Appendix A4.6.12

College of Education

Course Syllabus
<table>
<thead>
<tr>
<th>COURSE SYLLABUS</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>EDA 5193</td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Course Credit:</strong></td>
<td>3 Hours</td>
</tr>
<tr>
<td><strong>College:</strong></td>
<td>Education</td>
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<tr>
<td><strong>Department:</strong></td>
<td>of Educational Leadership and Human Services</td>
</tr>
<tr>
<td><strong>Taskstream Course Code:</strong></td>
<td>EDA5193fall2010</td>
</tr>
<tr>
<td><strong>6th Edition of APA</strong></td>
<td>Supplies: Taskstream is REQUIRED</td>
</tr>
<tr>
<td><strong>Faculty Name:</strong></td>
<td>Dr. Patricia Green-Powell</td>
</tr>
<tr>
<td><strong>Term and Year:</strong></td>
<td>Fall 2010</td>
</tr>
<tr>
<td><strong>Place and Time:</strong></td>
<td>5:30-8:00pm Room 103 GEC</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>Room 300 GEC-A</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>(850) 599-3483</td>
</tr>
<tr>
<td><strong>e-mail:</strong></td>
<td><a href="mailto:patricia.greenpowell@famu.edu">patricia.greenpowell@famu.edu</a></td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>Monday 10:00-12:00</td>
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**Course Description**

This course EDA 5193, provides candidates with a leadership and instructional knowledge base to promote a positive learning culture, conceptualize and organize an effective instructional program, and collaborate with instructional personnel to identify strategies to improve student academic achievement. Content also provides candidates with expertise in utilizing instructional supervision theories and models related to teaching and learning.

**Course Purpose**

The purpose of this course will be to focus on the primary responsibilities of the school administrator in the facilitation of teaching and learning; and will identify instruction and supervisory tasks, analyze competencies and techniques needed by members of the supervisory team, and provide students with simulated clinical and actual instructional and supervisory experiences.
Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

DIVERSITY

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FPLS</th>
<th>ELCC Standards</th>
<th>FELE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>6.0</td>
<td>4.0</td>
<td>3(1)</td>
</tr>
<tr>
<td>CF: 1.2 (S, D)</td>
<td>Demonstrate diverse student learning through differentiated instruction.</td>
<td>6.5</td>
<td>3.0</td>
<td>4(1):4(4)</td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a climate that values diversity and supports learning for all students.</td>
<td>6.3</td>
<td>2.0</td>
<td>3(1)</td>
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</tbody>
</table>

TECHNOLOGY

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FPLS</th>
<th>ELCC Standards</th>
<th>FELE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td>7.2</td>
<td>1(1);1(2)</td>
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<tr>
<td>CF: 2.2 (S)</td>
<td>Use technology to manage, evaluate, and improve instruction.</td>
<td>7.1;7.7</td>
<td>1(1);1(2)</td>
<td></td>
</tr>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use technology to prepare and teach lessons and promote creativity among students.</td>
<td>7.3</td>
<td>1(1);1(2)</td>
<td></td>
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</table>

VALUES

- CF3
  - Through this focal area, the FAMU professional education candidate will:

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge    (S)=Skill    (D)=Disposition

Approved/Revised 10/30/07
<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FPLS</th>
<th>ELCC Standards</th>
<th>FELE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>3.4</td>
<td>5.0</td>
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<tr>
<td>CF: 3.2 (S)</td>
<td>Use clear and accurate communication with students, families and other stakeholders.</td>
<td>3.5</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>CF: 3.3 (S, D)</td>
<td>Promote perspectives, ideas, people, and culture.</td>
<td>6.3</td>
<td>5.0</td>
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</table>

**CRITICAL THINKING**

- CF4
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FPLS</th>
<th>ELCC Standards</th>
<th>FELE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.</td>
<td>5.0</td>
<td>3.0</td>
<td>Instructional Leadership 4(1-4)</td>
</tr>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>8.6</td>
<td>3.0</td>
<td>Instructional Leadership 4(1-4)</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>5.5</td>
<td></td>
<td>Instructional. Lead.1(4)</td>
</tr>
</tbody>
</table>

**PROFESSIONALISM**

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FPLS</th>
<th>ELCC Standards</th>
<th>FELE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>3.4</td>
<td>1.0</td>
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</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to personal growth and development.</td>
<td>3.5</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>CF: 5.4 (K, S)</td>
<td>Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation.</td>
<td>1.0</td>
<td></td>
<td>Operational Leadership 13(1-2)</td>
</tr>
</tbody>
</table>

**URBAN/RURAL EDUCATION**

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FPLS</th>
<th>ELCC Standards</th>
<th>FELE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.2 (S, D)</td>
<td>Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these opportunities provide.</td>
<td>6.0</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>CF: 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>6.0</td>
<td>6.0</td>
<td></td>
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</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge     (S)=Skill    (D)=Disposition

Approved/Revised 10/30/07
## Standards Crosswalk

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>PEU Concept. Framework</th>
<th>FPLS</th>
<th>ELCC Standards</th>
<th>FELE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article Critique</td>
<td>Demonstrate an understanding of the importance of educational leadership in creating a collegial school culture that believes in and employs practices to assure success for all students. Demonstrate an understanding of technical skills in planning, decision making, presenting, and observing, researching, and evaluating instruction.</td>
<td>CF: 1.1 (K) 6.2 (S, D); 2.0;2.2;2.3;2.5;2.6;2.7;2.8;8.2;8.3;2.9;2.10;2.12;2.13;2.14;3.5</td>
<td>3.0</td>
<td>Instructional Leadership 1.1;1.5;2.4</td>
<td></td>
</tr>
<tr>
<td>Research Paper</td>
<td>Demonstrate an expanded knowledge of curriculum, instruction, student assessment, professional development and program evaluation</td>
<td>4.1,5,6,1.45.1 (K); 1.1;2.0;2.2;2.3;2.5;2.6;2.7;2.8;2.9;2.10;2.12;2.14</td>
<td>1.0;2.03.0</td>
<td>School Leadership-1.1;7.1-3;3.1-2;</td>
<td></td>
</tr>
<tr>
<td>Field Experience, Classroom Walkthrough (CWT)</td>
<td>Demonstrate an increased awareness of the sequence of steps in curriculum development and the roles and relationships in curriculum development and implementation. Demonstrate an understanding of technical skills in planning, decision making, presenting, and observing, researching, and evaluating instruction.</td>
<td>4.1,5,6,1.4; 1.1-1.4,2.1-2.13,5.23,5-8,7,1,2,3,5</td>
<td></td>
<td>Instructional Leadership-3.2; 5.2; 4(1-4)</td>
<td></td>
</tr>
<tr>
<td>Midterm Examination</td>
<td>Demonstrate an understanding of technical skills in planning, decision making, presenting, and observing, researching, and demonstrating an increased awareness of selected models of supervision, leadership, and motivation.</td>
<td></td>
<td></td>
<td>School Leadership 1,2,13,3.2;14, Instructional</td>
<td></td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  
(S)=Skill  
(D)=Disposition
Overall Goals of the Course

This course will assist the exemplary professional educator with acquiring the knowledge and skills essential to improving instruction and instructional programs. The course will focus on the primary responsibilities of the school administrator in facilitating teaching and learning. The course will provide students with an understanding of school cultures, curriculum development, instruction, motivation theories, leadership theories, interpersonal skills, technical skills, program evaluation, and developmental supervision.

Specific Behavioral Objectives

At the completion of this course, students will be able to

1. Demonstrate an understanding of the importance of educational leadership in creating a collegial school culture that believes in and employs practices to assure success for all students.  
   FELE Instructional Leadership 3(1.2, 17), 5 FPC 2.0;2.8,2.9,7.0,7.1,7.9; ELCC 2.A1
2. Demonstrate an expanded knowledge of curriculum, instruction, student assessment, professional development, and program evaluation.  
   FELE Instructional Leadership 1 (1.3,), 5; ELCC 2 .B1, B2, ELCC, 2.D1, 2F,
3. Demonstrate an increased awareness of the sequence of steps in curriculum development and the roles and relationships in curriculum development and implementation.  
   (FELE-,
4. Demonstrate an increased awareness of selected models of supervision, leadership, and motivation.  
   FELE , FPC 4, 7, 8, 11,13, 1
5. Demonstrate an understanding of technical skills in planning, decision making, presenting, and observing, researching, and evaluating instruction.  
   FELE2, 13(1.2) FPC , ELCC 2C.3, 2D.2, 3A.3, 3B.1, 3C.1. 6A.1,
6. Demonstrate an understanding of interpersonal behaviors available to supervisors.  
   FELE- FPC 2.0 2.8 2.9)
7. Demonstrate an understanding of theories related to instructional supervision and adult learning and development.  
   FELE Instructional Leadership FPC 7, ELCC 2C.2, 2D.2)
8. Demonstrate an understanding of models and strategies of the change process.  
   (FELE Leadership, Operational Leadership-13(1,2) ,

National and State Standards Addressed in the Course

Professional Organization/Learned Society Standards  
Florida Educational Leadership Standards and Criteria  
Florida Principal Leadership Standards (FPLS) and Program Indicators

Topical Outline

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
</table>
| August 24, 2010 | ♦ Welcome/Introductions  
♦ Course overview and expectations  
♦ Discussion of Course Syllabus  
♦ Cecil Golden’s FLDOE website  
♦ Topic: Overview of Supervision and Instructional Leadership  
♦ Assignment: Compare and Contrast School Climate and School Culture (acquire articles from the library on each)  
♦ Blooms Taxonomy |
| August 31, 2010 | ♦ Discussion on various articles on School Climate and School Culture  
♦ Overview of Florida Department of Education/FELE/Cecil Golden’s Link  
♦ Read Chapters 1 in Text: Supervision that Improves Teaching and Learning  
♦ Adult Learning and Development |
| September 7, 2010 | ♦ Principal as Instructional Leader  
♦ 21st Century Leadership Skills  
♦ Chapter 1 Full Class Discussion |
| September 14, 2010 | ♦ Activity: The Supervisory Beliefs Inventory  
♦ Assignment: Research Topics Due-Please place in Digital Drop Box  
♦ Assignment: Article on Classroom Walk Through |
| September 21, 2010 | ♦ Action Research Topic: Action Research: The School as the Center of Inquiry  
♦ Case 7 in Textbook  
♦ Assignment: Read Chapter 2 -Three Interpersonal Approaches to Supervision  
♦ Discussion on Assessment Tools |
| September 28, 2010 | ♦ Discussion on Chapter 2  
♦ Article Critique Due (by 5:30pm) |
| October 5, 2010 | ♦ Assignment: Organizational Change  
http://www.mapnp.org/library/org_chng/chng_mng/chng_mng.htm |
| October 12, 2010 | ♦ Classroom Walk Through Due(by 5:30pm)  
♦ Guest Lecturer  
♦ Preparing for the Midterm Examination |
| October 19, 2010 | Midterm Examination |
| October 26, 2010 | ♦ Using Data in decision making  
♦ Topic: Professional Development, Curriculum Development, and Change |
Teaching Methods

Lecture
Guided Discussion
Invited Guest Lecturers
On-line sessions and research
Writing Experiences
Field Experience
Socratic Dialogue
Role-playing
Group/Team Work
Case Studies

Required Artifacts:
1) Article Critique (Instructional Leadership)
2) Data Driven Decision Making Project (Classroom Walkthrough), and
3) Research paper

Course Evaluation

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
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<tr>
<td></td>
<td>4</td>
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</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
The candidate consistently and thoroughly demonstrates indicators of performance. (90–100%)
The candidate usually and extensively demonstrates indicators of performance. (89-80%)
The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)
The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.

Professional Behavior: The Candidate demonstrates professional behavior
(Please use a ✓ to indicate level of performance.)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
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</table>

Effective Communication: The Candidate demonstrates effective communication skills
(Please use a ✓ to indicate level of performance.)

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.

Grading:
A = 90-100
B = 89-80
C = 79-70
D= 69 and Below
F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition
I = Incomplete grades follow the guidelines provided in the current FAMU Bulletin.

Grading Scale:  
A = 90-100,  
B = 80-89,  
C = 70-79,  
D = 60-69,  
F = Below 60

Grading Rubric  
F = Favorable,  
A = Acceptable,  
M = Marginal,  
U = Unsatisfactory

**Favorable** performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.

**Acceptable** performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

**Marginal** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-79.

**Unacceptable** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

**Grading System:**
A = 90-100
B = 89-80
C = 79-70
D = 69 and Below
I = Incomplete grades follow the guidelines provided in the current FAMU Bulletin.

---

**Course Requirements**

F = Florida Educator Accomplished Practices Standards (FEAPS)
I = Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K) = Knowledge  
(S) = Skill  
(D) = Disposition

Approved/Revised 10/30/07
Please note: Grading Rubrics for assignments are located in Taskstream.

1. Article Critique on Instructional leadership (managing the learning environment; community and stakeholder partnerships; decision making strategies; diversity; technology; accountability and assessment; human resource development; and ethical leadership) The Article must be attached to the Critique, and should be 5-7 pages in length, excluding references. Please note that the American Psychological Association (APA) style format must be used.

2. Research Paper. Each student will identify a supervisory issue in the areas of school governance, curriculum development, organizational culture, motivation, group leadership styles, or program evaluations for specific focus. The student will be expected to:

   (1) Give an overview of the problem(s) in this area
   (2) Develop a guiding question or group of guiding questions
   (3) Review relevant literature and how it impacts the problem(s)
   (4) Give implications and recommendations for the problem
   (5) Summarize and provide a conclusion to your paper

   The paper should be 12-15 pages in length. Each student should use 14–16 references, with a maximum of three Internet references. APA format is required. (Research Paper 6.4, 7.1, 7.2, 7.3, 7.4, FELE Leadership 1.1-2.1-2.13,5.2,3,5-8,7.1,2,3,5, ELCC 1.1-4,2.2a,b,c 2.3ac,3.1a, 2D.2, 3A.

3. Midterm Examination. The student will be given a Midterm Examination. The student will demonstrate an understanding of concepts of supervision and instructional leadership covered in class. FELE, 1.1-1.4,2.1-2.13,5-8,7.1,2,3,5; FPC 4, 5, 6, 7, 8, 10, 11, 12, 13,15, 17, 18, ELCC 2.A1, 2.D1, 2C.2, 2C.3, 2D.2, 3A.3, 3B.1, 3C.1, 6A.1).

4. Field Experience. Classroom Walkthrough (CWT) CF 4.1,5,6,1,4;FELE/FEL 1.1-1.4,2.1-2.13,5,23,5-8,7.1,2,3,5;ELCC1.1-4,2.2a,b,c,3.1a

   For this Field Experience, you will be required to visit two different class rooms at a school to observe the work of classroom teachers. As school administrators, a vast majority of your work will include classroom visitations.

   What are they looking for in an observation? The CWT observation focuses on the following components:

   Teaching Objective/Learning Expectation - Is the objective/expectation appropriate and aligned with state standards/district curriculum? Is the objective/expectation communicated to the student in “student-friendly” language verbally or visually? Is the teacher teaching to the objective/expectation?

   Target - Is the lesson on target for the grade level/needs of the students (if below or above grade level)?

   Taxonomy- At what level of Bloom’s Taxonomy of Knowledge are students working? Is

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the level(s) appropriate to the learning objective(s)? Is there a balance of high and low order questions/cognitive tasks?

**Text & Materials** - Are the materials and related classroom resources appropriate and supportive of the learning objective(s)? Are the materials differentiated according to student needs?

**Instructional Strategies** - What is the teacher doing? Whole group, small group, or individual approaches? Direct or facilitated approaches? Integrating technology?

**Modeling? And much more**

**Learner Engagement** - What are the students doing? Are they conscious of the learning objective/expectation? Are they actively engaged or passively compliant?

**Learning Environment** - What does the classroom look like? Are there displays, word walls, etc. that support the learning activities? Are there displays of student work? Are there resources, technology, classroom libraries, etc.?

1. Look for evidence of objectives and co-objectives
2. Evidence of level of teaching according to Bloom’s Taxonomy
3. Diversity in the setting
4. Differentiated Paring (Co-teaching)
5. As an administrator, write a question (critical to what you observed) that you would give to the teacher.

The purpose of CWT is to help principals and assistant principals become more effective instructional leaders. It provides a powerful tool for instructional leaders to gather information for the purposes of coaching, program planning, and professional development. It provides them with a structure for seeing the important elements of effective instruction and tools for capturing information about patterns of instruction throughout their school. The information they gather as they walk through classrooms becomes a focus for reflection and dialog with teachers about instruction.

All students must acquire a password/login to the following website:

www.FloridaSchoolLeaders.org

I reserve the right to make changes to the EDA 5193 Course Syllabus at anytime during the semester.

Course Policies

Professional Behavior
Teaching is a public trust. That is, parents have confidence in those in whom they have entrusted their most precious possession. The behavior of teachers and administrators in the professional and public arena is a reflection upon you and the educational profession. Unprofessional conduct exhibited in this class will result in a lowered grade. In such an event, a conference will be arranged with the student to discuss the specifics of the incident. Subsequent incidents will result in the student being dismissed from the class.

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Approved/Revised 10/30/07
Attendance
EDA 5193 is scheduled for 5:30pm-8:00pm. Masters level candidates registered for this course are required to arrive on time and must remain until the class has adjourned. Punctuality is a positive professional disposition of exemplary teachers and administrators, and desired behavior in most schools and colleges. Emergencies sometimes arise, however, if you need to be absent from class, you are expected to notify the instructor in advance, by telephone or e-mail.

If you arrive to class more than 20 minutes late, you are absent. Consultation with course professor needs to occur if a student is absent more than one class meeting. More than one absence will result in a drop of one letter grade and the student maybe dropped from the course and assigned the grade of “F”.

Plagiarism: Plagiarism is unethical and unacceptable. Essays, papers, test, and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged.

All written material will be assessed on the nature and adequacy of the content, the clarity and organization of the thought processes, and the correctness of grammar and syntax. All assignments not turned in on time will result in a loss of 5 points. Five points will continue to be deducted for each week that the assignment is not completed. (FPC 18)

Dispositions As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

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*Approved/Revised 10/30/07*
COURSE SYLLABUS

Course Number: EDA 6216  
Prerequisite(s): Admission to Educational Leadership Ph.D. program  
Course Title: Leadership and Communication Technologies in Education  
Course Credit: 3 semester hours  
Course Hours: 3 per week

College: Education  
Department: Educational Leadership and Human Services  

All candidates in the Educational Leadership program are required to purchase a TaskStream account. The Taskstream Code for this course is: GKEEKA


Faculty Name: Warren C. Hope, Ed. D  
Term and Year: Fall 2009  
Place and Time: GEC-A, Room 103, 11:15 AM-2:15 PM  
Telephone: 850 – 599-3173 (office)  
E-mail address: warren.hope@famu.eud

Office Location: GEC-A, Room 305

Office Hours  
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Course Description

Prepares students to use language effectively to read, write, listen and speak. Technology, research techniques, and research findings are used to accomplish the course objectives.

Course Purpose

The purpose of this course is to provide perspectives and an analysis of leadership and communication in the organizational context. This course also seeks to prepare individuals with leadership and communication skills to assume organizational roles and to contribute to the accomplishment of organizational goals.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework
### Academic Learning Compact

### Standards Crosswalk

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>PEU Conceptual Framework</th>
<th>Program Standard</th>
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<td><strong>Acquire an understanding of the influence of organizational contexts on leadership.</strong>&lt;br&gt;<strong>Develop and enhance personal written and oral communication skills.</strong></td>
<td><strong>Standard 2 Communications.</strong> Demonstrate ability to communicate effectively in oral and written forms.  <strong>Program Standards 5. Technology:</strong> Demonstrate familiarity with and awareness of various technology devices. Demonstrate the ability use various technologies in the leadership role. Demonstrate an understanding of the role of various technologies in organizational communication and achieving organizational goals.</td>
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<td>the leadership role. Demonstrate an understanding of the role of various technologies in organizational communication and achieving organizational goals.</td>
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<tr>
<td>Demonstrate the use of correct grammatical forms in written and oral communication and use various technologies to assist in written and oral communication.</td>
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<td>Demonstrate competency in using computer technology and applications to communicate with an audience.</td>
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| Acquire an understanding of the influence of organizational contexts on leadership. | **Standard 1 Leadership.** Demonstrate a comprehensive understanding of multiple leadership theories and engage in leader behavior as articulated by the knowledge base. |
| **Standard 2 Communications.** Demonstrate ability to communicate effectively in oral and written forms. |
| **Program Standards 5. Technology:** Demonstrate familiarity with and awareness of various technology devices. Demonstrate the ability use various technologies in the leadership role. Demonstrate an understanding of the role of various technologies in organizational communication and achieving organizational goals. |

| Identify and use effective leadership behaviors. Become familiar with various sources of information and utilize | **Standard 1 Leadership.** Demonstrate a comprehensive understanding of multiple leadership theories and engage in leader behavior as articulated by the knowledge base. |
| **Standard 2 Communications.** Demonstrate ability to communicate effectively in oral and written forms. |
| **Program Standards 5. Technology:** Demonstrate familiarity with and awareness of various technology devices. Demonstrate the ability use various technologies in |
Specific Behavioral Objectives

At the completion of this course, students will:

1. Acquire an understanding of the influence of organizational contexts on leadership.
2. Acquire an understanding of the role of communication in organizations.
3. Develop and enhance personal written and oral communication skills.
4. Analyze the impact of various leadership styles in organizations.
5. Demonstrate the use of correct grammatical forms in written and oral communication and use various technologies to assist in written and oral communication.
6. Demonstrate the ability to use at least one of several writing styles such as APA, Chicago, or MLA.
7. Demonstrate competency in using computer technology and applications to communicate with an audience.
8. Become familiar with various sources of information and utilize those sources for research and to communicate with audiences.
9. Develop an understanding of the writing process to compose effectively and efficiently.
10. Develop a sensitivity to words and the multiple meanings they convey.
11. Demonstrate an ability to read, interpret, and present information in written, oral, and diagrammatic forms.
12. Acquire an understanding of leadership as a personal quality, a type of behavior, and a moral quality.

National and State Standards Addressed in the Course

The following standards are addressed in this course.

Conceptual Framework Standards: CF 2.3, 4.5, 5.3

Standard 1 Leadership. Demonstrate a comprehensive understanding of multiple leadership theories and engage in leader behavior as articulated by the knowledge base.

Standard 2 Communications. Demonstrate ability to communicate effectively in oral and written forms.
**Program Standards 5. Technology**: Demonstrate familiarity with and awareness of various technology devices. Demonstrate the ability use various technologies in the leadership role. Demonstrate an understanding of the role of various technologies in organizational communication and achieving organizational goals.

**Overall Goals of the Course**

1. Identify strategic communication components and assist students to develop effective communication skills—written and oral, for use in organizational contexts.
2. Identify factors that facilitate or hinder effective communication.
3. Provide an opportunity for students to demonstrate proficiency in at least one writing style.
4. Identify and use mechanisms that will facilitate effective speaking, writing, and listening skills.
5. Identify and use various technologies to effectively communicate with diverse audiences.
6. Identify and use effective leadership behaviors.
7. Assist students in the development of characteristics that promote organizational success through teamwork.
8. Assist students in developing a natural and effective presentation style.
9. Assist students in identifying personal leadership behaviors and aligning those personal behaviors within organizational goals and objectives.

**Tentative Topical Outline**

I. Leadership and Communication  
II. Leadership and Followership Communication Styles  
III. Traits, Situational, Functional Leadership  
IV. Transformational and Charismatic Leadership  
V. Leadership and Power  
VI. Leadership and Influence  
VII. Leadership in Groups and Teams  
VIII. Leadership in Organizations  
IX. Public Leadership  
X. Leadership and Diversity  
XI. Ethical Leadership and Followership  
XII. Leader and Leadership Development  
XIII. Leadership in Crisis

**Teaching Methods**

- Lecture/Discussion  
- Group Activities  
- Student Presentations  
- Computer Presentations  
- Cooperative Learning Groups  
- Demonstrations  
- Projects

**Course Requirements**

**Class Work**: Candidates are evaluated on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, contribution to discussions, examinations, and projects. Active participation in and positive contributions to class activities, and timely completion of tasks are basic to success in the course. The instructor will exercise the option to issue an “F” for the course to students who miss two class sessions.

**Readings**: Candidates are expected to read assigned materials. The instructor will provide readings and references in some areas; however, it is your responsibility to find resources that will support your learning in the event that the materials recommended are insufficient to provide the background or content you need to succeed in this course.
Group Work: Each candidate in this class will devise a way to cover the course content and assume responsibility for all content mastery and products. The instructor will participate in the discussions and reserves right of approval for both the method of covering the work and evaluation of content mastery. In addition, the group will divide into sub-groups to pursue understanding of areas of interest, which relate directly to the content and objectives of this course. Areas of interest and the types of products deemed appropriate for work at this level will be negotiated with co-learners and professor.

Outside reading and papers: Practicing professionals are expected to be current in regard to the knowledge base of their specialty area(s). Extensive reading in applicable journals is required activity.

Oral reports: Yes

Laboratory/Field Experiences: Yes

Grades in the course are based on satisfactory performance on several assessment measures. The quality of your work and the products you submit count. Your work should always reflect substantial investment of time and reflection. It should be of superior quality. A final grade in this course will be based on the following assignments:

1. Article Critiques (3) (30%): Select articles from Refereed journals that are 10+ pages in length. Review, Summary, and Reaction must be 3-4 pages (excluding title, Abstract, and Reference pages) in length and conform to 6th Edition APA writing style. What is the practical value of the article? What skills, competency(ies), ideas, strategies, techniques can you implement in your professional repertoire? Focal areas for articles are Leadership, Ethical Leadership, Communications, and Technology. Prepare a 10 minute presentation for each article critique. Upload to TaskStream. The grading rubric for this course requirement is located in TaskStream.

2. Oral Presentations (15%)


4. Professional Development Activity (10%) Attend a Leadership professional development activity. Summarize the content and specify the value to you as it relates to leadership development. Describe plans to integrate the content into your professional repertoire of skills. Submit a written document in 6th edition APA writing style. Document should be 4-5 pages excluding (title, Abstract, and Reference pages). Upload to TaskStream. The grading rubric for this course requirement is located in TaskStream.

5. Project (15%): An Analysis of Patterns of Leadership and Communication and Technology within an Organization (15%). Focus on a leader in an organization. What is the Vision? How does the leader use technology to communicate? What are the technologies the leader utilizes? Assess the effectiveness of the leaders’ communication and use of technology. [6-10 pages]. Use 6th edition APA writing style

6. Final Exam (15%).

Grading

Evaluation in the course will be based on professional attitude, competence in the language arts, attendance, class participation, written and oral assignments, readings, examinations, and projects. The quality of the work you submit in consideration of a grade counts. Grades are determined by the quality of student performance.

Grading Scale
A=100-90 B=89-80 C=79-70 D=69-60, F=Below 60

Grading Rubric
F=Favorable A=Acceptable M=Marginal U=Unsatisfactory

Favorable performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state,
and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.

Acceptable performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

Marginal performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-79.

Unacceptable performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

Course Policies

All assignments submitted for consideration of a grade are to be word processed and are due on the date specified. A substantial penalty (20%) will be assessed for all assignments not turned in on the specified date. Plagiarism of other’s or your own work is unethical and unacceptable. Essays, papers, test and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged. Supervisory responsibilities for teachers and administrators are a part of public education. Punctuality is a positive characteristic of teachers and administrators and desired behavior in schools and this class. Students are expected to be punctual (on time) and attend all classes and contribute to the learning process. Two absences will result in a letter grade reduction for the semester and jeopardizes successful completion of the course. Consultation with course professor needs to occur if a student is absent more than one class meetings.

