

Nova Southeastern University  
Fischler School of Education and Human Services  
Syllabus

**I. COURSE NUMBER AND TITLE:**

Number & Title: EDUC 3520 Principles and Practices of Instruction and Assessment I

Dates:

Days:

Times:

Location:

**II. INSTRUCTOR**

Instructors, please provide the following contact information to students on  
the first day of class.

Name:

Email: @nsu.nova.edu

Telephone:

Fax:

Office Hours:

**Students should contact their on-site/online instructor for any questions  
regarding this course.**

**PROFESSOR**

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Fort Lauderdale, FL 33314

**Instructors are invited to contact the professor above for questions  
about this syllabus.**

**III. COURSE DESCRIPTION**

EDUC 3520 Principles and Practices of Instruction and Assessment I explores three pedagogical models usable with all students. The phases of instructional development—planning, implementation, and assessment—provide the framework for exploration of the models. Preservice teachers are required to apply their knowledge of the pedagogical models by planning, implementing, and assessing a lesson in an actual classroom. This course is ESOL infused. Therefore, preservice teachers learn and implement ESOL strategies in their teaching with students. In addition to class meetings, a minimum of 10 hours of clinical experience is required.

This course has a mandatory university supervision component of the clinical experiences and carries a lab fee.

Prerequisites: EDUC 1100, EDUC 3330, EDUC 3340, EDUC 3350, and EDUC 3360

#### IV. COURSE OBJECTIVES

##### A. CURRICULAR FRAMEWORK

All undergraduate teacher education programs at Nova Southeastern University are proactive programs designed to address the current and future needs of classroom educators. The aim of the Undergraduate Teacher Education Program (UTEP) is to prepare its graduates to enter the teaching profession as developing professionals with knowledge, dispositions, and skills in three broad domains.

These domains are as follows:

DOMAIN 1: Knowledge base and best practices: effective teaching practices including classroom management

- The teacher understands the conceptual, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students – (**INTASC Principle 1/Accomplished Practice 8/ ESOL Standards 1 & 7**).
- The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals (**INTASC Principle 7/Accomplished Practice 10/ ESOL Standards 4, 5, 6, 9, 12, 15 & 24**).
- 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 (**INTASC Principle 5/Accomplished Practice 9/ ESOL Standard 18**).
- The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills (**INTASC Principle 4/Accomplished Practice 4**).

DOMAIN 2: Sensitivity and responsibility to diverse student needs: students' academic, social, and emotional needs; at-risk, ESE, ESOL learners

- The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development (**INTASC Principle 2/Accomplished Practice 7/ ESOL Standard 8**).
- The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learners (**INTASC Principle 8/Accomplished Practice 1/ESOL Standards 10, 13, 14, 19, 20, & 21**).
- The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners (**INTASC Principle 3/Accomplished Practice 5/ESOL Standards 2, 3, 11, 16, 17, & 25**).

DOMAIN 3: Communication and reflection: oral and written communication skills and reflective practice, ongoing engagement in both as exemplified in partnering with parents and community

- The teacher fosters relationships with school, colleagues, parents, and agencies in the larger community to support students' learning and well being (**INTASC Principle 10/Accomplished Practice 11/ESOL Standards 22 & 23**).
- The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom (**INTASC Principle 6/ Accomplished Practice 2/Accomplished Practice 12/FPC 3 & 13/ESOL Standards 15, 16, & 17**).
- The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally (**INTASC Principle 9/ Accomplished Practice 3/Accomplished Practice 6/FPC 3 & 13/ESOL Standards 20 & 21**).

## **B. OBJECTIVES FOR THE COURSE**

### **LEGEND FOR FRAMEWORK AND OBJECTIVES**

INTASC = Interstate New Teacher Assessment and Support Consortium Standards

FEAP = Florida Educator Accomplished Practices

FPPESAC = Florida Prekindergarten/Primary Education, Age Three through Grade Three Subject Area Competencies

OR

FKG6SAC = Florida Kindergarten-Grade 6 Subject Area Competencies

OR

FESESAC = Florida Exceptional Student Education, K - 12 Subject Area Competencies

FPC = Florida Professional Competencies

FPSTESOL = Florida Performance Standards for Teachers of English for Speakers of Other Languages

SSS = Sunshine State Standards

## **OBJECTIVES**

The student will

1.0 In the area of teaching behaviors, the preservice teacher will:

1.1 demonstrate appropriate teaching behaviors, including learning accommodations for students, based on students' needs (e.g., Exceptional Student Education (ESE), English Speakers of Other Languages (ESOL), Drop Out Prevention (DOP), and learning styles/multiple intelligences). (INTASC 2, 7; FEAP 7, 10; FPC 14.2, 14.3; FESOL 4.1, 5.4, 13.3, 13.7, 18.1, 18.3, 18.4)

1.2 create a positive classroom environment, evaluating the appropriateness of the physical environment for facilitating students' learning and promoting their safety. (INTASC 2, 7; FEAP 7, 10; FPC 9.1; FKG6SAC 35.2)

1.3 identify motivational strategies and factors that encourage students to be achievement and goal oriented. (INTASC 2, 7; FEAP 7, 10; FPC 7.2)

1.4 identify ways to correct student errors (e.g., providing the question for which the answer would be correct, prompting, holding the student accountable, modeling, or asking additional questions). (INTASC 2, 7; FEAP 7, 10)

- 1.5 identify nonverbal communication strategies that promote student action and performance. (INTASC 2, 7; FEAP 7, 10; FPC 2.4)
- 1.6 choose effective communication techniques for conveying high expectations for student learning. (INTASC 2, 7; FEAP 7, 10)
- 1.7 apply learning theories and principles to teaching situations. (INTASC 2, 7; FEAP 7, 10; FPC 7.4)
- 1.8 garner information for partnering with parents/families, particularly strategies for articulation with parents/families for parent conferences including strategies for reducing barriers with ESOL parents. (INTASC 2, 7; FEAP 7, 10; FESOL 4.5, 22.1, 23.3)

2.0 In the area of lesson planning, the preservice teacher will:

- 2.1 demonstrate an understanding of the patterns of academic, social, and personal development of students by learning the cognitive, affective, and psychomotor domains from Bloom's Taxonomy (Bloom, et al., 1956; Krathwohl, Bloom, & Masai, 1964). (INTASC 2, 7; FEAP 7, 10; FPC 7.1; FKG6SAC 35.1)
- 2.2 integrate the various levels of the cognitive domain into lesson plan objective writing, being mindful to foster students' critical and creative thinking. (INTASC 2, 7; FEAP 7, 10; FESOL 6.8, 12.1, 12.4, 17.1)
- 2.3 identify content, content-based vocabulary, and skills in subject areas, particularly as it is related to lesson planning. (INTASC 1, 2, 7; FEAP 8, 7, 10; FPC 10.1)
- 2.4 establish the scope and sequence of lesson objectives and plans, determining the instructional long-term goals and short-term objectives appropriate to students' needs for specific content. (INTASC 1, 2, 7; FEAP 8, 7, 10; FPC 4.1, 4.2, 14.2, 14.3; FESOL 5.4, 13.3, 13.7, 14.1, 16.2, 18.1)
- 2.5 plan and evaluate instructional outcomes (i.e., goals and objectives) with respect to students' backgrounds, needs (i.e., ESE, ESOL, DOP), and learning styles/multiple intelligences, while also fostering critical and creative thinking and problem solving in students. (INTASC 2, 4, 7; FEAP 7, 4, 10; FPC 4.1, 4.2, 14.2, 14.3; FESOL 5.4, 13.3, 13.7, 14.1, 16.2, 18.1)
- 2.6 develop short and long-range plans that meet the needs and learning styles/multiple intelligences of all students, including ESE, ESOL, and DOP students, within the context of the regular classroom. (INTASC 2, 7; FEAP 7, 10; FPC 14.2, 14.3; FESOL 5.4, 13.3, 13.7, 16.2, 18.1)
- 2.7 select a lesson teaching method appropriate for specific content and/or objective(s). (INTASC 1, 2, 7; FEAP 8, 7, 10)
- 2.8 select appropriate teaching strategies based upon diagnosis of students' needs (e.g., ESE, ESOL, DOP) and learning styles/multiple intelligences. (INTASC 2, 7; FEAP 7, 10; FPC 14.2, 14.3; FESOL 5.4, 13.3, 13.7, 18.1)
- 2.9 identify activities and materials based on instructional objectives that accommodate the various learning styles/multiple intelligences, different learning needs (i.e., ESE, ESOL, DOP), developmental levels, and experiential and cultural backgrounds of all students. (INTASC 2, 7; FEAP 7, 10; FPC 7.3, 10.3, 14.2, 14.3; FESOL 5.4, 13.3, 13.7, 18.1)
- 2.10 select, develop, sequence, and adapt learning activities and materials that support the knowledge, skills, and attitudes to be learned in a given subject area (i.e., support the discipline); are based on the instructional objectives; accommodate various learning styles/multiple intelligences, different learning needs (i.e., ESE, ESOL, DOP), developmental

levels, and experiential and cultural backgrounds of all students; and foster critical and creative thinking. (INTASC 1, 2, 7; FEAP 8, 7, 10; FPC 7.3, 10.2, 14.2, 14.3; ESOL 4.2, 5.4, 13.3, 13.7, 14.2, 14.3, 16.2, 18.1)

3.0 In the area of assessment, the student will:

3.1 name teacher behaviors that are conducive to developing and maintaining an environment in which students can demonstrate their knowledge and skills. (INTASC 8, 2, 7; FEAP 1, 7, 10; FKG6SAC 35.2)

3.2 identify and state instructional objectives as measurable intended learning outcomes. (INTASC 1, 8, 2, 7; FEAP 8, 1, 7, 10)

3.3 identify and sequence learning activities for students that support their study skills and develop their test-taking strategies. (INTASC 8, 2, 7; FEAP 1, 7, 10; FPC 1.2)

3.4 name appropriate methods, strategies, and evaluation instruments for assessing students' levels, needs, performance, and learning. (INTASC 1, 8, 2, 7; FEAP 8, 1, 7, 10; FPC 1.2)

3.5 value the role of measurement and evaluation in the instructional process, including interpreting and using data to place students appropriately for instruction (i.e., ESE, ESOL, DOP). (INTASC 8, 2, 7; FEAP 1, 7, 10; FPC 14.2, 14.3)

3.6 understand and demonstrate the concepts of validity and reliability and their role in the construction, selection, interpretation, and use of tests and other evaluation instruments. (INTASC 8, 2, 7; FEAP 1, 7, 10)

3.7 understand and demonstrate how to interpret test scores with full awareness of their meaning as well as the error of measurement and norming factors. (INTASC 8, 2, 7; FEAP 1, 7, 10)

3.8 identify cultural, gender, racial, religion, and socioeconomic status biases in published tests. (INTASC 8, 2, 7; FEAP 1, 7, 10; FESOL 4.4; 14.4, 19.1)

3.9 determine how to select published tests that are appropriate for a particular situation. (INTASC 8, 2, 7; FEAP 1, 7, 10; FESOL 19.3)

3.10 develop the ability to construct classroom tests and alternative assessments that measure a variety of intended learning outcomes from simple to complex through readings and activities/assessments. (INTASC 1, 8, 2, 7; FEAP 8, 1, 7, 10; FESOL 21.1)

3.11 develop the ability to adapt tests and assessments to meet the needs of learners (i.e., ESE, ESOL, DOP) through readings and activities/assessments. (INTASC 8, 2, 7; FEAP 1, 7, 10; FPC 14.2, 14.3; FESOL 13.3, 14.2, 19.3, 20.3)

3.12 determine how to administer tests and alternative assessments properly and how to use the results effectively, including their potentialities and limitations, through readings and activities/assessments. (INTASC 8, 2, 7; FEAP 1, 7, 10; FESOL 20.3, 21.1, 21.2)

3.13 understand and discuss current issues in educational measurement including the educational accountability movement (e.g., Florida Comprehensive Achievement Test (FCAT), ESOL legal compliance), the role of testing in education reform, and forms of alternative assessment. (INTASC 8; FEAP 1; FESOL 1.1, 1.2)

4.0 In the area of professional development, the preservice teacher will:

4.1 demonstrate comprehension and transfer of learning. (INTASC 9; FEAP 3)

4.2 identify ways for using data from learning environments as a basis for exploring and reflecting on teaching practices. (INTASC 9; FEAP 3; FPC 3.2)

## V. REQUIRED MATERIALS

- Aaron, J. E. (2004). *The little brown compact handbook* (5<sup>th</sup> ed.). New York: Pearson Longman.
- Arends, R. I. (2004). *Guide to field experiences and portfolio development to accompany Learning to teach* (6<sup>th</sup> ed.). New York: McGraw-Hill.
- Arends, R. I. (2004). *Learning to teach* (6<sup>th</sup> ed.). New York: McGraw-Hill.
- American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.
- Florida Department of Education (1996). *Memorandum DPS: 97-054: Accommodations for Limited English Proficient (LEP) Students in the Administration of Statewide Assessments*. Retrieved June 19, 2003 from <http://www.firn.edu/doe/omsle/dps97054.htm>
- Florida Department of Education. (2002). *Domains: Knowledge Base of the Florida Performance Measurement System (FPMS)* (3<sup>rd</sup> ed.). Chipley, FL: Panhandle Area Educational Consortium Clearinghouse.
- Florida Statutes (2002). *English language instruction for limited English proficient students. Title XLVIII, Chapter 1003, Section 1003. 56*. Retrieved June 23, 2003 from <http://www.flsenate.gov/Statutes/>
- Language Arts through ESOL: A Guide for ESOL Teachers and Administrators*. Language Arts Curriculum Frameworks with Sample Performance Activities Using ESOL Strategies, PreK-2nd Grade, Office of Multicultural Student Language Education (OMSLE), available on-line at: <http://www.firn.edu/doe/bin00011/elgapk2.htm>.
- Language Arts through ESOL: A Guide for ESOL Teachers and Administrators*. Language Arts Curriculum Frameworks with Sample Performance Activities Using ESOL Strategies, 3rd-5th Grade, Office of Multicultural Student Language Education (OMSLE), available on-line at: <http://www.firn.edu/doe/bin00011/egla35.htm>.
- LeBlanc, P., & Clementi-Rozlivkova, H. (2005). *Principles and practices of instruction and assessment* (custom ed.). Boston: Pearson.
- National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (2004). *Florida: State resources for educating linguistically & culturally diverse students*. Retrieved May 11, 2004 from <http://www.ncela.gwu.edu/policy/states/florida/index.htm>
- Takahashi-Breines, H. (2002). The role of teacher-talk in a dual language immersion third grade classroom. *Bilingual Research Journal*, 26(2), 461-483.
- Working NSU email address for students enrolled in ground course  
Web CT access for students enrolled in online course
- Note: Refer to Section VIII. STANDARDS to obtain the websites in order to:
- Print a copy of the Florida Educator Accomplished Practices.
  - Print a copy of the Florida Subject Area Competencies for your major:  
Kindergarten- Grade 6 (Elementary major) OR  
Exceptional Student Education, K-12 (ESE major) OR  
Pre-Kindergarten/Primary Education, Age Three through Grade Three.
  - Print a copy of the Sunshine State Standards.
  - Print a copy of the Florida Performance Standards for Teachers of English for Speakers of Other Languages.
  - Print a copy of the Florida Professional Competencies.
- Note: Check the course textbook list for updates. <http://www.nsubooks.bkstore.com/>

## VI. CALENDAR OF WEEKLY REQUIREMENTS

The *primary methods of instruction* used in this course are presentation, concept teaching, and direct instruction, which integrate learning styles and ESOL strategies. These methods will be taught to and modeled for students as a part of the content of this course. The activities and materials used in the course will reflect a variety of techniques appropriate to these methods of instruction. For example, activities may include large and small group work, discussions, presentations, lectures, or question and answer sessions. Materials may include college texts, handouts, school-based texts, academic games, etc.

The *clinical experiences* for this course will encompass 10 or more hours of your time. You are expected to observe and work with children in an educational setting, logging a minimum of ten hours. Specific activities must be completed during the clinical experiences. These activities fall into these categories: (a) collecting observation data using pre-selected tools, (b) teaching a lesson, and (c) working with the teacher and/or students in the classroom. Please see the syllabus attachments for further details. The due dates for the clinical experiences assignments are listed in the course schedule. **You will be supervised during your clinical experiences for this course.**

The *pre-assignments* for this course are as follow. These pre-assignments must be completed prior to the first class session to prepare you for the discussions that will be held. A quiz covering this material may be scheduled.

A. Bring copies of the

- Florida Educator Accomplished Practices
- Florida Subject Area Competencies for your major
- Florida Sunshine State Standards
- Florida Performance Standards for Teachers of English for Speakers of Other Languages and the
- Florida Professional Competencies.

If you have downloaded these items previously, then all that is needed is to bring your copies with you to class every session.

B. Print out the syllabus from the website, review it, and bring it to class.

C. Purchase the required textbooks.

D. Read chapter 1 from the *Learning to Teach* (Arends, 2004) textbook. Be prepared to take a quiz on the chapter.



DATE	TOPIC	PREPARATORY ASSIGNMENTS
Session 1	<b>Standards:</b> INTASC: 8, 9, 4, 2, 1 & 7; FEAP: 1, 3, 4, 7, 8 & 10; FPC: 1.2, 2.4, 3.2, 4.1, 4.2, 7.1, 7.2, 7.3, 10.1, 10.2, 10.3, 14.2 & 14.3; FKG6SAC: 35.1 & 35.2 FESOL: 4.1 & 18.3; 4.2 & 16.2; 5.4 & 13.3; 6.8 & 12.4; 12.1 & 17.1; 14.3; 4.4, 14.4 & 19.1; 19.3; 20.3; 21.1; 21.2	
	<b>Introductions, ground rules, expectations &amp; goals</b>	
	<b>Course requirements</b> - Syllabus: policies, objectives, assignments, grading criteria, etc. - Review all state teaching standards	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section Introduction, I C
	<b>Mini-lecture:</b> study skills - How to read the textbook - Creating a content analysis - Creating a concept map	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section I B
	<b>Activity:</b> demonstration & guided practice Instructor demonstrates how to create a content analysis and a concept map and provides opportunity for student practice & feedback.  <b>Homework:</b> Assign students to complete a content analysis on a selected topic using directions from LeBlanc & Clementi-Rozlivkova text.	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section I B
	<b>Quiz/assessment:</b> Arends Chapter 1	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section I A and Arends Chapter 1
	<b>Discussion:</b> Arends Chapter 1 – The Scientific Basis for the Art of Teaching - Perspective & Rationale - Theoretical and Empirical Support - Application to the Classroom	<b>Read &amp; study:</b> Arends Chapter 1
	<b>Video &amp; discussion:</b> Teaching to Learning Styles	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section II A
	<b>Mini-lecture on ESOL Strategies:</b> - ESOL Florida Consent Decree - Teacher behaviors - Strategies - Adapting lessons	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section II B and <a href="http://www.broward.k12.fl.us/esol/Eng/BestPractices/index.html">http://www.broward.k12.fl.us/esol/Eng/BestPractices/index.html</a> <b>Assignment due:</b> ESOL reading summary
	<b>Activity:</b> demonstration & guided practice Instructor demonstrates how to write diagnosis section of lesson plan using real life classroom example and provides opportunity for student practice & feedback	<b>Read &amp; study:</b> Syllabus attachments on lesson plan
	<b>Class debriefing:</b> summary of today's class & preparation for next class	

