punctuation errors.</td>
<td></td>
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<td></td>
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<tr>
<td>All information is not included in document. The letter is confusing and lacks meaning. The content has many grammatical, spelling, or punctuation errors.</td>
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</table>

**Assignment 5: Total or Small Group Lesson Plans/Self Reflections (3)**
You will collaborate with your supervising teacher to develop, facilitate, and assess your effectiveness on 3 lessons that you teach in the classroom. These lessons can be to a small group or the total class. You will follow the required PEU lesson plan format posted on Live Text to write your plans. Make sure your teacher approves the plan before you teach it. After you teach the activity, assess what happened in terms of how effective it was in the following ways: (a) How was your lesson plan useful to you as you executed the activity? (b) How would you have changed your plan to better assist you? (c) What about the lesson worked and what didn’t work? (d) How would you facilitate it differently the next time you teach the activity (what changes would you make and why)? Your grade is based on how well you responded to the questions, NOT how effective you were or your plan was! It is better to fail and know why and how to do it better next time than to do a lesson that worked great and not have a clue as to why! P.S. I would love to be invited to observe you doing your lesson and this would NOT be part of your grade!
### Lesson Plan Self Assessment

<table>
<thead>
<tr>
<th></th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. 3 Continuous</td>
<td>Identifies relevant and multiple strengths and areas needing improvement</td>
<td>Identifies strengths and areas needing improvement in planning and executing lesson plans. Includes strategies for improvement based on assessment of teaching and candidate learning effectiveness</td>
<td>Identifies some strengths and areas needing improvement in planning and executing lesson plans. Includes some strategies for improvement based on assessment of teaching and candidate learning effectiveness</td>
<td>Identifies few strengths and areas needing improvement in planning and executing lesson plans. Includes few strategies for improvement based on assessment of teaching and candidate learning effectiveness</td>
<td></td>
</tr>
<tr>
<td>Improvement</td>
<td>in planning and executing lesson plans. Includes appropriate strategies for improvement based on assessment of teaching and candidate learning effectiveness</td>
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</tbody>
</table>

### Assignment 6: Presentation of Your 27 Hours of Field Experience

You will need to be aware of your field experience. That means you need to take mental and written notes of what you did, how you did it, how well it went, and how you “bombed!” You will present your field experience to the class during the last week of classes. You will need to be innovative and not boring. We want to learn from your experience. You are required to use Power Point and CAN use any other creative way you want to present your overall experience. You will present it as a professional, dress as a professional and act as if you are being interviewed for a teaching job by a search committee composed to administrators and teachers. You will have only 20 minutes and at the end the class will tell you whether or not you have been hired.

