Course Outline

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credits</th>
<th>Clock Hours Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDG 3004 - 003</td>
<td>Overview and Orientation to Teaching</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Department:** Secondary Education and Foundations  
**Prerequisites:** None

**Course Requirements:** Task Stream

**Faculty Name:** Ms. Alice Scruggs  
**Term and Year:** Spring, 2011

**E-Mail:** alice.scruggs@famu.edu  
**Office Location:** FDRS – Lucy Molten Building 8, Room 202  
**Office Telephone:** 850-599-3123

<table>
<thead>
<tr>
<th>Office Hours (By appt. only)</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
</table>

**Course Description**

This course is the first in a series of graduated field based experiences. In this course, the Pre-service Teacher will experience the complexities of the classroom, gain insight into individual student differences and become acquainted with procedures for developing appropriate learning experiences. Student’s will also be creating and maintaining an electronic portfolio in Task Stream that will be used to display information and artifact(s) of pre-service teacher’s work and demonstration of the Florida Accomplished Practice Standards, etc.

Summarily, this course will emphasize, encourage, motivate and establish collegial sophistication and improve professionalism.

**Course Objectives**

1. Provide general information concerning the requirements for:
   a.) Admission to the professional teacher education program in the College of Education;
   b.) Florida Teacher Certification requirements including the Florida Teacher Certification Examination (FTCE), the General Knowledge Examination, Professional Orientation Program (POP)
2. Allow the Pre-service Teacher to gain a realistic experience working in diverse educational environments with students.
3. Allow learning through the application of theoretical knowledge gained through coursework.
4. Acquaint students with the Florida Educator Accomplished Practice Standards.
5. Share current information relating to the roles, policies and structures of schools and school districts.

**Professional Education Unit Conceptual Framework**

The Conceptual Framework of the Professional Education Unit (PEU) at Florida A&M University may be described as an integrated approach to providing educational experiences that result in exemplary professional educators. The term “exemplary” describes the kind of graduates the unit strives to produce. Educational experiences include courses, clinical experiences, and support services, all of which are interrelated and integrated and have several strands of emphasis that pervade them. These experiences provide the foundation (knowledge, skills, and dispositions) for the continuous process of life-long learning for an exemplary professional. The integrated approach of the PEU’s Conceptual Framework is comprised of the component activities and cross-curricular themes.
The Conceptual Framework Model

Cross-curricular themes shown in the conceptual framework diagram have been identified and are used to guide and build a rigorous, relevant, and constantly evolving teacher education program. These themes are: multiculturalism, educational technology, values, problem solving, professionalism and urban/rural education. Program components or “orbits” shown in the diagram are: student services, professional induction, general studies, specialty studies, faculty development, professional studies, and field/clinical experiences. Although program components appear as self-contained “orbits” on the diagram, all are dependent on and integrated with each other as to program design, implementation, and evaluation.

The preparation of an exemplary professional at FAMU will be guided and characterized by certain essential measurable qualities (outcomes) as defined in the: Educator Accomplished Practices specified by the Florida Education Standards Commission; Florida Essential Teaching Competencies identified by the Florida Council for Educational Management; and/or competencies set forth by national specialty organizations for each program in the unit (i.e. syllabi, program matrices, and the Florida Department of Education original folios).

The Conceptual Framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioners, and developmental theorists. Concepts from these writers and from the varied educational learned societies help form the knowledge
base for the unit’s curriculum components and principles of its Conceptual Framework.

Below are the appropriate Florida A&M University Professional Education Unit Conceptual Framework (FL-FAMU-CF) theme(s) addressed in this course.

**FL-FAMU-CF.1** Diversity. The exemplary professional understands diverse student backgrounds and has the skills, and disposition to employ this understanding to support student learning. He/she accepts and fosters diversity. The candidate practices strategies such as acceptance, tolerance, resolution and mediation, and establishes a comfortable environment in which all students can learn.

