## Internship E-Portfolio Assessment Rubrics

### Action Research Rubric

#### Attached Standards:

<table>
<thead>
<tr>
<th>Score/Level</th>
<th>Knowledge</th>
<th>Favorable - 4</th>
<th>Acceptable - 3</th>
<th>Marginal - 2</th>
<th>Unacceptable - 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Posed a research question that can be studied and answered in a reasonable amount of time and that is within the sphere of influence.</td>
<td>Specified the area of learning to improve or change. Avoided using test scores as the desired change.</td>
<td>Avoided using words that answer the final question with a “yes” or “no”. Began the question with words such as “how”, “when”, or “why”.</td>
<td>Only specified “who” is being studied in the action research study.</td>
<td></td>
</tr>
</tbody>
</table>

#### Standards

- **FL- ESOL Performance Standards**
  - **Standard**: Standard 12: Apply content-based ESOL approaches to instruction

- **FL- Florida Educator Accomplished Practices**
  - **Accomplished Practice**: 3. CONTINUOUS IMPROVEMENT
    - **Level**: PREPROFESSIONAL: The preprofessional 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.
      - **Sample Key Indicator**: Works to continue the development of her/his own background in instructional methodology, learning theories, second language acquisition theories, trends and subject matter.
      - **Sample Key Indicator**: Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.
      - **Sample Key Indicator**: Develops short and long term personal and professional goals relating to continuous professional development.

- **FL- Florida A & M College of Education Conceptual Frameworks**
<table>
<thead>
<tr>
<th>Area: DIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual Framework Proficiency:</strong> CF:1.2 (S, D) Demonstrate diverse student learning through differentiated instruction.</td>
</tr>
<tr>
<td><strong>Conceptual Framework Proficiency:</strong> CF:1.3 (S, D) Create and foster learning opportunities adapted to diverse learners.</td>
</tr>
</tbody>
</table>

**Creating Learning Outcomes (FAMU-1 FAMU-CF 5 FEAP 1 INTASC)**

| Created outcomes that are specific and measurable and are aligned to learning outcomes in classroom, district, and state curriculum goals and standards. |
| Created goals for students learning that are attainable and within the sphere of influence. |
| Created goals are not specific and measurable. |
| Created no goals or standard created for student learning. |

**Standards**

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice:** 1. ASSESSMENT

- **Level:** PREPROFESSIONAL: The preprofessional 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.

- **Sample Key Indicator:** Employs traditional and alternative assessment strategies in determining students’ mastery of specified outcomes.

- **Sample Key Indicator:** Modifies instruction based upon assessed student performance.

**FL-Florida A & M College of Education Conceptual Frameworks**

<table>
<thead>
<tr>
<th>Area: DIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual Framework Proficiency:</strong> CF:1.2 (S, D) Demonstrate diverse student learning through differentiated instruction.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area: PROFESSIONALISM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptual Framework Proficiency:</strong> CF:5.2 (S) Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
</tr>
<tr>
<td>Instructional Focus</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
</tbody>
</table>

### Standards

**USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation**

#### Domain: INSTRUCTION

- **Standard 3.3:** Development of critical thinking, problem solving, performance skills--Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills;

**USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)**

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

### Specified Data Collection Sources

- Identified data collection sources that are aligned to the learning outcomes. The collected data are going to provide information to answer the research question. Planned how and when data sources are going to be collected and analyzed.

- Identified data collection sources that are aligned to the learning outcomes. The collected data are going to provide information to answer the research. Failed to plan how or when data collection sources are going to be collected and analyzed.

- Data sources are not aligned to the learning outcomes. The collection of data does not answer the research question does not show how data will be collected and analyzed.

- No mention of data sources or collection.

### Identified Levels of Support

- Identified resources, materials, support, and time needed to conduct action research effectively.

- Identified resources, materials, support, but failed to address time needed to conduct action research.

- Limited use (1 or 2) of resources, materials, support, and failed to address time needed to conduct action research.

- Failed to identify resources, materials, support, and time needed to conduct action research.
### FL- Florida Educator Accomplished Practices

#### Accomplished Practice: 11. ROLE OF THE TEACHER

**Level:** PREPROFESSIONAL: The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

**Sample Key Indicator:** Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.

| Skill | Exemplary performance is evidenced by engaging in continuous professional quality improvement for self and school. Worked with various stakeholders in the continuous improvement of the educational experiences of students. | Acceptable performance is evidenced by engaging in continuous professional quality improvement for self. Worked with limited number of stakeholders in the continuous improvement of the educational experiences of students. | Marginal performance is evidenced by minimal engaging in continuous professional quality improvement for self/school. | Unacceptable performance is evidenced by not engaging in continuous professional quality improvement for self or school. |
| Disposition | Exemplary performance is evidenced by commitment to continuous learning and professional discourse about subject matter knowledge and children's learning. Recognizes the importance of setting high expectations for students. | Acceptable performance is evidenced by commitment to continuous learning and professional discourse about subject matter knowledge and children's learning of the discipline. | Marginal performance is evidenced by lack of commitment to continuous learning or professional discourse about subject matter knowledge. | Unacceptable performance is evidenced by lack of commitment to continuous learning and professional discourse about subject matter knowledge and children's learning of the discipline. |

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**Alternative Instructional Strategies Rubric Spring 2010**
### Knowledge Human Development and Learning

<table>
<thead>
<tr>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple instructional strategies aligned with the learning objectives are used to engage active learning.</td>
<td>Instructional strategies are aligned with the learning objectives.</td>
<td>Instructional strategies are frequently driven by academic content and/or activities rather than by learning objectives.</td>
<td>Instructional strategies are not aligned with learning objectives.</td>
</tr>
</tbody>
</table>

#### Standards

**FL- Florida A & M College of Education Conceptual Frameworks**

**Area: DIVERSITY**

- **Conceptual Framework Proficiency:** CF:1.2 (S, D) Demonstrate diverse student learning through differentiated instruction.

**Area: VALUES**

- **Conceptual Framework Proficiency:** CF:3.5 (D) Create learning opportunities that foster cooperation, support, and individual participation among students.

**Area: CRITICAL THINKING**

- **Conceptual Framework Proficiency:** CF:4.2 (S) Demonstrate the use of a variety of instructional / professional strategies to encourage students' development of critical thinking and performance.

**Area: PROFESSIONALISM**

- **Conceptual Framework Proficiency:** CF:5.5 (S) Construct learning opportunities that support student development and acquisition of knowledge and motivation.

**Area: URBAN/RURAL EDUCATION**

- **Conceptual Framework Proficiency:** CF:6.1 (S) Demonstrate the ability to work in school settings with varied levels of human and material resources.

#### Skill

<table>
<thead>
<tr>
<th>Exemplary performance is evidenced by the teacher candidate's use of major concepts,</th>
<th>Acceptable performance is evidenced by the teacher candidate's use of major concepts,</th>
<th>Marginal performance is evidenced by the teacher candidate's use of major concepts,</th>
<th>Unacceptable performance is evidenced by the teacher candidate's</th>
</tr>
</thead>
</table>
principles, theories, and research related to development of children to construct learning opportunities that support individual student's development, acquisition of knowledge, and motivation.

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**Standards**

**USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)**

**Principle 1:** 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.

**FL- Florida A & M College of Education Conceptual Frameworks**

- **Area:** DIVERSITY
  - **Conceptual Framework Proficiency:** CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals.
  - **Conceptual Framework Proficiency:** CF: 1.3 (S, D) Create and foster learning opportunities adapted to diverse learners.

---

**Disposition**

- **Exemplary performance** is evidenced by the teacher candidate’s understanding of how students differ in their development and approaches to learning and create instructional opportunities that are adapted to diverse students.
- **Acceptable performance** is evidenced by the teacher candidate’s understanding of how students differ in their development and approaches to learning.
- **Marginal performance** is evidenced by the teacher candidate’s knowledge of central concepts and tools of inquiry.
- **Unacceptable performance** is evidenced by the teacher candidate’s not being knowledgeable of central concepts, tools of inquiry, and structures of content for students.
**Principle 1**: 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.

**Principle 2**: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**FL - Florida A & M College of Education Conceptual Frameworks**

**Area**: DIVERSITY

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**BLOG Discussion Board Rubric Spring 2010**

**Attached Standards**: [ ] [ ] [ ] [ ]

<table>
<thead>
<tr>
<th>Score/Level</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The content is written clearly and concisely with a logical progression of ideas. Response is relevant and relates to question.</td>
<td>The content is written with a logical progression of ideas. Response is relevant and relates to question.</td>
<td>The content is vague in conveying point of view. Response contains few facts and does not relate to question.</td>
<td>The content is unclear and does not relate to the question.</td>
</tr>
</tbody>
</table>

**FL - Florida Educator Accomplished Practices**

**Accomplished Practice**: 2. **COMMUNICATION**

**Level**: PREPROFESSIONAL: The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

**Sample Key Indicator**: Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.

<table>
<thead>
<tr>
<th>Writing Mechanics</th>
<th>The text has no errors in grammar, capitalization,</th>
<th>The text has a few errors in grammar, capitalization,</th>
<th>The text has errors in grammar, capitalization, punctuation, and</th>
<th>The text has many errors in grammar, capitalization,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill</td>
<td>Exemplary performance is evidenced by the teacher candidate's use of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>Acceptable performance is evidenced by the teacher candidate's use of effective verbal, nonverbal, or media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>Marginal performance is evidenced by the teacher candidate's use of effective verbal, nonverbal, or media communication techniques in the classroom.</td>
<td>Unacceptable performance is evidenced by teacher candidates not being capable of using effective verbal, nonverbal, or media communication techniques in the classroom.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Disposition</td>
<td>Exemplary performance is evidenced by the teacher candidate's demonstration of the value for effective verbal, nonverbal, and media communication</td>
<td>Acceptable performance is evidenced by the teacher candidate's demonstration of the value for effective verbal, nonverbal, or media communication</td>
<td>Marginal performance is evidenced by the teacher candidate's lack of demonstration of the value for effective verbal, nonverbal, or media communication</td>
<td>Unacceptable performance is evidenced by the teacher candidate's lack of evidence for effective verbal, nonverbal, or media communication</td>
</tr>
</tbody>
</table>

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**Standards**

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice:** 3. CONTINUOUS IMPROVEMENT

**Level:** PREPROFESSIONAL: The preprofessional 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.

**Sample Key Indicator:** Communicates student progress with students, families, and colleagues.

**FL- Florida A & M College of Education Conceptual Frameworks**

**Area:** VALUES

**Conceptual Framework Proficiency:** CF:3.2 (S) Use clear and accurate communication with students, families and other stakeholders.
techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

media communication techniques in the classroom.