DATE	TOPIC	PREPARATORY ASSIGNMENTS
Session 2	<b>Standards:</b> INTASC: 8, 9, 4, 2, 1 & 7; FEAP: 1, 3, 4, 7, 8 & 10; FPC: 1.2, 2.4, 3.2, 4.1, 4.2,7.1, 7.2, 7.3, 10.1, 10.2, 10.3, 14.2 & 14.3; FKG6SAC: 35.1 & 35.2 FESOL: 4.1 & 18.3; 4.2 & 16.2; 5.4 & 13.3; 6.8& 12.4; 12.1 & 17.1; 14.3	
	<b>Attendance, business &amp; review</b>	<b>Assignments due:</b> 1. School Location Form 2. Content Analysis of Selected Topic 3. ESOL Article Summary
	<b>Quiz/assessment:</b> Arends Chapter 3	<b>Read &amp; study:</b> Arends Chapter 3
	<b>Discussion:</b> Arends Chapter 3 – Teacher Planning - Perspective & Rationale - Theoretical and Empirical Support - Application to the Classroom	<b>Read &amp; study:</b> Arends Chapter 3 and LeBlanc & Clementi-Rozlivkova Section II C
	<b>Mini-lecture:</b> - Bloom’s Taxonomy of Learning - Sunshine State Standards - TESOL ESL Standards for PreK-12 Students	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section II C, <a href="http://sunshinestatesstandards.net/">http://sunshinestatesstandards.net/</a> and <a href="http://www.tesol.org/assoc/k12standards/it/01.html">http://www.tesol.org/assoc/k12standards/it/01.html</a>
	<b>Activity:</b> demonstration & guided practice Instructor demonstrates how to write objectives and provides opportunity for student practice & feedback <b>Homework:</b> Assign students Cognitive Objective Writing Practice from LeBlanc & Clementi-Rozlivkova text.	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section II C
	<b>Quiz/assessment:</b> FPMS Domain 1.0	<b>Read &amp; study:</b> Domain 1.0
	<b>Discussion:</b> FPMS Domain 1.0 – Planning - Content Coverage - Utilization of Instructional Materials - Activity Structure - Goal Focusing - Diagnosis <b>Homework:</b> Assign students to complete a concept map of Domain 1.0 using directions from LeBlanc & Clementi-Rozlivkova text.	<b>Read &amp; study:</b> Domain 1.0
	<b>Activity:</b> demonstration and practice Instructor demonstrates how to write objectives for lesson plan using real life classroom examples	<b>Read &amp; study:</b> Syllabus attachment on lesson plan
	<b>Class debriefing:</b> summary of today’s class & preparation for next class	

DATE	TOPIC	PREPARATORY ASSIGNMENTS
<b>Session 3</b>	<b>Standards:</b> INTASC: 8, 9, 4, 2, 1 & 7; FEAP: 1, 3, 4, 7, 8 & 10; FPC: 1.2, 2.4, 3.2, 4.1, 4.2,7.1, 7.2, 7.3, 10.1, 10.2, 10.3, 14.2 & 14.3; FKG6SAC: 35.1 & 35.2 FESOL: 4.1 & 18.3; 4.2 & 16.2; 5.4 & 13.3; 6.8& 12.4; 12.1 & 17.1; 14.3	
	<b>Attendance, business &amp; review</b>	<b>Assignments due:</b> 1. Cognitive Objective Writing Practice 2. Concept Map of Domain 1.0
	<b>Mini-lecture:</b> lesson plan Instructor reviews the instructions for the lesson plan and the components drafted thus far in activities completed in class. Instructor focuses on content of teaching models using text pages as segue into next topic, the presentation model.	<b>Read &amp; study:</b> Syllabus attachments on lesson plan and LeBlanc & Clementi-Rozlivkova Section III A
	<b>Quiz/assessment:</b> Arends Chapter 7	<b>Read &amp; study:</b> Arends Chapter 7 and LeBlanc & Clementi-Rozlivkova Section III B
	<b>Discussion:</b> Arends Chapter 7 – Presenting and Explaining - Perspective & Rationale - Theoretical and Empirical Support - Application to the Classroom <b>Homework:</b> Assign for homework T-chart comparison from LeBlanc & Clementi-Rozlivkova text, if not completed in class.	<b>Read &amp; study:</b> Arends Chapter 7 and LeBlanc & Clementi-Rozlivkova Section III B and II B
	<b>Activity:</b> demonstration & guided practice Instructor demonstrates general format for writing lesson plan using real life classroom examples and provides opportunity for student practice and feedback. Integrate segments from diagnosis and objectives, then begin methods segment.	<b>Read &amp; study:</b> Syllabus attachments on lesson plan
	<b>Class debriefing:</b> summary of today's class & preparation for next class	

<b>DATE</b>	<b>TOPIC</b>	<b>PREPARATORY ASSIGNMENTS</b>
<b>Session 4</b>	<b>Standards:</b> INTASC: 8, 9, 4, 2, 1 & 7; FEAP: 1, 3, 4, 7, 8 & 10; FPC: 1.2, 2.4, 3.2, 4.1, 4.2, 7.1, 7.2, 7.3, 10.1, 10.2, 10.3, 14.2 & 14.3; FKG6SAC: 35.1 & 35.2 FESOL: 4.1 & 18.3; 4.2 & 16.2; 5.4 & 13.3; 6.8 & 12.4; 12.1 & 17.1; 14.3	
	<b>Attendance, business &amp; review</b>	<b>Assignments due:</b> 1. T-chart Comparison 2. Content Analysis Revisions
	<b>Quiz/assessment:</b> FPMS Domain 4.0	<b>Read &amp; study:</b> Domain 4.0
	<b>Discussion:</b> FPMS Domain 4.0 Presentation of Subject Matter - Interpretative Knowledge - Explanatory Knowledge - Academic Rule Knowledge - Value Knowledge	<b>Read &amp; study:</b> Domain 4.0
	<b>Activity:</b> lesson planning Students will work in small groups to identify concepts within the content of their lesson plans	<b>Activity:</b> Bring in lesson plan content material for in class activity
	<b>Quiz/assessment:</b> Arends Chapter 9	<b>Read &amp; study:</b> Arends Chapter 9 and LeBlanc & Clementi-Rozlivkova Section III C
	<b>Discussion:</b> Arends Chapter 9 – Concept Teaching - Perspective & Rationale - Theoretical and Empirical Support - Application to the Classroom <b>Homework:</b> Assign students concept activities from LeBlanc & Clementi-Rozlivkova text, if not completed in class.	<b>Read &amp; study:</b> Arends Chapter 9 and LeBlanc & Clementi-Rozlivkova Section III C and II B
	<b>Activity:</b> guided practice Instructor demonstrates how to write lesson plan teaching method(s) using real life classroom examples and provides opportunity for student practice & feedback. Review prior areas, but begin writing content.	<b>Read &amp; study:</b> Syllabus attachments on lesson plan
	<b>Review for exam</b>	
	<b>Class debriefing:</b> summary of today's class & preparation for next class	

DATE	TOPIC	PREPARATORY ASSIGNMENTS
<b>Session 5</b>	<b>Standards:</b> INTASC: 8, 9, 4, 2, 1 & 7; FEAP: 1, 3, 4, 7, 8 & 10; FPC: 1.2, 2.4, 3.2, 4.1, 4.2, 7.1, 7.2, 7.3, 10.1, 10.2, 10.3, 14.2 & 14.3; FKG6SAC: 35.1 & 35.2 FESOL: 4.1 & 18.3; 4.2 & 16.2; 5.4 & 13.3; 6.8 & 12.4; 12.1 & 17.1; 14.3	
	<b>Attendance, business &amp; review</b>	<b>Assignments due:</b> 1. Concept Activities 2. Concept Map Revisions 3. Observation Data 4. Observation Update Oral Report
	<b>First exam</b>	
	<b>Quiz/assessment:</b> Arends Chapter 8	<b>Read &amp; study:</b> Arends Chapter 8
	<b>Discussion:</b> Arends Chapter 8 – Direct Instruction - Perspective & Rationale - Theoretical and Empirical Support - Application to the Classroom	<b>Read &amp; study:</b> Arends Chapter 8 and LeBlanc & Clementi-Rozlivkova Section III D
	<b>Activity:</b> demonstration & guided practice Instructor demonstrates how to write activities for lesson plan using real life classroom examples and provides opportunity for student practice & feedback	<b>Read &amp; study:</b> Syllabus attachments on lesson plan and review draft lesson plan
	<b>Student presentations:</b> Observation Update	
	<b>Class debriefing:</b> summary of today's class & preparation for next class	

<b>DATE</b>	<b>TOPIC</b>	<b>PREPARATORY ASSIGNMENTS</b>
<b>Session 6</b>	<b>Standards:</b> INTASC: 8, 9, 4, 2, 1 & 7; FEAP: 1, 3, 4, 7, 8 & 10; FPC: 1.2, 2.4, 3.2, 9.1, 14.2 & 14.3; FKG6SAC: 35.1 & 35.2; FESOL Standards: 4.2, 14.3 & 16.2; 4.4, 14.4 & 19.1; 4.5; 5.4, 13.3 & 18.1; 12.1 & 17.1; 19.3; 20.3; 21.1; 21.2	
	<b>Attendance, business &amp; review</b>	
	<b>Quiz/assessment:</b> FPMS Domain 6.0	<b>Read &amp; study:</b> Domain 6.0
	<b>Discussion:</b> FPMS Domain 6.0 Testing Student Preparation, Administration, Feedback - Preparation for Testing - Test Administration - Formative Feedback	<b>Read &amp; study:</b> Domain 6.0
	<b>Discussion:</b> Arends Chapter 6 – Assessment & Evaluation - Perspective & Rationale - Theoretical and Empirical Support - Application to the Classroom	<b>Read &amp; study:</b> Arends chapter 6 and LeBlanc & Clementi-Rozlivkova Section IV B
	<b>Mini-lecture:</b> FCAT	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section IV B
	<b>Mini-lecture:</b> ESOL legal compliance	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section II B
	<b>Mini-lecture:</b> - grading systems - marking - reporting	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section II A
	<b>Mini-lecture:</b> alternative assessment	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section II A
	<b>Quiz/assessment:</b> readings, handouts & information on assessment and evaluation as above*	
	<b>Activity:</b> demonstration & guided practice Instructor provides demonstration on creating assessments to match objectives and provides opportunity for student practice & feedback	<b>Read &amp; study:</b> Syllabus attachments on lesson plan and review draft lesson plan; Refer to LeBlanc & Clementi-Rozlivkova Section IV A, B & II A, B
	<b>Review for exam</b>	
	<b>Class debriefing:</b> summary of today's class & preparation for next class	

\*Quiz/assessment includes all material on chapter 6, FCAT, ESOL legal compliance, grading systems, marking, reporting & alternative assessment.

<b>DATE</b>	<b>TOPIC</b>	<b>PREPARATORY ASSIGNMENTS</b>
<b>Session 7</b>	<b>Standards:</b> INTASC: 8, 9, 4, 2, 1 & 7; FEAP: 1, 3, 4, 7, 8 & 10; FPC: 1.2, 2.4, 3.2, 4.1, 4.2, 7.1, 7.2, 7.3, 7.4, 9.1, 10.1, 10.2, 10.3, 14.2 & 14.3; FKG6SAC: 35.1 & 35.2; FESOL: 1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 5.4, 6.8, 12.1, 12.4, 13.3, 13.7, 14.1, 14.2, 14.3, 14.4, 16.2, 17.1, 18.1, 18.3, 18.4, 19.1, 19.3, 20.3, 21.1, 21.2, 22.1, 22.2	
	<b>Attendance, business &amp; review</b>	<b>Assignments due:</b> 1. Clinical Experiences Feedback Form* 2. ESOL website recommendations
	<b>Final exam</b>	
	<b>Mini-lecture:</b> questioning & feedback	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section III G (excluding articles)
	<b>Quiz/assessment:</b> FPMS Domain 3.0	<b>Read &amp; study:</b> Domain 3.0
	<b>Discussion:</b> FPMS Domain 3.0 – Instructional Organization & Development - Efficient Use of Time - Review of Subject Matter - Lesson Development - Teacher Treatment of Student Talk - Teacher Academic Feedback - Management of Seatwork/Homework	<b>Read &amp; study:</b> Domain 3.0
	<b>Mini-lecture:</b> partnering with parents/families - Enhancing parental involvement - Parent conferences - Report card comments - References on ESOL parent involvement	<b>Read &amp; study:</b> LeBlanc & Clementi-Rozlivkova Section V
	<b>Discussion:</b> clinical experiences with supervision*	
	<b>Class debriefing:</b> summary of today's class & preparation for next class	

\*The instructor conducts a discussion with the class, asking students to share their personal growth and development in their clinical experiences based on the feedback they received from their supervision. Students needing individual remediation are referred to the Office of Clinical Placement.

DATE	TOPIC	PREPARATORY ASSIGNMENTS
<b>Session 8</b>	<b>Standards:</b> INTASC: 8, 9, 4, 2, 1 & 7 FEAP: 1, 3, 4, 7, 8 & 10; FPC: 1.2, 2.4, 3.2, 4.1, 4.2, 7.3, 7.4, 9.1, 10.1, 10.2, 10.3, 14.2 & 14.3; FKG6SAC: 35.1 & 35.2; FESOL: 4.1 & 18.3; 4.2; 5.4, 13.3 & 18.1; 12.1 & 17.1; 13.7 & 18.4;14.1; 14.3 & 16.2; 20.3	
	<b>Attendance, business &amp; review</b>	<b>Assignments due:</b> 1. Three ESOL parent involvement recommendations 2. Clinical Experiences Form due 3. Lesson Plan and Instructor's Rubric for Evaluating Lesson Plan 4. Cooperating Teacher's Rubric for Evaluating Implementation 5. Instructor's Rubric for Evaluating Presentation
	<b>INTASC/Accomplished Practices, Professional Competencies, and ESOL Standards</b> Students state connections between the standards & competencies & course content	<b>Activity:</b> Oral assessment through discussion of course objectives and activities
	<b>Student presentations: Lesson Plan</b> Students make oral presentations as described in syllabus	
	<b>Course evaluation</b> - Objectives - Expectations Note: Students complete formal course evaluations online.	
	<b>Celebration of success</b>	

## VII. DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS

**A. Reading assignments** must be completed by students in preparation for class. The textbook requires technical reading skills. If students experience any difficulty, they should contact the Academic Support Center or the instructor for assistance. Assessment of reading assignments is measured by quizzes/assessments and exams.

**B. Quizzes/assessments** are given regularly on the reading assignments and mini-lecture information. The quiz/assessment format will vary and may include multiple choice, true and false, matching, fill in the blank, essay, and/or group activities. Other assessments may be administered in lieu of traditional quizzes. These assessments may include group or individual activities. These quizzes/assessments will provide the instructor and the students with feedback on their comprehension of the material and may be administered at any time during the class period.

**C. Exams** vary in format. The first exam will consist of multiple choice, true and false, matching, fill in the blank, and/or essay. It will focus on comprehension and understanding of the content taught. The second exam will be an alternative assessment and will focus on the analysis, synthesis, and application of the content. Students are asked to analyze a real-life classroom problem and solve it by applying the content learned in the course. Students work in small groups, functioning as if they are a curriculum team charged with solving the problem in a school.

1. The first exam will cover:
  - a. chapters 1, 3, 7 and 9;
  - b. FPMS Domains 1.0 and 4.0;
  - c. and all class notes and handouts.
2. The final exam will cover:
  - a. chapters 1, 3, 6, 7, 8, 9;
  - b. FPMS Domains 1.0, 3.0, 4.0, and 6.0;
  - c. and all class notes and handouts.

**D. Homework assignments** may be given on the reading or on additional related information. For example, students may be asked to do a content analysis of a chapter, write objectives, or read a journal article. All homework assignments will be collected and checked. There are three specific ESOL reading assignments detailed here. Dues dates are provided in the syllabus calendar.

1. **Session one:** Read the following article. Write a brief summary detailing the four areas of support used by the teacher for her ESOL students.  
Takahashi-Breines, H. (2002). The role of teacher-talk in a dual language immersion third grade classroom. *Bilingual Research Journal*, 26(2), 461-483.
2. **Session six:** Select one of the three websites listed here and review it. Write three recommendations about how to incorporate the information into your teaching practice.  
Florida Department of Education (1996). *Memorandum DPS: 97-054: Accommodations for Limited English Proficient (LEP) Students in the Administration of Statewide Assessments*. Retrieved June 19, 2003 from <http://www.firn.edu/doe/omsle/dps97054.htm>  
Florida Statutes (2002). *English language instruction for limited English proficient students. Title XLVIII, Chapter 1003, Section 1003. 56*. Retrieved June 23, 2003 from <http://www.flsenate.gov/Statutes/>

National Clearinghouse for English Language Acquisition & Language Instruction Educational Programs (2004). *Florida: State resources for educating linguistically & culturally diverse students*. Retrieved May 11, 2004 from <http://www.ncele.gwu.edu/policy/states/florida/index.htm>

3. **Session seven:** Select one of the articles/websites from the reference list in the syllabus/handout on “ESOL Parent Involvement” and read/review it. Write three recommendations about how to incorporate the information on ESOL parent/family involvement into your teaching practice.

**E. Participation** is measured in two ways: oral communication and completion of class activities. Students are expected to clearly communicate their thoughts and opinions in class discussions, question and answer sessions, and oral presentations using American Standard English grammar and mechanics. Students are expected to participate in class activities, both oral and written. Written in class assignments will be collected and checked.

**F. Clinical Experiences** are described in detail in the attachments to this syllabus. It is important to note here that several of the clinical experiences are critical tasks that comprise artifacts for the student Portfolio. Please refer to the Appendix C for scoring rubrics for these assignments.

The assignments listed below were designed to document acquisition of various standards as designated. These assignments are critical tasks; therefore, they are ARTIFICATS and serve as EVIDENCE for competency acquisition/mastery and are to be placed in your PORTFOLIO. Be sure to retrieve these assignments from your instructor. It is your responsibility to assure that these assignments are in your PORTFOLIO prior to their Benchmark Review, which occurs when you take EDUC/ESED 4320 Classroom Management for Typical/Atypical Learners in a Multicultural Classroom. Utilization of the Sunshine State Standards is a required resource for the Written Lesson Plan and must be reflected in the final product.

**Critical Task/Artifact #1**

**Written Lesson Plan with attached Instructor’s Rubric for Evaluating Preservice**

**Teacher’s Written Lesson Plan** (INTASC 8, 2, 4 & 7; FEAP # 1, 7, 4 & 10; FPC # 4.1, 4.2 & 10.1; FKG6SAC # 35.1 & 35.2; FESOL #4.1, 4.2, 12.6, 13.7, 14.2, 14.3, 16.2, 18.3, 18.4 & 20.3)

**Critical Task/Artifact #2**

**Clinical Experiences Form** (INTASC 8, 2 & 7; FEAP # 1, 7 & 10; FPC # 4.1, 4.2 & 10.1; FKG6SAC # 35.1 & 35.2; FESOL # 4.2, 12.6, 13.7, 14.2, 14.3, 16.2, 17.1, 18.3, 20 & 20.3)

**VIII. STANDARDS** [Note: Each state has its own educational standards (expectations for teacher and student performance) and/or uses national standards such as those listed below.]

**Florida:**

Florida Educator Accomplished Practices. Retrieved February 25, 2005, from the Florida Department of Education website

(<http://www.firn.edu/doe>) at <http://www.firn.edu/doe/rules/6a-5.htm>

See Appendix G for FEAPs utilized in this course.

Sunshine State Standards. Retrieved February 25, 2005, from the Florida Department of Education website (<http://www.firn.edu/doe>) at

<http://www.firnedu/doe/curric/prek12/frame2.htm>

See Appendix L for SSSs utilized in this course.

English for Speakers of Other Languages (ESOL) Standards. Retrieved May 2, 2005 from <http://www.schoolofed.nova.edu/gtep/forms/EditableESOLStandardsMatrix032005.doc> See Appendix J for ESOL Standards utilized in this course.

Florida Professional Competencies. Retrieved June 1, 2005, from the Florida Department of Education website (<http://www.firn.edu/doe>) at <http://www.firn.edu/doe/sas/ftce/pdf/ftcomp00.pdf> . See Appendix I for FPCs utilized in this course.