Dispositions: As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)
Candidate’s Name: _______________________ Student ID: ___________ Program Area: _________________

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| indicators of        | indicators of| indicators of | demonstrates
| performance.         | performance. | performance. | indicators of
| (90–100 %)           | (89-80%)   | (79–70%)    | performance. |

**Professionalism : The Other Professional Educator Candidate demonstrates professionalism**

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

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- Does not exceed one unexcused absence, per university catalog 2009-2010
- In class at or before specified time, per Registrar
- Attends class, field experiences, meetings
- Appropriate dress and grooming
- Completes assignments on or before due date
- Emotional Management
  - Handles feeling appropriately
  - Reacts reasonably to situations
  - Finds a healthy balance between emotions
- Demonstrates the appropriate use of personal technology during class
- Follows established protocol and procedures
- Follows established procedures and policies

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| indicators of        | indicators of| indicators of | demonstrates
| performance.         | performance. | performance. | indicators of
| (90–100 %)           | (89-80%)   | (79–70%)    | performance. |

**Effective Communication: The Other Profession Educator Candidate demonstrates effective communication skills**

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

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- Uses standard English language in various settings
- Uses appropriate tone of voice for the setting
• Clearly articulates concepts (avoids words such as you know, um, uh-uh, and okay)
• Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity)
• Avoids confrontational behavior

### Respectful Behavior: The Other Professional Educator Candidate demonstrates respectful behavior
(Please use a □ to indicate level of performance.)

- Considers opinions of others with an open mind (respects diversity)
- Listens to others in a variety of settings
- Provides equitable learning opportunities for all
- Considers background interests and attitudes
- Reacts reasonably to situations (avoids verbal confrontational behavior)

### Ethical Behavior: The Other Professional Educator Candidate demonstrates ethical behavior
(Please use a □ to indicate level of performance.)

- Demonstrates academic honesty
  - Avoids plagiarizing
- Demonstrate honesty inside and outside of the classroom
- Demonstrates trustworthiness
- Understands the importance of professional code of ethics
- Advocates fairness

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### Criteria for rating

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

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

Advanced Level Student Professional Dispositions

I. Professional Behavior: Professional and Ethical Standards, Commitment and Behavior
   a. Is punctual and regularly attends class
   b. Has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
   c. Presents oneself in a professional manner both in demeanor and appearance.
   d. Handles feelings appropriately (emotional management)
   e. Maintains integrity and high professional standards.
   f. Works in a reliable, dependable manner, utilizing initiative.
   g. Seeks opportunities for professional development and actively participates in professional organizations.
   h. Demonstrates academic honesty.

II. Professional Practice: The Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practices
   a. Is curious, willing to experiment with new ideas and techniques, and is receptive to change.
   b. Analyzes and evaluates concepts and clinical practices.
   c. Experiments, evaluates, and initiates innovative practices.
   d. Demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
   e. Recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
   f. Is respectful, tolerant, and responsive to the cultural and family differences, including special needs, that students and colleagues bring to the learning environment.
   g. Continually deepens knowledge of practice and student learning.
   h. Understands the roles of assessment, including the roles of standards and outcomes in assessment.

III. Effective Communication
   a. Communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
   b. Is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
   c. Is willing to share information and ideas in a mutually respectful manner.
   d. Utilizes and models active listening and appropriate feedback skills.

IV. Systematic Thinking
   a. Critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
   b. Thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
   c. Thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.

Academic Honor Policy
The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

1. An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses its to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental, to, the application for admission to or graduation from the University.

Non-Discrimination Statement

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Tentative Course Calendar

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<tr>
<th>Week</th>
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<tr>
<td>1</td>
<td>8/29</td>
<td>Course Overview/APA 6th Edition Writing Style</td>
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| 2    | 9/5  | APA 6th Edition Writing Style  
Chapter 1 Leadership and Communication  
Chapter 2 – Leadership and Followership Communication Styles |
| 3    | 9/12 | No Class |
| 4    | 9/19 | Article 1 and Presentations  
Chapter 3 – Traits, Situational, Functional, and Relational Leadership  
Chapter 4 – Transformational and Charismatic Leadership |
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<th>Week</th>
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| 5    | 9/26  | Article 2 and Presentations  
Chapter 5 – Leadership and Power |
| 6    | 10/3  | Chapter 6 – Leadership and Influence |
| 7    | 10/10 | Article 3 and Presentations  
Chapter 7 – Leadership in Groups and Teams |
| 8    | 10/17 | Chapter 8 – Leadership in Organizations |
| 9    | 10/24 | Chapter 9 – Public Leadership |
| 10   | 10/31 | Chapter 10 – Leadership and Diversity  
**Project Due** |
| 11   | 11/7  | Chapter 11 – Ethical Leadership and Followership |
| 12   | 11/14 | Chapter 12 – Leadership and Leadership Development  
**Research Paper Due** |
| 13   | 11/21 | Chapter 13 – Leadership in Crisis |
| 14   | 11/28 | **No Class** |
| 15   | 12/5  | **Professional Development Activity Due** |
| 16   | 12/12 | **Final Exam** |

**References**


FLORIDA A&M UNIVERSITY  
College of Education  
Course Syllabus

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Department: Elementary Education & Prekindergarten/Primary Education

Required Textbooks: Enhancing Professional Practice by Charlotte Danielson

Office Location: FAMU Old DRS Bldg 166, Rm 208A  
Office Phone: 599-3125  
Email: nancy.fontaine@famu.edu  
Faculty Name: Nancy Fontaine, Ph.D. Associate Professor  
Term/Year: Spring 11

Office Hours: Tues, Thurs. 1:45 – 2:30; Monday 9:00 – 2:00; Wed upon appt. between 9:00 – 2:00

COURSE FOUNDATION

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

The conceptual framework which guides the work in the Elementary Education Department and the Prekindergarten/Primary Program is heavily tied to the integrative education principles and thinking which result in the development of the “Exemplary Professional.” The conceptual framework is grounded in a combination of theories by philosophers such as Dewey, social scientists such as Erikson and Dubois, practitioners such as Bethune, and developmental constructivist theorists such as Piaget and Vygotsky.
FAMU College of Education’s Conceptual Framework
The Conceptual Framework in the Professional Education Unit at Florida A&M University’s College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of many activities and themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the unit strives to produce. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework. Through the candidate’s general studies work and other early activities, research and practices of faculty that is integrated within course content and instruction, coursework within the education major and specialty areas, field clinical experiences, and internships the candidate evolves into the “Exemplary Professional.”

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

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

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

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

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

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

PROFESSIONAL COMPETENCIES
FAMU Conceptual Framework

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

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<td>CF: 1.1 (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
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<td>CF: 1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
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<td>CF: 1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
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<td>CF: 1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
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<td>CF: 1.5 (K,S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
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TECHNOLOGY
CF: 2.1 (S) Use of available technology and software to support student learning.

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

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

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

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

CRITICAL THINKING
CF 4 Through this focal area, the FAMU professional education candidate will:

- CF: 4.1 (K) Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.
- CF: 4.2 (S) Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.
- CF: 4.3 (D) Value critical thinking and self-directed learning as habits of mind.
- CF: 4.4 (K) Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.
- CF: 4.5 (S) Demonstrate the use of higher order thinking skills.

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

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

URBAN/RURAL EDUCATION
CF 6 Through this focal area, the FAMU professional education candidate will:

- CF: 6.1 (S) Be able to work in school settings with varied levels of human and material resources.
- CF: 6.2 (S,D) Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.

Florida Accomplished Practices

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

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

e. Communicates to all students high expectations for learning.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6. Ethics
   a. Makes reasonable effort to protect students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
   b. Does not unreasonably restrain a student from pursuit of learning.
   c. Does not unreasonably deny a student access to diverse points of view.
   d. Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
   e. Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
   f. Does not use institutional privileges for personal gain or advantage.
   g. Maintains honesty in all professional dealings.

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

8. Knowledge of Subject Matter
   a. Communicates accurate knowledge of subject matter in a comprehensible manner using language and style appropriate to the learner.
   b. Demonstrates a breadth of subject matter knowledge that enables students to approach and to interrelate topics from a variety of perspectives, interests, and points of view.
   c. Uses the references, materials, and technologies of the subject field in a manner appropriate to the developmental stage of the learner.
   d. Maintains currency in regard to changes in the subject field.

9. Learning Environments
   a. Practices a variety of techniques for establishing smooth and efficient routines.
   b. Applies the established rules and standards for behaviors consistently and equitably.
   c. Involves students in the management of learning environments including establishing rules and standards for behavior.
d. Recognizes cognitive, linguistic, and affective needs of individual students and arranges learning environments and activities to meet these needs.

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

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

g. Provides a safe place to take risks.

l. Guards the use of time.

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

n. Provides clear directions for instructional activities and routines.

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

10. Planning

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

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

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

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

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

11. Role of the Teacher

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

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

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

12 Technology

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

INTASC

Standard 1: Subject Matter

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

1.10 Knowledge

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

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

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

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

1.30 Performances

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

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

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

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

2.10 Knowledge

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

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

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

2.20 Dispositions

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

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

2.30 Performances

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

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

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

3.10 Knowledge

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

3.20 Dispositions

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

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

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

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

3.30 Performance Indicators

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

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

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

Standard 4: Instructional Strategies

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

4.10 Knowledge

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

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

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

4.20 Dispositions

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

4.30 Performances

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

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

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

5.10 Knowledge

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

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

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

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

5.20 Dispositions

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

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

5.30 Performances

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

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

5.33 The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
Standard 6: Communication
The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

6.10 Knowledge

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

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

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

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

6.20 Dispositions

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

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

6.23 The teacher is a thoughtful and responsive listener.

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

6.30 Performance

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

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

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

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

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

7.10 Knowledge
7.11 The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

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

7.30 Performance

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

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

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

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

8.10 Knowledge

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

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

9.10 Knowledge

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

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

9.20 Dispositions

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

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

9.30 Performance

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

**Standard 10: Collaboration, Ethics, and Relationships**

The teacher communicates and interacts with parents/guardians, families, school colleagues, and the community to support students’ learning and well-being.

10.10 Knowledge

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

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

**Additional Elements**

Ethics
School Law
School Safety
Classroom Management

**ESOL**

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

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

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

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

**NAEYC**

Standard 1. Promoting Child Development and Learning

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

Standard 2. Building Family and Community Relationships

a. Knowing about and understanding family and community characteristics
b. Supporting and empowering families and communities through respectful, reciprocal relationships
c. Involving families in their children's development and learning

Standard 3. Observing, Documenting and Assessing to Support Young Children and Families

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

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

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

PREK/PRIMARY SUBJECT AREA

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

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

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

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

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

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

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

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

ELEMENTARY SUBJECT AREA

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

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

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

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

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

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

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

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

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

Week 2
January 11, 13            Ethics with Case Studies

Week 3
January 18, 20

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

**Week 4**
January 25, 27

- Public School Laws
- Legal Responsibilities

**Week 5**
February 1, 3

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

**Week 6**
February 8, 10

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

**Week 7**
February 15, 17

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

**Week 8**
February 22, 24

- Feb 22, 24 - Field Experience

**Week 9**
March 1, 3

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

**Week 10**
March 8, 10

- **FAMU SPRING BREAK**

**Week 11**
March 15, 17

- Mar 15, 17 - Field Experience

**Week 12**
March 22, 24

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

**Week 13**
March 29, 31

- Mar 29 Last Day Field Experience
- March 31 - Enhancing Professional Practice – Transition to Candidate Teaching
Week 14
April 5, 7
Apr 5, 7 – Enhancing Professional Practice – Transition to Candidate Teaching
April 7 – Safe Learning Environment Report DUE

Week 15
April 12, 14
April 12, 14 Class Meeting - Candidate Presentations of Field Experience (Power Point)
April 12 - Total or Small Group Instruction Lesson Plan and Reflection #3 DUE

Week 16
April 19, 21
April 19, 21 Class Meeting Candidate Presentations of Field Experience (Power Point)

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

Ethics Case Studies Reflection

<table>
<thead>
<tr>
<th>Standard 6 Ethics</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score / Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two case studies are read and responses comprehensively covers all questions.</td>
<td>Two case studies are read and responses are mostly comprehensively in covering all questions.</td>
<td>Two case studies are read and responses and is somewhat comprehensively in covering most questions.</td>
<td>Two case studies are read and responses lack comprehensive covering of questions.</td>
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Assignment 2: Self Assessment
Candidates are to take the self assessment posted on Task Stream and respond honestly to questions as instructed. Choose five responses that show your strengths and five that show your areas needing to be improved negative. List these 10 characteristics or attitudes and respond to
the following questions for each of the ten characteristics or attitudes you listed: (a) How does this characteristic either assist or challenge you as a candidate at FAMU? (b) How does this characteristic either assist or challenge you as an individual as you relate to others on a personal basis (family members, friends, partners, etc.) and (c) How will this characteristic assist or challenge you as you relate as a professional teacher to children in your classroom and their parents?

Self Assessment

<table>
<thead>
<tr>
<th>Standard 3 Continuous Improvement</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unsatisfactory</th>
<th>Score / Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge - Self assessment fully responds to all questions and includes assessment document.</td>
<td>Knowledge - Self assessment fully responds to most questions and the assessment document has been included.</td>
<td>Knowledge - Self assessment responds to most questions and the assessment document has been included.</td>
<td>Knowledge - Self assessment only responds to some questions the assessment document is missing.</td>
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<tr>
<td>Skill - All responses have been fully analyzed.</td>
<td>Skill - Most responses have been fully analyzed.</td>
<td>Skill - An attempt has been made to analyze responses.</td>
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<tr>
<td>Disposition - Responses reflect true professionalism in terms of honesty and commitment to improvement. Assignment is provided to instructor on or before the due date. It is packaged in a professional manner.</td>
<td>Disposition - Most responses reflect professionalism in terms of honesty and commitment to improvement. Assignment is provided to instructor on or before the due date. It is packaged in a professional manner.</td>
<td>Disposition - An attempt has been made to be professional in terms of honesty and commitment to improvement. Assignment is provided to instructor on the due date. It is not packaged in a very professional manner.</td>
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</table>
Assignment 3: Safe Environment School/Classroom Plan
Many of the Florida public school laws will be discussed in class. Federal laws pertaining to candidates with special needs, candidates who are in ESL programs, school safety, family rights, and other pertinent topics will also be covered. One area that will be concentrated on is safe schools and classrooms. Laws pertaining to identifying incidents of school safety violations will be discussed. Also discussed will be the need to establish and maintain safe classroom and school environments. Candidates will be responsible for writing a plan to maintain a safe school facility and a safe classroom. This will include a behavior management plan that prevents inappropriate behavior that is unsafe and intervention strategies for infractions. A format for this assignment will be posted on Task Stream. You are to follow that format and post your work as an attachment.

Safe Learning Environment Plan

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

<table>
<thead>
<tr>
<th>Accurately Reflects</th>
<th>Most Relevant and Appropriate</th>
<th>Some Relevant and Appropriate</th>
<th>Does Not Reflect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan accurately reflects all relevant and appropriate FL and federal statutes. Plan includes content relating to school and classrooms. Plan provides guidance for climate, rules and regulations regarding criminal acts, discipline issues on school grounds, facility, or functions. Plan provides guidance on procedures for reporting criminal or violent acts including child abuse and neglect. Plan reflects full understanding of ethical behavior for a professional.</td>
<td>Plan accurately reflects most relevant and appropriate FL and federal statutes. Plan includes content relating to school and classrooms. Plan provides guidance for climate, rules and regulations regarding criminal acts, discipline issues on school grounds, facility, or functions. Plan provides guidance on procedures for reporting criminal or violent acts including child abuse and neglect. Plan reflects understanding of ethical behavior for a professional.</td>
<td>Plan accurately reflects some relevant and appropriate FL and federal statutes. Plan includes some content relating to school and classrooms. Plan provides some guidance for climate, rules and regulations regarding criminal acts, discipline issues on school grounds, facility, or functions. Plan provides some guidance on procedures for reporting criminal or violent acts including child abuse and neglect. Plan reflects some understanding of ethical behavior for a professional.</td>
<td>Plan does not reflect all relevant and appropriate FL and federal statutes. Plan includes content relating to school and classrooms. Plan provides little guidance for climate, rules and regulations regarding criminal acts, discipline issues on school grounds, facility, or functions. Plan provides little guidance on procedures for reporting criminal or violent acts including child abuse and neglect. Plan reflects little understanding of ethical behavior for a professional.</td>
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### Assignment 4: Parent Letter

During your first week in field experience you will need to get with your supervising teacher to write a letter of introduction to the parents of the class. You will be expected to submit a draft of the letter to me, obtain my approving signature with edits, make the appropriate edits, obtain your teacher’s approval and send the final version out to the candidates. You must also submit the final letter on Task Stream. I expect no errors! You represent FAMU during this important semester and you give the message to the community about our expertise!

**Parent Letter**
<table>
<thead>
<tr>
<th>FEAP 2 COMM. Points:</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score/ Level</th>
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<tbody>
<tr>
<td>All information is included. The letter is clearly stated and meaningful. The content is very well and clearly written, with no grammatical, spelling, or punctuation errors.</td>
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<td>Most information is included in document. The letter has clear meaning. The content is mostly clearly written, with no grammatical, spelling, or punctuation errors.</td>
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<tr>
<td>All information is not included in document. The letter is somewhat clear and meaningful. The content is has a few grammatical, spelling, or punctuation errors.</td>
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<tr>
<td>All information is not included in document. The letter is confusing and lacks meaning. The content has many grammatical, spelling, or punctuation errors.</td>
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**Assignment 5: Total or Small Group Lesson Plans/Self Reflections (3)**

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

<table>
<thead>
<tr>
<th>Standard 3 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>Identifies relevant and multiple strengths and areas needing improvement in planning and executing lesson plans. Includes appropriate strategies for improvement based on assessment of teaching and candidate learning effectiveness</td>
<td>Identifies strengths and areas needing improvement in planning and executing lesson plans. Includes strategies for improvement based on assessment of teaching and candidate learning effectiveness</td>
<td>Identifies some strengths and areas needing improvement in planning and executing lesson plans. Includes some strategies for improvement based on assessment of teaching and candidate learning effectiveness</td>
<td>Identifies few strengths and areas needing improvement in planning and executing lesson plans. Includes few strategies for improvement based on assessment of teaching and candidate learning effectiveness</td>
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Assignment 6: Presentation of Your 27 Hours of Field Experience
You will need to be aware of your field experience. That means you need to take mental and written notes of what you did, how you did it, how well it went, and how you “bombed!” You will present your field experience to the class during the last week of classes. You will need to be innovative and not boring. We want to learn from your experience. You are required to use Power Point and CAN use any other creative way you want to present your overall experience. You will present it as a professional, dress as a professional and act as if you are being interviewed for a teaching job by a search committee composed to administrators and teachers. You will have only 20 minutes and at the end the class will tell you whether or not you have been hired.

Field Experience Presentation

<table>
<thead>
<tr>
<th>Standard 12</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
<th>Score/Level</th>
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<tbody>
<tr>
<td>Presentation</td>
<td>Presentation</td>
<td>Presentation</td>
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<td>Presentation</td>
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<tr>
<td>Technology</td>
<td>uses innovative technology in a knowledgeable manner. Content comprehensively reflects field experience. Style is interesting.</td>
<td>uses mostly innovative technology in a knowledgeable manner. Content reflects field experience. Style is interesting.</td>
<td>uses some innovative technology in a knowledgeable manner. Content somewhat reflects field experience. Style is somewhat interesting.</td>
<td>lacks innovative technology in a knowledgeable manner. Content does not reflect field experience. Style is not interesting.</td>
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<tr>
<td>ASSIGNMENT</td>
<td>COURSE OBJ.</td>
<td>CONCEPT. FRAME WORK</td>
<td>FEAP</td>
<td>INTASC</td>
<td>NAEYC</td>
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<td>Self Assessment</td>
<td>2</td>
<td>Diversity Values Professionalism Urban/Rural Ed</td>
<td>3a, c, d</td>
<td>9</td>
<td>6 b, c</td>
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<td>Ethics Case Studies</td>
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<td>Diversity Values Professionalism</td>
<td>6a - g</td>
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<td>Safe Learning Environment Plan</td>
<td>1, 3</td>
<td>Diversity Urban/Rural Ed. Values</td>
<td>2a – g, i</td>
<td>3, 5, 6</td>
<td>1 c</td>
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<td>3.2, 3.3</td>
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<tr>
<td>Multi-Media Presentation of Field Experience</td>
<td>5 - 9</td>
<td>Diversity Values Professionalism Urban/Rural Ed Technology Critical Thinking</td>
<td>2a – g, i</td>
<td>1 - 10</td>
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<td>5a-c</td>
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<tr>
<td>Parent Letter</td>
<td>3</td>
<td>Professionalism</td>
<td>2 a, b 5 g 6a 11j</td>
<td>10</td>
<td>2 a – c 4a</td>
</tr>
<tr>
<td>Assessment of Lesson Plans</td>
<td>2, 5 - 9</td>
<td>Diversity Values Professionalism Urban/Rural Ed Technology Critical Thinking</td>
<td>2 a – g, i 3a, c, d 4b, c, i 5 a – k 6a - f 7f 8a – d 9a – g, l – o 10 f, g, j, k, n</td>
<td>1 - 10</td>
<td>1c 3c 4a –c 5a-c 6b, c</td>
</tr>
</tbody>
</table>
REQUIRED POLICIES

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

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

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

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

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

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

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

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

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

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

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

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

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

Dispositions
As a component of candidate assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each candidate which will be turned in to the department chair and kept in the candidate’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the candidate’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)

Policy Statement on Non-Discrimination
It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy
The University’s Academic Honor Policy is located in the FANG Candidate Handbook, under the Candidate Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance
To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

REFERENCES

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


**College of Education**  
**Candidate Professional Dispositions**  
**Spring 2011**

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

<table>
<thead>
<tr>
<th>Average Criteria for rating</th>
<th>Favorable 4</th>
<th>Acceptable 3</th>
<th>Marginal 2</th>
<th>Unacceptable 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate consistently and thoroughly demonstrates indicators of performance.</td>
<td>The candidate usually and extensively demonstrates indicators of performance.</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance.</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.</td>
<td></td>
</tr>
</tbody>
</table>

### Professionalism: The Teacher Candidate demonstrates professionalism

(Disclaimer: Use a ✓ to indicate level of performance.)

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

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

(Disclaimer: Use a ✓ to indicate level of performance.)

- Uses standard English language in various settings
- Has written work that is generally error free (spelling, punctuation, grammar
- Uses appropriate tone of voice for the setting
- Clearly articulates concepts (avoids words such as you know, um, uh-uh, and okay)
- Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity)
- Avoids confrontational behavior
- Is willing to use a variety of technology communication tools
- Works professionally with peers, colleagues, and supervisors or administrators

### Respectful Behavior: The Teacher Candidate demonstrates respectful behavior

(Disclaimer: Use a ✓ to indicate level of performance.)

- Considers opinions of others with an open mind (respects diversity)
- Listens to others in a variety of settings
- Provides equitable learning opportunities for all
- Considers background interests and attitudes
- Reacts reasonably to situations (avoids verbal confrontational behavior)

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

(Use a ✓ to indicate level of performance.)

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

- Demonstrates academic honesty
  - Avoids plagiarizing
- Demonstrates honesty inside and outside of the classroom
- Demonstrates trustworthiness
- Understands the importance of professional code of ethics
- Advocates fairness
- Maintains standards of confidentiality for all information obtained on others

### Reflective Behavior: The Teacher Candidate demonstrates reflective behavior

(Use a ✓ to indicate level of performance.)

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

- Accepts feedback and suggestions, and incorporates in subsequent practice in various settings
- Demonstrates accurate self-analysis regarding one's strengths and weaknesses
- Evaluates the effect of his/her choices and actions on self and others
- Accepts feedback in a mature, positive, and proactive manner
- Realizes that learning is an on-going process
- Persists in helping ALL children become successful
- Appreciates and values human diversity
Welcome to a fun, challenging, and exciting course! The following guidelines are designed to help to make the course as "user friendly" as possible by describing the course content, components, requirements, assumptions, and the expectations for all of us. The professor does have very high expectations of her self and of you for this class and believe it is important that these are made clear right away. Look forward to working with you this semester!
BACKGROUND CHECK AND CLEARANCE BY LEON COUNTY IS ONE REQUIREMENT FOR THIS COURSE!!!!!!!

Please be aware that all clinical hours MUST BE COMPLETED during the first thirteen (13) WEEKS of the Spring 2011 semester!!! There will be NO EXCEPTIONS to this POLICY. You must have completed the background clearance for Leon County and be cleared with the clearance card that is provided by Leon County, have a health insurance policy with the student’s name on the health card, and have a one million dollar liability insurance coverage from an educational professional organization (e.g., NEA). The aforementioned three (3) documents must be submitted to the Director of Clinical Experience for verification and placement in the public school to complete the fifteen (15) hours of observation that are required for this course!!!!! It is not possible to successfully pass this course if the above information is NOT COMPLETED! Students will not be admitted to class without the required clearances.

Writing

It is expected that you will display the benefits of your complete education in every written communication applicable to this course. Please bring to bear your best communicative efforts, remembering to proofread carefully. Quality of written communication is a university-wide outcome.

The professor cannot stress enough that you need to keep up with the reading material assigned for this course! The professor does not believe in simply teaching from the text, because that particular style limits the amount of information that we can deal with during this semester. What is preferred is that we touch on material in the text while bringing in other material to augment it, which allows the professor to expand upon concepts and ideas. Questions found on examination(s) will be taken from the assigned textbook as well as from class discussion, videos, Power Point presentations, and handouts. If you have problems with a particular concept covered in the text but not discussed in class, the professor encourages you to ask questions!
Because this is a rather intensive course, it is highly recommend that you stay on top of the reading; don't let yourself get behind or you will become overwhelmed! The Field Clinical portion of the course is a requirement and an added dimension to take into account so plan your time accordingly. These weeks will fly!

**Course Description**

**COURSE DESCRIPTION:** Designed for the prospective educator, this course provides the opportunity to explore issues of diversity, including an understanding of the influence of exceptionalities, culture, family, gender, sexual orientation, socioeconomic status, and religion, language of origin, ethnicity, and age upon the educational experience. Students will explore personal attitudes toward diversity and exceptionalities. Students will be provided information on the Florida Educator Accomplished Practices, Sunshine State Standards, and the Professional Educator Competencies. A minimum of 15 hours of field-based experiences working with diverse populations of children and youth in schools or similar settings is required.

**Policy Statement on Non-Discrimination**

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

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**Dispositions**

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ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

ALCs for each degree program can be found at


Academic Learning Compacts (ALCs): This course falls under the courses offered in the (the undergraduate Teacher Education Program) and is thus covered by the associated Academic Learning Compacts. ALCs answer three basic questions: What will students learn by the end of their academic programs? Have they learned what they have been taught by their professors? How do we measure these quantities? For details regarding the (undergraduate Teacher Program) ALCs, go to www.famu.edu/assessment and click on Academic Learning Compacts.

CLASSROOM ETIQUETTE

Beepers and cell-phones must be turned off, or on vibrate, during class., if they are heard during class time, the student with the electronic device will receive a deduction of -5 points from their final numerical score each time it happens. Repeated occurrences will result in a notation on the student’s Disposition Form, which will be filed in the student’s advisement file.

Communication by electronic devices, including but not limited to instant messaging, text messaging, and telephone, during class is strictly prohibited unless expressly designated as part of the learning activities, if caught you will be asked to leave class. Use of electronic communication devices during examinations or other graded activities may constitute grounds for disciplinary action. Where emergency or employment situations require access to electronic communication services, arrangements may be made in advance with the professor.

EXPECTED BEHAVIOR

You are expected to submit all assignments on time and arrive on time to each class. Partial attendance in a class meeting will be an absence for that particular class session. Always practice positive communication with all class participants. Ensure that your discourse with classmates does not disrupt the learning activities of other members of the class.