Standards
FL - Florida Educator Accomplished Practices
Accomplished Practice: 2. COMMUNICATION
Level: PREPROFESSIONAL: The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.
Sample Key Indicator: Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.

Classroom Test Project Rubric Spring 2010

Critical Thinking

<table>
<thead>
<tr>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>The assessment instrument is directly related to goals and objectives and contains test items that measure higher order thinking skills/problem solving activities which assist in students demonstrating their ability to think creatively.</td>
<td>The assessment instrument is directly related to goals and objectives but contains minimal test items that measure higher order thinking skills/problem solving activities which assist in students demonstrating their ability to think creatively.</td>
<td>The assessment instrument does not relate to the goals and objectives and there is limited use of higher order thinking skills/problem solving activities which assist in students demonstrating their ability to think creatively.</td>
<td>The assessment instrument does not relate to the goals and objectives and contains little or no information to assist students in demonstrating their ability to think creatively.</td>
<td></td>
</tr>
</tbody>
</table>
**Knowledge, Disposition and Performance Indicators (old)**

- **Principle 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.

- **Area 4.30:** Performances
  - **Standard 4.33:** The teacher constantly monitors and adjusts strategies in response to learner feedback.

- **USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation**
  - **Domain:** ASSESSMENT
  - **Standard 4:** Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

- **FL- Florida A & M College of Education Conceptual Frameworks**
  - **Area:** CRITICAL THINKING
    - **Conceptual Framework Proficiency:** CF:4.4 (K) Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of student.

| Skill | Exemplary performance is evidenced by the teacher candidate using a variety of teaching strategies that encourage students' development of critical thinking, problem solving, and performance skills. | Acceptable performance is evidenced by the teacher candidate using a variety of teaching strategies that encourage students' development of critical thinking, problem solving, or performance skills. | Marginal performance is evidenced by the teacher candidate using a teaching strategies that encourage students' development of critical thinking, problem solving, and performance skills. | Unacceptable performance is evidenced by the teacher candidate not using a teaching strategies that encourage students' development of critical thinking, problem solving, and performance skills. |

- **FL- Florida Educator Accomplished Practices**
  - **Accomplished Practice:** 4. CRITICAL THINKING
    - **Level:** PREPROFESSIONAL: The preprofessional 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.
**Sample Key Indicator**: Encourages students to develop open-ended projects and other activities that are creative and innovative.

**FL- Florida A & M College of Education Conceptual Frameworks**

**Area**: CRITICAL THINKING

**Conceptual Framework Proficiency**: CF:4.3 (D) Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Exemplary performance is evidenced by the teacher candidate valuing the development of students' critical thinking, independent problem solving, and performance capabilities. The teacher candidate value critical thinking and self-directed learning as habits of mind.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Acceptable performance is evidenced by the teacher candidate valuing the development of students' critical thinking, independent problem solving, and performance capabilities.</td>
</tr>
<tr>
<td></td>
<td>Marginal performance is evidenced by the teacher candidate valuing the development of students' critical thinking.</td>
</tr>
<tr>
<td></td>
<td>Unacceptable performance is evidenced by the teacher candidate valuing the development of students' critical thinking.</td>
</tr>
</tbody>
</table>

**Standards**

**USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)**

**Principle**: 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

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**Code of Ethics/Case Study Rubric Spring 2010**

**Attached Standards**: [ ] [ ] [ ]

<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>Ethics</td>
<td>Adheres to the Code of</td>
<td>Adheres to the Code of</td>
<td>NA</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>
Ethics and Principles of Professional Conduct of the Education Profession in Florida.

**Standards**

**USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)**

**Principle : 5:** 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.

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

**Principle : 10:** The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**FL- Florida A & M College of Education Conceptual Frameworks**

**Area: DIVERSITY**

**Conceptual Framework Proficiency: CF:1.5 (K, S)** Establish a climate that values diversity and supports learning for all students.

**Area: VALUES**

**Conceptual Framework Proficiency: CF:3.1 (S)** Work with colleagues in a professional manner.

**Conceptual Framework Proficiency: CF:3.5 (D)** Create learning opportunities that foster cooperation, support, and individual participation among students.

**Area: PROFESSIONALISM**

**Conceptual Framework Proficiency: CF:5.5 (S)** Construct learning opportunities that support student development and acquisition of knowledge and motivation.

**Area: URBAN/RURAL EDUCATION**

**Conceptual Framework Proficiency: CF:6.2 (S, D)** Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these opportunities provide.

| Ethics | In response to the case study, the dimensions of professionalism are addressed such as knowledge, decision | In response to the case study, the dimensions of **professionalism** are addressed such as knowledge, decision | In response to the case study, only two of the four dimensions of professionalism are addressed. | The dimensions of professionalism are not addressed. |
### Skill Standards

#### USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)

**Principle :** 5: 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.

#### FL- Florida A & M College of Education Conceptual Frameworks

**Area: PROFESSIONALISM**

- **Conceptual Framework Proficiency:** CF:5.7 (S, D) Display appropriate code of conduct including dress, language, and respective behavior.

**Area: URBAN/RURAL EDUCATION**

- **Conceptual Framework Proficiency:** CF:6.2 (S, D) Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these opportunities provide.

- **Conceptual Framework Proficiency:** CF:6.3 (K) Understand the conditions of both rural and urban students and families.

- **Conceptual Framework Proficiency:** CF:6.4 (S) Communicate effectively with students’ parents and the community.
| Disposition | Exemplary performance is evidenced by the teacher candidate appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and is committed to the pursuit of individually configured excellence. The teacher values the development of students’ critical thinking, independent problem solving, and performance capabilities. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. The teacher candidate values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning. | Acceptable performance is evidenced by the teacher candidate appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and is committed to the pursuit of individually configured excellence. The teacher values the development of students critical thinking, independent problem solving, and performance capabilities. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs. | Marginal performance is evidenced by the teacher candidate appreciates and values human diversity, shows respect for students’ varied talents and perspectives, and is committed to the pursuit of individually configured excellence. The teacher values the development of students’ critical thinking, independent problem solving, and performance capabilities. | Unacceptable performance is evidenced by the teacher candidate not demonstrating that they value human diversity, shows respect for students’ varied talents and perspectives, and is not committed to the pursuit of configure excellence. |

**Standards**

USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)

- **Principle : 3**: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- **Principle : 4**: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.
- **Principle : 5**: 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.
**Principle**: 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

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

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

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

**Principle**: 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students’ learning and well-being.

**FL - Florida A & M College of Education Conceptual Frameworks**

**Area**: DIVERSITY

**Conceptual Framework Proficiency**: CF:1.3 (S, D) Create and foster learning opportunities adapted to diverse learners.

**Area**: VALUES

**Conceptual Framework Proficiency**: CF:3.1 (S) Work with colleagues in a professional manner.

**Conceptual Framework Proficiency**: CF:3.2 (S) Use clear and accurate communication with students, families and other stakeholders.

**Conceptual Framework Proficiency**: CF:3.3 (S, D) Promote perspectives, ideas, people, and culture.

**Area**: URBAN/RURAL EDUCATION

**Conceptual Framework Proficiency**: CF:6.3 (K) Understand the conditions of both rural and urban students and families.

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**Curriculum Resources Rubric Spring 2010**

**Attached Standards**: ☐ ☐ ☐ ☐
<table>
<thead>
<tr>
<th>Score/Level</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>has a wide repertoire of teaching technique and strategies that reflect the unique needs/characteristics of students.</td>
<td>has a variety of instructional strategies/activities that reflect the unique needs/characteristics of students.</td>
<td>has a few instructional strategies reflect the unique needs/characteristics of students.</td>
<td>Instructional strategies do not reflect the needs of students.</td>
</tr>
</tbody>
</table>

**Standards**

**USA - INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)**

- **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**FL - Florida A & M College of Education Conceptual Frameworks**

- **Area:** DIVERSITY

  - **Conceptual Framework Proficiency:** CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals.

  - **Conceptual Framework Proficiency:** CF: 1.2 (S, D) Demonstrate diverse student learning through differentiated instruction.

  - **Conceptual Framework Proficiency:** CF: 1.3 (S, D) Create and foster learning opportunities adapted to diverse learners.

  - **Conceptual Framework Proficiency:** CF: 1.4 (S) Practice responsive strategies that foster acculturation, mediation, and resolution.

  - **Conceptual Framework Proficiency:** CF: 1.5 (K, S) Establish a climate that values diversity and supports learning for all students.

**Skill**

- Exemplary performance is evidenced by the teacher candidate establishing a comfortable environment which accepts and fosters diversity. The teacher creates a climate of openness, inquiry, and

- Acceptable performance is evidenced by the teacher candidate establishing a comfortable environment which accepts and fosters diversity. The teacher candidate uses teaching and learning strategies

- Marginal performance is evidenced by the teacher candidate establishing a comfortable environment which accepts and fosters diversity or uses teaching and learning strategies that reflect

- Unacceptable performance is evidenced by the teacher candidate not being able to establish a comfortable environment which accepts and fosters diversity.
support by practicing strategies such as acceptance, tolerance, resolution and mediation. Teacher candidate uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background.

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL - Florida A &amp; M College of Education Conceptual Frameworks</td>
</tr>
<tr>
<td>Area: DIVERSITY</td>
</tr>
<tr>
<td>Conceptual Framework Proficiency: CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals.</td>
</tr>
<tr>
<td>Conceptual Framework Proficiency: CF:1.3 (S, D) Create and foster learning opportunities adapted to diverse learners.</td>
</tr>
</tbody>
</table>

| Disposition | Exemplary performance is evidenced by the teacher candidate appreciation value of human diversity shows respect or students' varied talents and perspectives, and is committed to the pursuit of individually configured excellence. | Acceptable performance is evidenced by the teacher candidate appreciation and value of human diversity shows respect or students' varied talents and perspectives, or is committed to the pursuit of individually configured excellence. | Marginal performance is evidenced by the teacher candidate appreciation an value of human diversity shows respect or students' varied talents and perspectives, or is committed to the pursuit of individually excellence. | Unacceptable performance is evidenced by the teacher candidate not demonstrating an appreciation and value of human diversity shows respect or students' varied talents and perspectives, or is committed to the pursuit of individually configured excellence. |
Standards

FL - Florida A & M College of Education Conceptual Frameworks

Area: DIVERSITY

Conceptual Framework Proficiency: CF: 1.3 (S, D) Create and foster learning opportunities adapted to diverse learners.