**FL-FAMU-CF.2** Technology. The exemplary professional makes use of available technology to support student learning and uses technology to manage, evaluate and improve instruction. The candidate knows, understands, and uses fundamental concepts in technology and facilitates access to the use of electronic resources for students. The candidate uses technology to manage, evaluate and improve instruction.

**FL-FAMU-CF.3** Values. The exemplary professional values the worth and dignity of every person. He/she works with colleagues in a professional manner and interacts with students, families and other stakeholders in a manner that reflects ethical and moral standards. The candidate shows respect for varied talents and perspectives and is committed to individual excellence. The candidate values the role of the students in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate for learning.

**FL-FAMU-CF.4** Critical Thinking. The exemplary professional understands and uses a variety of instructional strategies to encourage students’ development of critical thinking and performance. The candidate values critical thinking and self-directed learning as habits of mind.

**FL-FAMU-CF.5** Professionalism. Exemplary professionals know the content and uses appropriate pedagogy to provide all students with the opportunity to learn. The exemplary professional is committed to professional growth and development. The candidate uses major concepts, principles, theories, and research related to development of children to construct learning opportunities that support students’ development and acquisition of knowledge and motivation. The candidate displays effective verbal and nonverbal communication techniques to foster valuable interaction in the classroom.

**FL-FAMU-CF.6** Urban/Rural Education. The exemplary professional is prepared to work in school settings with limited resources as well as settings that focus on rural/urban contexts with opportunities and challenges that these environments provide. Exemplary professionals have the ability to understand the plight of both rural and urban students and demonstrate a propensity to communicate with them and their parents.

### DIVERSITY

**CF 1**

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

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

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

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

### VALUES

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

| CF: 3.1 (S) | Work with colleagues in a professional manner. | F: 6 | I: 2,5 |
| CF: 3.2 (S) | | |
| CF: 3.3 (S,D) | Show respect for varied (groups) talents and perspectives. | F: 5,6 | I: 3 |
| CF: 3.4(D) | Be committed to individual excellence. | F: 3,9 | I: 5,9 |
| CF: 3.5(D) | Recognize the importance of peer Relationships in establishing a climate for learning. | F: 7,2 | I: 5,10 |

### CRITICAL THINKING

**•CF 4**  
*Through this focal area, the FAMU professional education candidate will:*

| CF: 4.1 (K) | Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance. | F:4,7 | I: 4 |
| CF: 4.2 (S) | Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance. | F:2,7 | I: 4 |
| CF: 4.3 (D) | Values critical thinking and self-directed learning as habits of mind. | F: 4 | I: 1,4 |
| | | I: 1,8 |
| | | I: 4 |
PROFESSIONALISM

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

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.2 (S)</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: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F:3,7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.5 (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: 5.6 (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: 5.7 (S,D)</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:

<table>
<thead>
<tr>
<th>CF: 6.1 (S)</th>
<th>Be able to work in school settings with varied levels of human and material resources.</th>
<th>F: 11, 9, 10, 1</th>
<th>I: 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.2 (S,D)</td>
<td>Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.</td>
<td>F: 11</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>F: 5, 11</td>
<td>I: 2,3</td>
</tr>
</tbody>
</table>
Florida Educator Accomplished Practices (FEAP)
Below are the appropriate Florida Educator Accomplished Practices addressed in this course.

FEAP.1  ACCOMPLISHED PRACTICE #1: Assessment
FEAP.1.1 EXPECTATION: The pre-professional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.
FEAP.1.2 STANDARD: Assessment -- Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

FEAP.2  ACCOMPLISHED PRACTICE #2: Communication
FEAP.2.1 EXPECTATION: The pre-professional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.
FEAP.2.2 STANDARD: Communication -- Uses effective communication techniques with students and all other stakeholders.

FEAP.3  ACCOMPLISHED PRACTICE #3: Continuous Improvement
FEAP.3.1 EXPECTATION: The pre-professional teacher realizes that she/he is in the initial stages of a lifelong 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 increases 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.
FEAP.3.2 STANDARD: Continuous Improvement -- Engages in continuous professional quality improvement for self and school.