Each student is expected to behave in a professional and respectable manner at all times. Always respect the opinion of others, even if you do not agree, during class activities, when you are asked to give feedback or to critique another classmate, always start with a positive statement. Students with disruptive behaviors will be asked to leave and/or dropped from the class.
For credit, assignments must be complete for submission to the professor. Use the rubric(s) as indicated the course syllabus to check for completion of every assignment before you submit it. Ask the professor for assistance with assignment directions you do not understand. In advance of your planned or unexpected absence, designate at least two classmates to take notes on directions given for class assignments that you miss. Obtain those directions from the classmates and then contact the professor if you are unclear about work assigned during your absence that you must complete. Missed assessments, accompanied with university documentation of excused absence, must be submitted to the professor at the beginning of the next scheduled class attended.

Work should never be submitted/slid under the professor’s office door. It may be mistakenly identified as waste by the cleaning staff. Any assignment that is slid under the professor’s office door will not be assessed!

**PARTICIPATION:** Class participation usually enhances learning for all, especially for those who participate. In order to participate in class discussions, you must complete assigned readings and activities before each class. **Students are expected to bring textbook to every class,**

**ATTENDANCE/ABSENCES/TARDINESS:**
Regular attendance for the full class period is imperative to pass this course. Attendance will be a part of each student’s participation score. **Students must arrive at each class on time.**

**No one will be allowed in class after professor has started class.** Each unexcused absence (over 3) to class will be a -5 point participation deduction per episode.

Three (3) unexcused absences will result in an automatic one letter grade reduction.

"INCOMPLETE GRADES": An "I" grade can not be assigned in lieu of earning grades of "D" and "F." Missing exams (including the final) does not justify an "I" grade.

**PROJECTS & ASSIGNMENTS:** Students are expected to complete homework assignments, activities, and projects when due- absence from class is "No Excuse" **Zero Tolerance for Late Assignments:** NO assignments will be accepted after time of due date, except with an official excuse, issued by the office of your school or college Dean and the assignment must be turned in to the Professor the next class after the absence.

All work must be completed using Microsoft Word - Do not turn-in incomplete work. **Do not email any assignment to the professor without prior approval by professor.**
Professional Education Unit Conceptual Framework

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

The Conceptual Framework Model

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

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

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

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

**Explanation of conceptual Framework Outcomes**

**CF 1  DIVERSITY**

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>F: 5, 6, 7</td>
<td>I: 3</td>
</tr>
</tbody>
</table>

**TECHNOLOGY**

CF 2

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

| CF: 2.3 (K) | Demonstrate knowledge of fundamental concepts in technology | F: 12 | I: 1,6 |

**CRITICAL THINKING**

CF 4

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

| CF: 4.5 (S) | Demonstrate the use of higher order thinking skills. | F: 8 | I: 4 |

**PROFESSIONALISM**

CF 5

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

| CF: 5.1 (K) | Know the content | F: 8 | I: 1 |
| CF: 5.6 (S) | Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom. | F: 2 | I: 6 |
| CF: 5.7 (S,D) | Display appropriate code of conduct including dress, language, and respective behavior. | F: 9 | I:5,9 |

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S) Skill (D) =Disposition
### Specific Behavioral Objectives

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>STUDENT LEARNING OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>AFTER THE COMPLETION OF THE COURSE, THE STUDENT WILL BE ABLE TO:</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. Students will compare and contrast differences and similarities among cultures.  
   ➔ Identify characteristics, practices and beliefs of diverse cultural groups  
   ➔ Describe how culture, family, gender, socioeconomic status, religion, language of origin, ethnicity, and age can exert influence upon the educational experience.  
   (CF 1-1.1; CF 4-4.5; FEAP 2, 5)

2. Students will analyze and discuss how multiculturalism impacts students, teachers, and schools.  
   ➔ Demonstrate culturally-responsive teaching through the review of lesson plans incorporating topics appropriate for a variety of grade levels.  
   ➔ Discuss and apply reflective practices to determine how one’s personal values system, attributes, stereotypes, and prejudices may influence the teaching and learning environment for teachers and students.  
   (CF 1-1.1; CF 4-4.5; FEAP 2, 5, 8)

3. Students will research and identify methods and benefits of culturally responsive teaching, including recognition of the needs of special education students and of English Language Learners.  
   ➔ Demonstrate culturally-responsive teaching through the review of lesson plans incorporating topics appropriate for a variety of grade levels.  
   ➔ Discuss and use reflective practices to determine how one’s personal value system, attitudes, stereotypes, and prejudices may influence the teaching and learning environment for both teachers and students.  
   (CF 1-1.1; FEAP 5, 8)

4. Students will define the characteristics of the various classifications of student exceptionalities, and will identify how the exceptionalities may impact student learning and achievement.  
   ➔ Demonstrate knowledge of the characteristics and special needs of students with exceptionalities.  
   ➔ Identify key instructional practices associated with effective teaching of students with exceptionalities.  
   (CF 1-1.1; CF 4-4.5; FEAP 5, 8)

5. Students will identify and outline federal and state laws affecting students from diverse populations.  
   ➔ Research and discuss the provisions and mandates of federal and state laws affecting educational experiences of students from diverse populations.  
   (FEAP 5, 8)

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**F**=Florida Educator Accomplished Practices Standards (FEAPS)  
**I**=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  (S)=Skill  (D)=Disposition
| 6. Students will review instructional practices appropriate for students with exceptionalities and delineate the typical accommodations to make in the classroom by type of exceptionality. | ➔ Identify key instructional practices associated with effective teaching of students with exceptionalities. (CF 1-1.1; FEAP 5) |
| 7. Students will use case studies to determine and explain the influence of family and community upon the needs of diverse students in the schools. | ➔ Research and describe how culture, family, gender, socioeconomic status, religion, language of origin, ethnicity, and age can exert influence upon the educational experience. (CF.1-1.1; CF 4-4.5; FEAP 5) |
| 8. Students will examine and describe how one’s personal value system, attitudes, stereotypes, and prejudices can shape the teaching and learning process. | ➔ Discuss and use reflective practices to determine how one’s personal value system, attitudes, stereotypes, and prejudices may influence the teaching and learning environment for both teachers and students. (CF 1-1.1; CF 4-4.5; FEAP 2) |
| 9. Students will research and analyze the effects of discrimination, bullying, alienation, and violent acts on students and the learning environment. | ➔ Identify and discuss the affects of discrimination, bullying, alienation, and violence on students and the learning environment, and determine how to help counteract the affects. (CF 1-1.1; FEAP 2, 5, 8) |

**Teaching Methods**

The guide for instructional strategies include: problem-based learning that enables students to translate theory into effective practice.

To facilitate a desire and organizational design to promote maximum classroom discussion, the student will discover that instructional practice will be reflective and inquiry based learning to include e-learning. Most of the class session(s) will include one or more of the following:

- illustration and discussion of appropriate research concepts developed through assigned readings in the area(s) of teaching diverse populations
- identification/discussion of concepts in existing, published research studies, authentic research, case studies, appropriate web sites and URL’s, journal articles, simulations, and a FAMU Blackboard website
- analysis/critique of existing research, issues, trends, writings on current best practices the pedagogy of diverse populations in schools.

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Course Requirements

Preparation for class discussion is required. Homework assignments are designed to facilitate your understanding of topics we will discuss in class. All homework assignments must be completed by the date indicated.

Students should be aware that problems with computers and printers (and they will happen, trust me) are not acceptable reasons for missing an assignment deadline. If a student must be absent from class for a valid reason on the day an assignment is due, it is permissible to forward your assignment to the instructor via e-mail so that it is not late. **The e-mail must be received prior to the beginning of class on the date the assignment is due.** Make-up and extra-credit work will not be assigned. Students are responsible for work missed due to absence and for determining what assignments are due by the next class session. **Absence from a class does not excuse a student from completing the work and submitting it by the due date.** It is the student’s responsibility to find out what was missed, what assignments are due, etc., when he or she is not in class.

Format for papers and assignments

These instructions apply to all written work including critiques, reviews, reports, research papers, reaction essays, or other papers. All assignments, unless otherwise indicated, must be typed. When using direct quotes and citing references, use the rules of the Publication Manual of the American Psychological Association, Sixth Edition (2010). Essays, whether a homework assignment or an assessment done in class, should include an introduction that states a thesis, a body that develops the thesis, and a conclusion. Attention should be given to correct grammar usage and spelling. All essays must be double spaced with only 12-point font size of text and the use of Italics for offsetting headings or titles of published writing. The following depiction illustrates the essay report format you will use in this class, which is APA style.

All assignments completed outside of class must be typed (double-spaced) unless otherwise noted. The student must proofread, make corrections neatly, and pay close attention to correct punctuation and grammar; points will be taken from papers that are written poorly. Neatness, style, and appearance will also influence the grade received on assignments. **All major papers must conform to the American Psychological Association (APA) format.** The APA publication manual is available in the FAMU Library, and you may also refer to the following websites for assistance:

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Failure to adhere to the APA format will reduce the score on your paper. Assignments are to be submitted to the instructor at the beginning of the class period on the date due. Papers received after that time (including at the end of the class period) are considered late. It is strongly recommended that students retain a copy of all papers submitted to the instructor.

**Authentic Group Research Project**

For group project, students will be expected to work in teams, as assigned by the professor, to complete some assignments. Cooperation and collaboration are essential skills for team work. **A hard copy and an email with the authentic group research project as an attachment of the ‘final group project’ must be turned in and emailed to the professor for assessment, by the required due date.**

**AUTHENTIC GROUP RESEARCH PROJECT**

You, as a member of a small group, are asked to select and develop a topic related to the objectives of the course and to FEAPS. You will present the information orally to your classmates. The forms, rubric

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and evaluation materials are under "Group Project" Your purpose is to develop a lesson plan that will help your classmates understand the selected topic of the group’s authentic research.

Your group will facilitate at least two (2) classroom activities to further provide information specific to selected topic that will encompass assessment/evaluation. (Refer to the rubric). EACH GROUP MEMBER WILL RECEIVE THE SAME EVALUATED GRADE OF THE FINAL SUBMITTED RESEARCH PAPER. This assignment is a group assignment and will therefore be a group grade.

Each group member must use a minimum of five sources each, (only three (3) can be from internet resources) prepare your bibliography, develop instructional materials and packets. FEAPS 2, 5, 8 are addressed by this effort. Further instructions for completion of the group project will be given in class.

- Written handouts + bibliography, individual documentation/ analysis is critical must be extensive
- Articles (sources) summary/evaluation/synthesis related to topic (5). Five articles(sources) per person minimum

A group project is part of the course requirements. To receive credit for this assignment group member must be an active participant in the group. To receive assessment for the individual presentation group member must be present and make an individual presentation—NO EXCEPTIONS (cannot be made up if not present) this project is a maximum score of 100 for evaluation. The group project consists of working with a small number of your classmates to develop, prepare and present a topic of interest that is related to the objectives of the course. Each group member will have approximately ten minutes to present their part of the presentation. Many different styles of presentation are possible, but all styles must result in increased understanding for the class. Class discussion following your presentation is important. Research topics will be assigned by the professor.

Field Clinical Experience

The field experience component for this course is a part of the total program of pre-internship and internship experiences that are required in the teacher education program at Florida A&M University. Therefore, the field clinical experience for "Introduction to Diversity for Educators" is developmental and designed to enable future teachers to develop appropriate prerequisite knowledge, assumptions, and attitudes about cultural diversity and other types of diversity in community and school contexts. The selection of the field experience agency is the choice of the field clinical experience director. With evidence of its diversity context and safety, the Field Clinical Director will consider approval of an agency that is located closer to the student's home community.

Students must complete a field clinical experience that involves a minimum of 15 clock hours in a public school. College classroom discussions and writing assignments will serve as the major means for synthesizing learning from the field clinical experience. Examples of the field clinical experience will be primarily in the elementary and secondary school context.

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It is important for each student to establish a relationship between what is being taught in the course “Introduction to Diversity for Educators” and what actually exists in the local school district where the student will conduct his or her field clinical experience assignment. All assignments must be taken seriously and will help the student become involved in his or her own professional development.

The professor will give students various forms related to field experiences. Students will be expected to relate classroom instruction and textbook content with their field experiences.

Students will be assigned to a public school in Leon County by the Director of Field Clinical Experiences. **By the thirteenth (13th) week of classes, students should have completed their field clinical experiences.**

Students are expected to participate and conduct themselves in a professional manner. School personnel will contribute to the student’s evaluation. Each student must demonstrate personal initiative.

**The field clinical experience is a requirement and there are NO exceptions!**

**Instructions for the Field Experience Report**

Prepare your overall field experience report, which will require you to:

Write a 5-10 page paper that describes (a) what you have learned from the 15 hours of service that you have spent in a public school and (b) how the field experience was related to enhancing your knowledge about diversity in the local community and your knowledge about key issues in multicultural education. Somewhere in your report, address all of the following items:

1. Describe the school, its purposes and the students served by the school. Describe the students and the staff with regard to aspects of diversity that were relevant to the setting (race/ethnicity, culture, social class/socioeconomic status, language, gender, sexual orientation, age, etc.)

2. Describe the influence of specific observations and experiences of the field experience on your thinking about diversity. Discuss how specific observations and experiences influenced (a) your knowledge about variables of diversity and (b) your attitudes regarding the students with whom you worked. Include also the main things you learned about the life circumstances of the students.

3. Describe what you learned about yourself. Discuss (a) whether or not the experience contributed to your knowledge about the lives of culturally diverse people and (b) the ways you believe the field experience may have contributed to your growth as a future educator.

4. Describe at least two or three other learning activities that you believe were the most important.
5. Evaluate your field clinical experience with regard to suggestions that would improve the experience.

**Instructions for the Field Clinical Log**

- maintain and submit with in your field experience report a daily, detailed log of your experiences in the school, e.g., what did you, the students, and the teacher do on the day of your visit, including lessons covered, field trips, assemblies, specific date, times, etc.
- write a reflection for each daily journal entry, i.e., the reflection must demonstrate your observation, as well as comprehension of diversity pedagogy.

It is your responsibility to have the cooperating teacher verify the amount of time you spend during each visit. The cooperating teacher must sign your daily activity document to confirm the time spent.

**Chapter Reviews**

The text for this course is the Gollnick & Chinn (2009) book, *Multicultural Education in a Pluralistic Society (8th ed.)*. The topical outline (course schedule) indicates when the chapters are to be read. There are ten (10) chapters in the course text; therefore, you will have to write ten (10) chapter reviews, or outlines. Every week for the first ten (10) weeks of semester a chapter review will be due during the Tuesday scheduled class. You are to keep your completed “Chapter Reviews” in a folder and the folder must be brought to each scheduled class meeting. The professor will ask for the folder with the Chapter Reviews at any time during the semester, it is important to keep up with the weekly assignment and to bring the Chapter Review folder to each class. **Chapter Reviews will only be assessed that are submitted via the folder during the scheduled class the professor requests it.** No Chapter Review will be assessed late or that is not submitted during the scheduled class it is requested.

For each chapter read, you will submit (on the date indicated) a typed summary of the main concepts presented in the chapter and minimally address the following questions in the review:

(a) You will also identify the main focus of the chapter.
(b) Finally, what is your reaction to this material? This is the focus of the “chapter review” to, in a narrative demonstrate your comprehension of the material presented in the chapter.
(c) When using any information from the textbook, the reference citation must be APA.
If approach does not work, we will then move to a quiz to make sure the material is reviewed.

**Format for Chapter Review (REQUIRED)**

1. Cover Page  
   **Must include:**
   a. Student full name  
   b. Course Prefix  
   c. Course Number  
   d. Course Section Number  
   e. Course Name  
   f. Date  
   g. Chapter Number and Title  
   h. Chapter Review Number  
   i. Professor Name—Dr. C. Ervin

2. APA reference citation(s)  
   a. all reference citation(s) must be APA must indicate the page number in the text  
   b. APA Manual will be 6th ed. (2010)

3. Bibliography  
   a. must be a separate page  
   b. complete bibliographic reference must be latest edition of APA
### Chapter Review Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 1 Unacceptable</th>
<th>Level 2 Marginable</th>
<th>Level 3 Acceptable</th>
<th>Level 4 Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content – as outlined in specific course assignment guidelines</strong> (25 points)</td>
<td>Does not follow assignment guidelines or address the selected topic as required (15 points)</td>
<td>Addresses guideline components with minimal support evidence and examples (18 points)</td>
<td>Follows guidelines, clearly supports responses and clarifies connections (22 points)</td>
<td>Follows guidelines, provides support, clarifies connections and extends key concepts to include personal insights (25 points)</td>
</tr>
<tr>
<td><strong>Organization (clarity, coherence, transitions)</strong> (25 points)</td>
<td>Writing does not follow a formally established or identifiable clearly logical format (15 points)</td>
<td>Major sections and/or paragraphs are minimally arranged in a clear and logical format (18 points)</td>
<td>Major sections, subsections, paragraphs, and transitions are arranged in a clear, logical format (22 points)</td>
<td>Major sections, subsections, paragraphs, and transitions are arranged in a clear and exceptional format (25 points)</td>
</tr>
<tr>
<td><strong>Mechanics (spelling, grammar, proofing)</strong> (25 points)</td>
<td>Multiple errors in spelling and grammar that totally detract from content (15 points)</td>
<td>Sentence structure is minimally clear despite errors in grammar and/or spelling (18 points)</td>
<td>Sentence structure is clear and direct. There are no egregious errors in grammar or spelling (22 points)</td>
<td>Writing is exceptionally clear, direct, reflective and without spelling and grammatically errors (25 points)</td>
</tr>
<tr>
<td><strong>APA Documentation</strong> (25 points)</td>
<td>Writing does not demonstrate APA documentation (15 points)</td>
<td>Writing minimally demonstrates attempt of APA format in reference citations and bibliography (18 points)</td>
<td>Writing demonstrates minimally APA format (22 points)</td>
<td>Excellent demonstration of APA format in all reference citations, bibliography, as well as additional references (25 points)</td>
</tr>
</tbody>
</table>

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Assignments

Assignments are due at the beginning of the class period. After that time they are considered late, thereby receiving an automatic 10% reduction in grade each class period assignment is not submitted.

Late assignments are not permitted.

Please do not ask to turn in late work at the end of the term, unless officially excused on the due date.

Reading Assignment(s)

These assignments are to be read prior to coming to class. Please do not come to class unprepared and start flipping through your book as we are holding a class discussion. This is not only distracting, but also a signal that you have not completed your assignment.

PLEASE DO NOT WAIT UNTIL LATE IN THE TERM TO DISCUSS PROBLEMS YOU ARE EXPERIENCING IN THE COURSE. SEE ME FOR AN INDIVIDUAL CONFERENCE AS SOON AS POSSIBLE.

Self Assessment & Course Reflection Synthesis Assignment

The self assessment and course synthesis is a measure and evidence of what you learned as a result of the course. Keep this in mind as you respond to the guidelines below, so that your final product is a true reflection of your learning.

We covered a lot of bases throughout this class in exploring issues of “Teaching Diverse Populations”. Our broad course objectives were as follows:

1. Explain the general re-acculturation process that all students go through when they come to college.
2. Describe stereotype vulnerability.
3. Identify assumptions which lead to stereotypes.
4. Explain ways to support diversity in the classroom.
5. Explain how to create open classrooms to foster diversity.
6. Describe how collaborative discussion fosters diversity.
7. Explain how guilt limits discourse on diversity.
8. Explain how instructional design can be used to foster diversity.
9. Describe ways in which women are made into the largest minority.
10. Explain the general principles for teaching all genders of students.
11. Describe ways to foster diversity with ESL students.
12. Explain how to set a comfortable environment for gay, lesbian, and transgender students.
13. Describe how to foster diversity with learning disabled students.
14. Define the biological basis of race.
15. Explain how to use the ethnic awareness assessment as part of your class.
16. Describe how to differentially treat different ethnic minorities in the classroom to foster diversity.

Write about what you learned, in particular connecting your analysis of your learning to these objectives. I want to read not merely a factual synthesis and description, but more importantly about your opinions, and how they evolved through the course (either changing or becoming stronger). When and/or if what we talked about and what you were assigned wasn't new to you, then write to me about how you made good use of your time in this class, how you pushed yourself to go beyond the requirements. Talk too about how you took responsibility for learning and for challenging yourself throughout this course.

Your grade will reflect how well you have synthesized the different aspects of the course (in class activities, assigned readings, readings beyond what was assigned, participation in outside of class activities, school/agency visits, field clinical experience, meeting and getting to know a wide range of people in and out of class, how you have made the most of all your opportunities in to help you understand what you are learning in this class) with your understanding of the complex nature of understanding diverse populations and how you have connected these to the course objectives.

Format and length:
Assignment is a 10-20 page, double spaced paper where the writer self-evaluates his/her knowledge of the pedagogy addressed during the semester in this course.
Your analysis must be in essay form (minimum of 10 complete word-processed pages, maximum of 20 pages).

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**ATTENDANCE:**

**STUDENT RESPONSIBILITIES WHEN REGISTERING LATE**

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

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

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>50</td>
</tr>
<tr>
<td>Examination 1</td>
<td>100</td>
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<tr>
<td>Examination 2</td>
<td>100</td>
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<td>Examination 3</td>
<td>100</td>
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<tr>
<td>Quizzes</td>
<td>50</td>
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<tr>
<td>Authentic Group Research</td>
<td>100</td>
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<tr>
<td>Chapter Review(s)</td>
<td>100</td>
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<tr>
<td>Group Presentation</td>
<td>100</td>
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<tr>
<td>Field Clinical Required Document(s)</td>
<td>600</td>
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<tr>
<td>Final Reflection</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1400</strong></td>
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</tbody>
</table>

**A = 1260 – 1400**  **B = 1120 – 1259**  **C = 980 – 1119**  **D = 840 – 979**  **F = below 979**

Dr. Ervin reserves the right to assign the grade that most clearly represents your performance in the course.
The following schedule for the class is tentatively set forth to provide students with a general idea of the scope and sequencing of this course. The instructor may alter either the scope of the presentation/activities or the content based on student response patterns and/or weather exigencies as may arise*. That alternation may include substituting assignments or making other adjustments (modifications, deletions, additions) which may be necessary to more fully achieve the stipulated course objectives. Attendance is critical for full participation in activities and discussion.

### Tentative Course Outline:

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Pre-Class Reading Assignment</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Jan 4-6</td>
<td>Introduction Standards</td>
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<td>Name, Address, Telephone, Email Get Acquainted</td>
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<td>Syllabus Review</td>
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<td>Diagnostic Test</td>
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<tr>
<td>3-4</td>
<td>Jan 11-13</td>
<td><strong>Foundations of Multicultural Education</strong></td>
<td>Chapter 1</td>
<td><strong>Discussion Topic:</strong> It is normal for people to experience some cultural discontinuity when they visit another country or a new city or a neighborhood in which the inhabitants are ethnically different from themselves. Have you ever found yourself in a setting in which you did not know the cultural norms and were at a loss as to how to fit in? <strong>DUE:</strong> Chapter I Review</td>
</tr>
<tr>
<td>5-6</td>
<td>Jan 18</td>
<td></td>
<td></td>
<td><strong>Discussion Topic:</strong> It is normal for people to experience some</td>
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<table>
<thead>
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<th>I</th>
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<tbody>
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<td>cultural discontinuity when they visit another country or a new city or a neighborhood in which the inhabitants are ethnically different from themselves. Have you ever found yourself in a setting in which you did not know the cultural norms and were at a loss as to how to fit in?</td>
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<tr>
<td>7-8</td>
<td>Jan 20-26</td>
<td><strong>Ethnicity and Race</strong></td>
<td>Chapter 2</td>
<td><strong>Discussion Topic:</strong> Although race has no scientific significance in describing people, it is a social construct that endures in the U.S. to classify groups. What characteristics do you attribute to whites, Blacks, Latinos, Asians, &amp; Native Americans? <strong>Discussion Topic:</strong> Distinguish between prejudice and discrimination, and describe their impact on groups in the U.S. <strong>DUE:</strong> Chapter 2 Review</td>
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<tr>
<td>Jan 28</td>
<td>Continued</td>
<td>Prep for SES Exercise</td>
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<tr>
<td>9-10</td>
<td>Feb 1-3</td>
<td><strong>Class and Socioeconomic Status</strong></td>
<td>Chapter 3</td>
<td><strong>Discussion Topic:</strong> How might the tracking of students perpetuate inequalities in schools and society? <strong>Discussion Topic:</strong> Perceptions of others develop early in life and are corrected or reinforced on the basis one one’s experiences throughout life. What images do you conjure up when you think of the underclass, the working class, and the middle class?</td>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Topic</th>
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<tr>
<td>11-13</td>
<td>Feb 8-10</td>
<td>Continued</td>
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<tr>
<td></td>
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<td>Discussion Topic: How might the tracking of students perpetuate inequalities in schools and society?</td>
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<td>Discussion Topic: Perceptions of others develop early in life and are corrected or reinforced on the basis one one’s experiences throughout life. What images do you conjure up when you think of the underclass, the working class, and the middle class?</td>
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<tr>
<td>14-15</td>
<td>Feb 15-17</td>
<td>EXAM I</td>
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<td><strong>Gender and Sexual Orientation</strong></td>
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<td><strong>Chapter 4</strong></td>
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<td>Discussion Topic: In what ways are differences between the sexes culturally, rather than biologically, determined?</td>
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<td>Discussion Topic: In what ways do men have power over women? Why is it difficult for men to see they have a privileged position in society?</td>
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<td>16</td>
<td>Feb 22</td>
<td>Continued</td>
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<tr>
<td>17-18</td>
<td>Feb 24-Mar 1</td>
<td><strong>Exceptionality</strong></td>
</tr>
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<td>Chapter 5</td>
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<td><strong>During the next week, keep track of the buildings you enter, the streets you cross,</strong></td>
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<td><strong>DUE: Chapter 5 Review</strong></td>
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<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Chapter</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>Mar 3</td>
<td>Continued</td>
<td></td>
<td></td>
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<tr>
<td>Mar 7-11</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>Mar 15-17</td>
<td>Language</td>
<td>Chapter 6</td>
<td>Do you think teachers should at least be familiar with the dialects used by students in the classroom? DUE: Chapter 6 Review</td>
</tr>
<tr>
<td>Mar 22-24</td>
<td>Continued</td>
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<tr>
<td>Mar 29-31</td>
<td>Religion</td>
<td>Chapter 7</td>
<td>DUE: Chapter 7 Review</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Geography</td>
<td>Chapter 8</td>
<td>Due: Chapter 8 Review</td>
</tr>
<tr>
<td>Apr 7</td>
<td>AGE</td>
<td>Chapter 9</td>
<td>Discussion Topic: In what ways does age affect religion and religion affect gender issues? DUE: Chapter 9 Review</td>
</tr>
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<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
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<tbody>
<tr>
<td>19 Apr 12</td>
<td>Education that is Multicultural</td>
<td>Chapter 10</td>
</tr>
<tr>
<td></td>
<td>Discussion Topic: Teaching that is culturally responsive requires changes in the curriculum to build upon the cultures of diverse groups, no matter the subject being taught. Think about a lesson you observed a teacher or professor in your discipline recently teach. How were the lesson and the teaching of it culturally responsive? How might they have been culturally responsive?</td>
<td></td>
</tr>
<tr>
<td>20 April 14</td>
<td>EXAM III</td>
<td>Chapter(s) 7, 9, 10</td>
</tr>
<tr>
<td>21 Apr 19</td>
<td>GROUP PRESENTATIONS</td>
<td>GROUP PRESENTATIONS</td>
</tr>
<tr>
<td></td>
<td>TASK STREAM ENTERED</td>
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<td></td>
<td>DUE: Group Presentation Hardcopy with each individual member's contributions attached in appendix (including copies research utilized)</td>
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</tr>
<tr>
<td></td>
<td>DUE: Field Clinical Experience Required Document(s)</td>
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<tr>
<td>22</td>
<td>Apr 21</td>
<td>GROUP PRESENTATIONS</td>
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<td>---------------------</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>FINAL EXAMINATION</td>
</tr>
</tbody>
</table>