Conceptual Framework Proficiency: CF: 1.5 (K, S) Establish a climate that values diversity and supports learning for all students.

Area: URBAN/RURAL EDUCATION

Conceptual Framework Proficiency: CF: 6.2 (S, D) Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these opportunities provide.

Dashboard Rubric Spring 2010

Attached Standards: 

<table>
<thead>
<tr>
<th>Knowledge of Subject Matter</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Has a basic understanding of the subject matter and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. Repertoire of teaching skills include a variety of means to assist student acquisition of new knowledge and skills using that knowledge.</td>
<td>Has a basic understanding of the subject matter and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings.</td>
<td>Has limited understanding of the subject matter but is beginning to understand that the subject is linked to other disciplines and can be applied to the real world integrated settings.</td>
<td>Does not have an understanding of subject matter.</td>
<td></td>
</tr>
<tr>
<td>Standards</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL- Florida A &amp; M College of Education Conceptual Frameworks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Area:</strong> CRITICAL THINKING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual Framework Proficiency:</strong> CF:4.2 (S) Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Area:</strong> PROFESSIONALISM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual Framework Proficiency:</strong> CF:5.4 (K, S) Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Skill | Exemplary performance is evidenced by the teacher candidate being able to represent and use differing viewpoints, theories, ways of knowing and methods of inquiry in his/her teaching of subject matter concepts and can create interdisciplinary learning experiences that allow students to integrate knowledge. | Acceptable performance is evidenced by the teacher candidate being able to represent and use differing viewpoints, theories, ways of knowing and methods of inquiry in his/her teaching of subject matter concepts. | Marginal performance is evidenced by the teacher candidate being able to represent and use differing viewpoints, theories, ways of knowing and methods of inquiry in his/her teaching of subject matter concepts. | Unacceptable performance is evidenced by the teacher candidate not being able to represent and use differing viewpoints, theories, ways of knowing and methods of inquiry in his/her teaching of subject matter concepts. |

| Disposition | Exemplary performance is evidenced by the teacher candidate's | Acceptable performance is evidenced by the teacher candidate's | Marginal performance is evidenced by the teacher candidate's | Unacceptable performance is evidenced by the teacher candidate's |

**Standards**

| USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development) |  |
| Principle : 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills. |  |

| FL- Florida A & M College of Education Conceptual Frameworks |  |
| **Area:** DIVERSITY |  |
| **Conceptual Framework Proficiency:** CF:1.5 (K, S) Establish a climate that values diversity and supports learning for all students. |  |
realization 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 and is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Standards

USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)

Principle : 1: 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.

FL- Florida A & M College of Education Conceptual Frameworks

Area: CRITICAL THINKING

Conceptual Framework Proficiency: CF:4.1 (K) Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.

Area: PROFESSIONALISM

Conceptual Framework Proficiency: CF:5.1 (K) Know the content.
<table>
<thead>
<tr>
<th>FEAP 1</th>
<th>ACEI 4</th>
<th>INTASC 3</th>
<th>CF 1</th>
<th>ESOL 17.7</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Favorable</strong></td>
<td><strong>Acceptable</strong></td>
<td><strong>Marginal</strong></td>
<td><strong>Unacceptable</strong></td>
<td><strong>Score/Level</strong></td>
<td></td>
</tr>
<tr>
<td>Objectives and goals reflect important learning and conceptual understanding. New learning is aligned with Next Generation State Standards. Professional activities correlate with the goals of the Improvement Plan and are successfully integrated in instruction.</td>
<td>Objectives and goals reflect important learning and understanding. New learning is aligned with Next Generation State Standards. Professional activities only partially correlate with the goals of the Improvement Plan.</td>
<td>Objectives and goals reflect important learning and understanding. New learning is not aligned with Next Generation State Standards. Professional activities do not correlate with the goals of the Improvement Plan.</td>
<td>Objectives and goals address a new skill or knowledge but are not aligned with the Next Generation State Standards. Professional activities do not correlate with the goals of the Improvement Plan.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

**USA- INTASC: Model Standards for Beginning Teacher Licensing and Development**

**Knowledge, Disposition and Performance Indicators (old)**

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

- **Area 7.10:** Knowledge

- **Standard 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.

**USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation**

- **Domain:** INSTRUCTION

- **Standard 3.1:** Integrating and applying knowledge for instruction--Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;

**FL- ESOL Performance Standards**

- **Standard:** Standard 17: Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at the elementary, middle, and high school levels

**FL- Florida Educator Accomplished Practices**

- **Accomplished Practice:** 1. ASSESSMENT

- **Level:** PREPROFESSIONAL: The preprofessional 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
**Sample Key Indicator:** Identifies students’ cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.

**Sample Key Indicator:** Modifies instruction based upon assessed student performance.

---

**FL- Florida A & M College of Education Conceptual Frameworks**

**Area:** PROFESSIONALISM

**Conceptual Framework Proficiency:** CF:5.1 (K) Know the content.

**Conceptual Framework Proficiency:** CF:5.3 (D) Demonstrate commitment to personal growth and development.

| Skill FEAP3.1 FEAP 11.2 FAMU-CF 5 | Exemplary performance is evidenced by engaging in continuous professional quality improvement for self and school. Worked with various stakeholders in the continuous improvement of the educational experiences of students. | Acceptable performance is evidenced by engaging in continuous professional improvement for self and school. Worked with limited number of stakeholders in the continuous improvement of the educational experience of students. | Marginal performance is evidenced by minimal engagement in continuous professional quality improvement for self and school. | Unacceptable performance is evidenced by not engaging in continuous improvement for self or school. |

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**FL- Florida Educator Accomplished Practices**

**Accomplished Practice:** 1. ASSESSMENT

**Level:** PREPROFESSIONAL: The preprofessional 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.

**Sample Key Indicator:** Analyzes individuals’ learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.

**Sample Key Indicator:** Employs traditional and alternative assessment strategies in determining students’ mastery of specified outcomes.

**Sample Key Indicator:** Modifies instruction based upon assessed student performance.
Accomplished Practice: 11. ROLE OF THE TEACHER

Level: PREPROFESSIONAL: The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

Sample Key Indicator: Uses continuous quality improvement techniques in school improvement efforts.

Sample Key Indicator: Develops short and long term personal and professional goals relating to the roles of a teacher.

FL- Florida A & M College of Education Conceptual Frameworks

Area: PROFESSIONALISM

Conceptual Framework Proficiency: CF:5.4 (K, S) Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation.

Exemplary performance is evidenced by commitment to continuous learning and professional discourse about subject matter knowledge and children's learning. Recognizes the importance of setting high expectations for students.

Acceptable performance is evidenced by commitment to continuous learning and professional discourse about subject matter knowledge and children's learning of the discipline.

Marginal performance is evidenced by commitment to continuous learning or professional discourse about subject matter knowledge.

Unacceptable performance is evidenced by lack of commitment to continuous learning and professional discourse about subject matter knowledge and children's learning of the discipline.

Disposition
FEAP3.1
INTASC 1.G
FAMU-CF 4

FL- Florida Educator Accomplished Practices

Accomplished Practice: 3. CONTINUOUS IMPROVEMENT

Level: PREPROFESSIONAL: The preprofessional 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.

Sample Key Indicator: Develops short and long term personal and professional goals relating to continuous professional development.

FL- Florida A & M College of Education Conceptual Frameworks
Area: DIVERSITY

Conceptual Framework Proficiency: CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals.

Conceptual Framework Proficiency: CF: 1.2 (S, D) Demonstrate diverse student learning through differentiated instruction.

Conceptual Framework Proficiency: CF: 1.3 (S, D) Create and foster learning opportunities adapted to diverse learners.

Conceptual Framework Proficiency: CF: 1.4 (S) Practice responsive strategies that foster acculturation, mediation, and resolution.

Conceptual Framework Proficiency: CF: 1.5 (K, S) Establish a climate that values diversity and supports learning for all students.

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Journal Reflections Rubric Spring 2010

Attached Standards: ☑ ☑ ☐ ☐

<table>
<thead>
<tr>
<th>Continuous Improvement</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The content is written clearly and concisely with a logical progression of ideas and supporting information.</td>
<td>The content is written with a logical progression of ideas and supporting information.</td>
<td>The content is vague in conveying point of view and does not create a strong sense of purpose.</td>
<td>The content lacks a clear point of view and logical sequence of information.</td>
<td></td>
</tr>
</tbody>
</table>

- Standards

- USA- INTASC: Model Standards for Beginning Teacher Licensing and Development
  Knowledge, Disposition and Performance Indicators (old)
  - Principle 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.

- Area 1.20: Dispositions
Standard 1.24: The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children’s learning of the discipline.

- FL- Florida A & M College of Education Conceptual Frameworks
  - Area: PROFESSIONALISM
    - Conceptual Framework Proficiency: CF:5.3 (D) Demonstrate commitment to personal growth and development.

| Skill | Exemplary performance is evidenced by the teacher candidate engaging in professional quality improvement for self or school. Reflection indicate work with all stakeholders in the continuous improvement of the educational experiences of students. | Acceptable performance is evidenced by the teacher candidate engaging in professional quality improvement for self or school. Reflection indicate work with some of the stakeholders in the continuous improvement of the educational experiences of students. | Marginal performance is evidenced by the teacher candidate engaging in minimal professional quality improvement for self or school. Reflection indicate work with less than three of the stakeholders in the continuous improvement of the educational experiences of students. | Unacceptable performance is evidenced by the teacher candidate not engaging in any professional quality improvement for self or school. Reflection indicate no work with any of the stakeholders in the continuous improvement of the educational experiences of students. |

- FL- Florida Educator Accomplished Practices
  - Accomplished Practice: 3. CONTINUOUS IMPROVEMENT
    - Level: PREPROFESSIONAL: The preprofessional 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.
      - Sample Key Indicator: Participates in and supports the overall school improvement process.