FEAP.4  ACCOMPLISHED PRACTICE #4: Critical Thinking
FEAP.4.1 EXPECTATION: 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.
FEAP.4.2 STANDARD: Critical-thinking -- Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

FEAP.5  ACCOMPLISHED PRACTICE #5: Diversity
FEAP.5.1 EXPECTATION: The pre-professional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.
FEAP.5.2 STANDARD: Diversity -- Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.

FEAP.6  ACCOMPLISHED PRACTICE#6: Ethics

FEAP.8  ACCOMPLISHED PRACTICE #8: Knowledge of Subject Matter
FEAP.8.1 EXPECTATION: 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.

**FEAP.8.2** STANDARD: Knowledge of Subject Matter – Demonstrates knowledge and understanding of the subject matter.

**FEAP.9** ACCOMPLISHED PRACTICE #9: Learning Environments

**FEAP.9.1** EXPECTATION: 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 his/her knowledge and skills.

**FEAP.10** ACCOMPLISHED PRACTICE # 10: Planning

**FEAP.10.1** EXPECTATION: 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.

**FEAP.11** ACCOMPLISHED PRACTICE #11: Role of the Teacher

**FEAP.11.1** EXPECTATION: The pre-professional teacher works cooperatively with families and colleagues to improve the educational experiences at the school.

**FEAP.11.2** STANDARD: Role of the Teacher -- Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

**FEAP.12** ACCOMPLISHED PRACTICE #12: Technology

**FEAP.12.2** STANDARD: Technology -- Uses appropriate technology in teaching and learning processes.

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

**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.

**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.

**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.

**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.
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.

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.

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

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.

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.

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.

Learning Outcomes

The Pre-service teacher will:

1. Demonstrate professionalism in the classroom setting in attire, communication, and general people skills.
2. Gain experience that will affirm (or in some cases, dispute) their choice of teaching as a profession.
3. Interact with young children of varying diversities, cultural backgrounds, etc. to the extent that the available populations allow.
4. Begin development of the Professional Teaching Portfolio (using Task Stream) including teaching philosophy, introduction, resume, etc.

Topical Outline

I. Orientation
II. Professionalism in the classroom setting
III. Teaching Strategies
IV. Realistic experiences working in diverse educational environments
V. The complexities of the classroom
VI. Individual student differences
VII. Task Stream On-line Portfolio
VIII. Admission to the Professional Teacher Education Program
IX. The Florida Teacher Certification Examination (FTCE) and General Knowledge Exam (GK)
X. Code of Professional Conduct - Ethics
XI. Social Issues affecting students
Assessment

The methods of evaluation are as follows:

1. **Task Stream Portfolio Assignments**
   - A. Introduction
   - B. Resume
   - C. Philosophy of Education

2. **Class Notebook** (See Class Notebook handout)

3. **Registration with Career Center**

Calendar/Lecture-Topics

1/05/11 Introduction & Overview of Course/Syllabus

1/10/11 Continuation of Overview of Course

1/12/11 Conceptual Framework
   12 Accomplished Practices

1/24/11 Professionalism-(Classroom)
   - Communication
   - Attire
   - Attitude

1/26/11 Task Stream Presentation (TBA)
   Task Stream - $100.00 (approximately w/ tax)

1/31/11 Review Admission Requirements into the College of Education
   Resume Development
   Sign up for Social Issues Presentations

2/07/11 Writing an Introduction
   Resume (Make an appointment with the Career Center)
   Philosophy Statement

2/16/11 Articles Related to Social Issues in Education
   Notebook Documents (Checklist Handout) - Due on 4/25/11 by Noon - Building #8, Room 202

2/21/11 & 2/24/11
   Media Center (Work on Task Stream Entry)

2/28/11 Class discussion on Task Stream
   Review materials and processing in Task Stream