References, Supplemental Materials, and Student Support Available


F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S)=Skill (D)=Disposition


**Professional Associations**

National Association for Multicultural Education  
http://www.name.org/

National Coalition for Sex Equity in Education  
http://www.ncsee.org/

Gay, Lesbian, and Straight Education Network  
http://www.glsen.org/

Rethinking Schools  
http://www.rethinkingschools.org/

Southern Poverty Law Center  
http://www.splcenter.org/

### Rubric for Group Research Paper

<table>
<thead>
<tr>
<th>Criteria</th>
<th>LEVEL 1 Unacceptable</th>
<th>LEVEL 2 Marginable</th>
<th>LEVEL 3 Acceptable</th>
<th>LEVEL 4 Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (10 points)</td>
<td>Very limited demonstration of comprehension of assignment, material extremely vague, unclear progression of ideas discernable (4 pts.)</td>
<td>An attempt to establish and maintain purpose and communicate it; minimal idea development, limited and/or unrelated details; few references; random or weak organization; incorrect or lack of topic and/or transition sentences; incorrect and/or ineffective wording and/or sentence structure; errors in grammar and format (e.g., punctuation, capitalization, headings). (6 pts.)</td>
<td>Focused on a purpose; evidence of voice and/or suitable tone; depth of idea development support by elaborated, relevant details; use of references indicate ample research; logical organization; controlled and varied sentence structure; acceptable, effective language; few errors in grammar or format relative to length and complexity (8 pts.)</td>
<td>Establishes and maintains clear focus, evidence of distinctive voice and/or appropriate tone; depth and complexity of ideas supported by rich, engaging, and/or pertinent details; evidence of analysis, reflection, and insight; use of references indicate substantial research; careful and/or suitable organization; variety of sentence structure and length; precise and/or rich language. (10 pts.)</td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge   (S)=Skill   (D)=Disposition
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>4 pts.</th>
<th>6 pts.</th>
<th>8 pts.</th>
<th>10 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization (10 points)</td>
<td>Apparent misunderstanding of assignment, topic approved not developed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No introduction, no clear indication of research aim, content</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>difficult to understand, cannot follow what has been written</td>
<td></td>
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<tr>
<td></td>
<td>Introduction not stated clearly, purpose is</td>
<td></td>
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<tr>
<td></td>
<td>somewhat weak, paper not well organized, content is not orderly,</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>confusing, text does not flow well</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language/Mechanics (10 points)</td>
<td>To frequent errors in spelling, grammar, word choice, punctuation, totally</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>distracts and makes reading difficult</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Misspellings and poor grammar and word choice throughout, difficult to read</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>assignment not proofread</td>
<td></td>
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<tr>
<td></td>
<td>Occasional misspellings, questionable word choice, several</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>grammatical errors, somewhat difficult to read</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Presentation (10 points)</td>
<td>Student(s) showed little evidence of thoughtfule research.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Product does not effectively communicate research findings.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Not comprehensible</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet References (10 points)</td>
<td>Less than 2 internet sites/sources, some</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>references not APA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Used 2 credible internet sites/sources, some</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>references incorrect APA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Used 3 credible internet sites/sources, some</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>references incorrect APA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional References (10 points)</td>
<td>No documentation of library resource(s)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Used one library resource, incorrect APA</td>
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<td></td>
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<tr>
<td></td>
<td>Used two library resources, some</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>references incorrect APA</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Critical Analysis (10 points)</td>
<td>Student(s) conclusions simply involved restating information.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Conclusions were not supported by evidence</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Student(s) conclusions could be supported by stronger evidence.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Level of analysis could have been deeper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Plan/Activities (10 points)</td>
<td>Activities are unrelated to objectives. Activities</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Activities relate peripherally to objectives. Activities</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Activities relate to objectives. Some activities may be</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Activities provide a logical path to meeting objectives. No</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge    (S) Skill    (D) =Disposition
are extraneous and irrelevant. No attempt is made to individualize activities for student learning styles or strengths (4 pts.)

appear extraneous and irrelevant therefore not applicable to students with different learning styles and strengths (6 pts.)

extraneous or irrelevant. Activities with minimal modifications applicable to students of more than one learning style and strength (8 pts.)

activities are extraneous or irrelevant. Students of many learning styles and strengths can benefit from activities (10 pts.)

<table>
<thead>
<tr>
<th>Lesson Plan/Activities</th>
<th>Objectives are missing, not discernable and/or totally unclear (4 pts.)</th>
<th>Objectives are not clear thus not providing a clear sense of student expectations (6 pts.)</th>
<th>Most of the objectives are clear as well as the student expectations (8 pts.)</th>
<th>All objectives are clear and provide a clear indication of student expectations (10 pts.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan/Activities</td>
<td>Objectives and activities are inappropriate for the intended grade level (4 pts.)</td>
<td>Some, but not all, objectives and activities are appropriate for the intended grade level (6 pts.)</td>
<td>Most objective and activities are appropriate for intended grade level (8 pts.)</td>
<td>All objectives and activities are appropriate for the intended grade level (10 pts.)</td>
</tr>
</tbody>
</table>

**Rubric for Group Project Presentation**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent (50 points)</th>
<th>Average (35 points)</th>
<th>Poor 20 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Relates to topic; knowledgeable; geared to audience; engages audience, raises or invites questions, and stimulates curiosity; well-informed, informative; valuable information; factual</td>
<td>Relates topic; informative; valuable information; minimally engages audience, raises or invites questions, and stimulates curiosity; factual</td>
<td>Topic unrelated; information of little or no value; fails to engage audience, raise or invite questions, and stimulate curiosity; not factual</td>
</tr>
<tr>
<td>Presentation Style</td>
<td>Comprehensible; met needs of audience; voice, gestures, eye contact, grammar were strong; group members are appropriately dressed; members answer audience questions; end with effective final presentation; members not dependent on notes</td>
<td>Comprehensible most of the time; voice, gestures, eye contact, and grammar were adequate; group members not dressed appropriately; members answer some audience questions; end with mediocre final presentation; members depend on notes somewhat</td>
<td>Unclear organization; weak vocal qualities, gestures, eye contact, and grammar during presentation; group members’ attire distracts from presentation; members do not answer audience questions; ends with no final presentation; members depend almost fully on notes</td>
</tr>
<tr>
<td>Group Dynamics</td>
<td>Entire group was present; role of each member was clear and essential to the project; input was effective; group members were cooperative</td>
<td>Entire group was present; each member gave input; each member was cooperative</td>
<td>Group member(s) absent; input given by one or a few members; group members were uncooperative</td>
</tr>
<tr>
<td>Visual Aids and Equipment</td>
<td>Appropriate to presentation; effective; suitable; and educational</td>
<td>Understandable; some reference made to visual aids during presentation</td>
<td>Unreadable; no reference made to visual aids during presentation</td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge  (S) Skill  (D) =Disposition
| Language/Mechanics | Follows standard rules of grammar, no grammar or spelling errors, double spaced, easy to read | Misspellings, poor grammar in several places, not double spaced, somewhat difficult to read | Numerous misspellings and poor grammar throughout, not double spaced, difficult to read |
|--------------------|----------------------------------|---------------------------------|______________________________________________________________________|
| Internet Sources   | Used more than three credible sites/sources | Used three credible sites/sources | Used fewer than three sites/sources; sources not credible |
| Additional Research Materials | Used more than five credible sources | Used five credible sources | Used fewer than five sources; sources not credible |
| Acknowledgement of Sources | Referred to all sources; compliance with APA style; bibliography available | Referred to 75% of sources; complied with APA style somewhat; bibliography available | Referred to less than 75% of sources, not in compliance with APA style; no bibliography |
| Technology/Technical Aspects (especially PowerPoint) | Good instructional design principle is evident (especially in any sound effects and transitions); content readable (large font size, legible colors); uses multimedia (e.g., sound and video); uses several graphics; graphics support or elaborate on content | Uses small number of graphics; good transition between slides; slides show bullet points, not the entire text of the presentation; content is readable; graphics support or elaborate on content reasonably well | Content is not very readable, uses small number of slides; text has grammar or spelling errors; graphics distract from or do not support or elaborate on content |

**Rubric for Clinical/Field Experience**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>LEVEL 1 Unfavorable</th>
<th>LEVEL 2 Marginalize</th>
<th>LEVEL 3 Acceptable</th>
<th>LEVEL 4 Favorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content (100 points)</td>
<td>• Large parts are incomplete; journal entries missing; reflections not thought out and difficult to follow; poor description of school; no demographic information; poor quality shows poor effort; visits documented by teacher (60pt)</td>
<td>• Format is minimally complete, and/somewhat difficult to follow; journal entries for most dates of school contact with time frame often missing; reflections not well thought out; report shows minimal effort; minimal description of school; limited demographic information; visits to school documented by teacher (75 pts.)</td>
<td>• Format is mostly accurate, complete, and/or easy to follow; journal entries for most dates of school contact; reflections minimally thought out; good quality report shows good effort; satisfactory description of school; minimal demographic information; visits to school documented by teacher (85pt)</td>
<td>• Format is complete and easy to follow; journal entry for each date of contact at school; excellent, well thought-out reflections show superior efforts; full description of school; demographic information; visits to school are documented by teacher (100pt)</td>
</tr>
<tr>
<td></td>
<td>• Purpose of details or evidence is not clear (2pt)</td>
<td>• Details/evidence provided in analytical discussion are proficient; relevant</td>
<td>• Details/evidence provided in analytical discussion are distinguished; convincing and compelling (5pt)</td>
<td></td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S) Skill (D) =Disposition
**Rubric for Class Attendance & Participation**

<table>
<thead>
<tr>
<th>Criteria in Class</th>
<th>Excellent (100 points)</th>
<th>Average (75 points)</th>
<th>Poor (60 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in Class</td>
<td>Attends all but one or two class sessions; on time; always well prepared for class; evident that student has completed all reading assignments prior to class; exhibits positive, supportive attitude toward course and class members; consistently contributes to class</td>
<td>Generally well prepared for class; evident that student has completed some reading assignments prior to class; exhibits ambivalent attitude toward course and class members; contributes minimally to class discussions or in-class; three absences and/or excessive</td>
<td>Does not attend class on consistent basis; never prepared for class; evident that student has not completed reading assignments prior to class; exhibits negative attitudes toward course and class members; does not contribute to class</td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge (S) Skill (D)=Disposition
discussion, consistently contributes to in-class activities | tardiness | discussions or in-class activities; four absences and/or excessive tardiness

**Language/Mechanics**

| Follows standard rules of speech and grammar, uses anecdotal information only when relevant to topic, respects other students’ right to express their points of view; does not interrupt when others are speaking, considerate | Inappropriate speech and grammar, uses questionable anecdotal information, tendency to monopolize discussion, sometimes fails to show respect for others’ right to express ideas and opinions; uses slang | Poor speech and grammar, uses inappropriate or irrelevant anecdotal information, monopolized discussion, fails to show respect for others’ right to express ideas and opinions, rude, abrasive, uses slang, may be offensive |

---

**Course Requirements Met**

<table>
<thead>
<tr>
<th>COURSE EDG 2085</th>
<th>ASSIGNMENT</th>
<th>DESCRIPTION OF ASSIGNMENT</th>
<th>CORRESPONDING STANDARD(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Review(s)</td>
<td>10 chapter review(s) reflecting diversity in teaching or student environment</td>
<td>CF 1-1.1; 2-2.3; 4-4.5; 5-5.7</td>
<td>FEAP 2, 5, GOALS 2, 3, 6</td>
</tr>
<tr>
<td>Authentic Group Research Project</td>
<td>Candidates develop group research project on an assigned topic related to diversity, a 10 page APA research paper</td>
<td>CF 1-1.1; 2-2.3; 4-4.5</td>
<td>FEAP 2, 5, GOALS 2, 3, 6</td>
</tr>
<tr>
<td>Authentic Group Research Presentation</td>
<td>Candidates present results of research project via technology based oral presentation</td>
<td>CF 1-1.1; 2-2.3; 4-4.5</td>
<td>FEAP 2, 5, GOALS 2, 3, 6</td>
</tr>
<tr>
<td>Field Clinical</td>
<td>Candidates must complete 15 hours of clinical observation in a public school classroom.</td>
<td>CF 1-1.1; 2-2.3; 4-4.5; 5-5.7</td>
<td>FEAP 2, 5, GOALS 2, 3, 4, 8</td>
</tr>
<tr>
<td>Field Clinical Log and Narrative</td>
<td>Candidate must summarize a highlight of clinical experience, using FEAP as a guide for observational areas.</td>
<td>CF 1-1.1; 4-4.5</td>
<td>FEAP 2, 5, GOALS 2, 3, 4, 8</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Candidates must model teacher behavior by attending class on</td>
<td>CF 1-1.1; 2-2.3; 4-4.5</td>
<td>FEAP 2, 5, 8</td>
</tr>
</tbody>
</table>

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(K)=Knowledge  (S) Skill  (D)=Disposition
Examinations

<table>
<thead>
<tr>
<th>Examinations</th>
<th>Candidates must pass three multiple choice/essay exams with a score of 70% or higher.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations</td>
<td></td>
</tr>
</tbody>
</table>

Candidates must pass three multiple choice/essay exams with a score of 70% or higher.

How to Reference Source using APA Style

a) The reference list should contain **only** those works that are cited in the text.

b) Use the APA style for references. Remember **all** cited work must be referenced in text.

c) Do **not** use footnotes in your text.

d) Examples of references to **book**, a **chapter** and a **journal article** follow:

A **book**:

A **Chapter**:

A **journal article**:

How to Reference Electronic Source using APA Style
(Source: [http://www.apastyle.org](http://www.apastyle.org))

**Reference Examples for Electronic Source Materials**

**Article in an Internet-only journal**

**Article in an Internet-only newsletter**

*Use the complete publication date given on the article.
*Note that there are no page numbers.
*In an Internet periodical, volume and issue numbers often are not relevant. If they are not used, the name of the periodical is

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all that can be provided in the reference.
*Whenever possible, the URL should link directly to the article.
*Break a URL that goes to another line after a slash or before a period. Do not insert (or allow your word-processing program to insert) a hyphen at the break.

Nonperiodical documents on the Internet

Stand-alone documents, no author identified, no date
*If the author of a document is not identified, begin the reference with the title of the document.

Document available on university program or department Web site
*If a document is contained within a large and complex Web site (such as that for a university or a government agency), identify the host organization and the relevant program or department before giving the URL for the document itself. Precede the URL with a colon.

Other Electronic Sources

Electronic copy of a journal article, three to five authors, retrieved from database
*When referencing material obtained by searching an aggregated database, follow the format appropriate to the work retrieved and add a retrieval statement that gives the date of retrieval and the proper name of the database.

Citations in Text of Material

To cite a specific part of a source, indicate the page, chapter, figure, table, or equation at the appropriate point in text. Always give page numbers for quotations (see section 3.34). Note that the words page and chapter are abbreviated in such text citations:
(Cheek & Buss, 1981, p. 332)
(Shimamura, 1989, chap. 3)

For electronic sources that do not provide page numbers, use the paragraph number, if available, preceded by the paragraph symbol or the abbreviation para. If neither paragraph nor page numbers are visible, cite the heading and the number of the paragraph following it to direct the reader to the location of the material (see section 3.39).
(Myers, 2000, ¶ 5)
(Beutler, 2000, Conclusion section, para. 1)
Student Acknowledgment and Understanding

I, ______________________________________, acknowledge receipt of a syllabus and the course schedule for Dr. Ervin’s EDF 2085 Introduction to Diversity for Educators class for Fall Semester 2010 at Florida A&M University.

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

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

Student signature: ___________________________________________

Student ID # _____________________________________________

Date: _____________
**COURSE SYLLABUS**

<table>
<thead>
<tr>
<th><strong>Course Number:</strong></th>
<th>EDF 3430</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section:</strong></td>
<td>001</td>
</tr>
<tr>
<td><strong>Prerequisite(s):</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Course Credit:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Course Title:</strong></td>
<td>Measurement and Evaluation of Educational Growth</td>
</tr>
<tr>
<td><strong>Course Hours:</strong></td>
<td>1.25 (Lecture)</td>
</tr>
<tr>
<td><strong>College:</strong></td>
<td>College of Education</td>
</tr>
<tr>
<td><strong>Department:</strong></td>
<td>Department of Secondary Education and Foundations</td>
</tr>
<tr>
<td><strong>Supplies:</strong></td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Faculty Name:</strong></td>
<td>Dr. Endya B. Stewart</td>
</tr>
<tr>
<td><strong>Term and Year:</strong></td>
<td>Fall 2011</td>
</tr>
<tr>
<td><strong>Place and Time:</strong></td>
<td>FAMU DRS 301; Tuesday/Thursday, 9:30 – 10:45 a.m.</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>FAMU DRS (Lucy Moten Bldg., Room 111)</td>
</tr>
<tr>
<td><strong>Telephone:</strong></td>
<td>850-561-2710</td>
</tr>
<tr>
<td><strong>E-mail:</strong></td>
<td><a href="mailto:endya.stewart@famu.edu">endya.stewart@famu.edu</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Office Hours</strong></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1-4 p.m.</td>
<td>1-4 p.m.</td>
<td>By appt.</td>
<td>1-4 p.m.</td>
<td>By appt.</td>
</tr>
</tbody>
</table>

**Description of Course**

This is an undergraduate course for prospective teachers. This course, with assessment as its primary focus, includes understanding the content measured by state tests and using data to improve student learning. The course also provides special emphasis on ESOL standards related to the nature of assessment and learning in academic settings for English language learners.

**Purpose of Course**

This course will provide students with skills and knowledge in designing and developing assessment instruments, analyzing tests, and using the results to guide instructional decision-making in grades K-12 and to improve student learning. Furthermore, this course will prepare prospective teachers in the area of evaluation, recording and reporting procedures, and in analyzing and interpreting student achievement results using educational technology.
Overall Goals of the Course

This course focuses on understanding standardized tests. Upon completion of this course, successful students will demonstrate proficiency related to the Florida's Educator Accomplished Practices: Assessment. Following are some of the sample key indicators for Assessment. Accomplished educators are expected to:

- Employ performance-based assessment strategies to determine students’ performance of specified outcomes and to modify subsequent instruction.
- Maintain observational and anecdotal records to monitor students' development.
- Use data from various informal and standardized instruments to plan instruction.
- Review assessment data concerning the students so as to determine their entry-level skills, deficiencies, academic and language development progress, and personal strengths.
- Communicate individual student progress based upon appropriate indicators to the student, families, and colleagues.

The goals of this course are:

- To enable students to select and use valid and reliable assessments for specific purposes (e.g., screening, diagnosis, progress monitoring, or outcomes).
- To enable students to analyze and interpret classroom assessment data to improve instruction and outcomes in grades K-12.
- To provide students with practical examples and suggestions for classroom assessment.
- To enable students to recognize basic measurement terms.
- To enable students to develop technically sound written and alternative assessments.
- To enable students to calculate and interpret descriptive statistics and item analysis.
- To enable students to analyze scores and interpret students’ results of teacher-made tests and standardized tests.
- To enable students to plan, develop, and/or implement appropriate assessment strategies for English language learners at various levels of language acquisition.

FAMU Professional Education Unit Conceptual Framework

THE CONCEPTUAL FRAMEWORK: AN EXEMPLARY PROFESSIONAL

The conceptual framework of the Professional Education Unit (PEU) at Florida A&M University may be described as an integrated approach to providing educational experiences that result in exemplary professional educators. The term "exemplary" describes the kind of graduates the unit strives to produce. Educational experiences include courses, clinical experiences, and support services, all of which are interrelated and integrated and have several strands or emphases that pervade them. The integrated approach of the PEU’s conceptual framework is comprised of the component activities and cross-curricular themes described below and illustrated in the following diagram.

Although program components appear as self-contained "orbits" on the diagram, all are dependent on and integrated with each other as to program design, implementation, and evaluation.
The preparation of an exemplary professional at FAMU will be guided and characterized by certain essential measurable qualities (outcomes) as defined in the:

- Educator Accomplished Practices specified by the Florida Education Standards Commission,
- Florida Essential Teaching Competencies identified by the Florida Department of Education,
- Competencies and domains identified by the Florida Council for Educational Management, and
- Competencies set forth by the national specialty organizations for each program in the unit.

The conceptual framework for the FAMU Professional Education Unit is grounded in a combination of directed, constructivist, developmental, and social learning theories derived from the writings of system theorists, educational philosophers, social scientists, practitioners, and developmental theorists. Concepts from these writers and from learned societies for each area of education help form the knowledge base from which the unit gets the curriculum components and principles of its conceptual framework.

In response to Florida's demand for accountability from their public schools, the 1997 State Legislature created the Florida System of School Improvement and Accountability, which is designed to improve student performance. The Professional Education Unit, in response to this initiative, strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who will assist students in meeting the Florida Sunshine State Standards.

Below are the appropriate Florida A&M University Professional Education Unit Conceptual Framework (CF) theme(s) addressed in this course. Knowledge (K), skills (S), and dispositions (D) are noted. In addition, corresponding Florida Educator Accomplished Practices Standards (F) and Interstate New Teacher Assessment and Support Consortium Standards (I) are provided for each theme.

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

| CF: 2.2 (S) | Use technology to manage, evaluate and improve instruction. | F: 1,4,10, 12 | I: 6,7 |
**CF 4: CRITICAL THINKING**
Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>CF: 4.3 (D)</th>
<th>Value critical thinking and self-directed learning as habits of mind.</th>
<th>F: 4</th>
<th>I: 1,4</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.4 (K)</td>
<td>Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F:1,4</td>
<td>I: 1,8</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 8</td>
<td>I: 4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CF: 5.1 (K)</th>
<th>Know the content</th>
<th>F: 8</th>
<th>I: 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to professional growth &amp; development.</td>
<td>F:3,7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.4 (K,S)</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
</tbody>
</table>

**Behavioral Objectives**

The following course objectives include Conceptual Framework and Florida Educator Accomplished Practice principles addressed during this course. For further details refer to the Course Schedule (and/or appendices). Upon completion of this course, students will be able to:

- Complete and act upon self-assessment instruments (oral and written) given in the classroom. (CF-4; FEAP-1, 3)
- Identify current issues in the field of education and develop positions and solutions. (CF-5; FEAP-3)
- Develop an understanding of education in a social context with emphasis on social movements, culture, governance and law. (CF-1; FEAP-5)
- Develop an understanding of teaching as a profession and the role of the teacher (CF-5; FEAP-3, 7)
- Develop an understanding of the fluid nature of curriculum and curriculum development with emphasis on technology, diversity, and instructional strategies. (CF-5; FEAP-8, 11)
- Demonstrate mastery of computer software applications and use of proper grammar by preparing written and oral assignments. (CF-2; FEAP-2, 12)
- Demonstrate oral, written, and grammatical skills through presentations, classroom participation, interactions with peers and professional educators, and attending seminars. (CF-5; FEAP-2)
- Become knowledgeable of the Professional Code of Ethics for teachers, Florida Educators Accomplished Practices, and Generic Competencies and Skills. (CF-3; FEAP-6)

**Skill Acquisition**
Within the specific objectives, students should be able to:

- Identify valid and reliable assessments.
- Identify statistical terminology used in assessment.
- Compare and contrast varied types of educational assessments.
**National, State, and PEU Standards Addressed in the Course**

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

Below are the appropriate Interstate New Teacher Assessment and Support Consortium (INTASC) Standards addressed in this course.

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

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

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

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

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

**Florida Educator Accomplished Practices (FEAP)**

Below are the appropriate Florida Educator Accomplished Practices addressed in this course.

1. **ASSESSMENT**
   1.1 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.

   1.PRE.a Analyzes individuals’ learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.

   1.PRE.d Identifies students’ cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.

   1.PRE.e Employs traditional and alternative assessment strategies in determining students’ mastery of specified outcomes.

   1.PRE.f Guides students in developing and maintaining individual portfolios.

   1.PRE.g Modifies instruction based upon assessed student performance.

   1.PRE.h Provides opportunities for students to assess their own work and progress. Assists students in designing individual plans for reaching the next performance level.

   1.PRE.j Interprets, with assistance, data from various informal and standardized assessment procedures.

   1.PRE.k Reviews assessment data and identifies students’ strengths and weaknesses.

   1.PRE.l Communicates individual student progress in student, parent, and staff conferences.

   1.PRE.m Develops short- and long-term personal and professional goals relating to assessment.
3. CONTINUOUS IMPROVEMENT

3.1 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.

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

3.PRE.e Communicates student progress with students, families, and colleagues.

4. CRITICAL THINKING

4.1 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.

4.PRE.a Provides opportunities for students to learn higher-order thinking skills.

4.PRE.j Uses technology and other appropriate tools in the learning environment.

8. KNOWLEDGE OF SUBJECT MATTER

8.1 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.

8.PRE.c Uses the materials and technologies of the subject field in developing learning activities for students.

12. TECHNOLOGY

12.1 The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

12.PRE.e Uses technology in lesson and material preparation.

12.PRE.f Identifies technology productivity tools to assist with management of student learning.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral Objectives</th>
<th>INTASC</th>
<th>Professional Organization</th>
<th>FEAP</th>
<th>NCATE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Blueprint</td>
<td>This is a multi-part assignment. First, students prepare 12 well written instructional objectives for a specific content area and grade level. Next, the students create a test blueprint which outlines what topic, objectives, and taxonomy categories will be covered on the test they will construct. The final step requires that students identify via the respective taxonomy categories the number of test items that will appear on the test from each objective.</td>
<td>I: 1, 8, 9</td>
<td>F: 1.1, 3.1, 4.1, 8.1, 12.1</td>
<td>CF: 2.2, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Construct a 50-item test</td>
<td>Utilizing the test blueprint, the students must construct a test with 50 items that correspond with their objectives and taxonomy categories. The student must utilize different item types (e.g., multiple choice, true-false, matching, completion, short answer, and essay). The goal of this assignment is for students to create an assessment instrument that can be utilized in a classroom setting.</td>
<td>I: 1, 8, 9</td>
<td>F: 1.1, 3.1, 4.1, 8.1, 12.1</td>
<td>CF: 2.2, 4.3, 4.4, 4.5, 5.1, 5.3, 5.4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Article Summary and Presentation</td>
<td>Based on the topics covered in class, the students must select an article to summarize and then present in class. The article summary must describe the purpose, population, methods, findings, etc. of the article. The goal of this assignment is for students to gain research skills with regard to finding published studies on best practices, case studies, etc., as well as aid them with understanding data and how it “drives” educational decision making.</td>
<td>I: 1, 6, 8, 9, 10</td>
<td>F: 1.1, 4.1, 8.1, 12.1</td>
<td>CF: 2.2, 4.3, 4.4, 4.5, 5.1, 5.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Topical Outline

- Introduction to Educational Testing and Measurement
- High-Stakes Testing
- The Purpose of Testing
- Norm- and Criterion-Referenced Tests
- Measuring Learning Outcomes
- Writing Objective Test Items
- Writing Essay Test Items
- Performance-based Assessment
- Portfolio Assessment
- Administering, Analyzing, and Improving the Test
- Marks and Marking Systems
- Statistics
- Standardized Tests
- Types of Standardized Tests
- Assessment and English Language Learners

Teaching Methods

Activities in this course may include reading assignments in the textbook, supplemental textbooks, and/or handouts; lectures; group discussions; oral presentations by class members; guest speakers; in class activities, and/or computer-based tutorials. Each student is encouraged to read scheduled topics in advance of their class. **Students will be held responsible for course content on the exams. Students are expected to purchase a textbook and a TaskStream account, as they both are integral parts of the course.**

Each student should maintain a notebook/portfolio to organize class work. Your notebook should include at least two sections: *Vocabulary* and *Class Notes*. New terminology may be introduced throughout the semester. You will be expected to know and appropriate utilize these terms. The vocabulary section of the notebook is where this information should be located. **DON'T FORGET TO BE PREPARED FOR CLASS.**

Technology Utilization

The instructor will use appropriate technology during class lectures and demonstrations (e.g., PowerPoint, spreadsheet, internet). Students are required to use technology as need for course assignments (e.g., TaskStream, word processing, spreadsheet, internet).