- FL- Florida A & M College of Education Conceptual Frameworks
  - Area: PROFESSIONALISM
    - Conceptual Framework Proficiency: CF:5.6 (S) Display effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom.
Exemplary performance is evidenced by the teacher candidate's commitment to continuous learning and professional discourse about subject matter knowledge and children's learning of the discipline. The teacher candidate also recognizes the importance of setting high expectation for all students.

Acceptable performance is evidenced by the teacher candidate's commitment to continuous learning and professional discourse about subject matter knowledge and children's learning of the discipline.

Marginal performance is evidenced by the teacher candidate's commitment to continuous learning and professional discourse about subject matter knowledge and children's learning of the discipline.

Unacceptable performance is evidenced by the teacher candidate's lack of commitment to continuous learning and professional discourse about subject matter knowledge and children's learning of the discipline.

**Standards**

**USA- INTASC: Model Standards for Beginning Teacher Licensing and Development Knowledge, Disposition and Performance Indicators (old)**

- **Principle 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.

- **Area 1.20: Dispositions**

  - **Standard 1.24:** The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

**FL- Florida Educator Accomplished Practices**

- **Accomplished Practice:** 3. CONTINUOUS IMPROVEMENT

  - **Level:** PREPROFESSIONAL: The preprofessional 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.

  - **Sample Key Indicator:** Identifies principles and strategies for effecting changes occurring in her/his classroom and school.

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**Learning Environment Rubric Spring 2010**
Learning Environment

<table>
<thead>
<tr>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom management system focuses on the characteristics of a productive learning environment including a focus on learning and the learner, noting high teacher expectations.</td>
<td>Classroom management system focuses on the characteristics of a productive learning environment including a focus on learning and the learner noting a few teacher expectations.</td>
<td>Classroom management system focuses on the characteristics of a learning environment and includes teacher expectations.</td>
<td>Classroom management system does not focus on the characteristics of a positive learning environment and/or does not include teacher expectations.</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

- **USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation**
  - **Domain:** DEVELOPMENT, LEARNING AND MOTIVATION
    - **Standard 1:** Development, Learning and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

- **USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)**
  - **Principle 1:** The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.
  - **Principle 5:** 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.

- **FL- Florida A & M College of Education Conceptual Frameworks**
  - **Area: DIVERSITY**
    - **Conceptual Framework Proficiency:** CF:1.4 (S) Practice responsive strategies that foster acculturation, mediation, and resolution.
  - **Area: PROFESSIONALISM**
    - **Conceptual Framework Proficiency:** CF:5.5 (S) Construct learning opportunities that support student development and acquisition of knowledge and motivation.
### Area: URBAN/RURAL EDUCATION

**Conceptual Framework Proficiency:** CF:6.2 (S, D) Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these opportunities provide.

| Skill | Exemplary performance is evidenced by the teacher candidate being able to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation. | Acceptable performance is evidenced by the teacher candidate being able to create and maintain a positive learning environment in which students are actively engaged in learning, social interaction, and cooperative learning. | Marginal performance is evidenced by the teacher candidate being able to create or maintain a positive learning environment in which students are actively engaged in learning, social interaction, and cooperative learning. | Unacceptable performance is evidenced by the teacher candidate not being able to create and/or maintain a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation. |

### Standards

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice:** 9. LEARNING ENVIRONMENTS

**Level:** PREPROFESSIONAL: The preprofessional 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.

**Sample Key Indicator:** Practices a variety of techniques for establishing smooth and efficient routines.

**Sample Key Indicator:** Applies the established rules and standards for behaviors consistently and equitably.

**Sample Key Indicator:** Involves students in the management of learning environments including establishing rules and standards for behavior.

**Sample Key Indicator:** Provides opportunities for students to be accountable for their own behavior.

### Disposition

| Exemplary performance is evidenced by the teacher candidate understanding the importance of setting up effective learning | Acceptable performance is evidenced by the teacher candidate understanding the importance of setting up effective learning | Marginal performance is evidenced by the teacher candidate understanding the importance of setting up effective learning | Exemplary performance is evidenced by the teacher candidate not understanding 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.

**Standards**

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice** : 9. LEARNING ENVIRONMENTS

**Level** : PREPROFESSIONAL: The preprofessional 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.

- **Sample Key Indicator** : Provides a safe place to take risks.
- **Sample Key Indicator** : Monitors learning activities by providing feedback and reinforcement to students.
- **Sample Key Indicator** : Arranges and manages the physical environment to facilitate student learning outcomes.

---

**Lesson Plan Rubric Spring 2010**

**Attached Standards**: 

<table>
<thead>
<tr>
<th>Identifying Information</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>All identifying information is</td>
<td>Most of the identifying</td>
<td>The identifying information</td>
<td>The identifying information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Standards

**FL- ESOL Performance Standards**

**Standard**: Standard 16: Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom.

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice**: 7. HUMAN DEVELOPMENT & LEARNING

**Level**: PREPROFESSIONAL: Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

**Sample Key Indicator**: Recognizes developmental levels of students and identifies differences in a group of students.

**USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)**

**Principle**: 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

### GOALS

**Identifying Educational Goals**

- Stated as broad and general statements of the educational intent for the lesson.

<table>
<thead>
<tr>
<th>GOALS</th>
<th>Included and clearly stated</th>
<th>Information is included and clearly stated</th>
<th>Is satisfactory and may/may not be clearly stated</th>
<th>Is inadequate and/or clearly stated</th>
</tr>
</thead>
<tbody>
<tr>
<td>There are 3-6 goals included that are stated very clearly as broad and general statements of educational intent for the lesson.</td>
<td>There are 4-5 goals that are stated clearly as broad and general statements of the educational intent for the lesson.</td>
<td>There are 3 or fewer goals included that are stated somewhat clearly as broad and general statements of the educational intent for the lesson.</td>
<td>There are less than 2 goals included that may/may not be stated clearly as broad and general statement of the educational intent for the lesson.</td>
<td></td>
</tr>
</tbody>
</table>
### USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)

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

### FL- Florida A & M College of Education Conceptual Frameworks

**Area:** DIVERSITY

**Conceptual Framework Proficiency:** CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>All objectives correspond to goal statements and include 4 out 4 statements of Audience, Behavioral Condition and Degree</th>
<th>Most objectives correspond to goal statements and include 3 out 4 statements of Audience, Behavioral Condition and Degree</th>
<th>Some objectives correspond to goal statements and include 2 out 4 statements of Audience, Behavioral Condition and Degree</th>
<th>Objectives may of may not correspond to goal statements and include fewer that 2 statements of Audience, Behavioral Condition and Degree</th>
</tr>
</thead>
</table>

### FL- ESOL Performance Standards

**Standard:** Standard 16: Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom

### FL- Florida Educator Accomplished Practices

**Accomplished Practice:** 7. HUMAN DEVELOPMENT & LEARNING

**Conceptual Framework Proficiency:** CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals.

### FL- Florida A & M College of Education Conceptual Frameworks

**Area:** DIVERSITY

**Conceptual Framework Proficiency:** CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals.

### Next Generation Sunshine State Standards

**Appropriate standards are identified from a**

| Identifies and uses all state standards appropriately and includes a variety of subject areas including all strands, standards, benchmarks. | Identifies and uses most state standards appropriately and includes some of the subject areas. May or may not include strands, standards. | Identifies and uses few of the state standards appropriately and omits some of the subject areas. May or may not include strands, standards. | Does not use or identify state standards appropriately and omits subject areas. May or may not include strands, standards. benchmarks. |
variety of subject areas including strand, standard, benchmark.

**Standards**

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice : 10. PLANNING**

**Level :** PREPROFESSIONAL: Recognizes the importance of setting high expectations for all students, the preprofessional 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.

**Sample Key Indicator :** Provides comprehensible instruction based on performance standards required of students in Florida public schools.

**USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)**

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

Materials

- All resources/materials needed to teach the lesson are listed including technology
- Materials list is very thorough and consistent with what is needed to teach the lesson.
- Materials list is thorough and consistent with what is needed to teach the lesson.
- Materials list is adequate and may or may not include all materials needed to teach the lesson.
- Materials list is inadequate and does not include all materials needed to teach the lesson.

**Standards**

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice : 10. PLANNING**

**Level :** PREPROFESSIONAL: Recognizes the importance of setting high expectations for all students, the preprofessional 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.

**Sample Key Indicator :** Plans activities that utilize a variety of support and enrichment activities and materials.
<table>
<thead>
<tr>
<th>Preventive Interventive Techniques</th>
<th>List 3-5 appropriate preventative and interventive strategies and consequences for handling inappropriate behaviors.</th>
<th>List at least 3 appropriate strategies and consequences for handling inappropriate behaviors</th>
<th>List less than 3 preventative and interventive strategies which may/may not be appropriate for handling inappropriate behaviors.</th>
<th>List less than 2 appropriate strategies and consequences for handling inappropriate behaviors.</th>
</tr>
</thead>
</table>

** Standards **

** FL- Florida Educator Accomplished Practices **

- **Accomplished Practice : 1. ASSESSMENT**
  - **Level : PREPROFESSIONAL:** The preprofessional 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.
  - **Sample Key Indicator:** Identifies potentially disruptive student behavior.

- **Accomplished Practice : 7. HUMAN DEVELOPMENT & LEARNING**
  - **Level : PREPROFESSIONAL:** Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.
  - **Sample Key Indicator:** Uses multiple activities which engage and motivate students at appropriate developmental levels.

- **Accomplished Practice : 9. LEARNING ENVIRONMENTS**
  - **Level : PREPROFESSIONAL:** The preprofessional 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.
  - **Sample Key Indicator:** Applies the established rules and standards for behaviors consistently and equitably.
  - **Sample Key Indicator:** Provides opportunities for students to be accountable for their own behavior.

| Accommodations | States all specific strategies needed to accommodate language acquisition and learning for ELL and ESE | States most specific strategies needed to accommodate language acquisition and learning for ELL and ESE | States some specific strategies needed to accommodate language acquisition and learning for ELL and ESE | States few or no specific strategies needed to accommodate language acquisition and learning for ELL and ESE |
Standards

FL- Florida Educator Accomplished Practices

Accomplished Practice : 5. DIVERSITY

Level : PREPROFESSIONAL: The preprofessional 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.

Sample Key Indicator : Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

Sample Key Indicator : Recognizes the cultural, linguistic and experiential diversity of students.