### Field Experience Presentation

<table>
<thead>
<tr>
<th></th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score/Level</th>
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<tbody>
<tr>
<td>Standard 12</td>
<td>Presentation</td>
<td>Presentation</td>
<td>Presentation</td>
<td>Presentation</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>uses innovative technology in a knowledgeable manner. Content comprehensively reflects field experience. Style is interesting.</td>
<td>uses mostly innovative technology in a knowledgeable manner. Content reflects field experience. Style is interesting.</td>
<td>uses some innovative technology in a knowledgeable manner. Content somewhat reflects field experience. Style is somewhat interesting.</td>
<td>lacks innovative technology in a knowledgeable manner. Content does not reflect field experience. Style is not interesting.</td>
<td></td>
</tr>
<tr>
<td>ASSIGNMENT</td>
<td>COURSE OBJ.</td>
<td>CONCEPT. FRAMEWORK</td>
<td>FEAP</td>
<td>INTASC</td>
<td>NAEYC</td>
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</tr>
<tr>
<td>Self Assessment</td>
<td>2</td>
<td>Diversity Values Professionalism Urban/Rural Ed</td>
<td>3a, c, d 10n 11k</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Ethics Case Studies</td>
<td>4</td>
<td>Diversity Values Professionalism</td>
<td>6a - g</td>
<td>10</td>
<td>6 b, c</td>
</tr>
<tr>
<td>Safe Learning Environment Plan</td>
<td>1, 3</td>
<td>Diversity Urban/Rural Ed. Values</td>
<td>2 a – g, i 5a, b 6a – e 7f 9a – g, l – n 11 f, g</td>
<td>3, 5, 6</td>
<td>1 c 6 b, c</td>
</tr>
<tr>
<td>Multi-Media Presentation of Field Experience</td>
<td>5 - 9</td>
<td>Diversity Values Professionalism Urban/Rural Ed Technology Critical Thinking</td>
<td>2a – g, i 4b, c, i 5a – k 7f 8a – d 9a – g, l – o 10 f, g, j, k, n 11 f, g 12j</td>
<td>1 - 10</td>
<td>1c 3c 4a –c 5a-c 6c</td>
</tr>
<tr>
<td>Parent Letter</td>
<td>3</td>
<td>Professionalism</td>
<td>2 a, b 5 g 6a 11j</td>
<td>10</td>
<td>2 a – c 4a</td>
</tr>
<tr>
<td>Assessment of Lesson Plans</td>
<td>2, 5 - 9</td>
<td>Diversity Values Professionalism Urban/Rural Ed Technology Critical Thinking</td>
<td>2 a – g, i 3a, c, d 4b, c, i 5 a – k 6a - f 7f 8a – d 9a – g, l – o 10 f, g, j, k, n</td>
<td>1 - 10</td>
<td>1c 3c 4a –c 5a-c 6b, c</td>
</tr>
</tbody>
</table>
REQUIRED POLICIES

The administration and faculty of the FAMU College of Education have a responsibility to guide and support candidates in their learning and early opportunities to become exemplify professionals in knowledge, skill, and disposition. The Prekindergarten/Primary Education Program and Elementary Education Program and their courses have been developed based on the College of Education Conceptual Framework, and national and state standards and competencies. All Program aspects are continually revised to reflect current trends, issues, and requirements for professional educators.

A positive disposition is critical for high ethical and professional behavior. A willing and cooperative attitude is required for optimal learning. The following guidelines and rules are provided for your reference to guide you, a candidate, in making decisions regarding your academic career. Your instructors and advisors will continue to reinforce these dispositional requirements for all candidates.

- While the Department encourages communication of diverse values and beliefs, respect for others must be maintained. This requirement includes verbal and non-verbal respect for all faculty, administration and staff. Take care with how you address other candidates and your instructors. Be courteous and treat others how you would want to be treated. Respect should also be shown to the traditional and practical value of the content and methods presented in courses, assignments, and field experience.

- Attendance is required for the classes in which you are enrolled. The University and College allows you to be absent in three hours of class time. If there are emergency situations, a note should be provided by a physician, pastor, or individual in a leadership position appropriate to the situation. Attendance also means being on time for classes. If you are late to class, you are officially, not in attendance.

- To ensure that you are appropriately completing your course of study, you will need to meet with your advisor at least once per semester.

- Complete your assignments on time and with the appropriate and required information. Complete your assignments with pride as a professional education candidate.

- When out in field experience, candidates should represent FAMU, the College, and the Programs in a respectable manner. Attendance, respect, and professional attitude and dress are required. Your behavior and disposition seriously reflect on the quality of our University, College, and Programs. Guidelines for field experience and required policies are posted on Task Stream.

- Plagiarism (copying work from another source, such as a candidate or off the Internet) is not allowed. In addition, turning on assignments that have already been turned in as another course assignment is not acceptable. This is self-plagiarizing.

- Written and oral communication is essential for success as an individual in the society, the community, and in the world of work. Faculty instructors will assist candidates in obtaining a working knowledge and skill in grammar, spelling, punctuation, non-verbal communication required for professional. Assistance may include, but not be limited to required visits to the Writing Center, rewriting and revising assignments, individualized instruction, online tutoring programs, in class role plays, self videotaping.