Course Evaluation

Grades will be based on a percentage of accumulated points earned from assignments, quizzes, exams, and class attendance and participation according to the following table.

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>25</td>
</tr>
<tr>
<td>Class Assignments (5*25)</td>
<td>125</td>
</tr>
<tr>
<td>Quizzes (2*50)</td>
<td>100</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>Article Summary</td>
<td>35</td>
</tr>
<tr>
<td>Article PowerPoint Presentation</td>
<td>15</td>
</tr>
</tbody>
</table>
### Class Project (test and blueprint) 125
### Final Exam (cumulative) 100
### TaskStream Account 100
### Total Points 725

#### Grading Scale:
- **A** = At or above 90% of total possible points
- **B** = 80% - 89% of total possible points
- **C** = 70% - 79% of total possible points
- **D** = 60% - 69% of total possible points
- **F** = Below 60% of total possible points

*Note: These percentages are approximate and may change as the course develops.*

All written material will be assessed on the nature and adequacy of the content, the clarity and organization of the thought processes, and the correctness of grammar and syntax. The instructor will comment and/or assign a grade to the assignments.

Students who wish to perform well in this course should:
1. Attend all of the class lectures.
2. Arrive to class on time.
3. Take detailed notes.
4. Complete all of the assigned readings prior to attending class.
5. Complete all of the assignments (and post to TaskStream when requested).
6. Study all of the material (class notes and assigned readings) for the examinations.

### Course Schedule

The chapter readings and assignments schedule below is subject to change at the instructor’s discretion. Students will be notified of changes during the regularly scheduled class sessions.

<table>
<thead>
<tr>
<th>DATE</th>
<th>READING</th>
<th>TOPIC/ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.30.11</td>
<td></td>
<td>Introduction to EDF 3430</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Read Chapter 1.</td>
</tr>
<tr>
<td>09.01.11</td>
<td>Ch. 1</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Discussion questions 1 and 2 at the end of Chapter 1 (p. 23). Assignment: Read Chapter 2.</td>
</tr>
<tr>
<td>09.06.11</td>
<td>Ch. 2</td>
<td>High-Stakes Testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment Due: Chapter 1 discussion questions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Read chapter 4</td>
</tr>
<tr>
<td>09.08.11</td>
<td>Ch. 4</td>
<td>The Purpose of Testing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Read Chapter 5</td>
</tr>
<tr>
<td>09.13.11</td>
<td>Ch. 5</td>
<td>Norm- and Criterion-Referenced Tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Discussion questions 3 and 4 at the end of Chapter 5 (p. 108). Assignment: Read Chapter 6.</td>
</tr>
<tr>
<td>09.15.11</td>
<td>Ch. 6</td>
<td>Measuring Learning Outcomes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment Due: Chapter 5 discussion questions</td>
</tr>
<tr>
<td>09.20.11</td>
<td></td>
<td>Continuation of Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignment: Prepare for Quiz 1</td>
</tr>
<tr>
<td>DATE</td>
<td>READING</td>
<td>TOPIC/ASSIGNMENT</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>09.22.11</td>
<td></td>
<td>Assignment: Discussion question 1 at the end of Chapter 6 (p. 128). Assignment: Read Chapter 7.</td>
</tr>
<tr>
<td>09.27.11</td>
<td>Quiz 1</td>
<td>(Chapters 1-2, 4-6) Assignment Due: Chapter 6 discussion question Assignment: Read Chapter 8.</td>
</tr>
<tr>
<td>09.29.11</td>
<td>Ch. 7</td>
<td>Writing Objective Test Items Assignment Due: Complete handouts on writing test items (7E, 8E, 10C, 10D)</td>
</tr>
<tr>
<td>10.04.11</td>
<td>Ch. 8</td>
<td>Writing Essay Test Items Assignment Due: Chapter 6 discussion question</td>
</tr>
<tr>
<td>10.06.11</td>
<td>Ch. 9</td>
<td>Performance-based Assessment Assignment: Read Chapter 10.</td>
</tr>
<tr>
<td>10.11.11</td>
<td>Ch. 10</td>
<td>Portfolio Assessment Assignment: Prepare for Midterm Exam</td>
</tr>
<tr>
<td>10.13.11</td>
<td></td>
<td>Midterm Exam (Chapters 1-2, 4-10)</td>
</tr>
<tr>
<td>10.18.11</td>
<td></td>
<td>Return and review exam Assignment Due: Test item handouts Assignment: Read Chapter 11.</td>
</tr>
<tr>
<td>10.20.11</td>
<td>Ch. 11</td>
<td>Administering, Analyzing, and Improving the Test Assignment: Read Chapter 12</td>
</tr>
<tr>
<td>10.25.11</td>
<td>Ch. 12</td>
<td>Marks and Marking Systems Assignment: Read pages 265-270, 280-292 Assignment: Discussion question 4 at the end of Chapter 12 (p. 264)</td>
</tr>
<tr>
<td>10.27.11</td>
<td>Pages 265-270, 280-292</td>
<td>Statistics Assignment Due: Chapter 12 discussion question</td>
</tr>
<tr>
<td>11.01.11</td>
<td></td>
<td>Continuation of Statistics Assignment: Select and read an article, then complete the assignment posted on Blackboard and/or in the course syllabus</td>
</tr>
<tr>
<td>11.03.11</td>
<td></td>
<td>Review of Chapters 11-13; Q&amp;A session for Final Project</td>
</tr>
<tr>
<td>11.08.11</td>
<td></td>
<td>NO CLASS – work day (work on final project) Assignment: Prepare for Quiz 2</td>
</tr>
<tr>
<td>11.10.11</td>
<td></td>
<td>Final Project DUE</td>
</tr>
<tr>
<td>11.15.11</td>
<td></td>
<td>NO CLASS (prepare for Quiz 2)</td>
</tr>
<tr>
<td>11.17.11</td>
<td>Quiz 2</td>
<td>(Chapters 11-13)</td>
</tr>
<tr>
<td>11.22.11</td>
<td></td>
<td>NO CLASS – Thanksgiving Holiday</td>
</tr>
<tr>
<td>11.24.11</td>
<td></td>
<td>NO CLASS – Thanksgiving Holiday</td>
</tr>
<tr>
<td>11.29.11</td>
<td></td>
<td>Assessment and English Language Learners Assignment: Select and read an article, then complete the assignment posted on Blackboard and/or in the course syllabus</td>
</tr>
<tr>
<td>12.01.11</td>
<td></td>
<td>Assessment and English Language Learners</td>
</tr>
<tr>
<td>12.06.11</td>
<td></td>
<td>Student presentations Assignment Due: Article summary</td>
</tr>
<tr>
<td>12.08.11</td>
<td></td>
<td>Student presentations (as needed)</td>
</tr>
<tr>
<td>TBA*</td>
<td></td>
<td>Final EXAM (cumulative)</td>
</tr>
</tbody>
</table>
Course Policies

Academic Honesty
You are encouraged to learn and apply yourself in a way that promotes respect for yourself and others. Students are expected to conduct themselves with scholarly integrity. Any type of scholastic dishonesty is prohibited. Perpetrators will be prosecuted to the fullest extent of FAMU regulations.

Classroom Environment
**NO text messaging during class!** Students are asked to turn off (or place in silent mode) all cell phones before the start of class. Failure to do so will result in a deduction of points from your final course grade. [NOTE: I do understand that mobile communication devices are useful for emergencies or other serious matters. If such a situation arises, please let me know.]

Students are expected to complete the reading(s) and/or assignment(s) for each class meeting. All students are required to turn in assignments at the beginning of the class on the day on which they are due. Students are also expected to obtain a TaskStream account. Accounts may be purchased online or through the FAMU bookstore. Failure to turn in an assignment on the due date or to take a test on the test date will result in a grade of **ZERO** (no exceptions). Please discuss in advance with me any extraordinary circumstances that may cause a problem in meeting deadlines.

Students are encouraged to ask questions, share experiences, and participate actively in class discussions. Due to the large amount of class discussion that will take place, it is important that you listen while others are speaking and that you be respectful of their thoughts and opinions. Disruptive behavior will not be tolerated. If you are being disruptive, you will be asked to leave. Disruptive behaviors include talking about material other than that presented in class, reading newspapers or other non-class material, sleeping, playing games, etc.

Class time will not be used to address individual concerns or issues, such as test grades. I will address such inquiries after class or during office hours.

Email concerning the class will be sent to students’ FAMU email accounts. Email topics include frequently asked questions, requests to meet with an individual student, and other vital information. It is important that you check your FAMU email often. If you do not have a FAMU email account, **you will need to establish one**. I do not know the identity of whoever@yahoo.com, therefore I cannot adequately address concerns submitted via such addresses.

All correspondence will be conducted via email and/or Blackboard. If a class is cancelled or if an exam needs to be rescheduled, you will receive an email from me and I will post this information on Blackboard. At no time will I inform you of such changes through word-of-mouth, by posting a sign in class, or by writing on the chalkboard. It is your responsibility to check your email and Blackboard daily for information regarding this class. If, for some reason, a “hoax” is played (e.g., someone writing on the chalkboard that the exam is cancelled), and you believe it, you will **fail** the exam. Remember, all correspondence will be transmitted via the Internet.

It is easiest to reach me via email. I check my email account daily. If you need to contact me, you can expect a response within a day. All emails addressed to me must conform to the following guidelines or they will not be answered (i.e., you will not receive a response).

1. All emails must include an appropriate subject heading that identifies you as a student in my class (e.g., “Jane Doe, EDF 1234, Question regarding homework”).
2. All emails must include an appropriate salutation that addresses me by Dr. or Professor. Emails that begin with “Hey” or “Hey you” will be ignored.
3. All emails must include your full name (i.e., first name and last name).
4. Within the body of your email, completely describe your question or concern. Do not assume that the instructor knows exactly what you are talking about.

Attendance
Attendance for this course is required. Attendance will be taken each class session. It is in your best interest to attend class. If you miss class, you are responsible for all material covered in class, as well as all announcements and assignments. [NOTE: If you miss a class, I strongly encourage you to borrow one of your classmate’s notes and then talk with me if you need additional clarification on any of the information. I do NOT provide students with my notes.] Keep in mind that poor planning on your part does not constitute an emergency on my part. FOR EXAMPLE, many students must maintain a high GPA for advancement or acceptance into academic programs. It is the student’s responsibility to work toward this goal. Do not tell me, "I have to get a _____ grade in this class." You cannot make up missed exams or quizzes. Come to class and participate! I reserve the right to lower your grade if you are chronically late to class, or are disruptive to me and/or other students in class. Do not make a habit of coming to class late or leaving early! If you must miss a class meeting, please speak with me in advance.

Americans With Disabilities Act
Students with disabilities and those who need special academic accommodations should register with the Center for Disability Access and Resources (CeDAR). The Center is located at 667 Ardelia Court, and the phone number is 850-599-3180. Upon registering with CeDAR, please see me and provide a copy of the letter indicating the type of accommodation needed. This should be done during the first two weeks of class.
Assignment: Article Summary and Presentation

For this assignment, each student must (1) locate and summarize one research-based article focused on one of the topics discussed in this class (e.g., high stakes testing, norm-reference tests, portfolio assessment, marking systems) and (2) present the summary to the class. The article must not be more than 3 years old.

In the summary, you should include the following items or components about the article you read:

1. Complete APA style reference for the article
2. Indicate the purpose of the study.
3. Describe the subjects for the study.
4. Describe the instruments used in the study.
5. Describe the procedures (how was the study conducted).
6. List the major conclusions of the study.
7. Relate the study to the class or your personal experiences.

Before handing in your write-up, please make sure that you have provided a thorough analysis of the article. Your write-up should include the following format:

- 12 point font
- 1 inch margins
- 1-2 pages in length (stapled as needed)
- Complete sentences and paragraphs
- Logical format for ease of reading
- Spelling and grammar checked

Part 2:

You must prepare a brief PowerPoint presentation on the article you have summarized. The PowerPoint will be presented to the class. The presentation should cover the elements discussed in the write-up; however, the presentation should not be a carbon copy of the write-up. Be creative with your presentation!
Assignment: Blueprint and Test

Task: Based on readings and assignments covered in class, students must construct a complete test blueprint and test.

Directions: Using at least ten (10) of the instructional objectives that were completed at the beginning of the course, students must construct one complete test for their chosen grade level and content area. Each student must turn in the following:

- One complete test blueprint. A complete test blueprint includes:
  - specification of the grade level being taught;
  - specification of the course/content being taught;
  - specification of the content being covered on the test;
  - ten well written instructional objectives (the audience, behavior, criterion, and degree should be clearly stated for each objective; also, number your objectives 1-10); and
  - specification of the number of test questions written from each objective (i.e., numbers should appear where checks or other marks originally appeared under the taxonomy categories).

- One properly formatted test with (a) a heading, (b) clear directions for the overall test and each section of the test, and (c) test items from each instructional objective. The test items:
  - must be a mix of the varied types that were discussed in class (e.g., short answer, multiple choice, matching, true-false, etc.—NOTE: these would be your sections);
  - must correspond to your instructional objectives (i.e., if the objectives are centered on history there should be no test items on math). Also, after each test question, place in parentheses the objective that it corresponds with (e.g., O3).

Scoring Procedure: This assignment is worth 125 points. The points will be distributed as follows:

- Grade level specified = 1.25 points
- Content area specified = 1.25 points
- Taxonomy categories specified for objectives/questions = 7.5 points
- Each instructional objective = 1.5 points (10x1.5=15 points)
- The test (directions, items, labeling, grammar, etc.) = 100 points

[Note: In order to earn full credit/points, check your assignment for proper formatting, spelling/grammar errors, and item consistency with objectives before turning it in. Revisions will NOT be allowed. Your test must be TYPED.]
**SAMPLE**

EDF 3430: Measurement and Evaluation of Educational Growth

Test Blueprint for a Unit on ___Multiple Topics_______________________

Content Area: _Elementary____________ Grade Level: _Elementary______

Topic(s) Covered by Test: ___ Animals, Reading______________________

<table>
<thead>
<tr>
<th>Content Outline</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Knowledge</td>
</tr>
<tr>
<td>1. Animals</td>
<td></td>
</tr>
<tr>
<td>a. After the discussion, the students will be able to correctly identify animals and their habitats.</td>
<td></td>
</tr>
<tr>
<td>b. After reading the text, the students will be able to understand eating habits of farm animals with 85% accuracy.</td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td>1.</td>
</tr>
<tr>
<td>1. After the discussion, the students will be able to correctly identify animals and their habitats.</td>
<td></td>
</tr>
<tr>
<td>2. After reading the text, the students will be able to understand eating habits of farm animals with 85% accuracy.</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>3.</td>
</tr>
<tr>
<td>Objective</td>
<td></td>
</tr>
</tbody>
</table>

All of the information in this first section represents what you turned in earlier this summer. Do NOT turn in a blueprint with X’s or checkmarks.

For the final project, your test blueprint should look like this. Do NOT use marks. Insert numbers. Also number each objective individually (1-10). And, add the total and percentage columns to your table.
**SAMPLE**

FLORIDA A & M UNIVERSITY
EDF 3430: Measurement and Evaluation of Educational Growth

QUIZ 1

Directions:
First, write your name and the date in the appropriate blanks in the upper right hand corner. For each section of the quiz, follow the directions provided. All questions are worth 1 point for a total of 5 points. After you complete the quiz, please turn it in. NO CHEATING!

Multiple Choice Questions
Directions: For each question, circle the letter of the option that best answers the question. Only circle one letter.

1. What is the main purpose of testing in education?
   a. assign student grades
   b. encourage students to study
   c. provide objective achievement data
   d. help determine the best types of curricula

2. Joan, a third-grade teacher, decides to complete her lesson on “Math Facts-Addition” and move on to “Math Facts-Subtraction.” This is an example of what kind of decision?
   a. instructional
   b. diagnostic
   c. placement
   d. program or curriculum

3. Robert, a ninth-grader, has just been told, “The reason you’re having so much trouble with division is that you have never mastered compound multiplication. The Math Basic Skills Tests have indicated this quite clearly. We are going to provide you with instruction in multiplication immediately.” Robert’s teacher made what kind of decision relative to his skill level?
   a. instructional
   b. diagnostic
   c. selection
   d. placement

4. This kind of decision is usually made based on standardized test data.
   a. instructional
   b. diagnostic
   c. grading
   d. selection

5. Teachers are most frequently involved in what kind of decision?
   a. instructional
   b. grading
   c. placement
   d. program or curriculum
References

[Note: The authors of the course text have provided a number of suggested readings for each chapter. The listing of these readings can be found near the end of the text. Don’t forget to utilize these resources.]


STUDENT INFORMATION SHEET

Student’s Name: ______________________________________________________________

Student’s Email: _______________________________________________________________

Student’s Primary Phone Number: ________________________________________________

Today’s Date: ___________________________________________

By signing my name below, I certify that I have received a copy of the syllabus for EDF 3430: Measurement and Evaluation of Educational Growth, and I understand the policies and requirements set forth for this course. Furthermore, I understand that this syllabus is not a contract. The instructor reserves the right to modify this syllabus at any time throughout the semester and it is my responsibility to stay abreast of any changes made.

_______________________________________________
Student’s signature
COURSE SYLLABUS

Course Number: MHS 6600  
Course Title: Consultation Skills  
Prerequisite(s): Graduate Status  
Course Credit: 03  
Course Hours: 03  
College: Education  
Department: Educational Leadership/Human and Services  
Supplies: Taskstream  
Faculty Name: Arland Billups, Ph.D.  
Term and Year: Summer 2010  
Place and Time: 5:45 – 6:00 PM, Gore Education  
Office Location: Gore Education 303/B  
Telephone: 850 – 575 - 9764  
e-mail: arland. billups@famu.edu  
Office Hours  

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
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<td>10 - 12</td>
<td>10 - 12</td>
<td>10 - 12</td>
<td>2 - 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Description

This course provides an overview of what students and practicing consultants in the human services professions need to know about consultation practice and theory. It presents a generic model for application, surveys the various approaches to consultation, discusses the organizational context of consultation, and reviews the many ethical and professional issues consultants face.

Course Purpose

The purpose of this course is to enable students to understand the consultation and collaboration process and apply this understanding to mental health, behavioral, and organizational settings.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

F=Florida Educator Accomplished Practices Standards (FEAPS)  
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)  
(K)=Knowledge  
(S)=Skill  
(D)=Disposition

Approved/Revised 10/30/07
DIVERSITY

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1 (K)</td>
<td>Demonstrate understanding of diverse backgrounds of individuals.</td>
<td>F: 5, 6, 7 I: 3</td>
<td></td>
</tr>
<tr>
<td>CF: 1.2 (S, D)</td>
<td>Demonstrate diverse student learning through differentiated instruction.</td>
<td>F: 5, 7 I: 3, 8</td>
<td></td>
</tr>
<tr>
<td>CF: 1.3 (S, D)</td>
<td>Create and foster learning opportunities adapted to diverse learners.</td>
<td>F: 5, 6 I: 3, 8</td>
<td></td>
</tr>
<tr>
<td>CF: 1.4 (S)</td>
<td>Practice responsive strategies that foster acculturation, mediation, and resolution.</td>
<td>F: 5, 6 I: 3</td>
<td></td>
</tr>
<tr>
<td>CF: 1.5 (K, S)</td>
<td>Establish a climate that values diversity and supports learning for all students.</td>
<td>F: 5, 7, 9, 10 I: 5</td>
<td></td>
</tr>
</tbody>
</table>

TECHNOLOGY

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 2.1 (S)</td>
<td>Use a variety of technology tools and software to support student learning.</td>
<td>F: 4, 12 I: 6</td>
<td></td>
</tr>
<tr>
<td>CF: 2.2 (S)</td>
<td>Use technology to manage, evaluate, and improve instruction.</td>
<td>F: 1, 4, 10, 12 I: 6, 7</td>
<td></td>
</tr>
<tr>
<td>CF: 2.3 (K)</td>
<td>Demonstrate knowledge of fundamental concepts in technology.</td>
<td>F: 12 I: 1, 6</td>
<td></td>
</tr>
<tr>
<td>CF: 2.4 (K)</td>
<td>Demonstrate an understanding of concepts related to software, hardware, and applications</td>
<td>F: 2, 12 I: 6</td>
<td></td>
</tr>
<tr>
<td>CF: 2.5 (S)</td>
<td>Use technology to prepare and teach lessons and promote creativity among students.</td>
<td>F: 12 I: 6</td>
<td></td>
</tr>
<tr>
<td>CF: 2.6 (S, D)</td>
<td>Demonstrate the ability to access a variety of tools to enrich media communication.</td>
<td>F: 12 I: 6</td>
<td></td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
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(K)=Knowledge  (S)=Skill   (D)=Disposition
VALUES

- CF3
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 3.1 (S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
<td>I: 2, 5</td>
</tr>
<tr>
<td>CF: 3.2 (S)</td>
<td>Use clear and accurate communication with students, families and other stakeholders.</td>
<td>F: 11, 6</td>
<td>I: 9, 10</td>
</tr>
<tr>
<td>CF: 3.3 (S, D)</td>
<td>Promote perspectives, ideas, people, and culture.</td>
<td>F: 5, 6</td>
<td>I: 1, 3</td>
</tr>
<tr>
<td>CF: 3.4 (D)</td>
<td>Demonstrate achievement of goals.</td>
<td>F: 3, 9</td>
<td>I: 5, 9</td>
</tr>
<tr>
<td>CF: 3.5 (D)</td>
<td>Create learning opportunities that foster cooperation, support, and individual participation among students.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
</tbody>
</table>

CRITICAL THINKING

- CF4
- Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 4.1 (K)</td>
<td>Demonstrate an understanding of a variety of instructional / professional strategies to encourage student development of critical thinking and performance.</td>
<td>F: 4, 7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 7</td>
<td>I: 4</td>
</tr>
<tr>
<td>CF: 4.3 (D)</td>
<td>Create and foster opportunities for student learners to demonstrate critical thinking and self-directed learning as habits of mind.</td>
<td>F: 4</td>
<td>I: 1, 4</td>
</tr>
<tr>
<td>CF: 4.4 (K)</td>
<td>Demonstrate the use of performance assessment techniques and strategies that measure higher order thinking skills of student.</td>
<td>F: 1, 4</td>
<td>I: 1, 8</td>
</tr>
<tr>
<td>CF: 4.5 (S)</td>
<td>Demonstrate the use of higher order thinking skills.</td>
<td>F: 7, 2</td>
<td>I: 5, 10</td>
</tr>
</tbody>
</table>

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I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
PROFESSIONALISM

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
<tr>
<td>CF: 5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>F: 7, 9</td>
<td>I: 74</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to personal growth and development.</td>
<td>F: 3, 7</td>
<td>I: 9</td>
</tr>
<tr>
<td>CF: 5.4 (K, S)</td>
<td>Use major concepts, principles, theories, and research related to the development and acquisition of knowledge and motivation.</td>
<td>F: 7</td>
<td>I: 2</td>
</tr>
<tr>
<td>CF: 5.5 (S)</td>
<td>Construct learning opportunities that support student development and acquisition of knowledge and motivation.</td>
<td>F: 7</td>
<td>I: 5</td>
</tr>
<tr>
<td>CF: 5.6 (S)</td>
<td>Display effective verbal and non-verbal communication techniques to foster valuable interaction in the classroom.</td>
<td>F: 2</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 5.7 (S, D)</td>
<td>Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>F: 9</td>
<td>I: 5, 9</td>
</tr>
<tr>
<td>CF: 5.8 (K, S)</td>
<td>Know and use student personnel services.</td>
<td>F: 5, 10, 12</td>
<td>I: 2, 10</td>
</tr>
</tbody>
</table>

URBAN/RURAL EDUCATION

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 6.1 (S)</td>
<td>Demonstrate the ability to work in school settings with varied levels of human and material resources.</td>
<td>F: 9, 10, 11</td>
<td>I: 10</td>
</tr>
<tr>
<td>CF: 6.2 (S, D)</td>
<td>Demonstrate the ability to work in school settings that focus on rural/urban context with opportunities and challenges that these opportunities provide.</td>
<td>F: 11</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
<td>F: 5, 11</td>
<td>I: 2, 3</td>
</tr>
<tr>
<td>CF: 6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
<td>F: 1, 4</td>
<td>I: 1, 8</td>
</tr>
</tbody>
</table>

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I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
Overall Goals of the Course

The course provides students in counseling, psychology, and social work, human resources development and other helping professions training programs with knowledge and skill bases that lead to effective consultation practice. Moreover, practicing consultants will find a wealth of practical and theoretical information to help guide their practice.

Specific Behavioral Objectives

The specific behavioral objectives to be covered in this course are as follows:

1. To identify and discuss the various types of consultation.
2. To identify and discuss the role of the consultant as one of a change agent.
3. To identify and discuss the consultee resistance factors.
4. To help individuals and groups in establishing a helping alliance.
5. To demonstrate effective consultation skills.
6. To identify and discuss ethical concerns regarding consultation.

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards
1.10, 1.21, 1.34, 2.11, 2.21, 2.313.11,4.11,4.13, 4.21, 4.33, 5.11,5.12,5.31,6.11,6.32,7.11

Professional Organization/Learned Society Standards
2a,2b,2d,2f,3a,3b,3c,5a,5b,5c,5e,5g,6a,6b,6c,6d,6e,7b,7h,7i

Florida Educator Accomplished Practices (FEAPs)
2a,2b,4a,5a,7f,8a,8d,9g,9k,9m

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills

Crosswalk

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Behavioral objectives</th>
<th>Professional Organization CACREP</th>
<th>FEAPs</th>
<th>FTCE SAE</th>
<th>PEU Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Demonstrations</td>
<td>Candidates will demonstrate the different types of consultations</td>
<td>2a,3a,5a,5e,5g</td>
<td>4a,5a</td>
<td>1.1,5.1</td>
<td>1.1,2.1,3.4,4.2,5.1,6.3</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>Candidates will solve a problem using a consultation model appropriate to the setting</td>
<td>6a,6b,6c,6d,6e</td>
<td>9g,9k,9m</td>
<td>1.1,2.2,1,5.1</td>
<td>1.1,2.2,3.1,3.4,4.1,5.2,6.3</td>
</tr>
<tr>
<td>Complete 45 hours of Service Learning</td>
<td>Candidates will assist individuals and groups in establishing a helping alliance</td>
<td>2a,2b,2d,3b,5a,5b,5c,6a</td>
<td>9g,9k,9m</td>
<td>1.2,5.8</td>
<td>1.1,2.2,3.1,3.4,4.1,5.2,6.3</td>
</tr>
</tbody>
</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition
Critique Five Articles | Candidates will demonstrate critical thinking skills | 7h, 8a, 8b | 4a, 5i, 7f bb | 08, 01 | 1.1, 3.5, 4.2
---|---|---|---|---|---

**Outline**

I. Introduction to Class

II. Consultants, Collaboration, and Collaborators

III. A Generic Model of Consultation

IV. The Stages of Consultation

V. The Entry Stage

VI. The Diagnosis Stage

VII. The Implementation Stage

VIII. Disengagement Stage

IX. Ethical, Professional and Legal Issues

X. The Nature of Organizations

XI. Organizational Consultation

XII. Mental Health Consultation

XIII. Behavioral Consultation

XIV. School Consultation

XV. Case Study Illustrations of Community Consultation

**Teaching Methods**

The methods utilized in this course will include but not be limited to:

1. Lecture/Presentation by professor
2. Presentation by teams of students
3. Class discussion
4. Case scenarios/Role plays
5. Chapter handouts/Case studies

**Course Evaluation**

Grades will be assigned as follows:

1. Class Participation 25%
   
   Attends Class and engage in discussions. Completes a case study in taskstream ([WWW.taskstream.com](http://WWW.taskstream.com))

F=Florida Educator Accomplished Practices Standards (FEAPS)

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(K)=Knowledge    (S)=Skill    (D)=Disposition

Approved/Revised 10/30/07
2. Group Presentation  
   Thorough research and documentation  
   Creative presentation  
   Audio – visual Aids/Use of technology  
   Written handouts required  
   Summary of presentation placed in Taskstream  

3. Complete 45 hours of Service Learning at the DRS or other site  
   Summary of Experiences placed in Taskstream.  

4. Midterm Examination  

5. Final Examination  

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A</td>
</tr>
<tr>
<td>89 – 85</td>
<td>B</td>
</tr>
<tr>
<td>84 – 76</td>
<td>C</td>
</tr>
<tr>
<td>75 – 66</td>
<td>D</td>
</tr>
<tr>
<td>65 -</td>
<td>F</td>
</tr>
</tbody>
</table>

Incomplete I (Incompletes are given only under extenuating circumstances)

Tentative Course Calendar

May 12 Introduction and Overview (Start reading Chapters 9 -12)  
May 19 Consultation, Consultee, Collaborators  
May 26 The Stages of Consultation  
June 2 Entry Stage  
June 9 Diagnosis Stage  
June 16 Implementation Stage  
June 23 Midterm Examination  
June 30 Disengagement Stage  
July 7 Ethical, Professional, and Legal Issues  
July 14 The Pragmatic Issues of Working within an organization  
July 21 Mental Health Consultation and Collaboration  
   Behavioral Consultation and Collaboration  
   Organizational Consultation  
   School Based Consultation and Collaboration  
July 28 Presentations  

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Approved/Revised 10/30/07
Course Policies

Academic Honor Policy

An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses it to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental to, the application for admission to or graduation from the University.