Sample Key Indicator : Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities.

Sample Key Indicator : Has a repertoire of teaching techniques and strategies to effectively instruct all students.

Sample Key Indicator : Selects appropriate culturally and linguistically sensitive materials for use in the learning process.

FL- Florida A & M College of Education Conceptual Frameworks

Area: DIVERSITY

Conceptual Framework Proficiency: CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals.

Methods - Procedures

Methods used include a "hands-on" concept or motivational devise to grab the attention of the students, an introduction, some direct instruction and

<p>| States very clearly the type of &quot;hands-on&quot; concept or motivational devise that will be successful to grab the attention of the students. | Clearly states the type of &quot;hands-on&quot; concept or motivational devise that will be successful to grab the attention of the students. | Somewhat clearly states the type of &quot;hands-on&quot; concept or motivational devise that will be successful to grab the attention of the students. | Does not clearly states the type of &quot;hands-on&quot; concept or motivational devise that will be successful to grab the attention of the students. |</p>
<table>
<thead>
<tr>
<th>Modeling Direct Instruction</th>
<th>Demonstrates the activity using direct instruction with two corresponding examples.</th>
<th>Demonstrates the activity using direct instruction with one corresponding examples.</th>
<th>Demonstrates the activity using limited means.</th>
<th>Attempts to demonstrate the activity, but uses incomplete structures.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent/Group Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking Questions/Guided Practice</td>
<td>Uses appropriate critical thinking questioning that is appropriate for the student level of development.</td>
<td>Uses appropriate critical thinking questioning, but shows inconsistency in the appropriateness for the student level of development.</td>
<td>Shows some consideration but is inconsistent in the use of appropriate critical thinking techniques, but shows some consideration for the student level of development.</td>
<td>Does not use appropriate critical thinking questioning, and no consideration or the student level of development.</td>
</tr>
</tbody>
</table>

**Standards**

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice** : 4. CRITICAL THINKING

**Level** : PREPROFESSIONAL: The preprofessional 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.

**Sample Key Indicator** : Identifies strategies, materials, and technologies which she/he will use to expand students' thinking abilities.

**Independent or Group Work**

<table>
<thead>
<tr>
<th>Provides ample</th>
<th>Provides good</th>
<th>Provides limited</th>
<th>Does not provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL- Florida Educator Accomplished Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplished Practice : 10. PLANNING</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Level :** PREPROFESSIONAL: Recognizes the importance of setting high expectations for all students, the preprofessional 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.

**Sample Key Indicator :** Helps students develop concepts through a variety of methods.

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL- Florida Educator Accomplished Practices</td>
</tr>
<tr>
<td>Accomplished Practice : 1. ASSESSMENT</td>
</tr>
</tbody>
</table>

**Level :** PREPROFESSIONAL: The preprofessional 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.

**Sample Key Indicator :** Employs traditional and alternative assessment strategies in determining students' mastery of specified outcomes.

<table>
<thead>
<tr>
<th>Reflection (Optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shows sincerity and honesty in the self-reflection and expresses areas for improvement.</td>
</tr>
</tbody>
</table>
self-reflection. States specific areas for improvement in planning and lesson delivery. Improvement, but shows restraints in identifying important areas. Does identify at least one area of needs.

**Standards**

**FL - Florida Educator Accomplished Practices**

**Accomplished Practice : 3. CONTINUOUS IMPROVEMENT**

**Level : PREPROFESSIONAL**: The preprofessional 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.

**Sample Key Indicator**: Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.

---

**Multiple Activities Rubric Spring 2010**

**Attached Standards:**

<table>
<thead>
<tr>
<th>FAVORABLE</th>
<th>ACCEPTABLE</th>
<th>MARGINAL</th>
<th>UNACCEPTABLE</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Development and Learning</td>
<td>Activities provide learning opportunities appropriate to student learning style, linguistic and cultural heritage, experiential background and developmental level.</td>
<td>Activities provide learning opportunities appropriate to student learning style, linguistic and cultural heritage and developmental level.</td>
<td>Activities provide learning opportunities appropriate to student learning style, but ignore other learning needs.</td>
<td>Activities are not appropriate to student learning needs.</td>
</tr>
</tbody>
</table>

**Standards**

**USA - ACEI - Association for Childhood Education International Program Standards for Elementary Teacher Preparation**
Domain: DEVELOPMENT, LEARNING AND MOTIVATION

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

USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)

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

Principle : 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

FL- Florida A & M College of Education Conceptual Frameworks

Area: PROFESSIONALISM

Conceptual Framework Proficiency: CF:5.5 (S) Construct learning opportunities that support student development and acquisition of knowledge and motivation.

Skill

Exemplary performance is evidenced by the teacher candidate's use of major concepts, principles, theories, and research related to development of children to construct learning opportunities that support individual student's development, acquisition of knowledge and motivation.

Acceptable performance is evidence by the teacher candidate's use of major concepts, principles, theories, and research related to development of children to construct learning opportunities that support individual student's development and acquisition of knowledge.

Marginal performance is evidenced by the teacher candidate's use of major concepts, principles, theories, and research related to development of children to construct learning opportunities that support individual student's development.

Unacceptable performance is evidenced by the teacher candidate's non-use of major concepts, principles, theories, and research related to development of children to construct learning opportunities that support individual student's development, acquisition of knowledge and motivation.

Standards

USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)

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

Principle : 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Area: DIVERSITY

Conceptual Framework Proficiency: CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals.

Disposition

Exemplary performance is evidenced by the teacher candidate’s understanding of how students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Acceptable performance is evidenced by the teacher candidate’s understanding of how students differ in their development and approaches to learning.

Marginal performance is evidenced by the teacher candidate’s understanding of how students differ in their development.

Unacceptable performance is evidenced by the teacher candidate not understanding how students differ in their development, their approaches to learning, and their creating of instructional opportunities that are adapted to diverse students.

Standards

USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation

Domain: DEVELOPMENT, LEARNING AND MOTIVATION

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

USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)

Principle: 1: 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.

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

Principle: 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
<table>
<thead>
<tr>
<th>Knowledge of Subject Matter</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEAP 8 ACEI-2a,3a INTASC-1.1c,1d, 1g, 1m, 3o, 7a PEU CF 4,5</td>
<td>Included are four entries from each bullet. *Videos, DVD’s, audio cassette, books, and journal articles. *Simulation games designed to improve participants’ attitude toward diversity, motivational guest speakers for the community. *Ethnic museums and cultural centers. *Community groups and agencies dedicated to promoting understanding among diverse groups. *Training and workshops in the area of diversity.</td>
<td>Included are three entries from each bullet. *Videos, DVD’s audio cassette, books and journal articles. *Simulation games designed to improve participants’ attitude toward diversity, motivational guest speakers for the community. *Ethnic museums and cultural centers. *Community groups and agencies dedicated to promoting understanding among diverse groups. *Training and workshops in the area of diversity.</td>
<td>Included are two entries from each bullet. *Videos, DVD’s audio cassette, books and journal articles. *Simulation games designed to improve participants’ attitude toward diversity, motivational guest speakers for the community. *Ethnic museums and cultural centers. *Community groups and agencies dedicated to promoting understanding among diverse groups. *Training and workshops in the area of diversity.</td>
<td>Included is one or no entry from each bullet. *Videos, DVD’s audio cassette, books and journal articles. *Simulation games designed to improve participants’ attitude toward diversity, motivational guest speakers for the community. *Ethnic museums and cultural centers. *Community groups and agencies dedicated to promoting understanding among diverse groups. *Training and workshops in the area of diversity.</td>
</tr>
</tbody>
</table>

**Parents-Tool Kit Rubric Spring 2010**

**Attached Standards:**

- Favorable
- Acceptable
- Marginal
- Unacceptable

**Knowledge of Subject Matter**

- FEAP 8
- ACEI-2a,3a
- INTASC-1.1c,1d, 1g, 1m, 3o, 7a
- PEU CF 4,5

**Standards**

- USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation

**Domain:** INSTRUCTION

**Standard 3.1:** Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community;
**Standard 3.2:** Adaptation to diverse students--
Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

**Standard 3.3:** Development of critical thinking, problem solving, performance skills--
Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking, problem solving, and performance skills;

**Standard 3.4:** Active engagement in learning--
Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments

**Standard 3.5:** Communication to foster collaboration--
Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom

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**FL- Florida A & M College of Education Conceptual Frameworks**

**Area:** CRITICAL THINKING

**Conceptual Framework Proficiency:** CF:4.1 (K) Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.

**Conceptual Framework Proficiency:** CF:4.2 (S) Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.

**Area:** PROFESSIONALISM

**Conceptual Framework Proficiency:** CF:5.5 (S) Construct learning opportunities that support student development and acquisition of knowledge and motivation.

---

<table>
<thead>
<tr>
<th>Skill</th>
<th>FEAP 8</th>
<th>INTASC1,3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary performance</strong> is evidenced by the teacher candidate being able to represent and use differing viewpoints, theories, ways of knowing and methods of inquiry in his/her teaching of subject matter concepts and can create interdisciplinary learning experiences that allow students to integrate knowledge.</td>
<td><strong>Acceptable performance</strong> is evidenced by the teacher candidate being able to represent and use differing viewpoints, theories, ways of knowing and methods of inquiry in his/her teaching of subject matter concepts.</td>
<td><strong>Marginal performance is evidenced by the teacher candidate being able to represent and use differing viewpoints, theories, ways of knowing.</strong></td>
</tr>
</tbody>
</table>
Standards

FL- Florida Educator Accomplished Practices

Accomplished Practice: 8. KNOWLEDGE OF SUBJECT MATTER

Level: PREPROFESSIONAL: The preprofessional 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.

Sample Key Indicator: Communicates knowledge of subject matter in a manner that enables students to learn.

Sample Key Indicator: Increases subject matter knowledge in order to integrate the learning activities.

Sample Key Indicator: Uses the materials and technologies of the subject field in developing learning activities for students.

Sample Key Indicator: Acquires currency in her/his subject field.

Sample Key Indicator: Has planned and conducted collaborative lessons with colleagues from other fields.

Sample Key Indicator: Develops short and long term personal and professional goals relating to knowledge of subject matter.

USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)

Principle: 1: 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.