Florida Kindergarten-Grade 6 Subject Area Competencies. Retrieved June 1, 2005, from the Florida Department of Education website ( <http://www.firn.edu/doe>) at <http://www.firn.edu/doe/sas/ftce/pdf/ftcpmp60.pdf> . See Appendix H for FKGSACs utilized in this course. [OR]

Florida Exceptional Student Education Subject Area Competencies. Retrieved June 1, 2005, from the Florida Department of Education website (<http://www.firn.edu/doe>) at <http://www.firn.edu/doe/sas/ftce/pdf/ftcomp61.pdf> . See Appendix H for FESESACs utilized in this course. [OR]

Florida Prekindergarten/Primary Education, Age Three through Grade Three Subject Area Competencies. Retrieved June 1, 2005, from the Florida Department of Education website ((<http://www.firn.edu/doe>) at <http://www.firn.edu/doe/sas/ftce/pdf/ftcomp53.pdf> . See Appendix H for PKPSACs utilized in this course.

**Nevada:**

Nevada Academic Standards. Retrieved February 25, 2005, from the Nevada Department of Education website (<http://www.nde.state.nv.us>) at <http://www.nde.state.nv.us/sca/standards/>

**National Standards:**

Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards. Retrieved February 25, 2005 from the INTASC website ([http://www.ccsso.org/projects/Interstate\\_New\\_Teacher\\_Assessment\\_and\\_Support\\_Consortium/](http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/)) at <http://www.ccsso.org/content/pdfs/corestrd.pdf> . See Appendix F for INTASC Principles utilized in this course.

**Professional Organization Competencies/Standards:**

Council for Exceptional Children CEC International Standards for Entry into Professional Practice. Retrieved from the CEC website March 1, 2005 At <http://www.cec.sped.org/ps/ps-entry/html>

## IX. CLASS POLICIES

### A. Attendance/Professional Development

As a student in this course, you are expected to model the behavior of a professional teacher. Tardiness/absenteeism is not acceptable when you are a teacher, since school-aged students cannot be left unsupervised. Therefore, as a preservice teacher, punctuality and class attendance are expected and required 100% of the time. Class begins promptly at the assigned time, and pre-service teachers are expected to be in class at this time. Class is in session until dismissal time. Pre-service teachers are expected to remain in class, from the beginning of class until dismissal time in order to be considered present. Online students must log into WebCT at least one time per week. Failure to do so is considered an absence. Pre-service teachers are expected to actively participate in class discussions and to have assignments completed as required on the calendar of weekly requirements. Cell phones ringing during class time interfere with a productive learning environment; hence, cell phones must be turned off prior to the beginning of class. This policy is designed to assist you in the development of professional behavior.

If more than one class session is missed, a pre-service teacher must withdraw, since more than a quarter of the course content has been missed. If illness occurs or an emergency arises, the pre-service teacher is responsible for contacting the instructor of the course within one week of the absence. The pre-service teacher is responsible for the academic consequences of absences from class, including, but not limited to, obtaining class notes and/or handouts from a classmate and, with permission from the instructor of the course, making up any missed work or assignments. Since an instructor may not permit “make ups” for any reason, each instructor and pre-service teacher need to communicate clearly regarding the specific attendance expectations for each particular course. Additional specific requirements follow for this course.

1. For ground classes, students are expected to attend each class session on time. Three late arrivals to class will be considered as a class session absence. For any absence, a one full letter grade deduction is made from the attendance/participation grade for the missed class. Class assignments, quizzes/assessments, or activities missed may NOT be made up.
2. In the case of an emergency please notify the instructor of an absence or late arrival via phone or e-mail. An emergency is an extreme circumstance, such as a serious illness or death in the immediate family. Students missing class due to an emergency will be given an excused absence if they submit a *signed note* detailing the *date* and *reason* for their absence. However, you must give the note to the instructor *within one week* of the absence in order for the absence to be excused. Email or phone notification is appreciated, but not acceptable for receipt of an excused absence. In addition to an emergency, observance of a religious holiday will be considered an excused absence, but the same policy of a signed note applies. An excused absence means that the student will not receive an attendance deduction, and may arrange with the instructor to make up a missed exam. Quizzes/assessments, class activities, and presentations may NOT be made up, but may be treated as “excused” at the instructor’s discretion.

As a pre-service teacher in this program you will have many opportunities to practice the *Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida*. Retrieved June 16, 2005, from the Florida Department of Education website

(<http://www.firn.edu/doi>) at <http://www.firn.edu/doi/dpe/publications/ethics.pdf>. As a future professional educator you:

- (a) Shall maintain honesty in all professional dealings.
- (b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- (c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
- (d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- (e) Shall not make malicious or intentionally false statements about a colleague.
- (f) Shall not use coercive means or promise special treatment to influence professional judgement of colleagues.
- (g) Shall not misrepresent one's own professional qualifications.
- (h) Shall not submit fraudulent information on any document in connection with professional activities.
- (i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

This expectation is supported by Accomplished Practice 6 Ethics, to assist you in your professional development.

### **B. Plagiarism Policy: Undergraduate Teacher Education Program**

- Student Conduct, Academic Integrity, and Problem Resolution Procedures  
<http://www.undergrad.nova.edu/catalog/html/index.cfm?template=86>
- The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld. The following acts violate the academic honesty standards.
  1. Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
  2. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise
  3. Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of this code
  4. Plagiarism: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgement
  5. Additional information pertaining to original work/plagiarism and the Code of Student Conduct and Academic Responsibility can be found in the undergraduate program catalog at the UTEP Page.

### **C. Writing across the Curriculum (WAC) Policy for Undergraduate Teacher Education Program**

Each course at the Fischler School of Education and Human Services at the undergraduate level must include written assignments that make up at least one third of the final course grade. Each course must contain at least eight (8) pages (approximately 2000 words) of writing, with faculty providing feedback on these assignments. At minimum, about one third of these writings should occur in class. These written assignments can include, but are not limited to: essays, summaries, memos, lesson plans, research papers, abstracts, literature reviews, case analyses, reaction papers, essays, lab reports, project proposals, progress reports, case studies, and project reviews.

### **Writing Remediation**

It is the responsibility of the instructor in all courses at the undergraduate level to score assignments based on both content and writing skills. For any preservice teacher whose writing skills suggest an area of weakness, the instructor is to recommend to the preservice teacher that s/he make an appointment on ground or on line at the Academic Support Center to receive assistance in strengthening the area of weakness. It is the responsibility of the preservice teacher to follow up on the recommendation from the instructor, make the appointment at the Academic Support Center, remediate whatever area(s) need to be strengthened, and report back to the instructor of the course about how the remediation is progressing. The State Department of Education holds the graduate, and the institution preparing the graduate for success, responsible for demonstrating professional command of the English language, both spoken and written. For these reasons, assistance from the Academic Support Center is crucial; it is at no additional charge to the preservice teacher and needs to be taken advantage of earlier in the program as opposed to later in the program. No preservice teacher will have a degree conferred without having demonstrated the required level of utilization of the English language.

### **D. Americans with Disabilities Act <http://www.usdoj.gov/crt/ada/adahom1.htm>**

- Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for qualified individuals with a disability.
- Undergraduate students should contact the undergraduate disability services representative at the Farquhar College of Arts and Science at 954-262-8405 or 1-800-986-3223, ext. 8405.
- To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation must be completed and on file a minimum of four (4) weeks prior to the commencement of classes for any given semester. Certain accommodations may involve other professionals and specialists, and therefore, may require considerable time to implement.

### **E. FCAT Application and Preparation**

The Florida Comprehensive Assessment Test (FACT) is part of Florida's effort to improve teaching and learning. The purpose of the FCAT is to assess student achievement based on the Sunshine State Standards (SSS) in Reading, Writing, and Mathematics. Thus, the FCAT is a

criterion-referenced test. Results are used to compare student achievement across the state of Florida. All students in Grade 3 and above take the FCAT in the spring of each year. As you assimilate and internalize the content of this course, consider methods of integrating Bloom's Taxonomy to foster thinking processes in the students with whom you work, who can then apply these thinking processes in the students with whom you work, who can the apply these thinking techniques in preparation for the FCAT.

#### **F. Last Day to Withdraw from Course**

- In order to withdraw from a course it is NOT enough to stop attending class or to inform the instructor of your intention to withdraw.
- Refer to the refund section of the appropriate catalog:  
<http://www.undergrad.nova.edu/catalog/html/index.cfm?template=9>
- For further assistance, contact your Academic Advisor

#### **G. Course/Instructor Evaluation**

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

#### **H. Program Completion Requirements**

This course has a prefix of EDUC. All courses with an EDUC prefix in the state approved program at the undergraduate level at NSU in Kindergarten - Grade 6 (Elementary major) and Exceptional Student Education, K-12 have been designed to include required competencies expected to be covered on the Professional Exam of the Florida Teacher Certification Exam (FTCE). It is a Benchmark requirement to have taken and passed the Professional Exam at the time you have completed all EDUC prefix courses (except for EDUC 4570/4580: Internship and Seminar). A passing score on the Professional Exam is required to be on file prior to approval for Internship placement.

If a passing score cannot be obtained by this point in your program, the Internship will be postponed and a Remediation Plan will have to be developed and implemented. The final steps of this Remediation Plan will be to retake the exam and submit passing scores to the Office of the Coordinator of Internship. No exception to this requirement will be considered. If you have any questions, please contact the full-time faculty member identified on the front page of this syllabus as the "Professor." Remember, it is your professional responsibility to be aware of this requirement and to register, take and present passing scores in a timely manner in order to achieve a successful Internship placement. Registration booklets for the FTCE can be obtained at an NSU Student Service Center, the office of the Undergraduate Teacher Education Program office on the main campus or by contacting the Florida Department of Education, Office of Certification. This rule is in effect for any preservice teacher seeking degree conferral after July 1, 2002.

For more information about teacher certification in the state of Florida see the following websites <http://certify.doe.state.fl.us/onlineapp/> or <http://www.firn.edu/doe/edcert/home0022.htm>.

## **I. Portfolio Remediation**

It is the responsibility of the institution preparing preservice teachers to assure preservice teachers have successfully demonstrated all of the required competencies dictated by a State Department of Education prior to degree conferral. As a result, identified assessment(s) are specified in a course as critical task(s) and are to be housed in the portfolio as these items serve as evidences of this expected level of competency of the INTASC Principals/ Twelve Educator Accomplished Practices, the Professional Competencies, the Subject Area Competencies, and the Florida Performance Standards for Teachers of English for Speakers of Other languages. All lesson planning must follow the NSU UTEP required Lesson Plan format (Appendix K) and include accommodations for various learning styles (whether the learners are exceptional in nature and /or English Speakers of Other Languages) and must be based on the Florida Sunshine State Standards or the standards of the state in which the program is approved. Competency demonstration begins at the course level by the earned score awarded for each assignment identified as a critical task and serves as an evidence for the Portfolio. The score for each critical task or evidence is determined by the scoring rubric completed by the instructor of the course. A critical task or evidence with a grade of C+ or lower requires remediation with the course instructor. Portfolios are formally and comprehensively reviewed by an assigned full-time faculty member at the half way point through the program (during EDUC/ESED 4320 Classroom Management of Typical/Atypical Learners in a Multicultural Classroom, the first course in Benchmark III), again immediately prior to the internship (during the Group Internship Registration Meeting which will cover the evidences from Benchmark III and the first two courses in Benchmark IV), and at the end of the internship (which will include evidences from the remaining two courses in Benchmark IV and the internship) as part of the Degree Audit process. At each check point through out the program, remediation maybe required in order for the preservice teacher to proceed to the next level of course work or program experience. It is the institution's responsibility to identify the strengths and weaknesses of the skill acquisition/mastery level of the preservice teacher in this process. Strengths are acknowledged and weaknesses must be remediated. Remediation, as a result of the Portfolio reviews, may include such activities as, but are not limited to: retaking an identified course, completing an additional assignment(s) that focuses on specific weakness(es), and/or testing.

Remediation activities are prescribed by the fulltime faculty member reviewing the Portfolio. The fulltime faculty member serves as a guide to the preservice teacher through the needed remediation activity(ies). It is the responsibility of the preservice teacher to accept the critical feedback in a professional manner, participate in the remediation process with a positive attitude, honor deadlines, and incorporate the additional information gained from the remediation activity(ies) into future artifacts/evidences/experiences. This process, in essence, is an example of "continuous improvement" (Accomplished Practice #3). Further, this process is critical in the development of a successful professional teaching repertoire.

If remediation needs to occur as a result of the initial portfolio review, a deadline for completion will be established by the faculty member reviewing the portfolio and the preservice teacher. However, remediation must be successfully completed prior to the second time the portfolio is reviewed. If remediation needs to occur as a result of the second portfolio review, successful remediation must have been completed prior to Internship placement. If remediation

needs to occur as a result of the final portfolio review, successful remediation must have been completed prior to completion of the internship.

## X. GRADING CRITERIA

**A. Guidelines** – The requirements for each assignment are outlined in detail in this syllabus and attachments. Please follow the guidelines carefully in order to receive full credit.

**B. American Standard English (ASE)** – All written work must be submitted in professional form. American Standard English grammar and mechanics is required. Please pay particular attention to correct spelling, capitalization, punctuation, grammar, and sentence and paragraph structure. All assignments must be typewritten, error-free, and grammatically correct.

**C. American Psychological Association Manual** – All assignments must be completed using the style delineated in the *Publication Manual of the American Psychological Association* (APA), fifth edition. Please pay close attention to the format for the spacing, margins, title page, header, numbering of pages, headings, and references pages. Be sure to cite or quote all reference material, using the correct format. (See the APA Manual pages 207-214 for citations and pages 117-122 for quotations.)

**D. Certificate of Authorship** – All assignments must include a copy of the attached *Certificate of Authorship*. Please see the attachments in this syllabus.

**E. Grading of Assignments** – The instructor reserves the right to refuse to read and/or correct an assignment that does not meet professional form using ASE and APA style standards.

**F. Late Assignments** – Late assignments are NOT accepted.

**G. Grading Rubrics** – Rubrics for all assignments are located in Appendix C.

**H. Grading Scale** – A list of the course requirements and the grade scale follow.

Letter Grade	Percentage	Letter Grade	Percentage
A	94-100	C	73 -76
A-	90 -93	C-	70 -72
B+	87 -89	D+	67 -69
B	83 -86	D	60 -66
B-	80 -82	F	0 -59
C+	77 -79		

## I. Course Assignments and Their Percentage of the Final Grade

Course Requirements	Percentage of Total Grade
Attendance and Participation	5%
Reading and Quizzes/Assessments	15%
Clinical Experience	40%
First Exam	20%
Final Exam	20%

**J. Course Assignments and Portfolios** – Students must keep the graded assignments required by their specialization for their portfolios. Go to [http://www.nova.edu/%7Ekarpj/making\\_a\\_portfolio.htm](http://www.nova.edu/%7Ekarpj/making_a_portfolio.htm) for instructions on Portfolio development.

## XI. LIST OF SUGGESTED RESOURCES

### A. Books, Journals, and Other Resources in Print

#### Learning Styles/Multiple Intelligences

- Armstrong, T. (2000). *Multiple intelligences in the classroom* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Association for Supervision and Curriculum Development. (1992). *Teaching to learning styles*. (Video Cassette No. 614-241). Alexandria, VA: Association for Supervision and Curriculum Development.
- Beachner, L., & Pickett, A. (2001). *Multiple intelligences and positive life-habits: 174 activities for applying them in your classroom*. Thousand Oaks, CA: Corwin.
- Burhorn, G. E., Harlow, B. A., & Van Norman, J. F. (1999). *Improving student motivation through the use of multiple intelligences*. Master's Action Research Project, Saint Xavier University and IRI/Skylight. ERIC Document Reproduction No. ED 433 098.
- Chiu, C, Salili, F., & Hong, Y. (2001). *Multiple competencies and self-regulated learning implications for multicultural education*. Greenwich, CT: Information Age Pub.
- Gardner, H. (2000). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Plymouth.
- Griswold, J. D., Harter, D. S., & Null, K. (2002). *Writing lessons using the multiple intelligences, grades 3-5*. Westminster, CA: Teacher Created Materials.
- Guild, P. B., & Garger, S. (1998). *Marching to different drummers* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kagan, L. (2000). *Multiple intelligences: Structures and activities*. San Clemente, CA: Kagan.
- Schiller, P. B., & Phipps, P. (2002). *The daily curriculum for early childhood: Over 1,200 easy activities to support multiple intelligences and learning styles*. Beltsville, MD: Gryphon House.
- Silver, H. F., Strong, R. W., & Perini, M. J. (2000). *So each may learn: Integrating learning*

*styles and multiple intelligences*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Sousa, D. A. (2001). *How the brain learns* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Sprenger, M. B. (2002). *Becoming a "wiz" at brain-based learning: How to make every year the best year*. Thousand Oaks, CA: Corwin Press.
- Sprenger, M. (1999). *Learning & memory: The brain in action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

### **Assessment/Evaluation**

- Ary, D., Jacobs, L. C., & Razavieh, A. (1990). *Introduction to research in education* (4<sup>th</sup> ed.). Forth Worth, TX: Holt, Rinehart and Winston.
- Burden, P. R., & Byrd, D. M. (2003). *Methods for effective teaching* (3<sup>rd</sup> ed.). Boston: Allyn & Bacon. [Chapter 13: Grading systems, marking, and reporting]
- Cangelosi, J. S. (2000). *Assessment strategies for monitoring student learning*. New York: Longman.
- Gay, L. R., Airasian, P. (2003). *Educational research: Competencies for analysis and application* (7<sup>th</sup> ed.). Upper Saddle River, NJ: Merrill/Prentice Hall.
- Goodrich, H. (1997). Understanding rubrics. *Educational Leadership*, 54(4), 14-17.
- Herman, J. L., Aschbacher, P. R., & Winters, L. (1992). *A practical guide to alternative assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Lewin, L., & Shoemaker, B. J. (1998). *Great performances: Creating classroom-based assessment tasks*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Linn, R. L., & Gronlund, N. E. (2000). *Measurement and assessment in teaching* (8<sup>th</sup> ed.) Upper Saddle River, NJ: Merrill/Prentice Hall.
- McMillan, J. H. (2001). *Classroom assessment: Principles and practice for effective instruction* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.
- Montgomery, K. (2001). *Authentic assessment: A guide for elementary teachers*. New York: Longman.
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- Rickards, D., & Cheek, E., Jr. (1999). *Designing rubrics for K-6 classroom assessment*. Norwood, MA: Christopher-Gordon Publishers.
- Shafer, S. (1997). *Writing effective report card comments*. New York: Scholastic.
- Taggart, G. L., Phifer, S. J., Nixon, J. A., & Wood, M. (Eds.) (1998). *Rubrics: A handbook for construction and use*. Lancaster, PA: Technomic.
- TEAMS Distance Learning (n.d.). *Standards and assessment*. Retrieved February 17, 2003 from <http://teams.lacoe.edu/documentation/places/standards.html>
- Texas Education Agency (2002). *Standard error of measurement*. Retrieved April 14, 2003 from <http://www.tea.state.tx.us/student.assessment/taks/standards/sem.pdf>

*The standard error of measurement.* (n. d.). Retrieved April 14, 2003 from [http://web.sau.edu/WaterStreetMaryA/NEW%20intro%20to%20tests%20&%20measures%20Website\\_files/standard\\_error\\_of\\_measurement.htm](http://web.sau.edu/WaterStreetMaryA/NEW%20intro%20to%20tests%20&%20measures%20Website_files/standard_error_of_measurement.htm)

Trice, A. D. (2000). *A handbook of classroom assessment*. New York: Longman.

### **Lesson Planning and Instruction**

Association for Supervision and Curriculum Development. (1999). *How to improve your questioning techniques*. Alexandria, VA: Association for Supervision and Curriculum Development.

Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (1956). *Taxonomy of educational objectives, Handbook I: Cognitive domain*. New York: Longman.

Borman, S., & Levine, J. (1997). *A practical guide to elementary instruction: From plan to delivery*. Boston: Allyn & Bacon.

Bromley, K., Irwin-De Vitis, L., & Modlo, M. (1995). *Graphic organizers*. New York: Scholastic.

Eby, J. W. (1997). *Reflective planning, teaching, and evaluation for the elementary school* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.

Engine Uity, Ltd. (1984). *Verbs and products for independent study*. Phoenix, AZ: Engine-Uity, Ltd.

Florida Department of Education. (2002). *Domains: Knowledge Base of the Florida Performance Measurement System (FPMS)* (3<sup>rd</sup> ed.). Chipley, FL: Panhandle Area Educational Consortium Clearinghouse.