Dispositions: As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Advanced Level
Candidate's Name: ___________________ Student ID: ____________ Program Area: __________________

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>4</td>
<td></td>
<td>3</td>
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</table>

F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge (S)=Skill (D)=Disposition

Approved/Revised 10/30/07
Professional Behavior: The Other Professional Educator Candidate demonstrates professional behavior (Please use a √ to indicate level of performance.)

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
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<td>The candidate</td>
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<tr>
<td>performance.</td>
<td>(90–100 %)</td>
<td>(89-80%)</td>
<td>(79-70%)</td>
<td>(60-69%)</td>
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</tbody>
</table>

Effective Communication: The Other Professional Educator Candidate demonstrates effective communication skills (Please use a √ to indicate level of performance.)

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.

<table>
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<tr>
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<td>(79-70%)</td>
<td>(60-69%)</td>
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</tbody>
</table>

Professional Practice: The Other Professional Educator Candidate demonstrates professional practice (Please use a √ to indicate level of performance.)

- is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- analyzes and evaluates concepts and clinical practices.
- experiments, evaluates, and initiates innovative practices.
- demonstrates a willingness to review and analyze research and/or conduct research on his/her
own.
- recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
- is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
- continually deepens knowledge of practice and student learning.
- understands the roles of assessment, including the roles of standards and outcomes in assessment.

Criteria for rating

<table>
<thead>
<tr>
<th>Criteria for rating</th>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
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<td>3</td>
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<td>1</td>
</tr>
<tr>
<td>The candidate</td>
<td>The candidate usually and extensively demonstrates indicators of performance. (89-80%)</td>
<td>The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)</td>
<td>The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. (60-69%)</td>
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</table>

Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking (Please use a ✓ to indicate level of performance.)

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

- critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
- thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
- thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
- conducts self assessment through reflection in problem solving.

**Policy Statement on Non-Discrimination** It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy** The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance** To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.
References


F=Florida Educator Accomplished Practices Standards (FEAPS)
I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)
(K)=Knowledge    (S)=Skill    (D)=Disposition
COURSE SYLLABUS

Course Number: RED 3013
Prerequisite(s): None

Course Title: Teaching Reading and Diagnosing its Growth
Course Credit: 3
Course Hours: 3

College: Florida A & M University
Department: Elementary Education

Required Text(s):
- The Essentials of Grammar-Sue Baugh. Response to Intervention (RtI) For Teachers, Little, Mary

Faculty Name: Thyria Greene Ansley, Ph.D.
Faculty Email: Thyria.Greene@FAMU.EDU

Term and Year: Fall 2010
Place and Time: GEC (B) 104 11:15 a.m. - 12:05 p.m. (MWF)
Office Location: GEC (A) 314
Telephone: (850) 599-3622
e-mail: Thyria.greene@famu.edu
Office Hours: Monday 2:30-5:30, Tuesday 2:30-5:30, Wednesday 2:30-5:30, Thursday 2:30-5:30, Friday 2:30-5:30, Saturday

Course Description

There is no one best way to teach reading. For the past several decades, reading instruction has been characterized by seemingly endless debate over teaching methods. Underlying this debate are the divergent views of “reading as word recognition” versus “reading as the construction of meaning”. This course is designed to help teacher candidates, through reflection plus dialogue to understand and apply the concepts of developmental, emergent literacy, and scientifically based research in reading for the elementary school classroom. The course will also lay the foundation for teacher candidates to build a balanced reading program that will ensure that all students can become happy, literate learners.

When pre-service teachers are given an opportunity to demonstrate their philosophy for teaching reading, they will reveal the idea undergirding the conceptual framework. Our conceptual framework operates on the belief that all of the themes, services and instruction delivered in our program, assists in producing exemplary professionals. The information presented in this class plays a critical role in helping teacher candidates to integrate theory and application so that they can become exemplary professionals. The objectives included in this course are in keeping with the standards for literacy development set forth by the International Reading Association. Also, the objectives included in this course address specific ESOL standards and indicators.

Course Purpose

The purpose of this course is to instruct teacher candidates on how to design a developmental reading program in the elementary school curriculum.
The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework:

**DIVERSITY**
- **CF 1**
  - This focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF: 1.1(K)</td>
<td>Understands diverse backgrounds of individuals</td>
<td>F: 5,6,7</td>
<td>I: 3</td>
</tr>
<tr>
<td>CF: 1.2(S,D)</td>
<td>Acquire the skills and dispositions to understand and support diverse student learning</td>
<td>F: 5,7</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.3(S,D)</td>
<td>Accepts and Foster diversity</td>
<td>F: 5,6</td>
<td>I: 3, 8</td>
</tr>
<tr>
<td>CF: 1.5(K,S)</td>
<td>Established a comfortable environment which all students can learn</td>
<td>F: 5,7,9,10</td>
<td>I: 5</td>
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</table>

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
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<th>INTASC</th>
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<tbody>
<tr>
<td>CF: 2.1(S)</td>
<td>Use of available technology and software to support student learning</td>
<td>F: 4, 12</td>
<td>I: 6</td>
</tr>
<tr>
<td>CF: 2.3(K)</td>
<td>Know fundamental concepts technology</td>
<td>F: 12</td>
<td>I: 1,6</td>
</tr>
<tr>
<td>CF 2,3 (K)</td>
<td>Understand fundamental concepts in technology</td>
<td>F: 12</td>
<td>I: 1,6</td>
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**VALUES**
- **CF3**
  - Through this focal area, the FAMU professional education candidate will:

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
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<th>INTASC</th>
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<tbody>
<tr>
<td>CF: 3.1(S)</td>
<td>Work with colleagues in a professional manner.</td>
<td>F: 6</td>
<td>I: 2, 5</td>
</tr>
<tr>
<td>CF: 3.3(S, D)</td>
<td>Promote perspectives, ideas, people, and culture.</td>
<td>F: 5, 6</td>
<td>I: 1, 3</td>
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</table>
CRITICAL THINKING

• CF4

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
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<tbody>
<tr>
<td>CF: 4.2 (S)</td>
<td>Demonstrate the use of a variety of instructional / professional strategies to encourage students’ development of critical thinking and performance.</td>
<td>F: 2, 7</td>
<td>I: 4</td>
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PROFESSIONALISM

• CF 5

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

<table>
<thead>
<tr>
<th>Conceptual Framework</th>
<th>Proficiencies</th>
<th>FEAPs</th>
<th>INTASC</th>
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<tbody>
<tr>
<td>CF: 5.1 (K)</td>
<td>Know the content.</td>
<td>F: 8</td>
<td>I: 1</td>
</tr>
<tr>
<td>CF: 5.3 (D)</td>
<td>Demonstrate commitment to personal growth and development.</td>
<td>F: 3, 7</td>
<td>I: 9</td>
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URBAN/RURAL EDUCATION

• CF 6

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

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<tr>
<th>Conceptual Framework</th>
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<th>FEAPs</th>
<th>INTASC</th>
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<tr>
<td>CF: 6.1 (S)</td>
<td>Demonstrate the ability to work in school settings with varied levels of human and material resources.</td>
<td>F: 9, 10, 11</td>
<td>I: 10</td>
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Academic Learning Compact

1. Content Knowledge/Subject Matter - Teacher candidates will demonstrate knowledge of reading instruction with their best practices when preparing the professional development assignment.

2. Communication – Teacher candidates will demonstrate effective communication skills when writing about reading instruction (research paper)

3. Critical Thinking – Teacher candidates will demonstrate the appropriate thinking skills when analyzing professional education cases. (ethics assignment)

4. Diversity – Teacher candidates will demonstrate the ability to select best practices for teaching LEP students to read or read better. (ESOL reading list/assignments)

5. Role of the Teacher – Teacher candidates will demonstrate the understanding of effective reading instruction when planning and executing a reading lesson plan.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Professional Development Assignment-students are required to incorporate the use of technology, professionalism, the role of the teacher as organizer, planner and classroom manager in this single assignment.</th>
<th>#4</th>
<th>1.a</th>
<th>1.a</th>
<th>1.5</th>
<th>8.d,10.m, 2.1,2.3,2.4,3/ Professionalism 5.1 Technology 2.5</th>
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<tbody>
<tr>
<td>Reading Test 1&amp; 2 – students will use lecture notes, chapter readings and a guide to prepare them to study for these tests.</td>
<td>#4</td>
<td>1.a</td>
<td>1.a</td>
<td>1.5,8.b</td>
<td>7.b,8.d, 10.e,10.m</td>
<td>2.3,2.5,3/ Professionalism 5.1 Urban &amp; Rural Education 6.2</td>
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<tr>
<td>Vocabulary Test-students will use chapter readings and class notes to prepare them to study for this test.</td>
<td>#4</td>
<td>1.h</td>
<td>1.a</td>
<td>1.5,8.b</td>
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<tr>
<td>Phonics Book – students will use this programmed instructional (a form of individualized instruction) material to learn more about how to teach phonics.</td>
<td>#4</td>
<td>1.f</td>
<td>3.c</td>
<td>3.3</td>
<td>5.e,8.d, 10.e,10.h</td>
<td>2.1/ Professionalism 5.1</td>
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<tr>
<td>Student Presentation – students will design and teach a lesson plan on a reading strategy provided by the instructor.</td>
<td>#10</td>
<td>2.a</td>
<td>3.d</td>
<td>2.5,8.b</td>
<td>4.a,4.d, 10.2,10.a, 10.b,10.i,12.b</td>
<td>2.9, 2.10/ Professionalism 5.1 Technology 2.5</td>
</tr>
<tr>
<td>ESOL Reading List – students will use this list to provide activities and strategies that can be used to teach reading to ELLs.</td>
<td>#10</td>
<td>2.d</td>
<td>3.b</td>
<td>1.2</td>
<td>3.h,5.f,7.d,7,e,9.h, 9.j,10.2, 10.1, 1.2,1.3</td>
<td>3.1, 3.4/ Diversity 1.3 Technology 2.5</td>
</tr>
<tr>
<td>Strategies Notebook-students will create a handy compilation of instructional activities to teach reading using the scientific based research in reading components.</td>
<td>#4</td>
<td>2.a</td>
<td>3.d</td>
<td>2.5</td>
<td>5.e,7.c, 12.b</td>
<td>2.4,3</td>
</tr>
<tr>
<td>Recreational Reading Test – the class will select a novel of their choice to read and discuss as a class using components of literature circles to comprehend the text. A test also accompanies this task.</td>
<td>#9</td>
<td>2.e</td>
<td>3.c</td>
<td>1.3</td>
<td>8.d,10.c</td>
<td>10.c/ Professionalism 5.3 Technology 2.5</td>
</tr>
</tbody>
</table>

Ethics Assignment-#2/1.g/3.1/4.6.g, 12.b/Values 3.1, 3.3 ESOL: 2, 4, 5, 6, 8
Phonics Assignment-#4/1.f/3.c/3.3/5.e, 8.d, 10.c, 10.h/Professionalism 5.1
Final Exam- #4/1.a/1.5/8.d,10.m/2.1,2.3,2.4,3/ Professionalism 5.1
Contemporary Issues Notebook-#4/1.f/3.c/3.3/5.e, 8.d, 10.c, 10.h/Professionalism 5.1

Approved/Revised 10/30/07
Overall Goals of the Course

• To demonstrate teaching strategies for implementing units requiring conceptual understanding, hands-on experiences, group activity in problem solving, cooperative learning, and technology.(ESOL)
• To show how to design a balance reading program. (ESOL 1,22,24)
• To structure an environment so that optimal learning can be achieved. (ESOL)

Specific Behavioral Objectives

Students will gain:

1. Knowledge of how children learn to read^#8 Knowledge of subject
2. Knowledge of authentic materials and purposeful learning experiences that will facilitate this reading process + LA.A.2.1.3., LA.A.2.2.5
3. Knowledge of techniques to assess students and help them overcome problems in learning how to read^#1 Assessment. (ESOL 17,20),LA.A.2.3.4
4. Knowledge in teaching reading strategies in the instructional areas of phonics, word recognition, meaning vocabulary, content area reading (& ESOL-17) and oral and silent reading. + LA.A.1.2.2., LA.A.1.2.3.^#8KOSM
5. Knowledge in designing and managing a balanced reading program (& ESOL 1)
6. Knowledge of the characteristics and components of the major approaches to reading ^#8KOSM- (&ESOL 15 & 7)
7. Knowledge of the instructional methods that can facilitate the integration of reading with the other language arts + LA.A.1.3.3. (ESOL 6,7, 11,12)
8. Knowledge of how to organize and manage the reading environment ^#9 (ESOL 8
9. Knowledge of how to assess and facilitate the reading attitudes and interests of students (&ESOL 8,20,22&24 ) +LA.A.2.3.4.^#1
10. Knowledge of how to meet the corrective, cultural and enrichment needs of students +LA.A.2.1.2.
11. Knowledge of how to read, comprehend, interpret and discuss professional educational literature
12. Knowledge of hoe to foster a love of reading^#11
13. Knowledge of how of exhibit a professional attitude, and behaviors related to the teaching of reading ^#3
14. Knowledge of how to apply current and effective ESOL teaching methodology for delivering instruction to LEP students. (ESOL 6)
15. Knowledge of how to locate and acquire relevant resources in ESOL methodology. (ESOL #7)
16. Knowledge of how to apply content-based ESOL approaches to instruction. (ESOL #12)

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Professional Organization/Learned Society Standards

Florida Educator Accomplished Practices (FEAPs)

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and Skills
**ESOL Standards**

### Domain 2: Language and Literacy

**Standard 2 (2.1): Language as a System**

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn and to read, write, and communicate orally in English.

**Standard 4 (2.3): Second Language Literacy Development**

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning.

### Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

**Standard 5 (3.1): ESL/ESOL Research and History**

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

**Standard 6 (3.2): Standards-Based ESL and Content Instruction**

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

### Domain 4: ESOL Curriculum and Materials Development

**Standard 8 (4.1): Planning for Standards-Based Instruction of ELLs**

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

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**Topical Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 7-9</td>
<td>Orientation/Supplies List&lt;br&gt;Pre-Assessment (comprehension &amp; writing)&lt;br&gt;Discussion of Conceptual Framework, Accomplished Practices and Sunshine SStandards</td>
</tr>
<tr>
<td>Jan 12-16</td>
<td>Topic # 1 – Class Orientation and Foundation for ESOL work&lt;br&gt;Orientation &amp; Cornell Not-taking/Florida Consent Decree&lt;br&gt;KWL Method on Teaching Reading/Review Features of the Text&lt;br&gt;Supplies check/Establish the Learning Portfolio&lt;br&gt;Review Course Syllabus</td>
</tr>
<tr>
<td>Jan. 21-23</td>
<td>Topic # 2 – Emergent Literacy&lt;br&gt;Lectures: Chapter 1 “The Reading Act” – MLK Holiday&lt;br&gt;Chapter 2 “Emergent Literacy”</td>
</tr>
<tr>
<td></td>
<td>Topic # 3 – Decoding /Word Recognition&lt;br&gt;Chapter 3 “Word Recognition”&lt;br&gt;Review for Reading Test 1 and 2</td>
</tr>
</tbody>
</table>
Topic # 4 – Meaning Vocabulary
Jan. 26-30
Chapter 4 “Meaning Vocabulary”

Topic # 5 – Comprehension or constructing meaning from text and Fluency
Chapter 5 “Comprehension 1”
Chapter 6 “Comprehension 2”
ESOL Readings/Cornell Articles/Journal Articles Assignment

Topic # 6 - Phonemic Awareness and Phonics
Feb. 2-6
Phonics Work (tape & script)/children’s books (ESOL)
Behavioral Objectives/Lesson Plans (ESOL)
Distribute Green BB booklet
Reading Test 1 (M & F)

Topic # 7 – Classroom Organization and Management
Feb. 9-13
Lectures: Chapter 7 “Major Reading Approaches”/ESOL Reading List Assignment Due
Chapter 13 “Classroom Organization”
(PDA lecture- do lesson plan & BB on presentation strategy)

Topic # 8 – Readers with Special Needs
Chapter 14 “Readers with Special Needs” (video)
Phonics Tape and Script Assignment Due (M/F)

Topic # 9 - Recreational Reading Program with emphasis on literacy development
Feb. 16-20
Recreational Reading book Test (M/)
(Must own and bring book to class to take test-place name in BOLD writing on inside cover of book)
Discussion of Recreational Reading Material
Review for Midterm
Contemporary Issues Portfolio And Research Paper
Many assignments will have implications for ESOL

Topic # 10 - Values
Feb. 23-27
Cornell- Pieces Discussed from summaries (ESOL)
Ethics Panel Writ Assignment and Discussion (ESOL classroom case) due next class
Reading Test 2 (M/F)

Topic # 11 – Professional Development and knowledge of reading instruction
Mar 2-6
PDA DUE (M/F)
Continued discussions on articles/ESOL/articles part of the discussion
Midterm (M/F)

Mar. 9-13
SPRING BREAK

Mar. 16--20
Review for Final
Phonics Book Due (Baer) (M/F)
Vocabulary Test (M/W) ESOL
Student Presentations-ESOL
**Topic # 12 – Integration of the Language Arts**

Mar. 23-27  
Student Presentations  
Research Paper Due (M/W) ESOL

Mar. 30-4/3  
Student Presentations

Apr. 6-10  
Student Presentations/Basal Text Work  
Writ Act Due (M/W), ESOL

April 13-17  
Student Presentations  
Learning Portfolio Due  
Contempt Issue Notebook due and discussion (M/F) ESOL  
Post Assessment

Apr. 13-17  
Student Presentations/Strategies Notebook Due

Apr. 20-24  
Student Presentations

Apr. 27-May 1  
Final Exam (ESOL-includes questions from chapters 7 & on classroom management techniques)

Males wearing baggy pants that fall below the waistline more than once and students who do not produce documentation that an un passed portion of the FTCE has been taken by the deadline established in class will not earn a grade higher than a “D”.

**Tasks/Assignments**

Please include your assignment here. They need to be clearly described and they must correspond to the matrices for FEAPS, reading and ESOL

**Teaching Methods**

Lectures, simulations, technology and group work will be used to instruct teacher candidates on how to establish a developmental reading program in the elementary school curriculum.

**Course Evaluation**

The course will be evaluated by having the final examination worth 50% of the grade. The remaining portion of the grade will be calculated by having each of the following assignments worth an equal amount:
Grading

The method of grading is as follows:

100 - 90 = A
89 - 80 = B
79 - 70 = C
69 - 60 = D
59 and lower = F

Course Policies

Dispositions: As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Policy Statement on Non-Discrimination It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Approved/Revised 10/30/07
Tentative Course Calendar

Jan. 7-9
- Orientation/Supplies List
- Pre-Assessment (comprehension & writing)
- Discussion of Conceptual Framework, Accomplished Practices and Sunshine Standards

**Topic # 1 – Class Orientation and Foundation for ESOL work**
- Jan 12-16
  - Orientation & Cornell Not-taking/Florida Consent Decree
  - KWL Method on Teaching Reading/Review Features of the Text
  - Supplies check/Establish the Learning Portfolio
  - Review Course Syllabus

Jan. 21-23
- Lectures: Chapter 1 “The Reading Act” – MLK Holiday
- Chapter 2 “Emergent Literacy”

**Topic # 2 – Emergent Literacy**
- Jan 21-23
- Lectures: Chapter 1 “The Reading Act” – MLK Holiday
- Chapter 2 “Emergent Literacy”

**Topic # 3 – Decoding/Word Recognition**
- Chapter 3 “Word Recognition”
- Review for Reading Test 1 and 2

**Topic # 4 – Meaning Vocabulary**
- Jan. 26-30
- Chapter 4 “Meaning Vocabulary”

**Topic # 5 – Comprehension or constructing meaning from text and Fluency**
- Chapter 5 “Comprehension 1”
- Chapter 6 “Comprehension 2”
- ESOL Readings/Cornell Articles/Journal Articles Assignment

**Topic # 6 - Phonemic Awareness and Phonics**
- Feb. 2-6
  - Phonics Work (tape & script)/children’s books (ESOL)
  - Behavioral Objectives/Lesson Plans (ESOL)
  - Distribute Green BB booklet
  - Reading Test 1 (M & F)

**Topic # 7 – Classroom Organization and Management**
- Feb. 9-13
  - Lectures: Chapter 7 “Major Reading Approaches”/ESOL Reading List Assignment Due
  - Chapter 13 “Classroom Organization”
  - (PDA lecture- do lesson plan & BB on presentation strategy)

**Topic # 8 – Readers with Special Needs**
- Chapter 14 “Readers with Special Needs” (video)
- Phonics Tape and Script Assignment Due (M/F)

**Topic # 9 - Recreational Reading Program with emphasis on literacy development**
- Feb. 16-20
  - Recreational Reading book Test (M/)
  - (Must own and bring book to class to take test-place name in BOLD writing on inside cover of book)
  - Discussion of Recreational Reading Material
  - Review for Midterm
Contemporary Issues Portfolio And Research Paper
Many assignments will have implications for ESOL

**Topic # 10 - Values**
Feb. 23-27
Cornell- Pieces Discussed from summaries (ESOL)
Ethics Panel Writ Assignment and Discussion (ESOL classroom case) due next class
Reading Test 2 (M/F)

**Topic # 11 – Professional Development and knowledge of reading instruction**
Mar 2-6
PDA DUE (M/F)
Continued discussions on articles/ESOL/articles part of the discussion
Midterm (M/F)

Mar. 9-13
SPRING BREAK

Mar. 16--20
Review for Final
Phonics Book Due (Baer) (M/F)
Vocabulary Test (M/W) ESOL
Student Presentations-ESOL

**Topic # 12 – Integration of the Language Arts**
Mar. 23-27
Student Presentations
Research Paper Due (M/W) ESOL

Mar. 30-4/3
Student Presentations

Apr. 6-10
Student Presentations/Basal Text Work
Writ Act Due (M/W), ESOL

April 13-17
Student Presentations
Learning Portfolio Due
Contempt Issue Notebook due and discussion (M/F) ESOL
Post Assessment

Apr.13-17
Student Presentations/Strategies Notebook Due

Apr. 20-24
Student Presentations

Apr. 27-May 1 Final Exam (ESOL-includes questions from chapters 7 & on classroom management techniques)

**References**

Aaron, Ira E., Jeanne S. Chall, Dolores Durkin, Kenneth Goodman, and Dorothy Strickland. "The Past, Present and Future of Literacy Education: Comments from a panel of Distinguished Educators, Part II." *The Reading Teacher, 43* (February 1990), 370-380

*Approved/Revised 10/30/07*


Come, Martha, and John K. Beach. "Family Literacy in Urban Schools: Meeting the Needs of At-Risk Children." The Reading Teacher, 48 (July, 1990), 480-490.

ESOL READING LIST/ASSIGNMENTS

Assignment

- Develop a Lesson Plan that includes accommodations to assist LEP students in accordance with the elements of a successful ESOL Program.

- Candidates will be given a specific reading strategy to plan and teach. The lesson plan format they use will be the standardized model for the department. Included in this format is a section for accommodations for LEP students. The grading rubric provides points for how well the candidates choose an appropriate accommodation for these students based on the strategy being taught. (RED 3013)

- Electronic portfolio lesson plans which include ESOL artifacts in the context of developmentally appropriate language acquisition and learning processes. Provide reflective statements.

- Create a list of resources (including ESOL Reading List) for teaching ELL's that you would share with parents and volunteers. This assignment is further explained in the ESOL Readings List with activities addendum. The assessment of this project will be based on the number of credible resources that the teacher candidate lists. There must be at least 10 resources and documentation as to where these ideas can be found. How the candidate plans to share this informational guide must be included. At least 2 ideas for disseminating the information must be submitted. (RED 3013)
• Develop a learning activity for ELL's to develop listening, speaking, reading, and writing holistically. Using principles of language acquisition, demonstrate specific steps to assist the ELL's linguistically during the activity. A scientifically based best practice that helps LEP students to develop the language arts is for the teacher to read orally. Doing so provides a model for fluent oral reading and speaking, a chance to practice listening skills, expand vocabularies, build comprehension, and creating a model for writing and developing syntactic knowledge. (RED 3013)

• After reading an article about how to instruct ELL’s regarding developing language proficiency, candidates will put the information into the Cornell note taking format, place it in the Contemporary Issues Notebook and orally present the information to the class. The Contemporary Issues Notebook is a graded assignment. (RED 3013)

• Demonstrate knowledge of teaching reading in the elementary schools today -- knowledge of specific reading strategies. Students will be asked to provide the name of specific strategies that they can match and use to teach reading using the 6 reading components. These reading components include oral language, phonemic awareness, phonics, meaning vocabulary, fluency and comprehension. (RED 3013)

• From a list of materials used in the regular classroom, select specific materials deemed most appropriate for ELL's. Students will have to create a reading center and identify the items that should be added including the items for LEP students. (RED 3013)

• Listen to a phonics taped script and develop a lesson plan detailing how you would teach the lesson to ELL's. Students must create a lesson plan and describe how the plan would be adapted to accommodate LEP students. This lesson plan is included in the phonics tape script assignment. (RED 3013)

• In small group of 2-3 students, create a device/activity to give to the parents of ELL's to aid in reading improvement.

• Develop a management plan for the ELL to use the activity in small groups.

• Develop management plan/instructions for the classroom attendant to work with the ELL's and their parents in the activity. Teacher candidates will get with their learning partners and select an instrument that can be used to give to parents to aid in helping LEP students develop their reading skills. Directions will be provided on the instrument for implementation and evaluation purposes.

• Create a plan to provide a device/activity for parents of ELL’s to enhance their reading ability.

• Teacher candidates will design a reading lesson plan that shows reading accommodations for ELL’s in accordance with current trends for instructional programs in ESOL. These accommodations must be included on all of the lesson plans written for this class.