- Faculty also will be identifying and working with candidates who may need assistance in areas that are assessed formally through instruments such as the CLAST and FTCE. Assistance may include required enrollment in test preparation courses, additional or different assignments, and online tutoring programs.
• Cell phones are to be completely turned off during classes. Putting them on vibrate is not permitted. It is extremely disturbing to the instructor and other classmates. Check your messages on breaks between or during class.

• To properly assist in the preparation of your technology education, you are required to purchase and utilize the Task Stream software. This resource must be purchased in your first semester of taking education coursework. All College of Education faculties are also required to use Task Stream. All course syllabi will be posted on Task Stream. You will be using this software to post your assignments and collaborate with instructors and your candidate peers. These assignments will be used to work towards completion of your electronic portfolio. This document is required to be completed during your candidate internship.

• Beginning fall semester 2008, all candidates participating in field experience must show evidence of having current liability insurance. Fortunately, many of your professional organizations, such as the National Council of Mathematics Teachers, and the National Association for the Education of Young Children (NAEYC) offer low cost liability insurance to its candidate members. The COE faculty and administration strongly recommend that you take advantage of this opportunity to become a member and get involved in your candidate level organization.

• In addition to proof of liability insurance, you will need to have no criminal background record. Therefore, candidates are required to be fingerprinted before they are allowed to participate in field experience or internships. This process is coordinated through the Office of Candidate Teaching and the local school district.

**Dispositions**
As a component of candidate 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 candidate which will be turned in to the department chair and kept in the candidate’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 candidate’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 Candidate Handbook, under the Candidate 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**

http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Index&Title_Request=XVI


Candidate’s Name: ____________________ Candidate ID: ___________ Program Area: _________________

<table>
<thead>
<tr>
<th>Average 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 consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
<td></td>
</tr>
</tbody>
</table>

### Professionalism: The Teacher Candidate demonstrates professionalism

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

- Acts as a high quality representative of FAMU’s College of Education
- Does not exceed three unexcused absences, per university catalog 2009-2010
- Is in class or field experience site at or before specified time, per Registrar
- Attends class, field experiences, meetings
- Uses appropriate dress and grooming
- Turns off cell phone, puts it away, and avoids checking or making text messages
- Completes assignments on or before due date
- Emotional Management
  - Handles feeling appropriately
  - Reacts reasonably to situations
  - Finds a healthy balance between emotions
  - Accepts responsibility for self and choices
- Demonstrates the appropriate use of personal technology during class
- Follows established protocol and procedures and policies
- Is attentive in class, participates in discussions, completes assignments in a timely manner
- Makes choices which demonstrates a commitment to teaching

### Effective Communication: The Teacher Candidate demonstrates effective communication skills

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

- Uses standard English language in various settings
- Has written work that is generally error free (spelling, punctuation, grammar
- 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
- Is willing to use a variety of technology communication tools
- Works professionally with peers, colleagues, and supervisors or administrators

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

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>F (4)</td>
</tr>
<tr>
<td>A (3)</td>
</tr>
<tr>
<td>M (2)</td>
</tr>
<tr>
<td>U (1)</td>
</tr>
</tbody>
</table>

- 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
- Maintains standards of confidentiality for all information obtained on others

### Reflective Behavior: The Teacher Candidate demonstrates reflective behavior
(Please use a ✓ to indicate level of performance.)

<table>
<thead>
<tr>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>F (4)</td>
</tr>
<tr>
<td>A (3)</td>
</tr>
<tr>
<td>M (2)</td>
</tr>
<tr>
<td>U (1)</td>
</tr>
</tbody>
</table>

- Accepts feedback and suggestions, and incorporates in subsequent practice in various settings
- Demonstrates accurate self-analysis regarding one's strengths and weaknesses
- Evaluates the effect of his/her choices and actions on self and others
- Accepts feedback in a mature, positive, and proactive manner
- Realizes that learning is an on-going process
- Persists in helping ALL children become successful
- Appreciates and values human diversity