Florida Department of Education (2003). *The Educator Accomplished Practices*. Retrieved on July 2, 2003 from <http://www.firn.edu/doe/rules/6a-5.htm>

Gray, M. B., Nelson, A., & Gorman, D. A. (1988). Planning content and goals (Learning 1). Florida Coalition for the Development of a Performance Measurement System. Tallahassee, FL: Department of Education.

Gronlund, N. (1970). *Stating behavioral objectives for classroom instruction*. New York: Maxmillan.

Hyerle, D. (1996). Visual tools for constructing knowledge. Alexandria, VA: Association for Supervision and Curriculum Development.

Kemp, J. E., Morrison, G. R., & Ross, S. M. (1994). *Designing effective instruction*. New York: Macmillan.

Krathwohl, D. R., Bloom, B. S., & Masia, B. B. (1964). *Taxonomy of educational objectives, Handbook II: Affective domain*. New York: Longman.

Mager, R. F. (1984). *Preparing instructional objectives* (2nd revised ed.). Palo Alto, CA: D.S. Publishing.

Marzano, R. (1998). What are the general skills of thinking and reasoning and how do you teach them. *The Clearing House*, 71 (5), 268-273.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

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Reed, A. J., & Beremann, V. E. (2001). *A guide to observation, participation, and reflection in the classroom* (4<sup>th</sup> ed.). Boston: McGraw-Hill.

Reutzel, D. R., & Cooter, R. B., Jr. (1996). *Teaching children to read: From basals to books*

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- Stronge, J. H. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

### **Teaching Methods/Strategies**

- Arends, R. I. (2004). *Learning to teach* (6th ed.). New York: McGraw-Hill.
- Borich, G. D. (2004). *Effective teaching methods* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall. [Chapter 7: Questioning strategies]
- Bruner, J. (1960). *The process of education*. Cambridge, MA: Harvard University Press.
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- Haberman, M. (2000). *What makes a teacher education program relevant preparation for teaching diverse students in urban poverty schools? (The Milwaukee Teacher Education Center model)*. ERIC Document Reproduction No. ED 442 745.
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- Hunter, M. (1982). *Mastery learning*. El Segundo, CA: TIP Publications.
- Jarolimek, J., & Foster, C. D., Sr. (1997). *Teaching and learning in the elementary school* (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.
- Key, S., & Shorb, G. (1999). *A model for bringing culturally relevant science to urban schools*. (ERIC Document Reproduction Service No. 433 392)
- Lemlech, J. K. (1998). *Curriculum and instructional methods for the elementary and middle school* (4<sup>th</sup> ed.). New York: Macmillan.
- Marzano, R. J. (2001). *Transforming classroom reading*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Patterson, J. H. (2000, November). *Impact of Professional Development Schools on teacher education*. Paper presented at the Annual Meeting of the Mid-South Educational Research Association, Bowling Green, KY. ERIC Document Reproduction No. ED 447 143.
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- Topping, K., & Ehly, S. (1998). *Peer-assisted learning*. (ERIC Document Reproduction Service No. ED 433 126)
- Wilens, W., Ishler, M., Hutchinson, J., & Kindsvatter (2000). *Dynamics of effective teaching* (4<sup>th</sup> ed.). New York: Longman.
- Wood, K. E. (1997). *Interdisciplinary instruction: A practical guide for elementary and middle school teachers*. Upper Saddle River, NJ: Prentice-Hall.

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- Beech, M. (1999). *Accommodations: Assisting students with disabilities*. A guide for educators. Tallahassee, FL: Florida Department of Education.
- Lentz, F. E., Jr., & Shapiro, E. S. (1986). Functional assessment of the academic

- environment. *School Psychology Review*, 15 (3), 346-357.
- McMillan, J. H. (1997). *Classroom assessment: Principles and practice for effective instruction*. Boston: Allyn and Bacon.
- Overton, T. (2000). *Assessment in special education: An applied approach* (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Merrill.
- Salvia, J., & Ysseldyke, J. E. (2001). *Assessment* (8<sup>th</sup> ed.). Boston: Houghton-Mifflin.

## **ESOL**

- Bailey, K. M. (1998). *Learning about language assessment: Dilemmas, decisions, and directions*. Pacific Grove, CA: Heinle & Heinle Publishers.
- Burke, K. (1999). *How to assess authentic learning* (3<sup>rd</sup> ed.). Arlington Heights, IL: SkyLight Professional Development.
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- Diaz-Rico, L. T., & Weed, K. Z. (2002). *The crosscultural, language and academic development handbook: A complete K-12 reference guide* (2<sup>nd</sup> ed.). Boston: Allyn & Bacon.
- Florida Department of Education (1999). *Language arts through ESOL: A guide for teachers and administrators*. A companion to the Sunshine State Standards for language arts.
- Florida Department of Education (2003). *Competencies and skills* (8<sup>th</sup> ed.). *ESOL*. Retrieved on July 14, 2003 from <http://www.firn.edu/doe/sas/ftce/ftcecomp.htm>
- Fradd, S. H., McGee, P. L., & Wilen, D. K. (1994). *Instructional assessment: An integrative approach to evaluating student performance*. Reading, MA: Addison-Wesley.
- High, J. (1993). *Second language learning through cooperative learning*. San Clemente, CA: Kagan Cooperative Learning.
- Shrum, J. L., & Glisan, E. W. (2000). *Teacher's handbook: Contextualized language instruction* (2<sup>nd</sup> ed.). Boston, MA: Heinle & Heinle.

## **Parent-Teacher Relationships/Parental Involvement**

- Finn, J. D. (1998). Parental engagement that makes a difference. *Educational Leadership*, 55(8), 20-24.
- Garfield, G. M. (2000). *Parent conferences*. Retrieved July 10, 2002 from [http://www.csuponmona.edu/~gmgarfield/parent\\_conferences.htm](http://www.csuponmona.edu/~gmgarfield/parent_conferences.htm)
- Giannetti, C. C., & Sagarese, M.M. (1998). Turning parents from critics to allies. *Educational Leadership*, 55(8), 40-42.
- Lopano, J. (1997, November/December). Meeting the parents: Strategies for successful conferences. *Creative Classroom*, 12, 54-55.
- Rich, D. (1998). What parents want from teachers. *Educational leadership*, 55(8), 37-39.
- Scherer, M. M. (Ed.). (1998). Engaging parents and the community in schools [Entire issue]. *Educational Leadership*, 55(8).

Shalaway, L. (2000). Planning the conference. In *Learning to teach ... not just for beginners*. New York: Scholastic. Retrieved July 10, 2002 from <http://teacher.scholastic.com/professional/classmgmt/planconf.htm>

### **ESOL and Parental Involvement**

Diaz, V. T. (2003). *Parental involvement*. Broward County School District. Retrieved on January 29, 2004 from <http://www.broward.k12.fl.us/esol/Eng/Parents/ParentalInvolvement.htm>

ESOL/Language Minority Programs (2003). *Translated documents available from ESOL/ Language minority programs*. Retrieved on April 15, 2003 from <http://www.pgcps.pg.k12.md.us/~esol/translations.html>

Gomez, E. L. (2001). *Parent guide to the ESL standards for pre-K-12 students*. Retrieved on April 15, 2003 from Teachers of English to Speakers of Other Languages website at: <http://www.tesol.org/assoc/k12standards/resources/parentguide-1.html>

Hadas, D. (1999/2000) Bringing the Families Into the School. *TESOL Matters*, 9 (6). Retrieved on January 29, 2004 from <http://www.tesol.org/isaffil/intsec/columns/199912-ss.html>

Martinez, Y. G., & Velasquez, J. A. (2000). *Involving migrant families in education*. *ERIC Digest*. (ERIC Document Reproduction Service No. ED 448 010.)

Office of Multicultural Student Language Education (n.d.). *Language arts through ESOL: A guide for ESOL teachers and administrators. Chapter 8: Parental involvement*. Retrieved on February 3, 2004 from <http://www.firn.edu/doe/bin00011/eg8.htm>

VanBuskirk, M. (2002). Working with ESOL parents who don't read. *WATESOL News*, 32 (3). Retrieved on February 3, 2004 from [http://www.watesol.org/newsletter/v32\\_3/v32.3\\_05.html](http://www.watesol.org/newsletter/v32_3/v32.3_05.html)

Welcome parents (n.d.). Retrieved on April 15, 2003 from <http://www.gwinnett.k12.ga.us/HopkinsES/Parents.htm>

### **B. Websites**

#### **Lesson Planning**

Discovery School Lesson Plans Library: <http://school.discovery.com/lessonplans/index.html>

Family Education Network Lesson Planning Center: <http://www.teachervision.com/lesson-plans/lesson-5775.html>

EDSITEment Lesson Plans: [http://edsitement.neh.gov/lesson\\_index.asp](http://edsitement.neh.gov/lesson_index.asp)

A to Z Teacher Stuff Network – A to Z Lesson Plans: <http://atozteacherstuff.com/lessonplans/>

Sunshine State Standards: <http://sunshinestandards.net/>

Teachnet Lesson Plans: <http://www.teachnet.com/lesson/index.html>

Teachers Net Lesson Plans: <http://www.teachers.net/lessons>

#### **Direct Instruction**

American Federation of Teachers – Direct Instruction: <http://www.aft.org/edissues/whatworks/six/di/index.htm>

An outline of direct instruction: <http://www.humboldt.edu/~th1/hunter-eei.html>

Education Week on the Web: Studies cite learning gains in direct instruction schools: <http://www.edweek.org/ew/newstory.cfm?slug=31direct.h21>

Educational Psychology Interactive – Classroom Instruction: <http://chiron.valdosta.edu/whuitt/col/instruct/instruct.html>

Educational Psychology Interactive – Summary of Principles of Direct Instruction:

<http://chiron.valdosta.edu/whuitt/col/instruct/dirprn.html>

Aprima-Toward the Best: Direct Teaching Information: <http://www.adprima.com/direct.htm>

What the Data Really show: Direct Instruction Really Works:

<http://www.jefflindsay.com/EducData.shtml>

## **Concept Teaching**

The Concept Mapping Homepage: [http://users.edte.utwente.nl/lanzing/cm\\_home.htm](http://users.edte.utwente.nl/lanzing/cm_home.htm)

Concept Mapping and Curriculum: <http://www.utc.edu/Teaching-Resource-Center/concepts.html>

Teaching Concepts and Vocabulary – Principles and Strategies:

<http://coe.sdsu.edu/people/jmora/ConceptsTch.htm>

Concept Mapping: A Graphical System for Understanding the Relationship Between Concepts:

<http://ericit.org/digests/EDO-IR-1997-05.shtml>

Talk about Teaching – A Teaching Strategy to Increase Student Understanding of Fundamental Concepts: <http://www.upenn.edu/almanac/v42/n3/teach.html>

## **Presentation**

Checking for Understanding: <http://www.foothill.net/~moorek/checkingforunderstanding.html>

Teaching Presentation: <http://www.simonmidgley.co.uk/support/ruth/teachpresent.htm>

Teaching and Persuasive Communication - Class Presentation Skills: <http://sheridan-center.stg.brown.edu/publications/presSkills.shtml>

Support for Direct Teaching – Presentation Support:

<http://www.emunix.emich.edu/~abednar/t7learn.htm>

Presentation Slide Design - Design tips on creating slides and computer presentations:

<http://www.utc.edu/Teaching-Resource-Center/slidedesign.html>

Toolbox for Tertiary Teaching (although designed primarily for university teaching, it offers lots of excellent ideas for teachers in general):

<http://www.tedi.uq.edu.au/Teaching/TertiaryToolbox/PresentationSkills.html>

## **ESOL**

Center for Multilingual Multicultural Research, University of Southern California: <http://www-ref.usc.edu/~cmmr/>

ESL Lesson Plans and Resources: <http://www.csun.edu/~hcedu013/eslplans.html>

ESL Resource Site: <http://www.expage.com/page/esol>

ESOL Links: <http://www.vuw.ac.nz/lle/esol-links.html>

ESOL Student Resources: <http://troy.gc.peachnet.edu/www/human/esol/studentb.htm>

Georgia Department of Education, ESOL Index: <http://www.glc.k12.ga.us/qcc/ancill/esol/ind-esol.htm#resguide>

NABE – National Association for Bilingual Education: <http://nabe.org/>

National Center for ESL Literacy Education: <http://www.cal.org/ncle/>

National Clearinghouse for English Language Acquisition: <http://www.ncela.gwu.edu/>

TESOL: <http://www.tesol.org/index.html>

Web English Teacher: <http://www.webenglishteacher.com/esl.html>

ESOL Strategies:

[http://www.broward.k12.fl.us/ci/whatsnew/strategies\\_and\\_such/pdfs/virtual\\_volume\\_t-strategies.pdf](http://www.broward.k12.fl.us/ci/whatsnew/strategies_and_such/pdfs/virtual_volume_t-strategies.pdf)

ESOL Standards: <http://www.firn.edu/doe/sas/ftce/ftcecomp.htm> (see *ESOL*) or  
<http://www.firn.edu/doe/sas/ftce/pdf/ftcomp47.pdf>

## **ESE**

Special education resources on the internet: <http://www.seriweb.com/>  
Inclusion (inclusive classrooms): <http://www.uni.edu/coe/inclusion/>  
Federal resource center for special education: <http://www.dssc.org/frc/>  
Internet special education resources: <http://www.iser.com/>  
National center to improve practice in special education through technology, media and materials: <http://www2.edc.org/NCIP/library/toc.htm>  
Internet resource for special children: <http://www.irsc.org/>  
Learning disabilities association of America: <http://www.ldanatl.org/>  
Center for innovations in education: <http://tiger.coe.missouri.edu/~mocise/>

## **APA**

APA citations: <http://www.nova.edu/library/dils/tutorials/business/3apa.html>  
APA wizard: <http://www.stylewizard.com/apa/apawiz.html>  
APA style tips (from the official APA website): <http://www.apastyle.org/previoustips.html>  
Landmark Citation Machine: [http://www.landmark-project.com/citation\\_machine/](http://www.landmark-project.com/citation_machine/)  
Additional assistance with APA formatting: APA Style.org website. APA Retrieved on May 20, 2005 at <http://www.apastyle.org/>

## **Florida Department of Education Resources**

Sunshine State Standards: <http://www.firn.edu/doe/curric/prek12/frame2.htm> or  
<http://sunshinestandards.net/>  
Educator Accomplished Practices: <http://www.firn.edu/doe/rules/6a-5.htm>  
FCAT: <http://www.firn.edu/doe/sas/fcat/fcatpub1.htm>  
Teacher Certification: <http://certify.doe.state.fl.us/onlineapp/> or  
<http://www.firn.edu/doe/edcert/home0022.htm>.  
Professional Competencies for Education Majors:  
<http://www.firn.edu/doe/sas/ftce/ftcecomp.htm> (see *Professional Education*) or  
<http://www.firn.edu/doe/sas/ftce/pdf/ftcomp00.pdf>  
ESOL Standards: <http://www.firn.edu/doe/sas/ftce/ftcecomp.htm> (see *ESOL*) or  
<http://www.firn.edu/doe/sas/ftce/pdf/ftcomp47.pdf>

\*Note: As Internet addresses tend to change overtime, we cannot guarantee the viability of the links listed.

## **XII. APPENDICES**

### Appendix A<sub>1</sub> Clinical Experiences Information

- ✓ Directions for Clinical Experiences – Attachment 1.1
- ✓ Clinical Experiences School Location Form – Attachment 1.2

### Appendix A<sub>2</sub> Clinical Experiences Letter

### Appendix B Clinical Experiences Form

### Appendix C Rubrics for Assignments

- ✓ Instructor’s Rubric for Evaluating Preservice Teacher’s Observation Update – Attachment 1.3
- ✓ Lesson Plan Format – Attachment 1.4
- ✓ Instructor’s Rubric for Evaluating Preservice Teacher’s Written Lesson Plan – Attachment 1.5
- ✓ Cooperating Teacher’s Rubric for Evaluating Preservice Teacher’s Lesson Plan Implementation – Attachment 1.6
- ✓ Instructor’s Rubric for Evaluating Preservice Teacher’s Lesson Plan Presentation – Attachment 1.7
- ✓ Grade Sheet – Attachment 2

### Appendix D ESOL Codes and Strategies

### Appendix E<sub>1</sub> Certificate of Authorship All Assignments

### Appendix E<sub>2</sub> Certificate of Authorship Critical Tasks/Portfolio

- ✓ Critical Task #1

### Appendix F Curricular Framework and INTASC Principles

### Appendix G Florida Educator Accomplished Practices

### Appendix H Florida Subject Area Competencies for the Major

### Appendix I Florida Professional Competencies

### Appendix J Florida Performance Standards for Teachers of English for Speakers of Other Languages

### Appendix K Sunshine State Standards

## Appendix A<sub>1</sub> Clinical Experiences Information

**COURSE:** EDUC 3520 Principles and Practice of Instruction and Assessment I

All students, including non-education majors and certification students are responsible for completing all clinical experiences procedures and will be required to utilize and/or submit all required clinical experiences documents.

It is mandated that all education majors in state approved initial teacher preparation programs participate in a planned series of clinical experiences as an integral part of their training. NSU requires a minimum of ten hours of clinical experiences for each major education course. Underlying this commitment is the philosophy that clinical experiences enable pre-service educators to apply theory and effective practices in actual classrooms and acquire competencies necessary for successful teaching.

For this course, each student is expected to observe and work with children in an educational setting for a minimum of 10 hours. Specific activities must be completed during the clinical experiences. These activities fall into these categories (a) collecting observation data using pre-selected tools, (b) teaching lessons, (c) working with the teacher and/or students in the classroom. Please see Appendices A<sub>2</sub> and B for further details. The due dates for the clinical experience assignments are listed in the Course Schedule.

**Your responsibilities:** You must secure a clinical placement as soon as you register for classes. To do so, complete a *Request for Placement Form* as directed in the *Clinical Experiences Handbook* or on the Clinical Experiences website

<http://www.schoolofed.nova.edu/undergraduate/clinic/index.html>.

The placement is appropriate for the sixteen weeks of the semester you are taking this course. This placement is intended to be utilized for all education courses taken during this one semester. Placement will change from a previous semester and/or for a future semester.

**\*\*Important Note: Students completing field experiences in Broward, Jacksonville or Palm Beach counties must be placed through the clinical placement office; therefore, requests must be submitted by the end of the previous semester. Late requests will result in late placements and may severely affect your grade in this course.**

Refer to the Clinical Experiences website <http://www.schoolofed.nova.edu/undergraduate/clinic/> for a complete explanation of the placement process specific to your county.

**The request for placement form:** All students completing their clinical experiences in Miami-Dade County, Tampa or Orlando are required to submit the completed *Request for Placement Form* to their academic advisor no later than the fifth week of class. Students completing their clinical experiences in Broward County, Palm Beach County or Jacksonville were placed through the NSU clinical placement office and are therefore not required to submit their placement documents. Please refer to the clinical experiences handbook or website for details.

**The letter of introduction:** Complete the accompanying letter of introduction (Appendix A<sub>2</sub>) by filling in the name(s) and number(s) of the education courses for which you are registered during the entire sixteen weeks. On your first visit to the school, give the letter of introduction to the school principal. For every visit to the school, sign in and out at the front office in order to adhere to the school's safety and security policy. **REMEMBER**, you are a guest in the school and represent Nova Southeastern University. All "school rules" of the hosting school are to be respected and followed. If you have any questions or concerns over what you experience during the placement, please contact the Director of Placement Services at ext. 8422 or 8417.

**The clinical experiences verification form:** Complete Appendix B by indicating the date and amount of time for each visitation in your placement. At the end of the placement period, have the cooperating teacher complete his or her evaluation section, initial the TOTAL hours, and sign the form to verify that you have completed the observations. Submit the completed form to the course instructor. A copy of the completed form should be included in your program portfolio. Any students with documented severe deficiencies or concerns will be referred to the Office of Placement Services for facilitation of remediation and counseling.

All forms are available on the clinical experiences website at the following website: <http://www.schoolofed.nova.edu/undergraduate/clinic/>. You may obtain a copy of the clinical experiences handbook by downloading it from the clinical experiences website.