ESOL Reading List
Below is a list of readings that you should peruse for this course. You may be asked to put these readings into Cornell Summaries, present to the class, apply a reading strategy to it to aid in understanding the content or answer questions give in a test style. To avoid transfer of work, the assessment format will change from semester to semester at the instructor’s discretion. Therefore, make sure these texts are read and comprehended thoroughly. In addition, you are required to find ESOL articles from professional journals and apply the directions for demonstrating that the articles have been read by following the directions provided in class. For example, you will be asked to assemble a listing of activities and resources for culturally and linguistically diverse students to give to culturally and linguistically diverse parents, school administrators or to the community at large. You will even be asked to assemble ways that the personnel can sensitively respond to and engage culturally and linguistically diverse parents and students. Further, you
will be required to design an assessment piece for LEP students using the selected ESOL standards and or indicators. So as you select your own articles and read the ones from the list, keep these ideas in mind.


DOE Teach: Session 3, Chapter 4. Principles of Second Language Literacy Learning.

Florida Consent Decree


McEwan, K. (2001). Teach the Students Who Can’t Read How to Read: Raising Reading Achievement in Middle and High School. Pp 31-61

Opitz, M.F., (ED. 1998). Literacy instruction for culturally and linguistically diverse students: a collection of articles and commentaries


FAMU ASSESSMENT PLANNING FORM COURSE

<table>
<thead>
<tr>
<th>SECTION I _ GENERAL INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Title</strong></td>
</tr>
<tr>
<td>RED 3013 Teaching Reading and Diagnosing Its Growth</td>
</tr>
<tr>
<td><strong>Instructor</strong></td>
</tr>
<tr>
<td>Thyria Greene-Ansley, Ph. D.</td>
</tr>
<tr>
<td><strong>Department</strong></td>
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<tr>
<td>Elementary Education</td>
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<tr>
<td><strong>College/School</strong></td>
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<td>Education</td>
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Approved/Revised 10/30/07
### SECTION II_INSTITUTIONAL MISSION/GOALS CONNECTION

<table>
<thead>
<tr>
<th>Excerpt(s) Citing Linkage to University Mission Statement</th>
<th>FAMU is committed to teaching, research and public and community service through partnerships at local, state, national and global levels. FAMU recognizes that learning should continue throughout life.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excerpt(s) Citing Linkage to University Goal(s) Statements</td>
<td>FAMU is committed to producing graduates who are able to pass all required teacher and professional licensure examinations and are prepared to meet the instructional needs of the students they will serve.</td>
</tr>
</tbody>
</table>
| Expected Course Outcomes                                 | 1. Content Knowledge/Subject Matter - Teacher candidates will demonstrate the comprehension of reading theories with their best practices when writing professional development assignments.  
2. Communication – Teacher candidates will demonstrate effective communication skills when writing about reading instruction.  
3. Critical Thinking – Teacher candidates will demonstrate the appropriate thinking skills when analyzing professional education cases.  
4. Diversity – Teacher candidates will demonstrate the ability to select best practices for teaching ESOL students to read or read better.  
5. Role of the Teacher – Teacher candidates will demonstrate the understanding of effective reading instruction when planning and executing a reading lesson plan. |

### SECTION IIIEXPECTED COURSE OUTCOMES

#### OUTCOME #1

<table>
<thead>
<tr>
<th>Row 2</th>
<th>Outcome</th>
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<tbody>
<tr>
<td></td>
<td>1. Content Knowledge/Subject Matter – Teacher candidates will demonstrate the comprehension of reading theories with their best practices when writing professional development assignments.</td>
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<tr>
<td>Row 3</td>
<td>Criteria for Success &amp; Methods of Assessment</td>
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<thead>
<tr>
<th>Row 4</th>
<th>Summary of Results</th>
<th>Direct Measure(s)</th>
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<tr>
<td></td>
<td></td>
<td>Indirect Measure(s)</td>
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<tr>
<th>Row 5</th>
<th>Use of Results (Implemented)</th>
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<tr>
<th>Row 6</th>
<th>Strengthening Course Action Plan</th>
</tr>
</thead>
</table>
### OUTCOME #3

**Row 2** | Outcome 3. Critical Thinking – Teacher candidates will demonstrate the appropriate thinking skills when analyzing professional education cases.

**Row 3** | **Criteria for Success & Methods of Assessment**
- **Direct Measure(s)**
  - 85% of the teacher candidates will score an 80 or above on an assignment that requires them to analyze the actions of another teacher and determine what could have been done better (Ethics Assignment).
- **Indirect Measure(s)**
  - When expressing opinions about education, at least 78% of the students will be able to orally communicate the use of higher order thinking skills.
  - 100% of teacher candidates will hear the teacher use critical thinking skills when solving possible classroom situations that should be avoided.

**Row 4** | **Summary of Results**
- **Direct Measure(s)**

- **Indirect Measure(s)**

**Row 5** | **Use of Results** *(Implemented)*

**Row 6** | **Strengthening Course Action Plan**

### OUTCOME #4

**Row 2** | Outcome 4. Diversity – Teacher candidates will demonstrate the ability to select best practices for teaching ESOL students to read or read better.

**Row 3** | **Criteria for Success & Methods of Assessment**
- **Direct Measure(s)**

- **Indirect Measure(s)**

**Row 4** | **Summary of Results**
- **Direct Measure(s)**

- **Indirect Measure(s)**

**Row 5** | **Use of Results** *(Implemented)*

**Row 6** | **Strengthening Course Action Plan**

*Approved/Revised 10/30/07*
<table>
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<tr>
<th>Row 2</th>
<th>Outcome</th>
<th>5. Role of the Teacher – Teacher candidates will demonstrate the understanding of effective reading instruction when planning and executing a reading lesson plan.</th>
</tr>
</thead>
</table>
| Row 3 | Criteria for Success & Methods of Assessment | Direct Measure(s)  
- At least 80% of the teacher candidates will score 70 or higher on the Professional Development Assignment.  
Indirect Measure(s)  
- At least 84% of our teacher candidates will earn a letter grade of B or higher on their final grade report for internship.  
- At least 84% of our directing teachers will assign a letter grade of A to our teacher candidates as their final grade for internship.  
- 100% of the teacher candidates will work in groups to determine the most effective lesson plan with activities that should be used to teach a particular reading strategy. |
| Row 4 | Summary of Results | Direct Measure(s) |
|       |          | Indirect Measure(s) |
| Row 5 | Use of Results (Implemented) | |
| Row 6 | Strengthening Course Action Plan | |
## COURSE SYLLABUS

| Course Number | TSL 4345 | Course Title: METHODS OF TEACHING ESOL  
(English for Speakers of other Languages) |
<table>
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<tr>
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<tbody>
<tr>
<td>Course Credits:</td>
<td>3</td>
<td>Clock Hours: 3</td>
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<tr>
<td>Department/Division/School:</td>
<td>College of Education</td>
<td>Prerequisite: TSL 3080</td>
</tr>
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<td></td>
<td>Department of Elementary Education</td>
<td>Text and Materials:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language Arts Through ESOL – FL Department of Education</td>
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<td></td>
<td></td>
<td>• TEACH Materials: Florida Department of Education.</td>
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<tr>
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<td></td>
<td>• Select Articles from various sources</td>
</tr>
<tr>
<td>Faculty Name:</td>
<td>Gloria T. Poole, Ph.D.</td>
<td>Term/Year: □ Summer 2009 ☀ Fall 2009 ☐ Spring 2010</td>
</tr>
<tr>
<td></td>
<td>Professor &amp; Associate Dean for Program Approval</td>
<td>Office Location: 202 C GEC</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Campus Phone: (850) 599-3749</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E-mail Address: <a href="mailto:gloria.poole@famu.edu">gloria.poole@famu.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>Monday</td>
<td>Tuesday</td>
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<td>12:00 – 5:00</td>
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## COURSE DESCRIPTION

This course focuses on major methodologies and strategies for teaching second language learners. It provides specific instructional techniques and practices for teaching the development of reading, language arts, and content specific subject matter. It provides guidelines and practice for unit and lesson planning, classroom management and organization, multilevel learning activities, learning centers, instructional materials selection, and related instructional competencies. It also provides a field clinical experience in classroom settings with second language learners.

## COURSE GOAL

The main goal of the course is to enable majors of elementary education, early childhood education, special education, and English /language arts to acquire appropriate competencies and skills leading to ESOL endorsement.
The PEU Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.

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

Selected Conceptual Framework Proficiencies

DIVERSITY

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

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Description</th>
<th>F</th>
<th>I</th>
</tr>
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<tbody>
<tr>
<td>1.1 (K)</td>
<td>Understand diverse backgrounds of individuals.</td>
<td>5,6,7</td>
<td>3</td>
</tr>
<tr>
<td>1.2 (S,D)</td>
<td>Acquire the skills &amp; dispositions to understand &amp; support diverse student learning.</td>
<td>5,6</td>
<td>3,8</td>
</tr>
<tr>
<td>1.3 (S,D)</td>
<td>Accept and foster diversity.</td>
<td>5,6</td>
<td>3,8</td>
</tr>
<tr>
<td>1.4 (S)</td>
<td>Practice strategies such as: acceptance, tolerance, mediation &amp; resolution.</td>
<td>5,6</td>
<td>3</td>
</tr>
<tr>
<td>1.5 (K,S)</td>
<td>Establish a comfortable environment in which all students can learn.</td>
<td>5,7,9,10</td>
<td>5</td>
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</tbody>
</table>

TECHNOLOGY

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

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>Description</th>
<th>F</th>
<th>I</th>
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<tbody>
<tr>
<td>2.5 (S)</td>
<td>Use fundamental concepts in technology.</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>2.6 (S,D)</td>
<td>Facilitate access to technology for students.</td>
<td>12</td>
<td>6</td>
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</table>
VALUES

• CF3
• Through this focal area, the FAMU professional education candidate will:

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<tbody>
<tr>
<td>3.2 (S)</td>
<td>Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.</td>
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<tr>
<td>F:11,6</td>
<td>I: 9,10</td>
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</table>

CRITICAL THINKING CF4

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

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<tbody>
<tr>
<td>4.2 (S)</td>
<td>Use a variety of instructional/professional strategies to encourage students’ development of critical thinking and performance.</td>
</tr>
<tr>
<td>F:2,7</td>
<td>I: 4</td>
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PROFESSIONALISM

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

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<tbody>
<tr>
<td>5.2 (S)</td>
<td>Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
</tr>
<tr>
<td>F:7,9</td>
<td>I: 7</td>
</tr>
<tr>
<td>5.4 (K,S)</td>
<td>Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
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<td>F: 7</td>
<td>I: 2</td>
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<tr>
<td>5.5 (S)</td>
<td>Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
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<tr>
<td>F: 7</td>
<td>I: 5</td>
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<tr>
<td>5.6 (S)</td>
<td>Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
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<td>F: 2</td>
<td>I: 6</td>
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URBAN/RURAL EDUCATION

• CF6
• Through this focal area, the FAMU professional education candidate will:

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<tr>
<td>6.3 (K)</td>
<td>Understand the conditions of both rural and urban students and families.</td>
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<tr>
<td>F: 5,11</td>
<td>I: 2,3</td>
</tr>
<tr>
<td>6.4 (S)</td>
<td>Communicate effectively with students’ parents and the community.</td>
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<tr>
<td>F: 5,11</td>
<td>I: 6</td>
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Approved/Revised 10/30/07

Course Connection to the Conceptual Framework

Preservice teacher education majors, supported by trained faculty in the discipline of ESOL, will develop problem solving and critical thinking skills while exhibiting ethical behaviors and a value system reflective of an exemplary preprofessional teacher. The candidates will provide evidence of professionalism while documenting issues of language acquisition and learning, appropriate classroom and instructional strategies, assessment and interventions for English language learners in both urban and rural settings. Through the use of technology, discussions, assignments, demonstrations and field experiences, the preservice teachers will reflect on various factors that impact the English language learners and their acculturation process and utilize appropriate strategies for language and culture to lend support for academic success. The candidates will apply their knowledge and experiences gained in planning, implementing, and evaluating curriculum and instruction as well as assessment that promote equal access to appropriate programming leading to academic success.
COURSE OBJECTIVES and STANDARDS

The objectives for the course are reflected in selected Florida Department of Education ESOL Standards and Indicators as follows:

The course model consists of 5 domains/units that are inclusive of the standards, competencies and indicators established by Florida Department of Education for the majors. Each domain/unit contains related readings, issues for discussion, expected products, and experiences as described in the course activities segment and under Methods for Assessment.

GENERAL COURSE OBJECTIVES

The general objectives for the course are reflected in selected Florida Department of Education ESOL Standards FTCE Competencies as follows:

1. Understands and demonstrates positive dispositions in accordance with the parameters of the laws and pedagogy governing the education of English Language Learners.

2. Plans and applies ESOL-specific interactive strategies to develop the fours language skills for ELLs at various level of development.

3. Demonstrates knowledge and applies ESOL methodology and strategies for planning lessons integrating and assessing all language modalities

4. Demonstrates knowledge of resources for planning literacy lessons and apply appropriate reading strategies and assessment for various language levels.

5. Demonstrates knowledge and skills in unit planning and lesson development from a unit to meet the various language and academic needs of ELLs in infused classrooms.

6. Develops and demonstrates experimental and interactive lessons for both content and language instruction for various levels.
ESOL PERFORMANCE STANDARDS & Correlated FTCE Standards

**Domain 1: Culture (Cross-Cultural Communications)**

**Standard 1 (1.1): Culture as a factor in ELLs’ Learning**

Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.

**Performance Indicators**

1.1.a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
1.1.d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs’ families.
1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

*FTCE Standard 3: Knowledge of sociolinguistic, cultural, ethnic, and sociopolitical issues*

**Domain 2: Language and Literacy (Applied Linguistics)**

**Standard 2 (2.1): Language as a System**

Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs’ acquisition of English in order to learn and to read, write, and communicate orally in English.

**Performance Indicators**

2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.
2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.
2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

*FTCE Standard 1: Knowledge of heritage language and English language principles*
Standard 3 (2.2): Language Acquisition and Development

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning. Standard 2: Language Acquisition and Development Teachers will understand and apply theories and research on second language acquisition and development to support ELLs’ learning.

Performance Indicators
2.2.a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
2.2.b. Recognize the importance of ELLs’ home languages and language varieties, and build on these skills as a foundation for learning English.
2.2.c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ learning of English.
2.2.d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

FTCE Standard 2: Knowledge of first and second language acquisition theorists and classroom application

Standard 4 (2.3): Second Language Literacy Development

Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs’ learning.

Performance Indicators
2.3.a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
2.3.b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.
2.3.c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs’ learning.
2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs’ L2 literacy development in English.

FTCE Standard 8: Knowledge of literacy development and classroom application

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 5 (3.1): ESL/ESOL Research and History

Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs.

Performance Indicators
3.1.a. Demonstrate knowledge of L2 teaching methods in their historical context.
3.1.b. Demonstrate awareness of current research relevant to best practices in second language and literacy instruction.
3.1.c. Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for
ELL instruction.

FTCE Standard 5: Knowledge of instructional models
FTCE Standard 11: Knowledge of federal and state mandates

Standard 6 (3.2): Standards-Based ESL and Content Instruction

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

Performance Indicators
3.2.a. Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels.
3.2.b. Develop ELLs’ L2 listening skills for a variety of academic and social purposes.
3.2.c. Develop ELLs’ L2 speaking skills for a variety of academic and social purposes.
3.2.d. Provide standards-based instruction that builds upon ELLs’ oral English to support learning to read and write in English.
3.2.e. Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.f. Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.g. Develop ELLs’ writing through a range of activities, from sentence formation to expository writing.
3.2.h. Collaborate with stakeholders to advocate for ELLs’ equitable access to academic instruction (through traditional resources and instructional technology).
3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.
3.2.j. Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material.
3.2.k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

FTCE Standard 6: Knowledge of instructional methods and strategies

Standard 7 (3.3): Effective Use of Resources and Technologies

Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.

Performance Indicators
3.3.a. Use culturally responsive/sensitive, age-appropriate, and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels.
3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.
3.3.c. Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

FTCE Standard 7: Knowledge of instructional technology

Domain 4: ESOL Curriculum and Materials Development
Standard 8 (4.1): Planning for Standards-Based Instruction of ELLs

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

Performance Indicators
4.1.a. Plan for integrated standards-based ESOL and language sensitive content instruction.
4.1.b. Create supportive, accepting, student-centered classroom environments.
4.1.c. Plan differentiated learning experiences based on assessment of students' English and L1 proficiency and integrating ELLs’ cultural background knowledge, learning styles, and prior formal educational experiences.
4.1.d. Plan learning tasks for particular needs of students with limited formal schooling (LFS).
4.1.e. Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.

FTCE Standard 4: Knowledge of curriculum, curriculum materials, and resources

Standard 9 (4.2): Instructional Resources and Technology

Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Performance Indicators
4.2.a. Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
4.2.b. Select and adapt a variety of materials and other resources including L1 resources, appropriate to ELLs' developing English language and literacy.
4.2.c. Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

FTCE Standard 7: Knowledge of instructional technology

Domain 5: Assessment (ESOL Testing and Evaluation)

Standard 10 (5.1): Assessment Issues for ELLs

Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations.

Performance Indicators
5.1.a. Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.b. Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels.
5.1.c. Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.d. Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels.

5.1.e. Distinguish among ELLs’ language differences, giftedness, and special education needs.

**FTCE Standard 9: Knowledge of assessment**  
**FTCE Standard 10: Knowledge of exceptional student education (ESE) issues related to ELLs**

**Standard 12 (5.3): Classroom-Based Assessment for ELLs**

Teachers will identify, develop, and use a variety of standards- and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders.

**Performance Indicators**

5.3.a. Use performance-based assessment tools and tasks that measure ELLs’ progress in English language and literacy development.

5.3.b. Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels.

5.3.c. Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development.

5.3.d. Prepare ELLs to use self- and peer-assessment techniques, when appropriate.

5.3.e. Assist ELLs in developing necessary test-taking skills.

5.3.f. Assess ELLs’ language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics.

**FTCE Standard 9: Knowledge of assessment**
### Specific FEAPS and INTASC related to the Course Objectives

#### FEATP 2. Communication:
- **2.PRE.b** Establishes positive interactions between the teacher and students that are focused upon learning.
- **2.PRE.c** Varies communication (both verbal and nonverbal) according to the nature and needs of individuals.
- **2.PRE.f** Acquires and adapts interaction routines (e.g., active listening) for individual work, cooperative learning, and whole group activities.
- **2.PRE.j** Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.

#### FEAP 5. Diversity
- **5.PRE.b** Fosters a learning environment in which all students are treated equitably.
- **5.PRE.c** Recognizes the cultural, linguistic, and experiential diversity of students.
- **5.PRE.k** Promotes student responsibility, appropriate social behavior, integrity, valuing of diversity, and honesty through learning activities.
- **5.PRE.d** Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities.
- **5.PRE.e** Has a repertoire of teaching techniques and strategies to effectively instruct all students.
- **5.PRE.f** Selects appropriate culturally and linguistically sensitive materials for use in the learning process.

#### FEAP 7. Human Development & Learning
- **7.PRE.a** Recognizes developmental levels of students and identifies differences within a group of students.
- **7.PRE.b** Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
- **7.PRE.c** Uses multiple activities to engage and motivate students at appropriate developmental levels.
- **7.PRE.d** Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities.
- **7.PRE.e** Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.
- **7.PRE.f** Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.

#### FEAP 8. Knowledge of the subject matter
- **8.PRE.b** Increases subject matter knowledge in order to integrate the learning activities.
- **8.PRE.c** Uses the materials and technologies of the subject field in developing learning activities for students.
- **8.PRE.d** Acquires currency in her/his subject field.
- **8.PRE.e** Has planned and conducted collaborative lessons with colleagues from other fields.

### INTASC: 3. Diverse Learners

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

#### 3.10 Knowledge
- **3.11** The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use student's strengths as the basis for growth.
- **3.12** The teacher knows about areas of exceptionality in learning— including learning disabilities, visual and perceptual difficulties, special physical or mental challenges and gifted and talented.
- **3.13** The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- **3.14** The teacher understands how student's learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- **3.15** The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate student's experiences, cultures, and community resources into instruction.

#### 3.20 Dispositions
- **3.21** The teacher believes that all children can learn at high levels and persists in helping all children achieve success.
- **3.22** The teacher appreciates and values human diversity, shows respect for student's varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- **3.23** The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interest.
- **3.24** The teacher is sensitive to community and cultural norms.
- **3.25** The teacher makes students feel valued for the potential as people, and helps them learn to value each other.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Objectives</th>
<th>INTASC</th>
<th>ESOL&amp; FTCE</th>
<th>FEAPs</th>
<th>PEU - CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy for Teaching ELL's &amp; Classroom Schematics</td>
<td>1. Understand and demonstrate positive dispositions in accordance with the parameters of the laws and pedagogy governing the education of English Language Learners.</td>
<td>3(3.11, 3.13, 3.15)</td>
<td>5(5,11),8(4), 6,12</td>
<td>2b, 2f, 5b, 5c, 5d, 7a</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.5, 5.2, 4.2, 4.5, 5.5, 6.3</td>
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<tr>
<td>Language Lesson w/Activity Folder</td>
<td>2. Plan and apply ESOL-specific interactive strategies to develop the four language skills for ELLs at various level of development.</td>
<td>3(3.11, 3.14, 3.25)</td>
<td>8(4), 6(6), 8(4), 10 (9, 10) 11(9,10)</td>
<td>5d, 5e, 7a, 7c, 7e, 7f, 8b, 8c</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.5, 3.2, 4.2, 5.5, 6.3</td>
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<tr>
<td>Lesson Plan (integrating 4 language modalities)</td>
<td>3. Demonstrate knowledge and apply ESOL methodology and strategies for planning lessons integrating and assessing all language modalities</td>
<td>3(3.11, 3.14, 3.25)</td>
<td>8(4), 6(6), 8(4), 10 (9, 10) 11(9,10)</td>
<td>5d, 5e, 7a, 7c, 7e, 7f, 8b, 8c</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.5, 3.2, 4.2, 5.5, 6.3</td>
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<tr>
<td>Literacy Lesson (with pre-during &amp; post reading strategies)</td>
<td>4. Demonstrate knowledge of resources for planning literacy lessons and apply appropriate reading strategies and assessment for various language levels.</td>
<td>3(3.11, 3.14, 3.25)</td>
<td>8(4), 6(6), 8(4), 10 (9, 10) 11(9,10)</td>
<td>5d, 5e, 7a, 7c, 7e, 7f, 8b, 8c</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.5, 3.2, 4.2, 5.5, 6.3</td>
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<tr>
<td>Unit Web with Parallel Lesson Plan</td>
<td>5. Demonstrate knowledge and skills in unit planning and lesson development from a unit to meet the various language and academic needs of ELLs in infused classrooms.</td>
<td>3(3.11, 3.14, 3.25)</td>
<td>8(4), 6(6), 8(4), 10 (9, 10) 11(9,10)</td>
<td>5d, 5e, 7a, 7c, 7e, 7f, 8b, 8c</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.5, 3.2, 4.2, 5.5, 6.3</td>
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<tr>
<td>Learning Center Demonstration</td>
<td>6. Develop and demonstrate experimental and interactive lessons for both content and language instruction for various levels.</td>
<td>3(3.11, 3.14, 3.25)</td>
<td>8(4), 3(2), 6(6), 4(8), 8 (4), 10 (9, 10), 11(9,10), 12 (9)</td>
<td>2.b, 2.c, 2.f, 2.j, 5d, 5e, 7a, 7b, 7c, 7e, 7f, 8b, 8c</td>
<td>1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.5, 3.2, 4.2, 5.5, 6.3</td>
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<tr>
<td>Article Critique</td>
<td>7. Demonstrate critical thinking skills by reading and reviewing and critiquing select materials related to the dynamics of teaching and learning in classrooms for ELL.</td>
<td>3 .11 – 3.15</td>
<td>5 (5,11), 8(4), 3(2), 6(6), 10(9,10), 11 (9,10), 12 (9)</td>
<td>2.J, S.C, S.DS.E.S.F</td>
<td>1.1, 1.5, 5.4, 6.3</td>
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<tr>
<td>Video Critique</td>
<td>7. Same as above</td>
<td>3 .11 – 3.15</td>
<td>5 (5,11), 8(4), 3(2), 6(6), 10(9,10), 11 (9,10), 12 (9)</td>
<td>2.J, S.C, S.DS.E.S.F</td>
<td>1.1, 1.5, 5.4, 6.3</td>
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<tr>
<td>Field Experience - Observation &amp; reporting - Language assessment - Micro teaching</td>
<td>8. Participate in classrooms where ELLs are served to receive first hand experiences related to curriculum and instruction, alternative assessment, formal assessment and program placement.</td>
<td>3 .11 – 3.15</td>
<td>5 (5,11), 8(4), 3(2), 6(6), 10(9,10), 11 (9,10), 12 (9)</td>
<td>2.J, S.C, S.DS.E.S.F</td>
<td>1.1, 1.5, 5.4, 6.3</td>
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<tr>
<td>Quizzes &amp; Final Exam</td>
<td>9. Demonstrate knowledge gained through various measures, including quizzes and a final examination.</td>
<td>3 .11 – 3.15</td>
<td>1-12</td>
<td>2.J, S.C, S.DS.E.S.F</td>
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</table>
1. **Content Knowledge/subject matter** - Graduates will have a basic understanding of the subjects they teach and how a subject is linked to other disciplines as well as how content can be applied to real world integrated settings.

2. **Communication Skills** - Graduates will demonstrate the ability and desire to remain current with development in the art of music and teaching, to make independent, in-depth evaluations of their relevance, and use the results to improve oral and written communication skills, musicianship, teaching skills and competencies related to pedagogical content knowledge as established by the Florida Education Standards Commission.

3. **Critical Thinking Skills** - Graduates will demonstrate the ability to reach logical conclusions based on the student-driven information that is derived from multiple sources and moral and ethical implications of policy options.

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

5. **Professional and Career Success** - (Role of the Teacher) Graduates will demonstrate the ability to work with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students as well as maintaining personal and professional goals and becoming members of local, state and national professional educators’ organizations.