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

Principle: 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

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

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

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Exemplary performance is evidenced by the teacher candidate's</th>
<th>Acceptable performance is evidenced by the teacher candidate's</th>
<th>Marginal performance is evidenced by the teacher candidate's</th>
<th>Unacceptable performance is evidenced by the</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACEI 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTASC 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
realization 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 and committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.

Standards

USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation

Domain: DEVELOPMENT, LEARNING AND MOTIVATION

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

USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)

Principle: 1: 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.

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

Pre Post Test Rubric Spring 2010

Attached Standards: ☒ ☒ ☒ ☒
<table>
<thead>
<tr>
<th>Human Development and Learning</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test items are developed according to lesson objective. There is a mixture of questions that fall in the top three categories of Bloom’s Taxonomy.</td>
<td>Test items are developed according to lesson objective. There is a mixture of questions that fall in two of top two categories of Bloom’s Taxonomy.</td>
<td>Test items are developed according to lesson objective but fall in the lower tier of Bloom’s Taxonomy.</td>
<td>Test items are not developed according to lesson objective or at the knowledge level of Bloom’s Taxonomy.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

**USA- INTASC: Model Standards for Beginning Teacher Licensing and Development**

**Knowledge, Disposition and Performance Indicators (old)**

- **Principle 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.

- **Area 8.10:** Knowledge
  - **Standard 8.12:** The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

**USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation**

- **Domain:** ASSESSMENT
  - **Standard 4:** Assessment for instruction--
    Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

**FL- Florida A & M College of Education Conceptual Frameworks**

- **Area:** CRITICAL THINKING
  - **Conceptual Framework Proficiency:** CF:4.1 (K) Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Exemplary performance is evidenced by the teacher candidate's use of major concepts, principles, theories, and</th>
<th>Acceptable performance is evidenced by the teacher candidate's use of major concepts principles, theories and</th>
<th>Marginal performance is evidenced by the teacher candidate's use of major concepts principles, theories, and</th>
<th>Unacceptable performance is evidenced by the teacher candidate's non-use of major</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disposition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Exemplary performance is evidenced by the teacher candidate’s understanding of how students differ in their development and approaches to learning, and create instructional</td>
<td>Acceptable performance is evidenced by the teacher candidate’s understanding of how students differ in their development and approaches to learning.</td>
<td>Marginal performance is evidenced by the teacher candidate’s understanding of how students differ in their development.</td>
<td>Unacceptable performance is evidenced by the teacher candidate not understanding how students differ in their development, their approaches to learning.</td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

**USA- INTASC: Model Standards for Beginning Teacher Licensing and Development**

Knowledge, Disposition and Performance Indicators (old)

- **Principle 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.
  - **Area 8.10: Knowledge**
    - **Standard 8.12:** The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

**USA- ACEI- Association for Childhood Education International Elementary Education Standards**

- **Domain:** ASSESSMENT
  - **Standard : 4.0 Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

**FL- Florida A & M College of Education Conceptual Frameworks**

- **Area:** CRITICAL THINKING
  - **Conceptual Framework Proficiency:** CF:4.4 (K) Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of student.
opportunities that are adapted to diverse students.

Standards

USA- INTASC: Model Standards for Beginning Teacher Licensing and Development Knowledge, Disposition and Performance Indicators (old)

Principle 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.

Area 8.20: Dispositions

Standard 8.21: The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

FL- Florida A & M College of Education Conceptual Frameworks

Area: DIVERSITY

Conceptual Framework Proficiency: CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals.

Problem Solving Activities Rubric Spring 2010

<table>
<thead>
<tr>
<th>Attached Standards:</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Activities consistently promote critical thinking, problem solving, and are connected within the discipline, with other disciplines, to the world of the student and/or to issues in the world beyond the</td>
<td>Activities promote successful critical thinking, problem solving, and are connected within the discipline, with other disciplines.</td>
<td>Activities occasionally promote critical thinking but usually call for rote, repetitive strategies that do not address the inquiry process.</td>
<td>Activities use rote, repetitive strategies that do not address the inquiry process.</td>
<td></td>
</tr>
</tbody>
</table>
### Skill Standards

**Area:** CRITICAL THINKING

#### Conceptual Framework Proficiency: CF:4.3 (D)
Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Exemplary performance</th>
<th>Acceptable performance</th>
<th>Marginal performance</th>
<th>Unacceptable performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exemplary performance is evidenced by the teacher candidate using a variety of teaching strategies that encourage students' development of critical thinking problem solving, and performance skills.</td>
<td>Acceptable performance is evidenced by the teacher candidate using a variety of teaching strategies that encourage students' development of critical thinking problem solving, or performance skills.</td>
<td>Marginal performance is evidenced by the teacher candidate using a teaching strategies that encourage students' development of critical thinking problem solving, or performance skills.</td>
<td>Unacceptable performance is evidenced by the teacher candidate not using a teaching strategies that encourage students' development of critical thinking problem solving, or performance skills.</td>
</tr>
</tbody>
</table>

### Disposition

**Area:** CRITICAL THINKING

#### Conceptual Framework Proficiency: CF:4.2 (S)
Demonstrate the use of a variety of instructional / professional strategies to encourage students' development of critical thinking and performance.

| Disposition | Exemplary performance is evidenced by the teacher candidate valuing the development of students' critical thinking, independent problem solving, and performance capabilities. The teacher candidates value critical thinking and self-directed learning as | Acceptable performance is evidenced by the teacher candidate valuing the development of students' critical thinking, independent problem solving, or performance capabilities. | Marginal performance is evidenced by the teacher candidate valuing the development of students' critical thinking. | Unacceptable performance is evidenced by the teacher candidate valuing the development of students' critical thinking. |
Role of the Teacher Rubric Spring 2010

**INTASC**

<table>
<thead>
<tr>
<th>Score/Level</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Favorable</strong></td>
<td>Uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and other professionals 90-100% of the time.</td>
<td>Uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and other professionals 80-89% of the time.</td>
<td>Uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and other professionals 70-79% of the time.</td>
<td>Uses appropriate and accurate verbal and non-verbal communication with parents, staff, community members and other professionals less than 50% of the time.</td>
</tr>
</tbody>
</table>

**Standards**

**USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)**

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

**FL- Florida A & M College of Education Conceptual Frameworks**

**Area:** PROFESSIONALISM

**Conceptual Framework Proficiency:** CF:5.6 (S) Display effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom.
### Exemplary Performance

Exemplary performance is evidenced by the teacher candidate's work with various educational professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students. The teacher candidate varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

### Acceptable Performance

Acceptable performance is evidenced by the teacher candidate's work with various educational professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students. The teacher candidate varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content.

### Marginal Performance

Marginal performance is evidenced by the teacher candidate's work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

### Unacceptable Performance

Unacceptable performance is evidenced by the teacher candidate's non-demonstration of work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

### Standards

**FL - Florida Educator Accomplished Practices**

**Accomplished Practice**: 11. ROLE OF THE TEACHER

**Level**: PREPROFESSIONAL: The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

**Sample Key Indicator**: Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.

**Sample Key Indicator**: Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.

### Disposition

Exemplary performance is evidenced by a demonstration of the teacher candidate values of the role of students in promoting each other's learning and recognizes the importance of peer relationships in promoting each other's learning.

Acceptable performance is evidenced by the demonstration of the teacher candidate values of the role of students in promoting each other's learning.

Marginal performance is evidenced by the demonstration of the teacher candidate values of the role of students in recognizing the importance of peer relationships in promoting each other's learning.

Unacceptable performance is evidenced by the teacher candidate not demonstrating that he/she values the role of students in promoting each other's learning.
importance of peer relationships in establishing a climate of learning.

establishing a climate of learning.

learning and recognizing the importance of peer relationships in establishing a climate of learning.

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)</td>
</tr>
<tr>
<td><strong>Principle : 9:</strong> The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>FL- Florida A &amp; M College of Education Conceptual Frameworks</td>
</tr>
<tr>
<td><strong>Area:</strong> PROFESSIONALISM</td>
</tr>
<tr>
<td><strong>Conceptual Framework Proficiency:</strong> CF:5.2 (S) Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
</tr>
</tbody>
</table>

Rubric Spring 2010

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rubric is exemplary, detailed, and clear. Is fully developed and includes specific facts/examples. Results reported are in numerical and narrative form.</td>
<td>The rubric is good, has some detail, and is clear. Results reported are in numerical and narrative form.</td>
<td>The rubric is marginal, containing some detail, but is vague or underdeveloped. Results are not reported in numerical and narrative form.</td>
<td>The rubric is inaccurate and contains irrelevant information. Results not reported.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>
USA- INTASC: Model Standards for Beginning Teacher Licensing and Development
Knowledge, Disposition and Performance Indicators (old)

**Principle 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.

**Area 8.10:** Knowledge

**Standard 8.12:** The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation

**Domain:** ASSESSMENT

**Standard 4:** Assessment for instruction--
Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

FL- ESOL Performance Standards

**Standard:** Standard 17: Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at the elementary, middle, and high school levels

| Skill | Exemplary performance is evidenced by the teacher candidate using formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each student. | Acceptable performance is evidenced by the teacher candidate using formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual and social development of each student. | Marginal performance is evidenced by the teacher candidate using formal or informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual and social development of each student. | Unacceptable performance is evidenced by the teacher candidate not using formal or informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual and social development of each student. |

**Standards**

USA- INTASC: Model Standards for Beginning Teacher Licensing and Development
Knowledge, Disposition and Performance Indicators (old)

**Principle 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.
**Area 8.10:** Knowledge

**Standard 8.12:** The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

**USA-ACEI: Association for Childhood Education International Program Standards for Elementary Teacher Preparation**

**Domain:** ASSESSMENT

**Standard 4:** Assessment for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

**FL- Florida A & M College of Education Conceptual Frameworks**

**Area:** CRITICAL THINKING

**Conceptual Framework Proficiency:** CF:4.4 (K) Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of student.

| Disposition | Exemplary performance is evidenced by the teacher candidate understanding and value formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional and physical development of each student. | Acceptable performance is evidenced by the teacher candidate understanding and values of formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual and social development of each student. | Marginal performance is evidenced by the teacher candidate understanding and values of formal or informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual and social development of each student. | Unacceptable performance is evidenced by the teacher candidate not understanding or valuing formal or informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual and social development of each student. |

**USA-INTASC: Model Standards for Beginning Teacher Licensing and Development**

**Knowledge, Disposition and Performance Indicators (old)**

**Principle 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.

**Area 8.20:** Dispositions
**Standard 8.21:** The teacher values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

- **FL- Florida A & M College of Education Conceptual Frameworks**
  - **Area:** DIVERSITY
  - **Conceptual Framework Proficiency:** CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals.