Successful completion of the Clinical Experiences

Students must successfully complete the assignments and submit the required documentation to their instructor in order to receive a passing grade for clinical experiences:

- Clinical Experiences assignment(s) for this course
- Clinical Experiences Verification Form

**NOTE: Clinical experiences are a required part of this course. Failure to complete the minimum ten hours of observation as specified in this appendix and the accompanying assignment may result in an incomplete grade for this course.**

If you have any questions or concerns, contact the placement services office at 800-338-4723 ext 8422.

**For this course:**

**IF THIS COURSE IS EDUC 3520 OR ELEM 4340 OR ELEM 4530 OR ESED 4550, your clinical experiences during this course will be supervised.** You will be assigned a university supervisor that will visit, observe, and provide you with feedback based on your in class activities. You must review the feedback with your course instructor and discuss methods and procedures for improvement. Students with severe deficiencies are referred to the Director of Internship for counseling and remediation, and follow-up visits. A grade of "passing" will be assigned to your clinical experiences when the Verification Form, Evaluation Form, and the university supervisor Feedback Forms have been submitted to the program office. Please refer to the *Clinical Experiences Handbook* at

<http://www.schoolofed.nova.edu/undergraduate/clinic/handbook.htm> for a full explanation of these procedures.

**IF THIS COURSE IS NOT EDUC 3520 OR ELEM 4340 OR ELEM 4530 OR ESED 4550,** secure your placement and work with the instructor of your course and your cooperating teacher to complete the following requirements/ expectations.

The following are the assignments required for the clinical experience component of this course. (Remember that you must also complete the generic block competencies as outlined on the checklist). During the 10 hours of observation, you will be required to complete the assignments detailed in the following attachment.

## Directions for Clinical Experiences Attachment 1.1

### I. The Clinical Experiences Placement

You will observe and assist the teacher and work with students in an educational setting for ten hours. For specific instructions on obtaining your clinical experiences placement, you must refer to the *Clinical Experiences Handbook*. It is online at <http://www.schoolofed.nova.edu/undergraduate/clinic/handbook.htm>. Policies in the handbook must be strictly adhered to; no students are allowed to place themselves for clinical experiences. Specific procedures, including supervision, are outlined in this syllabus. Please read these attachments thoroughly in addition to the handbook. Follow the directions in order to receive full credit for your assignments.

### II. Content of the Clinical Experiences

#### A. Observations

1. The focus of your observations is the teacher's teaching methods. Select two of the observation tools from the following list to use to complete your observations. In addition, complete page 16, which is required. Therefore, you will complete **three** observation tools in total.

---

From Arends (2004) <i>Guide to Field Experiences and Portfolio Development</i>	
Page Number	Title

---

16	<i>Evaluating Curriculum Materials for Bias</i> (required)
27	<i>Observing Lesson Activities and Segments</i>
62	<i>Observing Teacher Clarity</i>
68	<i>Observing Direct Instruction</i>
69-70	<i>Observing Teacher Use of Practice</i>
75-76	<i>Observing a Concept Attainment Lesson</i>

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2. Photocopy the observation tools that you select and use those copies to collect your data.

3. For your report you will need to make a clean photocopy of each instrument on which to type your data. Or, if you choose, you may type your data on a separate piece of paper and staple it to the clean photocopy.

4. The written data will be collected and checked by the instructor on the date specified in the syllabus. Follow the directions on each data tool in order to receive full credit for the assignment.

#### B. Work with Children

1. After you have completed the two observations and lesson plan, you are free to assist the teacher or work with students at the teacher's direction for the remainder of your clinical experiences hours.

2. Please use the pages provided in the text *Principles and Practices of Instruction and Assessment* (LeBlanc and Clementi-Rozlivkova, 2005) in "Section I C. Clinical Experiences" as

a model for the types of activities that are appropriate for your work. You must record your activities, listing the date, the amount of time spent, and naming the activities completed on your *Clinical Experiences Form*. This log must be submitted to the instructor at the last course session.

### III. Observation Update

A. The information resulting from your two observations will be presented in class orally in the form of an *Observation Update*. (Please see the Course Schedule for the due date.)

B. You will bring your written data to class and orally present highlights from your observations. The focus of your oral presentation will be the following two questions.

1. What was your most significant finding?
2. What was your most significant learning outcome?

C. You will have **two minutes** to orally present your answers to these questions.

D. Your Observation Update will be graded in two parts: content and process. The **content of the oral presentation** will be graded on whether or not you answered the above questions. The **process of the oral presentation** will be graded using the process criteria listed on the *Instructor's Rubric for Evaluating Preservice Teacher's Observation Update*, which you will hand to the instructor just before your presentation

### IV. Teaching Your Lesson

A. You must teach one lesson during your clinical experiences hours. Teach the lesson to the entire class. Work with your classroom teacher to select content and materials that are appropriate for the students (e.g., grade level and curriculum).

B. Sometimes clinical experiences occur with the placement of more than one NSU student in the same classroom. When this happens, it is highly recommended that you take advantage of this opportunity. Work cooperatively together with the teacher and the other NSU students in your classroom on your lesson plan. Since the written lesson plan and accompanying rubric are a critical task and become an artifact for your portfolio, you will need to submit your own lesson plan to the instructor. However, the plan may be cooperatively developed and taught under the supervision of the classroom teacher and your course instructor.

C. You must teach your lesson using one of the three instructional models taught in this course (i.e., presentation, concept teaching, or direct instruction). Remember that you must select a teaching model that matches the content and/or type of knowledge that you will teach.

D. You must complete a written lesson plan for the lesson you will teach. In order to receive full credit for the assignment you must use the *Lesson Plan Format* as a guide for your lesson plan. To insure that you don't leave anything out of your lesson plan, use the headings on the *Instructor's Rubric for Evaluating Preservice Teacher's Written Lesson Plan* – Attachment 1.6 as headings for your lesson plan.

E. You must have the classroom teacher evaluate your lesson implementation. The teacher will grade you using the criteria on the grading form titled *Cooperating Teacher's Rubric for Evaluating Preservice Teacher's Lesson Plan Implementation*. Your teacher will complete the rubric, calculating the ratings to assign a total grade.

E. Your lesson plan is to be submitted to the instructor on the date specified in the course schedule in the syllabus. The instructor will grade you on the written lesson plan using the criteria on the rubric titled *Instructor's Rubric for Evaluating Preservice Teacher's Written*

*Lesson Plan*, which must be stapled to the back of the lesson plan when you submit it to the instructor.

## **V. Presenting Your Lesson to the Class**

A. You must share with the class the following information about the lesson that you taught during an oral presentation.

1. What was the grade level and subject?
2. What was the method?
3. What were the objectives?
4. What were the activities?
5. What was successful?
6. What would you improve for next time?

B. You will have 5-10 minutes to present the answers to these questions. You are expected to use audio-visual aids in this presentation.

C. Your grade for the *Oral Presentation of the Lesson* will be based on both content and process. The content of the oral presentation will be graded on whether or not you answer the previously listed questions. The process of the oral presentation will be graded on the effective teaching standards based on research. These criteria are listed on the grading rubric titled *Instructor's Rubric for Evaluating Preservice Teacher's Lesson Plan Presentation*. Please check the course schedule for the assignment due date.

## **VI. Final Documentation**

A. Complete the *Clinical Experiences School Location Form* and submit it to the instructor. The form is due the second week of the course. Please remember to inform the instructor if there is an Education Division authorized location or cooperating teacher change after the second week. This form allows the instructor to keep track of where the students are placed, troubleshoot problems that may arise, and provides complete addresses for the students and instructor to send thank you letters to the teachers for their valuable support.

B. Submit the *Clinical Experiences Feedback Form* completed by your university supervisor as identified on the course schedule and described in the subsequent Education Division syllabus pages.

C. Complete the *Clinical Experiences Form* for EDUC 3520 Principles and Practices I. Be sure to have your teacher complete and sign the form and submit it to your instructor on the due date. Your instructor will sign it and return it to you for you to place in your portfolio.

**Clinical Experiences School Location Form  
Attachment 1.2**

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Please give the COMPLETE name, address, and telephone number of the school at which you will be doing your observing/teaching.

Name of school:

\_\_\_\_\_

Address of school:

Street: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Telephone number of school: ( \_\_\_\_\_ ) \_\_\_\_\_  
area code

2. Please list the FIRST AND LAST name(s) of the principal/chief administrator of the school.

(Mr./Mrs./Ms./Dr.) \_\_\_\_\_

3. Please list the FIRST AND LAST name(s) of the teacher(s) with whom you will be working.

(Mr./Mrs./Ms./Dr.) \_\_\_\_\_

(Mr./Mrs./Ms./Dr.) \_\_\_\_\_

**Appendix A<sub>2</sub>**  
**Clinical Experiences Letter**



Date: \_\_\_\_\_

Dear School Principal/Curriculum Coordinator:

\_\_\_\_\_ is currently enrolled as an education student in the Fischler School of Education and Human Services at Nova Southeastern University.

For the next sixteen weeks, this student will be taking (*insert education courses for this semester*):

_____	_____
_____	_____
_____	_____
_____	_____

As part of the requirements for this/these course(s), the student is to complete a minimum of ten hours of clinical experience per course.

Please assign this NSU student to a classroom that is appropriate for the completion of the required activities. The NSU student must be assigned to a teacher who has completed the clinical educator training and has the ESOL endorsement. If you are unable to place the student with a teacher who has undergone the clinical educator training, please do not facilitate placement of the student. All inquires regarding this matter can be directed to the coordinator of clinical placements.

The NSU student is required to turn in a clinical experiences checklist and/or a request for placement form to the clinical placement office, these forms require your signature, as well as the signature of the cooperating teacher to be valid. Nova Southeastern University strives to maintain the highest level of integrity throughout our teacher education program and we appreciate your cooperation in helping us meet these goals.

If you have any questions or concern about the clinical experiences program, please contact the Coordinator of Clinical Placements at 800-338-4723 ext 8422.

Thank you for participating in our teacher education program!



**Section II: To be completed by cooperating teacher.**

Please rate the NSU student on the items in the table by circling the letter for the rating that best represents the student's performance on the item.

A – *Acceptable*: Student performs assigned task with proficiency and minimal guidance

N – *Needs Improvement*: Student performs assigned tasks with moderate proficiency and guidance

U – *Unacceptable*: Student performed task poorly or failed to perform task

A	N	U	Established rapport with students	A	N	U	Adhered to the code of ethics and principles of professional conduct
A	N	U	Maintained rapport with students	A	N	U	Demonstrated knowledge and confidence in subject matter
A	N	U	Demonstrated enthusiasm for teaching	A	N	U	Demonstrated knowledge and confidence in ESOL strategies
A	N	U	Attended as scheduled or made alternative arrangements	A	N	U	Student's overall experience in the classroom
A	N	U	Worked effectively with the classroom teacher and other staff	A	N	U	Arrived punctually
A	N	U	Demonstrated knowledge and confidence in the Accomplished Practices	A	N	U	Was professional in dress and demeanor

Please provide responses to these questions on the back side of this page. →

- Throughout this semester, what progress have you seen in this student?
- Based on your interaction with the student please indicate one or two suggestions that might enhance his/her potential for success in future clinical experiences and eventually as a classroom teacher.
- Please provide any other comments regarding this student's clinical experience in your classroom.
- Have you discussed this evaluation with your NSU student?

**Section III: To be completed by the pre-service teacher based on assignment information.**

Check your syllabus for a listing of the standards and competencies related to this course.

Curricular Framework/INTASC Principles/Accomplished Practices/ESOL Standards utilized in this experience, indicated by a <input checked="" type="checkbox"/> mark.
<b>DOMAIN 1</b>
INTASC Principle 1/Accomplished Practice 8/ ESOL Standards 1 & 7.
INTASC Principle 7/Accomplished Practice 10/ESOL Standards 4, 5, 6, 9, 12, 15 & 24.
INTASC Principle 5/Accomplished Practice 9/ESOL Standard 18.
INTASC Principle 4/Accomplished Practice 4.
<b>DOMAIN 2</b>
INTASC Principle 2/Accomplished Practice 7/ESOL Standard 8.
INTASC Principle 8/Accomplished Practice 1/ESOL Standards 10, 13, 14, 19, 20, & 21.
INTASC Principle 3/Accomplished Practice 5/ESOL Standards 2, 3, 11, 16, 17, & 25.
<b>DOMAIN 3</b>
INTASC Principle 10/Accomplished Practice 11/ESOL Standards 22 & 23.
INTASC Principle 6/Accomplished Practice 2/Accomplished Practice 12/ESOL Standards 15, 16, & 17.
INTASC Principle 9/Accomplished Practice 3/Accomplished Practice 6/ESOL Standards 20 & 21.

Subject Area Competencies		

Professional Competencies		

Cooperating Teacher's Signature: \_\_\_\_\_

Course Instructor's Signature: \_\_\_\_\_

Please contact the Office of Placement Services at 1-800-338-4723 extension 8422 or (954) 262-8422 with questions or concerns. Instructor's signature does not verify completion of clinical experience or indicate passing grade for course.

## Appendix C – Rubrics

### Instructor’s Rubric for Evaluating Preservice Teacher’s Observation Update – Attachment 1.3

Student’s Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Circle the rating that best meets the description of the behaviors displayed for the criterion. Multiply the each rating times the number of points, then total the ratings to get the final rating/grade.

**Acceptable:** The criterion was used correctly or avoided, if appropriate, throughout the entire presentation. No distractions for listeners were present.

**Needs Work:** The criterion was used correctly or avoided, if appropriate, through some of the presentation. Errors did not significantly interfere with the listeners’ understanding of the presentation, but improvement in presentation would enhance clarity. Some distractions for listeners were present.

**Unacceptable:** The criterion was used incorrectly or, if appropriate, avoided, but inconsistently throughout the presentation. Errors significantly interfered with the listeners’ understanding of the presentation and significant distractions were present.

Criteria	Rating/Comments		
	A=2 pts.	NW=1pts.	U=0 pts.
<b>Communication</b>	<b>Acceptable</b>	<b>Needs Work</b>	<b>Unacceptable</b>
Used correct grammar	A	NW	U
Used correct pronunciation	A	NW	U
Avoided use of spacers or verbal tics (e.g., “ah,” “um”)	A	NW	U
Used clear & specific language (e.g., avoided “like,” “guys”)	A	NW	U
Used signposts or marker expressions & transitions	A	NW	U
<b>Enthusiasm: Body Language &amp; Speech</b>			
Demonstrated animated facial expression (e.g., excitement, smiles)	A	NW	U
Used appropriate gestures	A	NW	U
Had correct posture & movement	A	NW	U
Made eye contact	A	NW	U
Scanned room	A	NW	U
Had good voice inflection (e.g., expression varied)	A	NW	U
Had good voice tone (e.g., avoided monotone)	A	NW	U
<b>Planning &amp; Organization</b>			
Showed evidence of advance preparation	A	NW	U
Presented well sequenced & organized thoughts & ideas	A	NW	U
Adhered to time limit	A	NW	U
Provided a lesson review (e.g., topic summary, lesson end)	A	NW	U
<b>Use of Materials</b>			
Professional in appearance/ creative	A	NW	U
Media (e.g., computer program, overhead)	A	NW	U
Multiple sources	A	NW	U
<b>Professional Appearance</b>			
Dress appropriate to teaching (e.g., avoided tight fitting clothing)	A	NW	U
<b>Content Questions</b>	<b>Answered</b>	<b>Not Answered</b>	
What was your most significant finding?	A	NA	
What was your most significant learning outcome?	A	NA	

Rating/ Total points:      A (44-42)      B (41-39)      C (38-36)      D (35-33)      F (32-0)

Student’s Grade:

Instructor’s Signature:

## Lesson Plan Format – Attachment 1.4

### I. Diagnosis of Learner Needs

**A. The Learners** – Identify who the learners are; describe the class. Give the grade level, age, level of diversity, and number of students. Include a description of special populations in the class such as special education (ESE), English Speakers of Other Language (ESOL), Drop Out Prevention (DOP) students.

**B. Accommodating the Learners** – Identify what accommodations and adaptations you will make and what strategies you will use for the students' various learning styles/ multiple intelligences, and their special learning needs (i.e., ESE, ESOL, DOP students). In developing your lesson plan, you must accommodate the needs of all learners, adapting regular class materials. Describe the multi-sensory strategies you will use. Define approaches you will use to teach content-based vocabulary. Explain suitable assessment and testing instruments and/or modifications needed.

### II. Lesson Plan Design

**A. Content** – Describe the content by answering the following questions.

1. What is the specific content?
  - a. subject and specific topic of lesson
  - b. type of knowledge (i.e., declarative, procedural, conceptual, conditional)
2. What is the connection to previous lessons? Discuss the relationships among your lesson, the long-term goals for the class, and the short-term objectives of the previous lessons.
3. What is the connection to future lessons? Discuss the relationships among your lesson, the long-term goals for the class, and the short-term objectives of the future lessons.
4. What additional activities accompany the lesson?
  - a. remedial
  - b. enrichment
  - c. extension

Identify activities that can be given to individuals or small groups of students, especially those that can be given *during* and/or *directly after* the lesson is completed. Specifically identify curriculum adaptations for your learners (i.e., ESE, ESOL, DOP). These activities are essential as you discover, through ongoing monitoring and assessment of learning, what your students need to be successful.

5. What activities for family involvement accompany the lesson?

**B. Objective(s)** – Write cognitive objectives for the content of the lesson. Write an overall objective and a sequenced series of subobjectives. You may use either the Mager (1997) or the Gronlund (1970) format. Try to write the objectives to reach the highest level of the cognitive domain in order to foster students' critical and creative thinking. Also, be sure that your objectives reflect the *Florida Sunshine State Standards* for the content that you are teaching, if you are teaching in the state of Florida. Identify the number(s) of the standard(s). Identify and utilize the *Language Arts Though ESOL Standards* you will use to meet the needs of all the ESOL students in your class. (Remember that this section describes what you want the students to know and do.)

**C. Teaching Method/ Model** – Identify specific teaching model selected. Name each phase and specify what you will do (i.e., teacher behaviors) in each phase of the syntax in sequence. You may blend models if you choose, but remember to combine the phases to create one syntax. (Remember that this section describes your teaching behaviors.)

**D. Time and Space** – Describe the time needed for each phase of the model syntax. Identify space arrangements for the lesson, being sure to address various factors (e.g., space, safety, and group diversity) for physical activities.

**E. Activities** – Specify the activities for the lesson as they relate to each phase of the model

syntax. Describe how the activities connect to the lesson's objectives. (Remember that the activities describe what the students are doing with the materials.)

#### **F. Materials**

List the support materials you used for the lesson. Identify the materials (a) given to you by the teacher (e.g., text books), (b) made by you (i.e., visuals, graphic organizers, and/or advance organizers), or (c) obtained by you from another source (e.g., public library books), and (d) any media you used (i.e., overhead, computer). (Don't forget to provide a reference list for published materials.)

Include some samples of your materials, either original and/or photocopies. (Please, remember to black out student's names for privacy reasons.)

### **III. Lesson Evaluation**

#### **A. Assessment/Evaluation of Students' Learning –**

1. Describe the assessment/evaluation tools and processes you will use to determine if the students will learn the content you will teach.
  - a. Identify the tools and process for how you will check for students' understanding of content as the lesson progresses (e.g., asking questions) and again at the conclusion of the lesson.
  - b. Describe the tools and processes for how you will assess the cognitive objectives for the lesson (e.g., testing, student presentations).
  - c. Identify the tools and processes for how you will extend students' thinking and/or encourage students to analyze their own thinking (e.g., surveying the class).
2. Identify by type, traditional versus alternative, each of the aforementioned assessment/evaluation tools.

#### **B. Self-assessment/Evaluation of Planning and Instruction –**

***[Complete this segment of the lesson plan after you have taught the lesson.]***

Explain how you knew that your planning and instruction were effective. Describe specifically what made each section of your lesson plan effective (see following list), providing specific examples from the lesson to support your opinion. Describe what you will do differently next time to improve the lesson if you teach it again.