3/02/11 TBA

3/07-11 **SPRING BREAK (NO CLASS)**

3/07/11 Review for Exam (tentative)
3/16/11 Exam (tentative)
3/21/11 Ethical Issues (Case Study)
3/23/11 No Class (Work on Notebook Checklist)
3/28/11 Florida’s 23 Essential Generic Competencies
4/06/11 Social Issues in the School System Project - Presentations
4/13/11 Social Issues in the School System Project – Presentations
4/20/11 Online Portfolio (Introduction Page, Philosophy of Education, & Resume) - Due
4/25/11 & 4/27/11 Work on any incomplete assignments
4/29/09 Teacher Recruitment Day (9:00AM-3:00PM) Friday

### Professionalism and Responsibilities of the Students

- Dress appropriately for school settings.
  - No jeans shorts
  - No skin visible at waist or in the back; No halter tops, short skirts
  - No shorts
  - No skinny shoulder strap tops or dresses (club attire)
  - No baggy pants –hanging off the hips
  - No undershirt type shirts
- Model professional behavior/dispositions in the classroom.
- No cell phone use inside or outside of the classroom. Cell Phones should be in the silent or “off” mode, not vibrate.
- Be on time and prepared for class meetings.

### Financial Responsibilities

Task Stream-$100.00 approx. w/tax

### Assignment of Grades

**DO NOT BE LATE FOR CLASS**

I CLOSE THE DOOR AT 11:00 AM AND YOU WILL NOT BE ALLOWED IN CLASS. YOU WILL RECEIVE AN UNEXCUSED ABSENCE.

NO EXCEPTIONS –Walk briskly and find a place to park in time, so you can arrive to class in a timely manner.

**ATTENDANCE:**

Students responsibilities when registering late

In order to ensure success, class begins on the first date listed in the University Academic Calendar. **Regardless of when your registration occurs, absences are counted from the first scheduled class meeting.**

Classroom attendance s required. Final grade will be adversely affected by poor attendance or a pattern of tardiness. Students who miss 25% of class will fail the class. You must attend 90% of the classes to receive an “A” grade. You
must be in class on time. No one will be allowed in class after professor has started class. Each absence to class will be a -5 point participation deduction per episode.

Class attendance is governed in accordance with the University policy (2006-08 General Catalog, p.31) and is required. Only one unexcused absence is permitted. **A student exceeding the number of unexcused absences may be dropped from the course and assigned the grade of F.** Excused absences may be issued from the Dean’s office. Excuses must be presented to instructor a week after the absence.

Written assignments No assignments will be accepted LATE (past due date). All assignments are to be **typed, double-spaced with a cover sheet.**

### Assignments and Due dates

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
</table>
| Class Participation                         |                   | 05 pts.
| Introduction - 2/14                         |                   | 30 pts.
| Philosophy of Education - 2/14              |                   | 10 pts.
| Registration with the Career Center - 2/16  |                   | 10 pts.
| (Resume must be critiqued at Career Center and brought in to instructor) | | |
| Resume-Corrected Copy - 2/23                |                   | 10 pts.
| Exam – 3/16                                  |                   | 40 pts.
| Class Notebook – 4/25                        |                   | 50 pts.
| Teacher Recruitment Day – TBA                |                   | 20 pts.

**Total 245pts.**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>215 - 245</td>
<td>A</td>
</tr>
<tr>
<td>195 - 214</td>
<td>B</td>
</tr>
<tr>
<td>179 – 194</td>
<td>C</td>
</tr>
<tr>
<td>169 – 178</td>
<td>D</td>
</tr>
<tr>
<td>168 &amp; below</td>
<td>F</td>
</tr>
</tbody>
</table>
# Social Issues Presentation Rubric