   - Videos
     - MI Theory in the Classroom or The Natural Approach (as assigned)

   - Cultural Considerations for Immigrant parents
TOPICAL OUTLINE AND COURSE CALENDAR

TERM: SPRING 2011

<table>
<thead>
<tr>
<th>Day/Week</th>
<th>TOPICS</th>
<th>Expectations and Class Activities</th>
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<tbody>
<tr>
<td>Thursday</td>
<td>#1</td>
<td><strong>COURSE OUTLINE AND EXPECTATIONS</strong></td>
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<tr>
<td></td>
<td></td>
<td><strong>ESOL HISTORICAL and LEGAL DEVELOPMENTS</strong> <strong>Review</strong> (Ch. 1) <strong>UNDERSTANDING THE IMPLICATIONS OF THE FLORIDA CONSENT DECREE (+ Power Point)</strong></td>
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<td>Legal And Historical Perspectives</td>
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<td>Florida Consent Decree Issues and Responsibilities of the Teacher</td>
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<td>FOR INCREASED COMPREHENSION OF ESOL CONCEPTS, PREREAD THE TOPIC IN THE TEXT BEFORE CLASS.</td>
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<td>Review Course Expectations &amp; Initiate Topic</td>
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<td><strong>MATRICULATE IN BLACKBOARD IMMEDIATELY</strong></td>
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<td>Secure course materials and place in a binder for class</td>
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<td><strong>LOG IN TO BLACKBOARD</strong></td>
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<td>Log in with user name and password</td>
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<td>Click the course tab at top of page</td>
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<td></td>
<td></td>
<td>Type course number (TSL 4345) in course search box</td>
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<td>Click elementary education</td>
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<td>Find the course TSL 4345a and click “Enroll”</td>
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<td><strong>YOU ARE NOW ENROLLED 😊</strong></td>
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| #2       | ESOL PROGRAMS, GOALS, AND OBJECTIVES (Power Point) (Supplemental Workbook) |
|          | Why ESOL |
|          | National ESOL Goals and State Standards |
|          | Organizations and Resource |
|          | Program Models |
|          | Collaboration and Cooperating - (Ch 8) **Review** |
|          | REVIEW & SELF ASSESSMENT (Ch.3 and 4) **Review** **ESOL SELF-CHECK** (Power Point) |
|          | **LANG. ACQUISITION, CULTURE & LEARNING** |
|          | Elements of culture (deep and surface) |
|          | Cultural stereotype |
|          | ACCESS COURSE MATERIALS IN BLACKBOARD |
|          | Log in then Click course: Methods of Teaching ESOL |
|          | See menu on left side and find course materials including syllabus, articles, rubrics and rubric companions, etc.) |
|          | Click External Links to find course documents & videos. |
|          | ☀ **DUE TODAY** |
|          | Article Critique: Cultural Considerations |

| #3       | LANGUAGE ACQUISITION AND LEARNING - Cont **Review** |
|          | The Natural Approach |
|          | Elements of Applied Linguistic |
|          | REVIEW & SELF-ASSESSMENT ESOL SELF-CHECK |
|          | What do I already know? |
|          | What do I need to review? |
|          | What do I still need to learn? |
|          | PART FOUR |
|          | OVERVIEW OF ESOL METHODS, CURRICULUM AND MATERIALS DEVELOPMENT |
|          | Overview |
|          | Traditional methodology (Audiolingual method, Direct method, Suggestopedia, Silent Way) |
|          | Transitional and Current Methodology (Total Physical Response (TPR) Communicative Language Teaching, Communicative Language Learning, The Natural Approach |
| #4       | MAXIMIZING TEACHING AND LEARNING IN AN ESOL-INFUSED CLASSROOM: INSTRUCTIONAL DYNAMICS AND MANAGEMENT (Ch 7) |
|          | Perspectives of methods and strategies for L2 learning |
|          | A new paradigm shift to current ESOL approaches |
|          | Classroom schematics that support language acquisition and learning |
|          | ☀ **DUE TODAY** |
|          | Video Critique: the Natural Approach |

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<tr>
<th>^ #2</th>
<th>Access course materials in Blackboard</th>
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<td></td>
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| #5       | **MAXIMIZING TEACHING AND LEARNING** [Ch 7] Cont.  
- 12 corollaries of knowledge, skills and dispositions for an effective classroom  
- Classroom schematics that support language acquisition and learning  
- Building a philosophy and classroom schematics  | ☻ **DUE TODAY**  
Video Critique: MI Theory  
☼ **IN-CLASS ACTIVITIES**  
- Group activities/discussion: Sketching the action Web for a personal philosophy and classroom schematics for working with ELLs. |
| #6       | **ELLS AND CONTENT AREA ASSESSMENT: LARGE SCALE AND CLASSROOM –BASED ASSESSMENT** [Ch 15]  
Large scale Assess. & accommodations for ELLs Review  
- What is Assessment and why is it Different for ELLs?  
  - Validity, Reliability, Feasibility and Washback  | ☻ **DUE TODAY**  
 Philosophy Action Web, Philosophy for Teachings ELLs & Classroom Schematics  
☼ **IN-CLASS ACTIVITIES**  
CASE STUDY #3: pp 281-282  
Test me on What I know, not what I don't know"  
Small group discussion and strategic planning for whole group presentation of outcomes.  
- Video Viewing & Discussion: Assessing ELLs in Self Contained Classroom |
| #7       | **CLASSROOM-BASED ASSESSMENT** [Ch. 15] Cont.  
**LITERACY INSTRUCTION FOR ELLs** [Ch 11]  
- Being literate  
- School literacy programs, development and materials  
- Literacy approaches, models, instruction and processes  | ☻ **IN-CLASS ACTIVITIES**  
Case Study #4: The Informed Teacher pp 283-287  
- Small groups action  
Review ESOL-related State Standards k-12  
Alignment of benchmarks, objectives & assessment outcomes  
- Video: MI Theory viewing  
☻ **DUE TODAY**  
- Article Critique: Reading and Writing Pathways |
|          | **MAKING THE CONNECTION TO LITERACY: BILINGUAL SPECIAL LEARNERS** [Ch 13]  
- ELL Population, Legislative and Historical Overview, IDEA Today  
  - Connection with instruction  
  - Literacy and bilingual Learners  
  - Literacy for bilingual Emergent learners with disabilities  | ☻ **IN-CLASS ACTIVITIES**  
Taking OFF THE WRAPPER: IDENTIFYING AND SERVING GIFTED ELLs [Ch 14]  
- Perceptions and misperceptions about gifted students and ELLs  
- Underrepresentation of gifted students  
- Gifted ELLs in mainstream classrooms  
NOTE: Here forward assessment concepts will be applied to all activities including lesson plans and teaching activities.  
☼ **IN-CLASS ACTIVITIES**  
Case Study #4: The Informed Teacher pp 283-287  
- Small groups action  
Review ESOL-related State Standards k-12  
Alignment of benchmarks, objectives & assessment outcomes  
- Video: MI Theory viewing  
☻ **DUE TODAY**  
- Article Critique: Reading and Writing Pathways |
<table>
<thead>
<tr>
<th>Day/Week</th>
<th>TOPICS</th>
<th>Expectations and Class Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>#8</td>
<td>APPLYING READING STRATEGIES IN THE MAINSTREAM CLASSROOM <em>(Ch 12)</em></td>
<td>☀ IN-CLASS ACTIVITIES</td>
</tr>
<tr>
<td></td>
<td>- Critical Reading skills</td>
<td>- Cooperative groups develop samples alternative assessment activities.</td>
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<tr>
<td></td>
<td>- Word study and strategies</td>
<td>- Initiation of folder activity for language development using the 4 language modalities.</td>
</tr>
<tr>
<td></td>
<td>- Vocabulary strategies</td>
<td><strong>QUIZ #3</strong>: Assessment and Special Education</td>
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<tr>
<td></td>
<td>- Comprehension strategies</td>
<td></td>
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<td>- Response to Intervention (RtI)</td>
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<tr>
<td></td>
<td>DEVELOPING LITERACY LESSON PLANS</td>
<td></td>
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<tr>
<td></td>
<td>- Selecting appropriate topics, benchmarks, and objectives</td>
<td></td>
</tr>
<tr>
<td>#9</td>
<td>APPLYING READING STRATEGIES IN THE MAINSTREAM CLASSROOM *(Ch 12) Cont.</td>
<td>☀ IN-CLASS ACTIVITIES</td>
</tr>
<tr>
<td></td>
<td>DEVELOPING LITERACY LESSON PLANS</td>
<td>- Cooperative group discussion of Case Study #1 <em>(P 124)</em></td>
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<tr>
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<td>- Selecting appropriate topics, benchmarks, and objectives</td>
<td>✓ DUE TODAY</td>
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<td></td>
<td>- Selecting resources, procedures and strategies for leaning</td>
<td>Article Critique: Teaching Language Minority Students in the Elementary School OR Teaching Secondary Language Minority Students</td>
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<tr>
<td></td>
<td>- Using the grading rubric</td>
<td>Draft Field experience Partial Report and Certification, including:</td>
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<td></td>
<td>DISCUSS INITIATION OF FIELD EXPERIENCE</td>
<td>- Journal entry of perceptions</td>
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<tr>
<td></td>
<td>Field Experience</td>
<td>- Description of school site</td>
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<tr>
<td></td>
<td>First set of 4 – 5 hours Completed and Certified</td>
<td>- Description of the classroom</td>
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<tr>
<td>#10</td>
<td>APPLYING READING STRATEGIES IN THE MAINSTREAM CLASSROOM *(Ch 12) Cont.</td>
<td>✓ DUE TODAY</td>
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<td></td>
<td>Folder Activity/Plan using the four language modalities (listening, speaking, reading and writing) and grading rubric guide.</td>
<td>Group processing, development, and sharing of literacy activities and lesson plans</td>
</tr>
<tr>
<td>#11</td>
<td>SELECTING AND ADAPTING LESS THAN IDEAL TEXTBOOK MATERIALS FOR INSTRUCTION</td>
<td>☀ IN-CLASS ACTIVITIES</td>
</tr>
<tr>
<td></td>
<td>- Review of textbooks and content appropriateness for ELLs</td>
<td>Group processing, development, and sharing of literacy activities and lesson plans. (cont.)</td>
</tr>
<tr>
<td></td>
<td>- Strategies for making textbooks appropriate for ELLs</td>
<td></td>
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<tr>
<td></td>
<td>PUTTING IT ALL TOGETHER: DEVELOPING LEARNING</td>
<td><strong>QUIZ #4</strong>: Methods and Strategies for Learning</td>
</tr>
<tr>
<td></td>
<td>- Framework and elements of the learning centers</td>
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<td></td>
<td>- Viewing of past Learning Center</td>
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<tr>
<td>Day/Week</td>
<td>TOPICS</td>
<td>Expectations and Class Activities</td>
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<td><strong>Spring Break</strong></td>
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<tr>
<td><strong>#12</strong></td>
<td>PUTTING IT ALL TOGETHER: Developing Learning Centers.</td>
<td>☄️ DUE TODAY Draft: Field Experience Partial Report and Certification, Including:</td>
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<tr>
<td></td>
<td>Continued</td>
<td>- Journal entry of perceptions</td>
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<td></td>
<td></td>
<td>- Description academic learning environment</td>
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<td></td>
<td></td>
<td>- Add to your Mini ethnography, if appropriate</td>
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<td></td>
<td></td>
<td>- SOLOM, Language Acquisition Matrix and Assessment Checklists</td>
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<td>- Hands-on activities with ELLs</td>
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<td></td>
<td>Field Experience</td>
<td>☄️ DUE TODAY literacy Lesson Plan</td>
</tr>
<tr>
<td></td>
<td>Second set of 4-5 hours Completed and Certified</td>
<td></td>
</tr>
<tr>
<td><strong>#13</strong></td>
<td>LEARNING CENTER GUIDED DEMONSTRATIONS (Early birds)</td>
<td>LEARNING CENTER PRESENTATIONS</td>
</tr>
<tr>
<td></td>
<td>Demonstration of the Learning Center (3 entries to be selected during the previous class)</td>
<td></td>
</tr>
<tr>
<td><strong>#14</strong></td>
<td>LEARNING CENTER GUIDED DEMONSTRATIONS (all students)</td>
<td>☄️ DUE TODAY Literacy Lesson Plan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☀️ IN-CLASS ACTIVITIES</td>
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<tr>
<td></td>
<td></td>
<td>Presentation of learning centers based on sign up sheet</td>
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<td></td>
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<td>☀️ IN-CLASS ACTIVITIES</td>
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<tr>
<td></td>
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<td>- Use of student-created videos for learning centers.</td>
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<td>- Group processing of Case Study #2.</td>
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<td>☄️ DUE TODAY Draft Completed: Field Experience Report and Certification, including:</td>
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<td>- Description of your direct participation with the ELL</td>
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<td>- Opinion summary of the field experience</td>
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<td>- Academic profile summary of the ELL.</td>
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<td>- MI Inventory of your assigned ELL</td>
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<td></td>
<td></td>
<td>- Teaching activities and support materials used with your assigned ELL</td>
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<td>- Error analysis</td>
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<td></td>
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<td>- Classroom product assessment</td>
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<td></td>
<td>- ALL REMAINING AREAS OF ASSIGNMENT MUST BE INCLUDED AND REVIEWED</td>
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<tr>
<td></td>
<td></td>
<td>- Presentation of learning centers based on signup sheet</td>
</tr>
<tr>
<td><strong>#15</strong></td>
<td>FINAL EXAMINATION BRIEF REVIEW</td>
<td>☄️ DUE TODAY Final Exam Overview and remaining approved L Centers (fewer than 3)</td>
</tr>
<tr>
<td></td>
<td>TASK STREAM completion rechecked</td>
<td></td>
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<tr>
<td></td>
<td>Field Experience</td>
<td>All hours completed and certified including focus group reporting</td>
</tr>
<tr>
<td></td>
<td>See University Schedule</td>
<td></td>
</tr>
</tbody>
</table>

ESOL Standards with Correlated FEAPS and FTCE (Florida Teacher Certification examination) Standards
CF (Conceptual Framework) with corresponding FEAPS and INTASC (Interstate New Teacher Assessment and Support Consortium Standards)

7/6/2008 NCATE_TSL 4345 METHODS OF TEACHING ESOL - OFFICIAL 2011 Page 16 of 23
1. CLASS PARTICIPATION ......................................................... (7 %) 35 Pts.
   The student pre-reads assigned materials, turns in class assignments on time, and participates in class discussions. *Homework and class work such as article, video critique and oral presentations included in points*
   YOU MUST BE PRESENT IN ORDER TO PARTICIPATE IN CLASS.

CLASS ATTENDANCE POLICY
CLASS ATTENDANCE IS MANDATORY. UNIVERSITY POLICY WILL BE APPLIED
(See attachment). Note: The one (1) unexcused absence per credit hour refers to one (1) absence in a three credit hour class that meets once per week. This absence will not be used as an excuse to make-up quizzes, exams or turn in projects that are due on the day of the absence- Please see FAMU policy contained in this document. **Credit for class attendance and participation is based on consistent attendance leading to participation in class during the entire class period.**

2. CLASS DEVELOPMENTAL PROJECTS.................................(39%) 195 Pts.
   All assignments with a ★star will be graded in TaskStream.
   Copies of the rubrics are in TaskStream and also in Blackboard for your review before completing each assignment.

   **ALL activities must be completed during the term**

   **ALL activities must be turned in by specified due dates**

   A) PROJECT: ESOL ACTIVITIES/ LESSONS COLLECTION .....................85 pts.
   Develop a philosophy for working with ELLs and a classroom schematic as a visual representation of your philosophy (30 points) **three (3) developmental lesson plans** (20 points each). The plans will be distributed across the various levels of language and literacy development as well as specific strategies as assigned. The lesson plans should be developed for K-2, 4-5, 6-8 or 9-12, as appropriate and must be distributed across various developmental levels as assigned.

   **Philosophy for Teaching ELLs and corresponding Classroom Schematics (25 pts)**
   Utilizing the organizational web as a planning tool, make notations of what you want your ELLs to see and feel when they are with you in the classroom, the types of learning centers that would be displayed, how they would be seated and allowed to work together, specific multicultural books to be included at the language center, specific location of all elements in the classroom and types of cooperative activities you would use. Use the Action Web to include elements of your notes in narrative form in your written philosophy for working with ELLs. Using the designated rubric express your support for specific state, national and personal goals for teaching ELLs. State your personal beliefs and disposition that is caring and supportive of the emotional and academic development of ELLs. State your approach for teaching and learning within the community of ELL learners, provide a rationale for seating arrangement and classroom interactions and strategies, states expectations for parental involvement and volunteers, and include any other expectations deemed appropriate. Use a file folder to develop the actual schematic of your classroom with all elements scaled to fit within folder.

   **Integrated Language Lesson with Activity Folder (30 pts)**
   Utilizing K-12 Reading & Language Arts Through ESOL **Sunshine State Standards** develop a lesson plan with a corresponding file folder activity to support language development of a small group of ELLs at the language level designated in class. Include strand, standard, benchmark, grade group, and designated language level (Include the written statement and alpha numeric values). Write two (2) objectives (one for content & one for language), Include Behavior, Condition and Minimum Proficiency. Your objective must reflect Specific Expectations for Language Learning and Development and a connection with the chosen benchmark. Include specific accommodations for the ELLs such as lowering the Affective Filter and providing Comprehensible input. The Language Lesson must integrate the four language modalities (listening, speaking, reading, and writing). Include the steps you would take in preparing for the learning experience (gathering materials, organizing the environment, etc). Include SPECIFIC STEPS in the application of the assigned ESOL strategy (Include questions asked at the developmental level of the ELLs and specific ESOL appropriate actions...
and strategies for students to learn the English language). Include specific activity for assessing the learning outcomes of the ELLs as a result of teaching the lesson. Develop an activity in a file folder format to extent learning of the lesson. The activity must be attractive and pedagogically appropriate given the strategy being utilized and the language level of the ELLs. The activity must be creative, multisensory and interactive with specific directions for completions - be prepared to share your activity in class.

**CORRESPONDING STANDARDS**

| ESOL/FTCE 8(4), 6(6), 8(4), 10 (9, 10) 11(9,10) | CF: 1.1.1.2.1.3.1.4.1.5), (2.5), (3.2), (4.2), (5.5), (6.3) |
| FEAPS 5d, 5e, 7a, 7c, 7e, 7f, 8b, 8c | INTASC 3(3.11, 3.14, 3.25) |

**Literacy Lesson with pre reading, during reading and post reading strategies(30 pts)**

Utilizing **K-12 Reading & Language Arts Through ESOL Sunshine State Standards** develop a lesson plan specifically for reading. Include strand, standard, benchmark, grade group, and designated language level (Include the written statement and alpha numeric values). Write two (2) objectives (one for content & one for language), Include Behavior, Condition and Minimum Proficiency. Your objective must reflect Specific Expectations for Language Learning and Development and a connection with the chosen benchmark. Include teacher preparation for the lesson (reflect gathering and making materials as well as organizing the environment for teaching and learning), preparation for the ELL (Provide Specific strategy to connect prior knowledge of the ELLs), use prereading, during reading and post-reading strategies as assigned for specific language levels (use technology to show graphic representations and model how strategy will be used by providing specific questions for the ELLs as you guide the learner through the strategy). Provide a self assessment by indicating your plans to extend the activity based on the perceived needs of the students and present demonstrate your reflections on areas of the plan on which you could improve.

**CORRESPONDING STANDARDS**

| ESOL/FTCE/READING 8(4), 6(6), 8(4), 10 (9, 10) 11(9,10) | CF: 1.1.1.2.1.3.1.4.1.5), (2.5), (3.2), (4.2), (5.5), (6.3) |
| FEAPS 5d, 5e, 7a, 7c, 7e, 7f, 8b, 8c | INTASC 3(3.11, 3.14, 3.25) |

**B) UNIT PLANNING/WEB and PARALLEL LESSON PLAN..............................70 pts.**

**LEARNING CENTER DEMONSTRATION** (Will be assigned interchangeable by the instructor)

**UNIT WEB AND PARALLEL LESSON PLAN**

Develop a unit planning web indicating ESOL strategies to be used across subjects. The web should reflect the appropriate Sunshine State Standards for each subject area, including the standard and benchmarks. The unit web must also reflect substantive ESOL strategies that will be used to support learning for the ELLs. All strategies must be substantive. The web serves as the main organizer for topics and activities to support teaching over a period of 4 to 6 weeks. It also provides the basis for developing daily lessons as is the case of the parallel lesson plan you will develop as part of this assignment.

**Lesson (20 pts) and the web (10 pts)**

The lesson plan should be developed for K-2, 4-5, 6-8 or 9-12, as appropriate and assigned and must take into account the language level of the ELLs. The lesson plan (left side) may originate from a previous method course, but it must be substantive in content including the appropriate Sunshine State Standard for the grade level and subject area. The ESOL aspect of the lesson (right side) **must reflect** the appropriate elements of Language Arts Through ESOL, including strand, standard, and benchmarks. Specific ESOL modification must be develop taking into account the level of language and literacy development of the ELLs. Using the parallel column format, indicate the corresponding ESOL appropriate strategies for the students by using specific menu items form the CALLA chart and other strategies presented and discussed in class. Some strategies might be specifically assigned while others may be chosen by the preservice teacher. The expected elements for the lesson plan include: anticipatory set, objective, purpose, input, modeling, checking for understanding, guided practice, independent practice, evaluation. **ESOL strategies must be named and procedurally described / used.**
LEARNING CENTER DEMONSTRATION

- Develop a learning center to be used with the LEP child. Build the learning center around the principles of Multiple Intelligences to accommodate the various needs and styles of diverse learners. The learning center must be original, attractive and creative with a minimum use of commercial materials or worksheets. It should accommodate several levels of language acquisition and modalities for learning. During the oral presentation to the class, state a clear purpose with direct links to Florida Sunshine State Standards for the specific grade group. The directions for the ELLs must be clearly written for the language level. All materials needed for the various levels of activities must be included in the display. Specific ESOL strategies must be named (focusing on the what) and demonstrated with a clear expression of the pedagogical principles and benefits focusing on the why and how. An audiotape must be provided with specific directions and content using clear and audible speech. All segments/activities of the learning should be self checking to support learner independence and exploration in learning. Each preservice teacher will participate in the self assessment process by accepting constructive criticism from peers and from the instructor leading to self-reflection and articulation of areas for improvement.

CORRESPONDING STANDARDS

- ESOL/FTCE/READING: 8(4), 3(2), 6(6), 4(8), 8 (4), 10(9, 10), 11(9,10), 12 (9)
- FEAPS: 2.b, 2.c, 2.f, 2.j, 5d, 5e, 7a, 7b, 7c, 7e, 7f, 8b, 8c
- CF:1.1,1.2,1.3,1.4,1.5, (2.5), (3.2), (4.2), (5.5), (6.3)
- INTASC: 3(3.11, 3.14, 3.25)

E) VIDEOS AND ARTICLE CRITIQUES (four @ 10points @ will be selected fir a grade)--- 40 pts

Graded Articles and Videos (Assignment may vary between semesters) Assignments not graded will be included in the class participation grade:

- Articles
  - Cultural Considerations for Immigrant parents
  - Reading and Writing Pathways
  - Teaching Language Minority Students in the Elementary School
  - and Teaching Secondary Language Minority Students

- Videos
  - MI Theory in the Classroom or The Natural Approach (as assigned)

In small groups, depending on size of the class, students will participate in group discussions, oral and written presentations/ critiques of articles, videos and case studies using the following elements as provided for the assignments.

The reports will include, but may not be limited to the following

- #1 Thesis of the article or video: Provide original and authentic language in a substantive paragraph describing the central concept of the article with a clear connection with ESOL concepts learned.
- #2 High points presented by the author: in bulleted form depicting substantive paragraphs, provide five high points made by the author making a clear connection with ESOL concepts learned.
- #2 Implications for Student Learning: include practical applications that are essential for LEP student language acquisition and development.
- #3 Implications for teaching and learning in the classroom: include and explain 3 different practical applications that you would use in your classroom to enhance learning for ELLs. Include clear expression of what you would do in the classroom with the concepts learned, including WHAT and HOW. Make clear connection with applying the ESOL concept with ELLs in reference to language acquisition and learning, issues of culture and support for learning.

CORRESPONDING STANDARDS

- ESOL/FTCE/READING: 5(5,11), 8(4), 3(2), 6(6), 10(9,10), 11 (9,10), 12 (9) : CF: 1.1, 1.5, 5.4, 6.3
- INTASC: 3.11 - 3.15

All grading rubrics are available on Blackboard and in TaskStream.

Copies of the rubrics must be maintained in your class notebook and be available for attachment to each
3. FIELD EXPERIENCE IN ESOL+ (VIDEO-tailored experiences and focus groups) (14%) 70 Pts.

A) FIELD CLINICAL EXPERIENCE and Student Materials and Assessments

Conduct a minimum of ten (10) hours of school-based observation and participation during a minimum of four (4) different classroom visits. Candidates must observe and work with ELLs in the regular classroom or ESOL (pull out) resource classroom and write report as specified in the Field Experience Manual for the class.

Specifically, the report will chronicle experiences and inquiries as follows:

- Include the original signed certificate documenting your participation; present entries in the summary related to your reflective journal for each day of participation, present a field experience report that is inclusive of substantive entries for the various observations, inquiries, and participation in instructional activities.
- Include in designated sections a description of the school site, a description of the classroom and learning environment, assessment and program placement of ELLs including children with special needs, your academic participation, and an opinion summary of the experience.

Video-Tailored Experiences and focus group discussion:
Specific videos will be used to complement the field experience and will proportionally be increased in situations where classroom placements may not afford the required hours for the experience. Focus group participation is mandatory for all candidates and serves as a means to debrief and make meaning of the field experience.

B) STUDENT MATERIALS and ASSESSMENTS

- Testing and Assessment inquiry regarding identification and placement of ELLs in ESOL program and special education.
- Classroom language and literacy checklist/survey
- Language Acquisition / observational Matrix & Indicators of language Level for the ELL
- Use of the SOLOM instrument
- Mini Ethnography (as a means of getting to know the assigned ELLs)
- Classroom Product assessment
- Student Academic Profile
- MI inventory
- Error Analysis of a student work product or classroom instructional product
- Personal observation and description of academic profile of the assigned ELL.

All materials for the field experience must be presented in a mini portfolio for review and grading at the designated time given in class toward the end of the semester.

CORRESPONDING STANDARDS
ESOL/FTCE/READING: 5 (5.11), 8(4), 3(2), 6(6), 10(9,10), 11 (9,10), 12 (9) : CF: 1.1, 1.5, 5.4, 6.3 FEAPS: 2.J, 5.C, 5.D5.E5.F INTASC: 3.11 – 3.15

4. QUIZZES and FINAL EXAMINATION.................................(40%) 200 Pts.

A) FOUR (4) QUIZZES/ UNIT EXAMINATIONS at 25 pts @.........................100 pts.

The quizzes are based on the five areas identified in the course model.
Quizzes will be given during the course to serve as learning checkpoints. A specific
date will be set for each quiz and materials to be covered will be specified.


C) FINAL EXAMINATION  ______________________________________________________ 100 pts.
The final examination will be given at the time specified by the University and will include previous quizzes and concepts that frame other activities and demonstrations during the class.


TOTAL (100%) 500 Pts.

**IMPORTANT NOTICE TO ALL STUDENTS:**
Each assignment builds upon the previous one and must be turned in on time to receive feedback. **ALL ACTIVITIES MUST BE COMPLETED DURING THE SEMESTER IN WHICH THE CLASS IS TAKEN.**
In the venture that a student is absent the day of the class meeting, the assignment must be turned in the day before or the day immediately following the absence from class. **Late assignments outside of these guidelines will not be graded, resulting in a zero (0) grade.**

**GRADING:**
Your grading in this course will be based on your performance and the identified learning activities (See weighted value above). The maximum number of points combined is 500. The grade distribution is as follows:

- 450 - 500 = A
- 400 – 449 = B
- 350 – 399 = C
- 300 – 349 = D
- 299 – below = F

**COURSE POLICIES**

**Class Attendance Regulations**
Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. Therefore, the university reserves the right to deal with individual cases of non-attendance. Students are responsible for all assignments, quizzes, and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes.

Absence from class for causes (a) participation in recognized university activities, (b) personal illness properly certified, or (c) emergencies caused by circumstances over which the student has no immediate control will be excused by the dean or director of the unit in which the student is enrolled.

Specifically, the class attendance regulations will apply to all students as follows:

- A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be dropped from the course and assigned the grade of “F.” Students may be readmitted to the class with the dean’s and the instructor’s permission.

**NOTE:** If you are absent from class on the due date of an assignment, the work MUST be turned in the day prior to the absence or the day immediately following the absence from class. **FAILURE TO MEET THIS REQUIREMENT WILL RESULT IN A ZERO GRADE.**

**ACADEMIC HONOR CODE**

### Academic Honesty Violations

1. An academic honesty violation shall include a student who gives or takes information or material and wrongfully uses it to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered.

2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment.

3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance.

Please see penalties included in complete document uploaded to Blackboard

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**Policy Statement on Non-Discrimination**

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

**Academic Honor Policy**

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

**ADA Compliance**

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.
ESOL REFERENCES AND RESOURCES AVAILABLE

Echevarria, Jana; Short, Deborah; and Vogt, MaryEllen (2008). Implementing the SIOP Model through Effective Professional Development and Coaching. Pearson Education, Inc.

Web site Resources

These are a few of the sites you are likely to use as resources this semester, especially Language Arts through ESOL. I strongly encourage you to bookmark these sites and become familiar with the information they provide. Please continue to add to this list and share with the class any particularly helpful sites you come across.

Center for Applied Linguistics - http://www.cal.org
Florida Department of Education - http://www.fldoe.org
Florida Office of Multicultural Student Language Education (OMSLE) - http://www.fldoe.org/omsle
International Phonetic Association - http://www.arts.gla.ac.uk/ipa/ipa.html
National Clearinghouse for English Language Acquisition - http://www.ncela.gwu.edu

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