1. accommodations and strategies to meet learners' needs (i.e., ESE, ESOL, DOP)
2. selection of content
3. objectives
4. teaching method/model
5. time and space
6. activities
7. materials
8. tools & process for assessment/evaluation of students' learning

## Instructor's Rubric for Evaluating Preservice Teacher's Written Lesson Plan Attachment 1.5

Student's Name(s): \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Place a check mark in the box that best describes the level of proficiency attained for each criterion as described in the statements listed below for the Lesson Plan Content. For the Lesson Plan Writing Process, mark the number of errors as indicated by the levels of proficiency listed on that portion of the rubric. Average the grades earned for each criterion in the Lesson Plan Content to determine the grade for that section. Repeat the process for the Lesson Plan Writing Process section. Average both sections to obtain the total grade. Be sure to indicate whether or not the student has passed or must redo the portions of the assignment/critical task that reflect the preservice teacher standards by checking off the appropriate boxes in the last section of the rubric.

**Extensive evidence:** The lesson plan was well organized and contained thorough and accurate information. Ideas were focused on the topic and were clearly developed. Specific details supported the topic.

**Much evidence:** The lesson plan was well organized. Many details were evident, but some important information was missing. Most ideas were focused on the topic, and most details supported the topic, though the piece included some irrelevant or incorrect details.

**Some evidence:** The lesson plan was sometimes difficult to understand. Important information was missing. Ideas were vaguely described or focused on multiple topics, and many details were nonspecific, incorrect, or irrelevant.

**Minimal evidence:** The lesson plan was difficult to understand and important information was missing. Ideas were unrelated and/or undeveloped. The writer had no focus and the purpose was unclear. Many details were nonspecific, irrelevant, or not present at all.

**No evidence:** The relevant section of the lesson plan was not done or the student made little attempt to write the necessary information.

Lesson Plan Content		Level of Proficiency/Grades				
Criteria		A	B	C	D	F
		Extensive evidence	Much evidence	Some evidence	Minimal evidence	No evidence
<b>DIAGNOSIS OF LEARNER NEEDS</b>	A. Identified the learners' grade level, age, level of diversity, number of students & special populations					
	B. Identified accommodations and adaptations made and strategies used for students' various learning styles/ multiple intelligences & special needs (i.e., ESE, ESOL, DOP) (ESOL levels include preproduction, early production, speech emergent and intermediate levels)					
	1. multi-sensory strategies					
	2. content-based vocabulary					
	3. suitable assessment/testing instruments					
<b>LESSON PLAN DESIGN</b>	<b>A. Content* Described</b>					
	1. subject and specific topic					
	2. type of knowledge (e.g., declarative, conceptual)					
	3. connection to previous lessons: long term goals and short term objectives					
	4. connection to future lessons: long term goals and short term objectives					
	5. <i>additional accompanying activities</i>					
	<i>a. remedial</i>					
	<i>b. enrichment</i>					
	<i>c. extension</i>					
6. family involvement						
*If you are taking this course simultaneously with Social Studies, you should teach this lesson plan using content in that subject area. Your Social Studies instructor will grade you for your use of the teaching processes and content of that discipline.						

<b>LESSON PLAN DESIGN</b>	<b>B. Objective(s)</b>					
	Wrote					
	1. consistency of cognitive content in all objectives					
	2. overall objective at highest possible level to foster critical and creative thinking					
	3. sub-objectives begin at lowest level and work up to highest level					
	4. objective verbs sequenced by level					
	5. Florida Sunshine State Standards identified					
	6. ESOL Standards identified					
	<b>C. Teaching Method/Model</b>					
	Described					
	1. name of method/model and name of phases of syntax					
	2. sequence of phases					
	3. teacher behaviors for each phase					
	<b>D. Time and Space</b>					
	1. apportioned time for each phase of syntax					
	2. identified space arrangements & factors for physical activities					
	<b>E. Activities</b>					
	1. specified activities for phases					
	2. connected activities to objectives					
	<b>F. Materials</b>					
Identified						
1. materials given by the teacher (e.g., texts, manipulatives)						
2. self-developed materials (e.g., visuals, graphic organizers, advance organizers)						
3. obtained from another source (e.g., library)						
4. media used (e.g., computer program, overhead)						
<b>LESSON EVALUATION</b>	<b>A. Assessment/Evaluation of Students' Learning</b>					
	1. <i>Described assessment tools &amp; processes for</i>					
	<i>a. checking for understanding</i>					
	<i>b. attainment of objectives</i>					
	<i>c. extending and/or analyzing student thinking</i>					
	2. <i>Each assessment tool previously identified by type (i.e., traditional, alternative)</i>					
	<b>B. Self-assessment/Evaluation of Planning &amp; Instruction</b>					
	Described effectiveness in					
	1. accommodations/strategies for learners' needs (i.e., ESE, ESOL, DOP)					
	2. selection of content					
	3. objectives					
	4. teaching method/model					
	5. time & space					
6. activities						
7. materials						
8. <i>tools &amp; process for assessment/evaluation of students' learning</i>						

<b>Lesson Plan Writing Process</b>					
<b>Criteria</b>	<b>Levels of Proficiency/Grades/Number of Errors</b>				
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>F</b>
	<b>0-2</b>	<b>3-5</b>	<b>6-8</b>	<b>9-11</b>	<b>12+</b>
A. Defined content sections (i.e., headings & subheadings)					
B. Used strong sentence and paragraph structure (e.g., wording, syntax, strong paragraphs)					
C. Employed smooth transitions					
D. Used correct capitalization and punctuation					
E. Applied appropriate grammar (e.g., subject verb agreement, active voice, tense)					
F. Used appropriate English and educational vocabulary/terms and correct spelling					
G. Applied APA format (e.g., title page, spacing, header/page numbers, citations, references)					

<b>GRADING</b>		
<b>Section I – Benchmarks Portfolio</b>		
<p>The preservice teacher’s attainment of Educator Accomplished Practices (EAP), English Speakers of Other Languages (ESOL) Standards, and other state standards are rated on this rubric. Preservice teachers receive a grade, which the instructor places on the line before each practice/standard. The grade is calculated as a mathematical average of the grade from rubric sections as delineated in the brackets after the practices/standards. The preservice teacher must remediate/redo any section on which she/he earns a grade lower than a “B-.” Please refer to the previous sections of this syllabus for additional information about remediation.</p>		
Pass/ Redo	Grade	
		INTASC #8/FEAP #1 – ASSESSMENT (Average: Diagnosis B-3; Design A-5; Evaluation A-1 & 2; B-8)
		INTASC #9/FEAP #3 – CONTINUOUS IMPROVEMENT (Average: Evaluation B-1, 2, 3, 4, 5, 6, 7 & 8)
		INTASC #2/FEAP #7 – HUMAN DEVELOPMENT AND LEARNING (Final Grade for Lesson Plan)
		INTASC #7/ FEAP #10 – PLANNING (Final Grade for Lesson Plan)
		INTASC #4/FEAP #4/FPC # 4.1 – CRITICAL THINKING (Design B-2 & B-3; Design C 1, 2 & 3)
		INTASC #4/FEAP #4/FPC # 4.2 – CREATIVE THINKING (Design B-2 & B-3; Design C 1, 2 & 3)
		FPC # 10.1 – LONG-TERM GOALS/SHORT-TERM OBJECTIVES (Average: Design A-3 & 4)
		FKG6SAC # 35-1 (Design B-1, 2, 3, 4, 5 & 6)
		FKG6SAC # 35-2 (Design D-1 & 2)
		FESOL Standard 4.1, 14.2 & 18.3 – (Final Grade for Lesson Plan)
		FESOL Standards 4.2, 14.3 & 16.2 – (Average: Diagnosis B-1, 2 & 3; Design A-5; Design F-1 & 2; Evaluation B-1)
		FESOL Standard 13.7 & 18.4 – (Average: Diagnosis B-1 & 3; Design F-1 & 2; Evaluation B-1)
		FESOL Standard 12.6 & 20.3 – (Average: Diagnosis B-3; Evaluation A-1 & 2)
<b>Section II – Course Grade</b>		
		Lesson Plan Content Average
		Lesson Plan Writing Process Average
		Final Grade for Lesson Plan (Average of Content Grade and Process Grade)

Instructor’s Signature: \_\_\_\_\_

## Cooperating Teacher's Rubric for Evaluating Preservice Teacher's Lesson Plan Implementation Attachment 1.6

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** Circle the rating that best meets the description of the behaviors displayed for the criterion. Multiply the each rating times the number of points, then total the ratings to get the final rating/grade.

**Acceptable:** The criterion was used correctly or avoided, if appropriate, throughout the entire presentation. No distractions for listeners were present.

**Needs Work:** The criterion was used correctly or avoided, if appropriate, throughout some of the presentation. Errors did not significantly interfere with the listeners' understanding of the presentation, but improvement in presentation would enhance clarity. Some distractions for listeners were present.

**Unacceptable:** The criterion was used incorrectly or, if appropriate, avoided, but inconsistently throughout the presentation. Errors significantly interfered with the listeners' understanding of the presentation and significant distractions were present.

Criteria	Rating/Comments		
	A=2 pts.	NW=1pts.	U=0 pts.
<b>Communication</b>	<b>Acceptable</b>	<b>Needs Work</b>	<b>Unacceptable</b>
Used correct grammar	A	NW	U
Used correct pronunciation	A	NW	U
Avoided use of spacers or verbal tics (e.g., "ah," "um")	A	NW	U
Used clear & specific language (e.g., avoided "like," "guys")	A	NW	U
Used signposts or marker expressions & transitions	A	NW	U
<b>Enthusiasm: Body Language &amp; Speech</b>			
Demonstrated animated facial expression (e.g., excitement, smiles)	A	NW	U
Used appropriate gestures	A	NW	U
Had correct posture & movement	A	NW	U
Made eye contact	A	NW	U
Scanned room	A	NW	U
Had good voice inflection (e.g., expression varied)	A	NW	U
Had good voice tone (e.g., avoided monotone)	A	NW	U
<b>Planning &amp; Organization</b>			
Showed evidence of advance preparation	A	NW	U
Presented well sequenced & organized thoughts & ideas	A	NW	U
Adhered to time limit	A	NW	U
Provided a lesson review (e.g., topic summary, lesson end)	A	NW	U
<b>Use of Materials</b>			
Professional in appearance/ creative	A	NW	U
Media (e.g., computer program, overhead)	A	NW	U
Multiple sources	A	NW	U
<b>Professional Appearance</b>			
Dress appropriate to teaching (e.g., avoided tight fitting clothing)	A	NW	U
<b>Classroom Environment</b>			
Created positive climate	A	NW	U
Demonstrated appropriate behaviors to meet students' needs	A	NW	U

**Rating/Total points:**      A (44-42)              B (41-39)              C (38-36)              D (35-33)              F (31-0)

**Student's Grade:** \_\_\_\_\_ **Teacher's Signature:** \_\_\_\_\_



## Attachment 2 Grade Sheet

Student's Name: \_\_\_\_\_

Course Requirement	Grade	Percentage	Weight	Total
<b>Attendance &amp; Participation</b>		<b>5%</b>	<b>x 0.5</b>	
Attendance				
Participation: Oral Communication Class Activities				
Homework				
<b>Reading &amp; Quizzes/Assessments</b>		<b>15%</b>	<b>x 1.5</b>	
Content Analyses/Concept Maps				
Quizzes/Assessments				
<b>Clinical Experiences</b>		<b>40%</b>	<b>x 4.0</b>	
<i>FIRST GROUP OF ASSIGNMENTS</i>		<i>5%</i>	<i>x 0.5</i>	
Clinical Experiences School Location Form (Attach. # 1.1)				
Clinical Experiences Form				
Data Tool #1 Report				
Data Tool #2 Report				
Data Tool #3 Report				
Observation Update – Instructor’s Rubric for Evaluating Preservice Teacher’s Observation Update (Attach. # 1.3)				
<i>SECOND GROUP OF ASSIGNMENTS</i>		<i>25%</i>	<i>x 2.5</i>	
Written Lesson Plan and Instructor’s Rubric for Evaluating Preservice Teacher’s Written Lesson Plan (Attach. # 1.5)				
<i>THIRD GROUP OF ASSIGNMENTS</i>		<i>10%</i>	<i>x 1.0</i>	
Lesson Plan Implementation – Cooperating Teacher’s Rubric for Evaluating Preservice Teacher’s Lesson Plan Implementation (Attach. # 1.6)				
Lesson Plan Presentation – Instructor’s Rubric for Evaluating Preservice Teacher’s Lesson Plan Presentation (Attach. # 1.7)				
<b>First Exam</b>		<b>20%</b>	<b>x 2.0</b>	
<b>Final Exam</b>		<b>20%</b>	<b>x 2.0</b>	
TOTAL				
<b>TOTAL GRADE</b>				

## **Appendix D ESOL Codes and Strategies**

**PLEASE NOTE: FOR EDUC 1100 EXPLORATION OF THE EDUCATION PROFESSION, THIS APPENDIX SERVES AS A REFERENCE FOR THE PHILOSOPHY PAPER.**

### **A. Methodologies/ Approaches**

- A1. Total Physical Response (TPR)
- A2. Natural Approach
- A3. Cognitive Academic Language Learning (CALLA)
- A4. Whole Language Approach
- A5. Language Experience Approach (LEA)
- A6. Retelling a Story
- A7. Activating Peer Knowledge

### **B. Visuals**

- B1. Flow Charts
- B2. Maps
- B3. Charts
- B4. Graphs
- B5. Pictures
- B6. Semantic Webbing/Mapping
- B7. T-Charts
- B8. Venn Diagrams
- B9. Story Maps
- B10. Timelines
- B11. Computer/Software
- B12. Realia
- B13. Videos/Films/CD ROM
- B14. Demonstrations.
- B15. Captioning
- B16. Labeling
- B17. Music/Songs
- B18. Jazz chants/Raps
- B19. Cassettes-Music/Books
- B20. Language Master

### **C. Interactive Strategies**

- Cooperative Learning Activities
- C1. Peer Buddy
- C2. Small Group Activities
- C3. Pairs and Threes
- C4. Jigsaw
- C5. "Corners"
- C6. Think/Pair/Share
- C7. Group Reports, Projects
- C8. Panel Discussion/Debate
- C9. Choral Reading/Read Around Groups D.

### **D. Other Interactive Strategies**

- D1. Field Trips
- D2. K-W-L (Know/Wants to Know/Learned)
- D3. Role Play

- D4. Games
- D5. Dialogue Journals

#### **E. Modified Class Work (Based on Level of English Proficiency)**

- E1. Vary Complexity on Assignment
- E2. One-on-One Instruction with Teacher or Aide
- E3. Modify Nature of Assignment
- E4. Substitute Diagram for Paragraph
- E5. Use of Home Language for Instruction
- E6. Explain Key Concepts
- E7. Repeat/Paraphrase/Slow down
- E8. Vocabulary with Context Clues
- E9. Reading with a Specific Purpose
- E10. Use Simple, Direct Language (Limit Idioms)
- E11. Use all Modalities/Learning Styles
- E12. Provide Meaningful Language Practice
- E13. Drills (Substitution, Expansion, Paraphrase, Repetition)
- E14. Matching with Visuals
- E15. Unscramble Sentences, Words, Visuals
- E16. Categorize Vocabulary
- E17. Context Clues
- E18. Outline Notes
- E19. Directed Reading/Thinking Activity (DRTA)
- E20. Semantic Feature Analysis
- E21. SQ3R (Survey, Question, Read, Recite, Review)
- E22. Summarizing
- E23. Note taking
- E24. Word banks
- E25. Repetition
- E26. Question-Answer Relationship (QAR)

#### **F. Multicultural Resources**

- F1. Guest Speakers
- F2. Use of Community Resources
- F3. Cultural Sharing
- F4. Varied Holiday Activities

#### **G. Alternative Assessment Instruments**

- G1. Interview
- G2. Content Retelling
- G3. Content Dictation
- G4. Cloze Procedure
- G5. Graphic Representation
- G6. Student self-rating and Evaluation
- G7. Teacher Rating Checklist
- G8. Writing Sample
- G9. Group Testing
- G10. Observation/Anecdotal
- G11. Portfolio

## TEACHING STRATEGIES

### Teaching Strategies for All Students, Including ESOL Adaptations

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### BLOOM'S TAXONOMY

#### **What Is It?**

Bloom's Taxonomy is a classification of educational objectives used for developing higher-level thinking skills. It is a process-oriented model that allows teachers to present ideas and concepts at many different levels to meet the needs of a variety of learners.

#### **How Is It Used?**

When developing learning tasks and activities around Bloom's Taxonomy, it is important to include at least one activity from each of the six levels of the taxonomy.

#### •*Knowledge*

- requires learning information
- consists of memorizing or identifying facts
- provides the basis for greater understanding

Questions that ask students to define, describe, label, locate, recite, select, memorize, recognize, name, state, identify, or repeat utilize the knowledge level of Bloom's taxonomy.

#### •*Comprehension*

- requires understanding information
- focuses on the meaning and intent of the material

Whenever students are asked to restate, paraphrase, rewrite, convert, give examples, illustrate, summarize, explain, locate, express they are employing comprehension level skills.

#### •*Application*

- requires using information.
- gives student practice in the transfer of their learning to other situations

Some action verbs associated with the application level are apply, modify, dramatize, translate, demonstrate, and construct.

#### •*Analysis*

- requires examining specific parts of information to "see" the underlying ideas
- utilized before decisions are reached and problems are attacked

Analyze, classify, distinguish, subdivide, separate, differentiate, examine, calculate, compare/contrast are verbs that could be used to express the analysis level of Bloom's taxonomy.

#### •*Synthesis*

- requires doing something new and different with information
  - involves the ability to put parts and elements together in a new form
- Students who combine, compose, design, organize, invent, develop, plan, or create are using synthesis level skills.

#### •*Evaluation*

- requires judging information using some criteria or standard
- Asking students to evaluate, recommend, summarize, debate, criticize, or judge challenges them to incorporate the evaluation level in their thinking process.

After the preparation of an activity is complete, teachers should look closely at the tasks assigned by reviewing the verbs (what the students are asked to do) to ensure that each level of Bloom's Taxonomy has been addressed.

#### **What Are The Benefits?**

- helps students develop higher level thinking skills
- increases the permanent acquisition of learning
- prepares students to be successful on the FCAT

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### CONCEPT MAPPING

#### **What Is It?**

Concept mapping, also known as mind mapping, is a graphic organizer strategy that shows the relationships among concepts. Usually the concepts are circled and the relationships are shown by connecting lines with short explanations. Concept maps help students see relationships or the ways that two objects or ideas are connected. There are usually multiple connections. Some are factual and concrete; others are more abstract or symbolic.

### **How Do You Use It?**

The teacher selects a main idea and writes it in an oval in the center of the paper. Around the main idea, the key topics are written. The key topics are connected to the main idea with a line. Supporting details are filled in around the key topics. The details are connected to any key topics that are appropriate. The connecting lines show the relationship between the ideas. The links between ideas may be labeled with verbs or short phrases. Students might use a concept map for note taking from a reading assignment or lecture, to explore new ideas, or to plan a course of action. Many writers use a web as a pre-writing task to generate and organize ideas.

### **What Are The Benefits?**

- helps students visualize how ideas are connected and how knowledge is organized
- shows relationships among ideas
- gathers information in a random, but organizing manner
- improves comprehension and problem-solving skills

### **ESOL Strategy**

In the Broward County Multicultural/Foreign Language/ESOL Department's *ESOL Instructional Matrix*,

**Semantic Webbing/Mapping** is listed as B6 in the "Visuals: Graphic Organizers" section. This strategy provides LEP students with a visual picture of how words or phrases connect to a concept or a topic.

The instructor lists the target topic or concept, and builds a web-like structure (by circling and connecting the words) of words, phrases and verbs that students dictate as being connected with the central topic. Class discussion may follow, with the instructor as the facilitator, to argue against or to defend the perceived relationships of the dictated words to the topic, and eventually a consensus is reached as to what the class believes constitutes a "web" for that concept.