<table>
<thead>
<tr>
<th>Organization</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student presents information in logical, interesting sequence which audience can follow.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Audience has difficulty following presentation because student skips around.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject Knowledge</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student is at ease with expected answers to all questions, but fails to elaborate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student does not have grasp of information; student cannot answer questions about subject.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Handouts/Statistical Data</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s handouts explain and reinforce screen text and presentation.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student’s handouts relate to text and presentation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student occasionally uses graphics that rarely support text and presentation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student uses pointless handouts or no handouts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Issues Report Summary</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writer’s central purpose is readily apparent to the reader.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The writing has a clear purpose, but may digress from it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The central purpose is not consistently clear throughout the paper</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose of the paper is generally unclear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Creative Expression</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student maintains eye contact with audience, seldom returning to notes.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student maintains eye contact most of the time but frequently returns to notes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student occasionally uses eye contact, but still reads most of report.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student reads all of report with no eye contact.</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enunciation</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Student’s voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Student’s voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| Total Points: |          |          |          |              |       |

13
<table>
<thead>
<tr>
<th><strong>Disposition</strong></th>
<th><strong>Favorable</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Marginal</strong></th>
<th><strong>Unacceptable</strong></th>
<th><strong>Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Student favorably address the diverse needs of students and their passion for teaching, genuinely cares about students, believes that all students can learn and respond as a reflective practitioner.

Acceptable by the teacher commitment to address the diverse needs of students and their learning, having a passion for teaching, genuinely cares about students, believes that all students can learn, and feel they can appropriately address the needs of diverse and special students.

Marginal performance evidence by student commitment to address the diverse needs of students and their learning, having a passion for teaching, genuinely cares about students, believes that all students can learn.

Unacceptable performance is evidenced by the student not being able to demonstrate their commitment to addressing the diverse needs of students and their learning, not showing a passion for teaching, or genuinely caring about students.

<table>
<thead>
<tr>
<th><strong>Thinking and Communication</strong></th>
<th><strong>Favorable</strong></th>
<th><strong>Acceptable</strong></th>
<th><strong>Marginal</strong></th>
<th><strong>Unacceptable</strong></th>
<th><strong>Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Demonstrates in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection. Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations. Examines the issue from three or more perspectives.

Demonstrates a general understanding of the topic. Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations. Examines the issues from more than one perspective.

Demonstrates some understanding of the topic, but with limited analysis and reflection. Ideas are not expressed clearly and examples, reasons, details, and explanations are lacking. Examines the issue from a single perspective.

Demonstrates little understanding of the topic. Ideas are not expressed clearly or supported by examples, reasons, details, and explanations. No interpretation and analysis of the material.

**Total Points:**
# Introduction to Task Stream Portfolio Rubric

<table>
<thead>
<tr>
<th></th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sentence</strong></td>
<td>Sentences are well phrased and varied in length and structure. They flow smoothly from one to another</td>
<td>Sentences are well phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth</td>
<td>Some sentences are awkwardly constructed so that the reader is occasionally distracted</td>
<td>Errors in sentence structure are frequent enough to be a major distraction to the reader</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>The writing is free or almost free of errors</td>
<td>There are occasional errors, but they don’t represent a major distraction or obscure meaning.</td>
<td>The writing has many errors. The reader is distracted by them.</td>
<td>There are many errors. The reader is confused.</td>
<td></td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Word choice is consistently precise and accurate</td>
<td>Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.</td>
<td>Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.</td>
<td>May words are used inappropriately, confusing the reader</td>
<td></td>
</tr>
</tbody>
</table>

| Total Points: | | | | | |

**FAILURE TO SUBMIT TASK STREAM-ONLINE PORTFOLIO INFO WILL RESULT IN AN “F”. NO INCOMPLETES (“I”) WILL BE ISSUED.**

## References


Bosch, K., & Kersey, K. *The first year teacher: Teaching with confidence, (K-8).* National Education Association, Washington D.C.

Student Acknowledgment and Understanding

I, ______________________________, acknowledge receipt of a syllabus and the course schedule for Ms. Scruggs’ EDG 3004 Overview and Orientation class for spring 2011 at Florida A&M University.

I understand it is my responsibility to read, know and abide by the requirements stated in this syllabus.

I understand I should see or call the instructor as soon as any problems occur during the term.

Student Signature: ________________________________

Student ID #: _________________________________

Date: ________________________________