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### Teaching Techniques/Strategies Rubric Spring 2010

<table>
<thead>
<tr>
<th>Score/Level</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity</td>
<td>There is little/no evidence of success in using/applying teaching strategies that are supportive of the objectives in the curriculum.</td>
<td>There is occasional evidence of success in using/applying teaching strategies that are supportive of the objectives in the curriculum but are not supportive of students' diverse learning needs</td>
<td>There is evidence of success in using/applying teaching strategies that are supportive of the objectives in the curriculum and of some students' diverse learning needs</td>
<td>There is consistent evidence of success in using/applying teaching strategies that are supportive of the objectives in the curriculum and of all students' diverse learning needs</td>
</tr>
</tbody>
</table>

**Standards**

- **USA- INTASC Principles (Model Standards for Beginning Teacher Licensing and Development)**
  - **Principle:** 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

- **FL- Florida A & M College of Education Conceptual Frameworks**
  - **Area:** DIVERSITY
  - **Conceptual Framework Proficiency:** CF: 1.3 (S, D) Create and foster learning opportunities adapted to diverse learners.
Area: CRITICAL THINKING

Conceptual Framework Proficiency: CF:4.4 (K) Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of student.

Area: URBAN/RURAL EDUCATION

Conceptual Framework Proficiency: CF:6.1 (S) Demonstrate the ability to work in school settings with varied levels of human and material resources.

| Skill                                                                 | Exemplary performance is evidenced by the teacher candidate establishes a comfortable environment which accepts and fosters diversity. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation. The teacher candidate uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background. | Acceptable performance is evidenced by the teacher candidate establishes a comfortable environment which accepts and fosters diversity. The teacher uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background. | Marginal performance is evidenced by the establishment of a comfortable environment which accepts and fosters diversity or uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socioeconomic background. | Unacceptable performance is evidenced by the teacher candidate not being able to establish a comfortable environment which accepts and fosters diversity. |

**Standards**

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice**: 5. DIVERSITY

**Level**: PREPROFESSIONAL: The preprofessional 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.

**Sample Key Indicator**: Recognizes the cultural, linguistic, and experiential diversity of students.
Sample Key Indicator: Selects and introduces materials and resources that are multicultural.

Sample Key Indicator: Acknowledges the importance of family and family structure to the individual learner.

**FL - Florida A & M College of Education Conceptual Frameworks**

**Area:** DIVERSITY

**Conceptual Framework Proficiency:** CF: 1.1 (K) Demonstrate understanding of diverse backgrounds of individuals.

**Conceptual Framework Proficiency:** CF: 1.2 (S, D) Demonstrate diverse student learning through differentiated instruction.

**Conceptual Framework Proficiency:** CF: 1.3 (S, D) Create and foster learning opportunities adapted to diverse learners.

**Conceptual Framework Proficiency:** CF: 1.5 (K, S) Establish a climate that values diversity and supports learning for all students.

| Disposition | Exemplary performance is evidenced by the teacher candidate appreciation and value of human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit if individually configured excellence. | Acceptable performance is evidenced by the teacher candidate appreciation and value of human diversity, shows respect for students' varied talents and perspectives, or is committed to the pursuit if individually configured excellence. | Marginal performance is evidenced by the teacher candidate appreciation and value of human diversity, shows respect for students' varied talents or perspectives, or is committed to the pursuit if individually configured excellence. | Unacceptable performance is evidenced by the teacher candidate not demonstrating an appreciation and value of human diversity, respect for students' varied talents or perspectives, nor is committed to the pursuit if individually configured excellence. |

**Standard 5. DIVERSITY**

**Accomplished Practice: 5. DIVERSITY**

**Level:** PREPROFESSIONAL: The preprofessional 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.

Sample Key Indicator: Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
### Technology Rubric Spring 2010

**Attached Standards:**
- Technology (ACEI-2c, PEU CF1.2, 1.5, 2.2, 3.4
  ESOL-3.6,16.20)

<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><strong>Technology (ACEI-2c,</strong> PEU CF1.2, 1.5, 2.2, 3.4 ESOL-3.6,16.20)</td>
<td><strong>Introduction:</strong> The introduction presents the overall topic and draws the audience into the presentation with compelling questions or by relating to the audience interest. <strong>Content:</strong> The information is accurate, current and comes from data on K-12- impact on student learning. <strong>Text Elements:</strong> Fonts are easy-to-read; text is appropriate. <strong>Layout:</strong> The layout is visually pleasing and contributes to the overall message. <strong>Visual Graphics and Diagrams:</strong> The graphics assist in presenting the overall theme and enhance the message.</td>
<td><strong>Introduction:</strong> The introduction presents the overall topic and draws the audience into the presentation with questions. <strong>Content:</strong> The information is accurate, current and comes from data on K-12- impact on student learning. <strong>Text Elements:</strong> Fonts are easy-to-read; text is appropriate. <strong>Layout:</strong> The layout is visually pleasing and contributes to the overall message. <strong>Visual Graphics and Diagrams:</strong> The graphic assist in presenting the overall theme in presenting.</td>
<td><strong>Introduction:</strong> The introduction presents the overall topic and draws the audience into the presentation with questions. <strong>Content:</strong> The information is current and comes mainly from data on K-12- impact on student learning. <strong>Text Elements:</strong> Fonts are difficult to read; text is inappropriate. <strong>Layout:</strong> The layout shows some structure, but appears cluttered and busy. <strong>Visual Graphics and Diagrams:</strong> Some of the graphics do not enhance the overall concept.</td>
<td><strong>Introduction:</strong> The introduction does not orient the audience to what will follow. <strong>Content:</strong> The content lacks a clear point of view. <strong>Text Elements:</strong> Fonts are difficult to read; text is inappropriate. <strong>Layout:</strong> is cluttered and confusing. <strong>Visual Graphics and Diagrams:</strong> Graphics do not enhance understanding of the content. Graphics are busy and detract from the content.</td>
<td></td>
</tr>
</tbody>
</table>
understanding of concept, ideas and relationships.

### Standards

#### FL- ESOL Performance Standards

**Standard:** Standard 6: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students

**Standard:** Standard 8: Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: (1) basic interpersonal communication skills (BICS), and (2) cognitive academic language proficiency (CALP) as they apply to the ESOL curriculum

#### FL- Florida A & M College of Education Conceptual Frameworks

**Area:** DIVERSITY

**Conceptual Framework Proficiency:** CF:1.3 (S, D) Create and foster learning opportunities adapted to diverse learners.

**Area:** TECHNOLOGY

**Conceptual Framework Proficiency:** CF:2.2 (S) Use technology to manage, evaluate, and improve instruction.

**Conceptual Framework Proficiency:** CF:2.5 (S) Use technology to prepare and teach lessons and promote creativity among students.

| Skill FEAP 12 | Exemplary performance is evidenced by the teacher candidate demonstrating use of technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The candidate also uses technology to manage, evaluate, and improve. | Acceptable performance is evidenced by the teacher candidate demonstrating a use of technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The candidate also uses technology to manage, evaluate, and improve. | Marginal performance is evidenced by the teacher candidate demonstrating a use of technology as available at the school site and as | Unacceptable performance is evidenced by the teacher candidate demonstrating a use of technology as available at the school site and as appropriate to the learner. She/he does not provide students with opportunities to actively use technology and facilitates access to the use of electronic resources. The candidate also uses technology to manage, evaluate, and improve. |
Exemplary performance is evidenced by the teacher candidate understanding the importance of making technology available and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The candidate also uses technology to manage, evaluate, and improve instruction.

Acceptable performance is evidenced by the teacher candidate understanding the importance of making technology available and as appropriate to the learner. She/he provides students with opportunities to actively use technology. The candidate also uses technology to manage, evaluate, and improve instruction.

Marginal performance is evidenced by the teacher candidate understanding the importance of making technology available to the learner.

Unacceptable performance is evidenced by the teacher candidate not understanding the importance of making technology available and as appropriate to the learner. She/he does not provide students with opportunities to actively use technology and facilitates access to the use of electronic resources. The candidate also uses technology to manage, evaluate, and improve instruction.
Student learning.

**Conceptual Framework Proficiency:** CF:2.2 (S) Use technology to manage, evaluate, and improve instruction.

**Conceptual Framework Proficiency:** CF:2.5 (S) Use technology to prepare and teach lessons and promote creativity among students.

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### Unit Narrative Rubric Spring 2010

**Attached Standards:**

<table>
<thead>
<tr>
<th>Score/Level</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Acceptable</th>
<th>Favorable</th>
</tr>
</thead>
</table>

**Communication**

- **Favorable:** Exemplary performance is evidenced by teacher candidate ability to effectively communicate main ideas and provide support which contains researched, scientific, and experiential information that is relevant and detailed.

- **Acceptable:** Acceptable performance is evidenced by teacher candidate ability to effectively communicate main ideas and provide support which is suitable to the topic with acceptable detail.

- **Marginal:** Marginal performance is evidenced by teacher candidate's ability to communicate main ideas. However, a clear theme or overall structure of presentation is not presented in a clear, concise, and organized manner.

- **Unacceptable:** Unacceptable performance is evidenced by the teacher candidate's ability to communicate main ideas. Information is presented in isolation and at random without a clear theme and purpose.

---

**Standards**

- **USA- INTASC: Model Standards for Beginning Teacher Licensing and Development**
  
  **Knowledge, Disposition and Performance Indicators (old)**

  - **Principle 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.

  - **Area 6.10:** Knowledge

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

    - **Standard 6.12:** The teacher understands how cultural and gender differences can affect communication in the classroom.
**Standard 6.13**: The teacher recognizes the importance of nonverbal as well as verbal communication.