Main Idea

Key Topic

Key Topic

Supporting

Detail

Supporting

Detail

## **CORNERS**

### **What Is It?**

Corners is a cooperative learning strategy designed to allow students to better know and accept themselves and others. Through this classbuilding strategy in which differences are understood and appreciated, students come to "celebrate diversity." Corners is also used in a manner similar to jigsawing for learning about a topic and sharing that learning.

Information gathered from:

- *Florida Curriculum Frameworks*, © 1996 State of Florida, Department of State
- *Multicultural-Foreign Language-ESOL Education Department Handbook*, School Board of Broward County, Florida
- Kagan, Spencer, *Cooperative Learning*, © 1992 Resources for Teachers, Inc.

### **How Do You Use It?**

To use Corners to elicit diverse points of view, announce the category of the corners. Number each corner and post a visual in the corner if possible. Any category that allows for individual differences can be the focus of the corner.

For example, if the Civil War is being studied, the students could pick their corner based on who they would prefer to have been—a Confederate general, a Union soldier, an abolitionist, or a plantation owner. Give the students a few moments of silent think time to clarify for themselves their preference, not just go to a corner that a friend prefers.

Next, students go to their corners and pair up to share reasons for their choice with a partner. They then form groups of four within the corner and students in the group paraphrase their partner's reasons from the paired listening.

Finally, students play a paraphrase game in which they must listen carefully to the reasons of the other corner groups in order to be able to correctly paraphrase them.

### **What Are The Benefits?**

- elicits diverse points of view
- develops communication skills, especially listening and paraphrasing
- allows opportunities for shy students to function positively in small groups

### **ESOL Strategy**

In the Broward County Multicultural/Foreign Language/ESOL Department's *ESOL Instructional Matrix*, **Corners** is listed as C5 in the "Interactive Strategies Cooperative Learning Activities" section. The Corners strategy is designed to optimize the learning of the assigned task and to share that learning with other students. The teacher assigns small groups of students to different corners of the classroom. They discuss various solutions, perspectives and points of view concerning a pre-selected issue, and decide on a presentation format. Finally small groups present to the class. Corners may also be used to assign groups to different corners to examine a particular topic. The students discuss various points of view concerning the topic, draw conclusions, and determine the best way to present their findings to the class.

See Jigsaw for more information.

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### **FAT AND SKINNY QUESTIONS**

#### **What Is It?**

Fat and Skinny Questions is a strategy for students to use when gathering information about a topic.

Fat questions require much thought, discussion, and explanation. Fat questions take time to think through and answer in depth. Skinny questions require simple yes, no, maybe, a one-word answer, or a nod or shake of the head. Skinny questions take up no space or time. Little information is obtained from the answer to a skinny question.

#### **How Do You Use It?**

The following activity can be used to teach students the difference between fat questions and skinny questions. Conceal an object in a box. Pass the box around and have students use their senses to gather information about the contents of the box. Ask students to "guess" what is in the box and record their ideas on a chart. Draw a grid on the board or on chart paper. Tell the students that they are going to ask questions about the contents of the box and then rate the questions as either "fat" or "skinny" questions. Explain that "fat" questions take up more space; they require "fat" answers that give more information than "skinny" questions. "Skinny" questions can be answered in one word, such as yes or no. Have students share their ideas with a partner and then decide on one "fat" question they want to ask about the contents of the box. They must be prepared to explain why they think it is a "fat" question. Record the students' questions on the grid. From the questions and their respective answers, students gather facts about the contents of the box until they know what is in the box. Open the box and reveal its contents. Ask students to decide if questions are "fat" or "skinny" and why they think so. Remind students that "fat" questions require more thinking than "skinny" questions. Record the marks on the grid as they decide. Students are asked to gather information all the time. When gathering information, students generally formulate questions about the topic under study. If students are able to formulate fat questions as well as skinny questions, the information they collect will be more in-depth, thorough, and substantive. To provide practice for students in generating fat and skinny questions, ask them to create one fat and one skinny question about a story, newspaper editorial, magazine article, movie, or textbook. Another way to provide practice is to ask students to create fat and skinny interview questions for interviewing a famous historical figure.

#### **What Are The Benefits?**

- encourage students to think more thoroughly about a topic
- help students gather more complete and meaningful information about a topic
- stimulate thinking on a topic for which multiple or complex responses are beneficial

Information gathered from:

- Fogarty, Robin and Kay Opeka, *Start Them Thinking: A Handbook of Classroom Strategies for the Early Years*, ©1988 Skylight Publishing, Inc., Palatine, IL
- Lazear, David, *Seven Ways of Teaching: The Art of Teaching with Multiple Intelligences*, © 1991 IRI/Skylight Publishing, Inc., Palatine, IL
- Bellanca, James, *The Cooperative Think Tank II: Graphic Organizers to Teach Thinking in the Cooperative Classroom*, © 1992 IRI/Skylight, Inc., Palatine, IL

Fat Skinny

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### **FISH BONE**

#### **What Is It?**

The Fish Bone is a graphic organizer designed to help students identify separate causes and effects.

The Fish Bone is a thinking tool commonly used in business by problem-solving teams to identify possible causes of a problem. The Fish Bone can be used when looking at possible options when planning a course of action or in analyzing the cause of a particular consequence, result, or effect.

#### **How Do You Use It?**

- In the head of the fish, write the Effect/Problem.
- At the end of each major bone, ask students for categories of possible causes. Some possible categories are machine, method, materials, manpower.
- Off the major bones, write the possible causes suggested by students. As students volunteer ideas of possible causes, ask them to identify the category into which their idea falls. Record their ideas on the organizer. Do not judge student responses.

Following a full class discussion, allow students to argue placement of the ideas and to make changes. If placement of an idea is difficult, students may list an item in as many categories as needed. After the class discussion, have each student select three items from the total list that he or she believes are the most likely causes of the problem. Have each student rank their selections. Students form groups to compile a list of causes. Allow groups to discuss which items from the list are most important. After the discussion, each group selects the three causes they thought were the most likely. Each student is allowed to vote three times. The votes are tallied to determine the top three choices. Each group prepares an argument to support the selection of the three causes and then presents its argument to the class. A whole class discussion follows the presentations to discuss the differences in the conclusions. Have each group decide how it would gather factual data to support its cause-effect selection. The plan should describe *what* data they would collect and *how* they would collect it. As students become more comfortable using the Fish Bone, elicit discussions that encourage students to talk about why they made certain decisions, how they organized their thinking, and which parts of their thinking were more precise.

#### **What Are The Benefits?**

- helps students organize their thoughts as they analyze causes and effects
- provides opportunities for students to use evaluative thinking skills
- requires students to listen to other ideas, synthesize information, and take a position on an issue

Information gathered from:

- Bellanca, James, *The Cooperative Think Tank: Graphic Organizers to Teach Thinking in the Cooperative Classroom*, © 1990 IRI/Skylight, Inc., Palatine, IL
- Bellanca, James and Robin Fogarty, *Blueprints For Thinking in the Cooperative Classroom*, © 1991 SkyLight Publishing, Inc., Palatine, IL
- Bellanca, James & Robin Fogarty, *Catch Them Thinking: A Handbook of Classroom Strategies*, © 1986 IRI/Skylight, Inc., Palatine, IL
- *Multicultural-Foreign Language-ESOL Education Department Handbook*, School Board of Broward County, Florida

### **CAUSE/EFFECT/PROBLEM**

#### **ESOL Strategy**

In the Broward County Multicultural/Foreign Language/ESOL Department's *ESOL Instructional Matrix*, **Charts** is listed as B3 in the "Visuals: Graphic Organizers" section. The use of charts or other visual aids allow teachers to demonstrate relationships between ideas and concepts.

Teachers should use visual displays in the lessons and assignments to support the oral or written message. The provision of additional contextual information in the form of a visual should make the comprehension task easier.

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### **JIGSAW**

#### **What Is It?**

Jigsaw is a cooperative learning strategy that enables each student of a group to specialize in one aspect of the learning unit. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the original group and teach the material to the group members.

#### **How Do You Use It?**

Students are divided into groups and each group member is assigned a section or a portion of the material selected for study. Next, each student meets with the member of other groups who have the same assigned section, forming a new group. This new group learns together, becomes an expert on their portion of the assigned material, and then plans how to teach the material to members of the original groups. Students later return to their original groups,

whose members are each now an expert in one of the different areas of the topic being studied, and teach their area of expertise to the other group members.

#### **What Are The Benefits?**

- builds a depth of knowledge
- discloses a student's own understanding and resolves misunderstanding
- builds on conceptual understanding
- develops teamwork and cooperative working skills

Information gathered from:

- *Florida Curriculum Frameworks*, © 1996 State of Florida, Department of State
  - *Multicultural-Foreign Language-ESOL Education Department Handbook*, School Board of Broward County, Florida
  - Kagan, Spencer, *Cooperative Learning*, © 1992 Resources for Teachers, Inc.
- Original Groups, Expert Groups

#### **ESOL Strategy**

In the Broward County Multicultural/Foreign Language/ESOL Department's *ESOL Instructional Matrix*, **Jigsaw** is listed as C4 in the "Interactive Strategies Cooperative Learning Activities" section. Jigsaw is a cooperative learning strategy in which participants become "experts" about a topic or sub-topic, and share their learning within a group setting so that eventually all members learn the content. LEP students can learn the material much more effectively since they must also become teachers of the content they have learned.

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#### **K-W-L**

##### **Know—Want to Know—Learned**

Information gathered from:

- *Florida Curriculum Frameworks*, © 1996 State of Florida, Department of State
- *Multicultural-Foreign Language-ESOL Education Department Handbook*, School Board of Broward County, Florida
- Hill, Bonnie Campbell, Cynthia Ruptic and Lisa Norwick, *Classroom Based Assessment*, © 1998 Christopher-Gordon Publishers, Inc., Norwood MA

##### **What Is It?**

K-W-L is an introductory strategy that provides a structure for recalling what students know about a topic, noting what students want to know, and finally listing what has been learned and is yet to be learned.

##### **How Do You Use It?**

As students prepare to develop a project, the teacher lists on the board under the heading **K**, "What We **Know**" all the information students know or think they know about the topic. Then the teacher lists all the information students want to know about the topic under **W**, "What We **Want** to Know." Students research and read background material on the topic, keeping in mind the information they had listed under "What We Want to Know." After completing the activity, the students confirm the accuracy of what was listed and identify what they learned, contrasting it with what they wanted to know. The teacher lists what the students learned under **L**, "What We **Learned**."

##### **What are the Benefits?**

- builds on prior knowledge
- develops predicting skills
- provides a structure for learning
- develops research skills
- develops communication skills in cooperative groups
- strengthens teamwork skills

##### **Modifications**

Hill, et. al. (1998) have modified the K-W-L chart to include a fourth column at the end, W for "Further Wanderings." In their K-W-L-W chart, this column is for students to pose new questions they have as a result of their research. They also suggest that the first column be filled in individually first and then knowledge and questions from the entire class are pooled second. Throughout the unit, students add to the columns as they encounter new information. Different colored markers or pencils can be used to visually represent new learning. Margaret Mooney suggests adding a fifth column, H, (K-W-H-L-W) for "How" the students intend to gather the

information once they've determined what they need to learn. The K-W-L chart (and its modifications) helps students organize their thoughts about a topic.

### **ESOL Strategy**

In the Broward County Multicultural/Foreign Language/ESOL Department's *ESOL Instructional Matrix*, **K-W-L** is listed as D2 in the "Other Interactive Strategies" section. The K-W-L strategy allows students to take inventory of what they already know and what they want to know. Students can categorize information about the topic that they expect to use.

## **NUMBERED HEADS TOGETHER**

### **What Is It?**

Numbered Heads Together is a cooperative learning strategy in which students work together to ensure that each member of a group knows the correct answer to problems or questions asked by the teacher.

*1,2,3,4*

### **How Do You Use It?**

Numbered Heads Together consists of four steps.

- Students number off. Each student of a group is assigned a different number. If the groups are not equal in number, one of the group members may have more than one number.
- Teacher poses a question. The question posed is usually formulated as a directive. Instead of asking, "What mathematical property is used to factor an equation?" the teacher says, "Put your heads together and name the mathematical property that is used to factor an equation."
- Heads together. Students in the groups talk to each other, literally putting their heads together. The members of the group check to ensure that everyone knows the answer. Teacher calls a number. The teacher calls a number at random and the student from each group with that number raises a hand. If each group does not have a hand raised, the teacher should allow more time for discussion among the groups. The teacher then selects one student to answer the question. If the answer is partially correct the teacher may ask, "Is there another Number One who can elaborate on that response?" As a convenience, the teacher may use an overhead spinner to select the number. The spinner frees the teacher from having to remember which numbers have been called.

A variation of Numbered Heads is to have all the students with the number selected come to the board at one time to record the answer, thus assuring that all the groups have the same correct response. If the question is a true-false question, the selected numbered students could respond with a "thumbs up" for true and a "thumbs down" for false.

### **ESOL Strategy**

In the Broward County Multicultural/Foreign Language/ESOL Department's *ESOL Instructional Matrix*, **Numbered Heads Together** would link to C2 in the "Interactive Strategies Cooperative Learning Activities" section. Using small cooperative groups provides students with home language assistance and opportunities to negotiate meaning in the development of second language communication skills in a non-threatening environment.

### **What Are The Benefits?**

- allows all students to be actively involved
- fosters positive interdependence among groups
- develops communication skills

## **QUESTIONING STRATEGIES**

### **What Is It?**

Questioning Strategies is a teaching strategy to prompt thinking. Using questioning techniques in a variety of different contexts and according to a taxonomy of higher order thinking skills helps students develop the ability to reason.

### **How Is It Used?**

Because of the multiple purposes they serve, questions have always been considered the backbone of effective teaching. Teachers generally ask questions to ascertain whether students understand and remember what has been taught and to have students apply what they have learned. It is also important that teachers ask questions that require students to analyze, synthesize, and evaluate the information they are taught (See Bloom's Taxonomy).

(By asking questions that inquire about why certain information seemed important, that request reasons, or that ask what inferences can be drawn, teachers invite students to use higher order thinking skills.) Studies show that students exposed to high cognitive level questions score significantly higher on standardized achievement tests than those students who have only been exposed to low order level questions.

The effective teacher will dramatically increase student involvement and interaction if, in addition to exposing students to critical thinking questions, the following strategies are part of the questioning technique.

- Remember “wait time”

Wait 3-10 seconds after each question before calling on any responder.

Wait 3-10 seconds after the last response before introducing a new question.

- Ask “follow-ups”

Why? Do you agree? Can you elaborate? Can you give me an example? Could you summarize Ann’s point?

- Call on students randomly

Avoid always selecting those with raised hands.

- Establish eye contact and cue students’ responses

Let them know that there is not a single correct answer for some questions.

- Withhold judgment

Respond to student answers in a non-evaluative manner.

- Allow student questioning

Let students develop their own questions to further explore a topic.

- Move closer to a student who doesn’t usually respond

Encourage participation by your proximity.

- Value all responses

If a student’s response is incomplete, continue questioning or paraphrase the response and ask for clarification.

### **What Are The Benefits?**

-promotes reflective thinking

-encourages differences in thought processes and learning styles

-allows time for the elaboration and development of ideas

-demonstrates that questions are not just “tests” for right answers but the means of understanding

## **ROUND TABLE/ROUND ROBIN**

### **What Is It?**

Round Table and Round Robin are cooperative learning strategies in which students take turns contributing answers in a group. Round table is usually completed in written form; round robin in oral form.

### **How Do You Use It?**

The teacher poses a question or a task that has many possible answers such as listing the items the settlers needed to make the trip West or all possible pairs of numbers that total a given number. In round table there is usually one piece of paper and one pen for each group. One student makes a contribution and then passes the paper and pen to the student seated to the left. The pen and paper literally go around the table. The teacher should monitor the groups to determine that they have adequate time to generate answers. Once the groups have completed the task, each group shares its collective responses with the whole class. Round robin is an oral counterpart of round table. Students simply take turns stating answers or ideas, without recording them. Round robin can be used with children too young to write or when participation is the goal of the activity.

### **What Are The Benefits?**

-allows all students to contribute answers

-determines what students already know about a concept prior to its introduction

-creates positive peer response groups

-useful for reviewing material or practicing a skill

### **ESOL Strategy**

In the Broward County Multicultural/Foreign Language/ESOL Department’s *ESOL Instructional Matrix*, **Round Table/Round Robin** would link to C7 in the “Interactive Strategies Cooperative Learning Activities” section. Using this strategy, students can develop linguistic and academic skills simultaneously. The outcome of their work is both a reflection on how well the group functioned and an academic assessment tool for the instructor.

## **SCAMPER**

### **What Is It?**

SCAMPER is an acronym for a series of thinking processes. SCAMPER uses some key words as stimulators or “triggers” for new ideas to help students s-t-r-e-t-c-h their thinking.

### **How Is It Used?**

To use the SCAMPER technique, begin with an open-ended question—one that calls for students to think of many new, and different ideas (e.g., product improvement task). With a particular idea in mind, have students think of ways to change it. The acronym stands for:

**S Substitute:** What could be used instead?

**C Combine:** What could be added?

**A Adapt:** How can it be adjusted to suit a condition or purpose?

**M Modify:** How can the color, shape or form be changed?

**Magnify:** How can it be made larger, stronger, or thicker?

**Minify:** How can it be made smaller, lighter, or shorter?

**P Put to other use:** What else can it be used for other than the original intended purpose?

**E Eliminate:** What can be removed or taken away from it?

**R Reverse:** How can it be turned around or placed opposite its original position?

**Rearrange:** How can the pattern, order, or layout be changed? The words given for each letter are certainly not the only words, the “correct,” or the “best” words that might be used. Other possibilities for each letter could be used.

When introducing SCAMPER with students, it is usually helpful to begin using only one or two of the letters at a time. It is not necessary to use the letters/words in the order they are listed. “P” (put to other uses) and “M” (modify, magnify or minify) are often successful starting points. Feel free to explore any possibilities that might be suggested by any of the words.

<b>S</b>	<b>C</b>	<b>A</b>	<b>M</b>	<b>P</b>	<b>E</b>	<b>R</b>
<b>Substitute</b>	<b>Combine</b>	<b>Adapt</b>	<b>Modify</b>	<b>Put to Other</b>	<b>Eliminate</b>	<b>Reverse</b>
			<b>Magnify</b>	<b>Uses</b>		<b>Rearrange</b>
			<b>Minify</b>			

### **What Are The Benefits?**

-encourages students to expand ideas or develop them into complete new possibilities

-fosters creativity when students have trouble coming up with ideas, or when all the ideas seem to be very similar

-helps students expand their observational skills and sharpen their five senses

### **THINK/PAIR/SHARE**

#### **What Is It?**

Think/Pair/Share is a strategy designed to provide students with “food for thought” on a given topic enabling them to formulate individual ideas and share these ideas with another student. As students begin to share their ideas, each partner benefits from the other’s perspective. A student’s learning is enhanced by the articulation of an idea. It’s one thing to think about an idea or opinion inside one’s own head; it’s quite another thing to explain that thinking to someone else. In the sharing, partners retrace their words, search for telling examples, and clarify the fuzziness in their own thinking. If time allows, one pair of students may share ideas with another pair of students, making groups of four. Sufficient time for discussion and for all students to speak should be allowed.

Think/Pair/Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

#### **How Do You Use It?**

In the Think/Pair/Share design of cooperative interaction, a teacher first poses a question or problem. After giving students sufficient wait time to think through a question and make some personal connections, the teacher instructs the students to form pairs and share their thinking with each other.

#### **What Are The Benefits?**

-easy to use in large classes

-gives students time to reflect on course content

-allows students time to rehearse and embellish information before sharing with a small group or entire class

-fosters long-term retention of course content

#### **Think Pair Share**

#### **ESOL Strategy**

In the Broward County Multicultural/Foreign Language/ESOL Department’s *ESOL Instructional*

*Matrix*, **Think/Pair/Share** is listed as C6 in the “Interactive Strategies Cooperative Learning Activities” section.

The Think/Pair/Share strategy is well suited to help students develop their own ideas as well as build on ideas that originated from co-learners. After reflecting on a topic, students form pairs and discuss, review, and revise their ideas, and eventually share them with the class.

### **TIMELINES and SEQUENCE CHARTS**

#### **What Are They?**

Timelines and Sequence Charts are graphic organizers that can be used to depict sequence and order in a variety of forms. All forms of sequencing involve the same basic process—putting one thing or idea after another according to certain criteria. Timelines can be used to record and correlate events with given dates. Timelines are frequently featured in text materials to show events in chronological order. The development of cultures, history of countries, or events of a person’s life are examples of topics that could be arranged in chronological order.

Sequence charts can be used to sequence steps necessary to complete a task or solve a problem. Sequence charts are generally used when specific dates and times are not involved. Describing the process by which acid rain forms is an example of a task that could be organized using a sequence chart.

#### **How Do You Use Them?**

To skillfully put items in order, students must first determine the purpose of the ordering and then select an ordering scheme that serves that purpose. For a timeline, students must decide the range (years, values, etc.) that the total timeline should cover, select appropriate intervals, and record the items on the timeline in sequential order. For a sequence chart, students must identify a problem to be solved or a task to be completed. Next, they brainstorm events or steps that lead to a solution of the problem or completion of the task. Students select the most important events (six or eight events), and place them in the organizer in sequential order. Once the items have been placed in the organizer, students should analyze the chart to interpret significant trends or conclusions suggested by the sequence.

#### **What Are The Benefits?**

- helps students sequence a series of actions or tasks chronologically
- requires students to determine the purpose and criteria for ordering
- helps students analyze steps in a procedure according to cause-and-effect relationships

For more information on sequencing, see **FLOW CHART**.

#### **ESOL Strategy**

In the Broward County Multicultural/Foreign Language/ESOL Department’s *ESOL Instructional Matrix*, **Timelines** are listed as B10 in the “Visuals: Graphic Organizers” section. This graphic organizer allows learners to organize sequential events chronologically, and also gives meaningful practice in the past and present tenses.

#### **SEQUENCE CHART**

#### **TIMELINE**

#### **WEBBING**

##### **What Is It?**

Webbing is a graphic organizer strategy that provides a visual picture of how words or phrases connect to an object, concept, or topic. As students determine the characteristics of an object or idea, they begin to define the object by classifying its characteristics. Students begin to understand how the object or idea is similar or different from others. Webbing helps students clarify concepts.

##### **How Do You Use It?**

In the center of the web, list an object or idea that students are to clarify. Students brainstorm words or phrases which describe the object. These are recorded on the spokes of the web. Webs can be used for both review of material already studied or for preview of upcoming material. Students can also use this strategy individually in planning their writing or in studying for a test.

##### **What Are The Benefits?**

- provides opportunities for the visual learner to recall the characteristics of an object or idea and to make connections for later use
- helps students use and share their prior knowledge
- helps students identify patterns of information
- provides students opportunities to think critically about an idea and determine its critical attributes

#### **ESOL Strategy**

In the Broward County Multicultural/Foreign Language/ESOL Department’s *ESOL Instructional Matrix*, **Semantic Webbing/Mapping** is listed as B6 in the “Visuals: Graphic Organizers” section. This strategy provides LEP students with a visual picture of how words or phrases connect to a concept or a topic.

The instructor lists the target topic or concept, and builds a web-like structure (by circling and connecting the words) of words, phrases and verbs that students dictate as being connected with the central topic.

Class discussion may follow, with the instructor as the facilitator, to argue against or to defend the perceived relationships of the dictated words to the topic, and eventually a consensus is reached as to what the class believes constitutes a “web” for that concept.

#### **MAIN IDEA**

**Appendix E<sub>1</sub>**  
**Certificate of Authorship**  
**NOVA SOUTHEASTERN UNIVERSITY**  
**FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES**  
**CERTIFICATE OF AUTHORSHIP FOR ALL ASSIGNMENTS**

**This form is to accompany ALL assignments that are NOT Critical Tasks submitted for this course.**

COURSE: **EDUC 3520 Principles and Practices of Instruction and Assessment I**

SUBMITTED TO:

STUDENT NAME:

STUDENT E-MAIL ADDRESS

DATE OF SUBMISSION:

TITLE OF ASSIGNMENT:

**CERTIFICATION OF AUTHORSHIP:** I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in this paper. I have also cited any sources, ideas, or words that I used in my assignment and the date of the citation, in standard American Psychological Association format. I understand that all sources, ideas, or words must be cited, whether they are quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course.

STUDENT'S SIGNATURE:

PRINTED NAME:

INSTRUCTOR'S COMMENTS:

INSTRUCTOR'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PRINTED INSTRUCTOR'S NAME: \_\_\_\_\_

**Appendix E<sub>2</sub>**  
**Certificate of Authorship**  
**NOVA SOUTHEASTERN UNIVERSITY**  
**FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES**  
**CERTIFICATE OF AUTHORSHIP FOR CRITICAL TASKS/PORTFOLIO**

**This form is to accompany CRITICAL TASK #1 – *Written Lesson Plan and Instructor’s Rubric for Evaluating Preservice Teacher’s Written Lesson Plan.***

**COURSE: EDUC 3520 Principles and Practices of Instruction and Assessment I**

SUBMITTED TO:

STUDENT NAME:

STUDENT E-MAIL ADDRESS

DATE OF SUBMISSION:

TITLE OF ASSIGNMENT:


**CERTIFICATION OF AUTHORSHIP:** I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in this paper. I have also cited any sources, ideas, or words that I used in my assignment and the date of the citation, in standard American Psychological Association format. I understand that all sources, ideas, or words must be cited, whether they are quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course.

STUDENT’S SIGNATURE: \_\_\_\_\_

PRINTED NAME: \_\_\_\_\_

**The following checked items indicate the INTASC Principles, Accomplished Practices, Professional Competencies, Subject Area Competencies, and ESOL Standards addressed through this assignment.**

- \_\_\_ INTASC #8/FEAP #1 – ASSESSMENT (Lesson Plan, Syllabus Attachment 1.6)
- \_\_\_ INTASC #9/FEAP #3 – CONTINUOUS IMPROVEMENT (Lesson Plan, Syllabus Attachment 1.6)
- \_\_\_ INTASC #2/FEAP #7 – HUMAN DEVELOPMENT AND LEARNING (Lesson Plan, Syllabus Attachment 1.6)
- \_\_\_ INTASC #7/ FEAP #10 – PLANNING (Lesson Plan, Syllabus Attachment 1.6)
- \_\_\_ INTASC #4/FEAP #4/FPC # 4.2 – CREATIVE THINKING (Lesson Plan, Syllabus Attachment 1.6)
- \_\_\_ FPC # 4.1 – CRITICAL THINKING (Lesson Plan, Syllabus Attachment 1.6)
- \_\_\_ FPC # 10.1 – LONG-TERM GOALS AND SHORT-TERM OBJECTIVES (Lesson Plan, Syllabus Attachment 1.6)
- \_\_\_ FKG6SAC # 35-1 (Lesson Plan, Syllabus Attachment 1.6)
- \_\_\_ FKG6SAC # 35-2 (Lesson Plan, Syllabus Attachment 1.6)
- \_\_\_ FESOL Standard 4.1, 14.2, 18.3 – (Lesson Plan, Syllabus Attachment 1.6)
- \_\_\_ FESOL Standard 4.2, 14 .3, 16 .2 – (Lesson Plan, Syllabus Attachment 1.6)
- \_\_\_ FESOL Standard 13.7, 18 .4 – (Lesson Plan, Syllabus Attachment 1.6)
- \_\_\_ FESOL Standard 12.6, 20 .3 – (Lesson Plan, Syllabus Attachment 1.6)

INSTRUCTOR’S COMMENTS: Please provide your comments on the back of this page. 

INSTRUCTOR’S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PRINTED INSTRUCTOR’S NAME: \_\_\_\_\_

## Appendix F UTEP Curricular Framework

<b>CURRICULAR FRAMEWORK</b>	
<b>DOMAIN 1</b> Knowledge base and best practices: effective teaching practices including classroom management	
	The teacher understands the conceptual, 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. <ul style="list-style-type: none"> <li>• <b>INTASC Principle 1/Accomplished Practice 8/ ESOL Standards 1 &amp; 7.</b></li> </ul>
	The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals <ul style="list-style-type: none"> <li>• <b>INTASC Principle 7/Accomplished Practice 10/ESOL Standards 4, 5, 6, 9, 12, 15 &amp; 24.</b></li> </ul>
	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 <ul style="list-style-type: none"> <li>• <b>INTASC Principle 5/Accomplished Practice 9/ESOL Standard 18.</b></li> </ul>
	The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills <ul style="list-style-type: none"> <li>• <b>INTASC Principle 4/Accomplished Practice 4.</b></li> </ul>
<b>DOMAIN 2</b> Sensitivity and responsibility to diverse student needs: students' academic, social, and emotional needs; at-risk, ESE, ESOL learners	
	The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development <ul style="list-style-type: none"> <li>• <b>INTASC Principle 2/Accomplished Practice 7/ESOL Standard 8.</b></li> </ul>
	The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learners <ul style="list-style-type: none"> <li>• <b>INTASC Principle 8/Accomplished Practice 1/ESOL Standards 10, 13, 14, 19, 20, &amp; 21.</b></li> </ul>
	The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners <ul style="list-style-type: none"> <li>• <b>INTASC Principle 3/Accomplished Practice 5/ESOL Standards 2, 3, 11, 16, 17, &amp; 25.</b></li> </ul>
<b>DOMAIN 3</b> Communication and reflection: oral and written communication skills and reflective practice, ongoing engagement in both as exemplified in partnering with parents and community	
	The teacher fosters relationships with school, colleagues, parents, and agencies in the larger community to support students' learning and wellbeing <ul style="list-style-type: none"> <li>• <b>INTASC Principle 10/Accomplished Practice 11/ESOL Standards 22 &amp; 23.</b></li> </ul>
	The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom <ul style="list-style-type: none"> <li>• <b>INTASC Principle 6/Accomplished Practice 2/Accomplished Practice 12/ESOL Standards 15, 16, &amp; 17.</b></li> </ul>
	The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally <ul style="list-style-type: none"> <li>• <b>INTASC Principle 9/Accomplished Practice 3/Accomplished Practice 6/ESOL Standards 20 &amp; 21.</b></li> </ul>

## Appendix F

### INTASC Principles

Please refer to your personal downloaded copy of the INTASC Principles for the contextual frame of reference as to how and where the INTASC Principles listed below “fit” into the “bigger picture” of the skills you are working on in this course and in your program.

INTASC Principles reflected in this course are as follow.

#### Principle # 1

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

#### INTASC Principle # 2

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

#### INTASC Principle # 4

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

#### INTASC Principle # 7

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

#### INTASC Principle # 8

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

#### INTASC Principle # 9

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

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

**Retrieved February 25, 2005 from he INTASC website**

**([http://www.ccsso.org/projects/Interstate New Teacher Assessment and Support Consortium/](http://www.ccsso.org/projects/Interstate_New_Teacher_Assessment_and_Support_Consortium/))  
at <http://www.ccsso.org/content/pdfs/corestrd.pdf>.**

## **Appendix G**

### **Florida Educator Accomplished Practices**

Please refer to your personal downloaded copy of the Florida Educator Accomplished Practices (FEAPs) for the contextual frame of reference as to how and where the Accomplished Practices listed below “fit” into the “bigger picture” of the skills you are working on in this course and in your program.

Florida Educator Accomplished Practices (FEAPs) reflected in this course are as follow.

#### **ACCOMPLISHED PRACTICE #1 – ASSESSMENT**

**Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.**

Preprofessional: The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the student's instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs.

#### **ACCOMPLISHED PRACTICE #3 - CONTINUOUS IMPROVEMENT**

**Engages in continuous professional quality improvement for self and school.**

Preprofessional: The preprofessional teacher realizes that she/he is in the initial stages of a life-long learning process and that self-reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher's continued professional improvement is characterized by self-reflection, work with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

#### **ACCOMPLISHED PRACTICE #4 - CRITICAL THINKING**

**Uses appropriate techniques and strategies that promote and enhance critical, creative, and evaluative thinking capabilities of students.**

Preprofessional: The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.

#### **ACCOMPLISHED PRACTICE #7 - HUMAN DEVELOPMENT AND LEARNING**

**Uses an understanding of learning and human development to provide a positive learning environment that supports the intellectual, personal, and social development of all students.**

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

## **ACCOMPLISHED PRACTICE #8 - KNOWLEDGE OF SUBJECT MATTER**

### **Demonstrates knowledge and understanding of the subject matter.**

Preprofessional: The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

## **ACCOMPLISHED PRACTICE #10 - PLANNING**

### **Plans, implements, and evaluates effective instruction in a variety of learning environments.**

Preprofessional: Recognizes the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

Florida Educator Accomplished Practices. Retrieved February 25, 2005, from the Florida Department of Education website (<http://www.firn.edu/doe>) at <http://www.firn.edu/doe/rules/6a-5.htm>

## **Appendix H**

### **Florida Subject Area Competencies**

Please refer to your personal downloaded copy of the Subject Area Competencies for your major for the contextual frame of reference as to how and where the Competencies listed below “fit” into the “bigger picture” of the skills you are working on in this course and in your program.

Florida Kindergarten- Grade 6 Subject Area Competencies (FKGSACs) reflected in this course are as follow.

#### **Florida Kindergarten-Grade 6 Subject Area Competencies**

##### **35. Knowledge of Subject Content and Appropriate Curriculum Design**

35.1 Distinguish between developmentally appropriate and inappropriate instructional practices that consider the interaction of cognitive, affective, and psychomotor domains.

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

Author. (2004). *Competencies and Skills Required for Teacher Certification in Florida* (9<sup>th</sup> ed.). Tallahassee, FL: Florida Department of Education.

## **Appendix I Florida Professional Competencies**

Please refer to your personal downloaded copy of the Professional Competencies for the contextual frame of reference as to how and where the Competencies listed below “fit” into the “bigger picture” of the skills you are working on in this course and in your program.

Florida Professional Competencies (FPCs) reflected in this course are as follow.

### **1 Knowledge of Various Types of Assessment Strategies That Can Be Used to Determine Student Levels and Needs (Assessment)**

1.2 Identify and sequence learning activities that support study skills and test-taking strategies.

### **2 Knowledge of Effective Communication with Students, Parents, Faculty, Other Professionals, and the Public, Including Those Whose Home Language is Not English (Communications)**

2.4 Choose effective communication techniques for conveying high expectations for student learning.

### **3 Knowledge of Strategies for Continuous Improvement in Professional Practices for Self and School (Continuous Improvement)**

3.2 Identify ways for using data from learning environments as a basis for exploring and reflecting upon teaching practices.

### **4 Knowledge of Strategies, Materials, and Technologies That Will Promote and Enhance Critical and Creative Thinking Skills (Critical Thinking)**

4.1 Identify a variety of instructional strategies, materials, and technologies that foster critical thinking.

4.2 Identify a variety of instructional strategies, materials, and technologies that foster creative thinking.

### **7 Knowledge of How to Apply Human Development and Learning Theories that Support the Intellectual, Personal, and Social Development of All Students (Human Development and Learning)**

7.1 Identify patterns of physical, social, and academic development of students.

7.2 Identify motivational strategies and factors that encourage students to be achievement and goal oriented.

7.3 Identify activities to accommodate different learning needs, developmental levels, and experiential backgrounds.

7.4 Apply knowledge of learning theories to classroom practices.

### **9 Knowledge of Strategies to Create and Sustain a Safe, Efficient, Supportive Learning Environment (Learning Environment)**

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

**10 Knowledge of How to Plan and Conduct Lessons in a Variety of Learning Environments that Lead to Student Outcomes Consistent with State and District Standards (Planning)**

- 10.1 Determine instructional long-term goals and short-term objectives appropriate to student needs.
- 10.2 Identify activities that support the knowledge, skills, and attitudes to be learned in a given subject area.
- 10.3 Identify materials based on instructional objective and student learning needs and performance levels.

**14 Knowledge of Specific Approaches, Methods, and Strategies Appropriate for Students with Limited English Proficiency (ESOL)**

- 14.2 Identify ESOL approaches, methods, and strategies (e.g., materials adaptation, alternative assessment, and strategy documentation) appropriate for instruction.
- 14.3 Identify and apply cognitive approaches, multisensory ESOL strategies, and instructional practices that build upon students' abilities and promote self-worth.

Author. (2004). *Competencies and Skills Required for Teacher Certification in Florida* (9th ed.). Tallahassee, FL: Florida Department of Education.

## **Appendix J**

### **Florida English Speakers of Other Languages Standards**

Please refer to your personal downloaded copy of the ESOL Standards for the contextual frame of reference as to how and where the Competencies listed below “fit” into the “bigger picture” of the skills you are working on in this course and in your program.

Florida Performance Standards for Teachers of English for Speakers of Other Languages (FESOLs) reflected in this course are as follow.

**Standard 1:** Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.

**Indicator 1:** Understand the history of the Florida ESOL Consent Decree, including federal and state laws.

**Indicator 2:** Know the specific requirements of the six sections of The Florida ESOL Consent Decree with regards to meeting the needs of Limited English Proficient (LEP) students.

**Standard 4:** Use knowledge of cultural characteristics of Florida’s LEP population to enhance instruction.

**Indicator 1:** Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. {28}

**Indicator 2:** Adapt items from school curricula to cultural and linguistic differences. {35}

**Indicator 4:** Identify cultural biases in commercialized tests. {59}

**Indicator 5:** Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. {72}

**Standard 5:** Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes.

**Indicator 4:** Apply ESOL strategies to specific learning styles. {18}

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

**Indicator 8:** Identify features of content-based ESOL for elementary, middle, and high school levels. {55}

**Standard 12:** Apply content-based ESOL approaches to instruction.

**Indicator 1:** Identify content-specific vocabulary. {37}

**Indicator 4:** Identify features of content-based ESOL for the elementary, middle, and high school levels. {55}

**Standard 13:** Evaluate, design and employ instructional methods and appropriate to learner's socialization and communication needs, based on knowledge of language as a social phenomenon.

**Indicator 3:** Apply ESOL strategies to specific learning styles. {18}

**Indicator 7:** Apply multi-sensory ESOL, strategies for instructional purposes. {58}

**Standard 14:** Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity. Socioeconomic status, and religion on the results.

**Indicator 1:** Apply ethnolinguistic and cross-cultural knowledge to management techniques. {27}

**Indicator 3:** Adapt items from school curricula to cultural and differences. {35}

**Indicator 4:** Identify cultural biases in commercial tests. {59}

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

**Indicator 2:** Adapt items from school curricula to cultural and linguistic differences. {35}

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

**Indicator 1:** Identify content-specific vocabulary. {37}

**Standard 18:** Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.

**Indicator 1:** Apply ESOL strategies to specific learning styles. {18}

**Indicator 3:** Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences. {28}

**Indicator 4:** Apply multi-sensory ESOL strategies for instructional purposes. {58}

**Standard 19:** Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques.

**Indicator 1:** Identify cultural and biases in commercial tests. {59}

**Indicator 3:** Identify suitable assessment instruments that assist in complying with legal obligations of districts serving LEP students. {61}

**Standard 20:** Administer tests and interpret test results, applying basic Measurement concepts.

**Indicator 3:** Adapt content area tests to ESOL levels appropriate to LEP students. {64}

**Standard 21:** Use formal and alternative methods of assessment/evaluation of LEP students, including measurement of language, literacy and academic content metacognition.

**Indicator 1:** Identify levels of English proficiency to place students appropriately for ESOL instruction. {68}

**Indicator 2:** Interpret LEP student assessment data related to placement progress, and exiting from programs. {69}

**Standard 22:** Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum.

**Indicator 1:** Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. {72}

**Standard 23:** Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers between students, parents, and the school setting.

**Indicator 3:** Identify strategies for facilitating articulation with administrators, content area teachers, parents, and the community. {72}

Bureau of Educator Recruitment and Professional Development (2001). *Preparing Florida Teachers to Work with Limited English Proficient Students*. Tallahassee, FL: Florida Department of Education.

## **Appendix K**

### **Sunshine State Standards**

Select the appropriate Sunshine State Standards for use in your lesson plan. The standards selected will vary based on the grade level and content taught.