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

**USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation**

**Domain : CURRICULUM**

**Standard 2.8**: Connections across the curriculum--
Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues

**USA- NCATE- Unit Standards (effective fall 2008)**
National Council for Accreditation of Teacher Education

**Standard : Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

**Sub-standard : 1a. Content Knowledge for Teacher Candidates (Initial and Advanced Preparation of Teachers)**

| Disposition | Exemplary performance is evidenced by the candidate’s commitment to addressing all criteria and excel at the assigned task. The work contains additional, unexpected, and outstanding features beyond the assigned task. | Acceptable performance is evidenced by the candidate’s commitment to address all criteria established assigned for the task. The assignment does not contain additional, unexpected, and outstanding features beyond the assigned task. | Marginal performance is evidenced by the candidate’s ability to address some of the criteria established for the assigned task. The work submitted does not contain the minimal requirement for the task. | Unacceptable performance is evidenced by the candidate not demonstrating a commitment to complete the task. Candidate demonstrated no task results for the assignment. |

**Standards**

**USA- NCATE- Unit Standards (effective fall 2008)**
National Council for Accreditation of Teacher Education

**Standard : Standard 1: Candidate Knowledge, Skills, and Professional Dispositions**

**Sub-standard : 1a. Content Knowledge for Teacher Candidates (Initial and Advanced Preparation of Teachers)**

**Sub-standard : 1b. Pedagogical Content Knowledge and Skills for Teacher Candidates (Initial and Advanced Preparation of Teachers)**
Exemplary performance is evidenced by the teacher candidate's use of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Acceptable performance is evidenced by the teacher candidate's use of effective verbal, nonverbal, or media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Marginal performance is evidenced by the teacher candidate's use of effective verbal, nonverbal, or media communication techniques in the classroom.

Unacceptable performance is evidenced by teacher candidates not being capable of using effective verbal, nonverbal, or media communication techniques in the classroom.

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**Standards**

**USA- INTASC: Model Standards for Beginning Teacher Licensing and Development**

*Knowledge, Disposition and Performance Indicators (old)*

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

**Area 2.10:** Knowledge

**Standard 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.

**USA- ACEI- Association for Childhood Education International Program Standards for Elementary Teacher Preparation**

**Domain:** DEVELOPMENT, LEARNING AND MOTIVATION

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

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**Written Unit Plan Rubric Spring 2010**

Attached Standards: [ ] [ ] [ ] [ ]
<table>
<thead>
<tr>
<th></th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td><strong>Favorable</strong></td>
<td><strong>Acceptable</strong></td>
<td><strong>Marginal</strong></td>
<td><strong>Unacceptable</strong></td>
</tr>
<tr>
<td>Writes standard unit</td>
<td>List 3-5 appropriately stated goals or general statements of educational intent</td>
<td>List 3 or fewer appropriately stated goals or general statement of educational intent</td>
<td>List 2 or fewer appropriately stated goals or general statements of educational intent</td>
<td>List 2 or fewer goals or general statements of educational intent which may or may not be appropriately stated</td>
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<tr>
<td>goals appropriate to</td>
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<tr>
<td>grade level</td>
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<tr>
<td><strong>Rationale</strong></td>
<td>Provides an appropriate rationale for the unit plan which favorably presents reasons for teaching the unit.</td>
<td>Provides an appropriate rationale for the unit plan which presents more than satisfactory reasons for teaching the unit.</td>
<td>Provides a satisfactory rationale for the unit plan which presents reasons for teaching the unit.</td>
<td>Does not provide a satisfactory rationale for the unit plan</td>
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<tr>
<td>Provides a rationale for</td>
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<tr>
<td>the unit plan which</td>
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<td>addresses reasons for</td>
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<tr>
<td>teaching the unit</td>
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<tr>
<td><strong>Theme/Topic</strong></td>
<td>Selects an outstanding theme or topic appropriate for grade level. Provides an appropriate definition that guides the unit.</td>
<td>Selects an acceptable theme or topic appropriate for grade level. Provides an acceptable definition that guides the unit.</td>
<td>Selects a marginal theme or topic which may/may not be appropriate for grade level. Provides a marginal definition which may/may not guide the unit.</td>
<td>Selects an unacceptable theme of topic which may/may not be appropriate for grade level. Does not provide or provides an unacceptable definition which may/may not guide the unit</td>
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<tr>
<td><strong>Definition</strong></td>
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<td>Selects a theme or</td>
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<td>topic appropriate for</td>
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<td>grade level. Provides a</td>
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<tr>
<td>definition to guide the</td>
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<tr>
<td>unit</td>
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<tr>
<td><strong>Overall Unit Web</strong></td>
<td>Provides an outstanding web which represents all unit concepts and their connections and provides a minimum of 5 activities in each subject area</td>
<td>Provides an acceptable web which represents most unit concepts and their connections and provides a minimum of 4 activities in each subject area</td>
<td>Provides a marginally acceptable web which represents some of the unit concepts and may or may not include their connections and provides 3 activities in each subject area</td>
<td>Provides an unacceptable web which represents few of the unit concepts and may or may not include their connections and provides fewer than 3 activities in each subject area</td>
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<tr>
<td>**Provides a web to</td>
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<tr>
<td>represent overall unit</td>
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<tr>
<td>concepts and their</td>
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<td>connections with ideas/</td>
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<tr>
<td>activities specified in</td>
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<tr>
<td>each Subject Area</td>
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<tr>
<td><strong>Next Generation</strong></td>
<td>Selects, uses and states appropriately all required state standards for planning of the unit</td>
<td>Selects, uses and states fewer than five standards for planning the unit</td>
<td>Selects, uses and states fewer than five standards for planning the unit</td>
<td>Selects and states fewer than three standards for planning the unit</td>
</tr>
<tr>
<td><strong>Sunshine State</strong></td>
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<tr>
<td><strong>Standards</strong></td>
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<tr>
<td>Identifies and uses</td>
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<td>state standards in all</td>
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<td>subject areas including,</td>
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<td>strands, standards and</td>
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<tr>
<td>benchmarks</td>
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<tr>
<td><strong>Instructional Activities</strong></td>
<td>Identifies numerous appropriate, active, hands-on instructional strategies</td>
<td>Identifies some good, active, hand-on instructional strategies</td>
<td>Identifies instructional activities which are appropriate. May or may</td>
<td>Identifies instructional activities which are not appropriate for teaching this</td>
</tr>
<tr>
<td>Identify the</td>
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<tr>
<td>instructional strategies/activities that are related to the unit plan</td>
<td>for teaching this unit</td>
<td>appropriate for teaching this unit</td>
<td>not include active, hands-on instructional strategies appropriate for teaching this unit</td>
<td>unit. Includes few or no active, hands-on instructional strategies</td>
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</tr>
<tr>
<td>Assessment</td>
<td>Identifies many appropriate formal and informal strategies for assessing students' mastery of objectives for each lesson within the unit</td>
<td>Identifies several appropriate formal and informal strategies for assessing students' mastery of objectives for each lesson within the unit</td>
<td>Identifies some appropriate formal and informal strategies for assessing students' mastery of objectives for each lesson within the unit</td>
<td>Identifies few or no formal and informal strategies for assessing students' mastery for each lesson within the unit</td>
</tr>
<tr>
<td>Materials</td>
<td>Includes all appropriate materials needed to teach the lesson including technology</td>
<td>Includes most of the appropriate materials needed to teach the lesson including technology</td>
<td>Includes an appropriate type and number of materials needed to teach the lesson including technology</td>
<td>Does not include an appropriate type or number of materials needed to teach the lesson including technology</td>
</tr>
<tr>
<td>Thinking Skills</td>
<td>Selects all required thinking skills related to unit plan</td>
<td>Selects fewer than 7 thinking skills related to unit plan</td>
<td>Selects fewer than 6 thinking skills related to unit plan</td>
<td>Selects fewer than 5 thinking skills related to unit plan</td>
</tr>
<tr>
<td>Accommodations</td>
<td>Identifies excellent accommodation strategies for all learners</td>
<td>Identifies several very good accommodation strategies meeting the needs of all learners</td>
<td>Identifies some good accommodation strategies for meeting the needs of all learners</td>
<td>Identifies some poor accommodation strategies that may or may not meet the needs of all learners</td>
</tr>
<tr>
<td>Professional References</td>
<td>Provides a thorough list of 5 professional references used in developing the unit plan</td>
<td>Provides a good list of at least 4 professional references used in developing the unit plan</td>
<td>Provides a good list of at least 3 professional reference used in developing the unit plan</td>
<td>Provides a list of 3 or fewer professional references used in developing the unit plan</td>
</tr>
</tbody>
</table>

**Standards**

**FL - Florida Educator Accomplished Practices**

**Accomplished Practice : 10. PLANNING**

**Level : PREPROFESSIONAL:** Recognizes the importance of setting high expectations for all students, the preprofessional 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.

**Sample Key Indicator:** Identifies student performance outcomes for planned lessons.

**Sample Key Indicator:** Plans and conducts lessons with identified student performance and learning outcomes.

**Sample Key Indicator:** Plans activities that utilize a variety of support and enrichment activities and materials.

**Sample Key Indicator:** Plans and conducts lessons that are interdisciplinary.

<table>
<thead>
<tr>
<th>Skill</th>
<th>Exemplary performance is evidenced by the teacher candidate using varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcomes assessment and learning experiences.</th>
<th>Acceptable performance is evidenced by the teacher candidate using varied and motivational strategies and multiple resources for providing comprehensible instruction for all students.</th>
<th>Acceptable performance is evidenced by the teacher candidate using varied and motivational strategies.</th>
<th>Unacceptable performance is evidenced by the teacher candidate not being able to use varied and motivational strategies and multiple resources for providing comprehensible instruction for all students.</th>
</tr>
</thead>
</table>

**Standards**

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice:** 10. PLANNING

**Level:** PREPROFESSIONAL: Recognizes the importance of setting high expectations for all students, the preprofessional 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.

**Sample Key Indicator:** Plans and conducts lessons with identified student performance and learning outcomes.
Exemplary performance is evidenced by the teacher candidate demonstrating a value for both long and short term planning. The teacher candidate values planning as a collegial activity.

Acceptable performance is evidenced by the teacher candidate demonstrating a value for both long and short term planning.

Marginal performance is evidenced by the teacher candidate demonstrating a value for only short term planning.

Unacceptable performance is evidenced by the teacher candidate not being able to demonstrate a value for long term nor short term planning.

### Standards

**FL- Florida Educator Accomplished Practices**

**Accomplished Practice :** 10. PLANNING

**Level :** PREPROFESSIONAL: Recognizes the importance of setting high expectations for all students, the preprofessional 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.

**Sample Key Indicator :** Identifies student performance outcomes for planned lessons.