***COLLEGE OF EDUCATION***

***COURSE SYLLABUS***

*The College of Education CARE’s – The College of Education is dedicated to the ideals of* ***C****ollaboration,* ***A****cademic Excellence,* ***R****esearch, and* ***E****thics/diversity.  These are key tenets in the Conceptual Framework of the College of Education.  Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit:* [*www.coedu.usf.edu/main/qualityassurance/ncate\_visit\_info\_materials.htm*](http://www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.htm)

The Elementary Education Program is a collaboratively developed elementary teacher education program delivered within a partnership with Hillsborough County Public Schools.  The program is characterized by a high degree of coherence due to the ability to provide intensive and cohesive coursework and fieldwork opportunities to Residents and their Collaborating Teachers.  The partnership uses the 4 I’s to conceptually guide the program:

|  |  |  |
| --- | --- | --- |
| · | Inquiry - | Effective teachers make use of multiple forms of data to make systematic and intentional study a part of their teaching practice. |
| · | Integration - | Effective teachers know how to integrate content, including reading and writing across the curriculum.  Effective teachers connect theory and practice. |
| · | Inclusion - | Effective teachers understand issues of equity and know how to differentiate curriculum and instruction to accommodate diverse students. |
| · | Innovation **-** | Effective teachers cultivate curiosity and creativity as well as advance |
|   |   | teaching and learning through the use of technology. |

**COURSE PREFIX AND NUMBER:**  EDE 4941

**COURSE TITLE:**  Level I Field Experience

**INSTRUCTORS:**

|  |  |
| --- | --- |
| Dr. Danielle Dennis Cell (813) 579-7780dennis@usf.edu  | Mrs. Celeste HumphreysCell (813) 360-6410chaddock@mail.usf.edu |
| Mrs. Wendy BakerCell (813) 431-7239webaker@mail.usf.edu | Dr. Marc SummaCell (813) 230-9272summam@mail.usf.edu |

**COURSE PREREQUISITES**:  Admission to the Elementary Education program and EDG 4620.

**COURSE DESCRIPTION:**  EDE 4941 is an extremely important experience in your lifelong journey to become an effective teacher. This internship provides an opportunity for you to integrate concepts, theories and ideas across the various courses you are experiencing this semester as well as your previous course work. This course is designed to engage you in a process of inquiry focused on questions that will help you to become a better student of teaching and eventually a better teacher as well.

During this experience, you will have the opportunity to observe, engage in a variety of classroom activities, and co-teach under the supervision of your collaborating teacher (CT).  For most of the semester your CT will be planning instruction, and you will be assisting in implementing those plans.  As the year progresses, you will eventually acquire some responsibility for planning and delivering instruction, and your CT will assist you in carrying out your plans. As the semester progresses, you, your mentor, and your Partnership Resource Teacher (PRT) will develop a plan that sets forth the other types of classroom activities that you will engage in.

In addition to enhancing your emerging skills in teaching and reflection, this course will also enable you to become a more astute observer and inquirer into classroom and school contexts and the classroom behavior of educators and children. You will develop the ability to think more productively about teaching and learning as you work together with CT, PRTs, and other Residents.

**COURSE HOURS/TIMES:**

*The following schedule is for the first year residents  fall 2016*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **7:30am-10:15am**LAE 4424Teaching Children’s Literature (B. Flores) | **7:30-10:30am**EDE 4941Field Experience (C. HumphriesM. SummaW. Baker) | **7:30am-10:30am**EDE 4941Field Experience(C. HumphriesM. SummaW. Baker) | **7:30am-3:30pm**EDE 4941Field Experience(C. HumphriesM. SummaW. Baker) | **7:30am-12:15pm**EDE 4941Field Experience(C. HumphriesM. SummaW. Baker) |
| **10:30am-1:15pm**RED 4312Emergent Literacy(S. Sweeney)  | **11:15am-12:30pm**EDE 4941Seminar(C. HumphriesM. SummaW. Baker) | **10:45am-12:45pm**Exploration into Field Experience (C. HumphriesM. SummaW. Baker) |  |  |
| **1:45-3:30pm**EDE 4941Field Experience (C. HumphriesM. SummaW. Baker) | **12:45-3:30pm**EDE 4504 Creating & Differentiating Learning Environments(W. Baker)  | **12:45pm-3:30pm** EDP 3273  |  | **12:45pm-3:30pm** TSL 4080ESOL I  |

**All classes meet at Pizzo Elementary Room 203 (DO NOT PARK IN USF PATEL PARKING)**

     UTRPP Partnership Schools include: Mort Elementary, MOSI Partnership Elementary, Pizzo Elementary, Shaw Elementary, USF/Patel Partnership Elementary, Witter Elementary

\*\*\* Due to the fact that we are working with schools, dates and times are subject to change. Students will be notified of any changes.

**COURSE GOALS AND OBJECTIVES:**

Specifically, residents will:

1. **Begin to develop and enhance their ability to use an inquiry stance to observe individual children, groups of children, classroom learning environments, and instruction.**
	1. Become a more skilled observer of student and teacher behavior, including your own.
	2. Systematically study and analyze their own practice as well as the practices of others.
	3. Develop a better understanding of classroom learning environments and school culture.
	4. Become an astute “student of teaching” who utilizes a variety of tools and experiences to inquire into the process of learning to teach.
	5. Show personal and professional growth in your ability to reflect on teaching and learning with understanding.

1. **Extend their pedagogical content knowledge in order to become a professional educator.**
	1. Demonstrate the ability to work effectively and collaboratively with teachers, students, and other professionals by modeling professional characteristics such as responsibility, initiative, enthusiasm, flexibility, confidentiality, dependability, and punctuality.
	2. Observe, co-teach, and reflect individually and collaboratively with your mentor teacher, PRT, and peers on instruction and routine tasks.
	3. Show personal and professional growth in planning and preparation for teaching and learning with understanding.
	4. Model the use of appropriate written and oral communication skills in all interactions with children and fellow professionals.
	5. Articulate a teaching platform or philosophy of education and justify it.
	6. Show evidence of their understanding and knowledge of the Florida Educator Accomplished Practices in both classroom internship and in completion of all assignments.

1. **Demonstrate the dispositions necessary to become a professional educator including professional responsibility, ethics, and integrity in multiple professional learning communities and environments.**
	1. Demonstrate competence in all written and oral communication.
	2. Adhere to the operational policies and procedures of the school and the university.
	3. Display responsibility in fulfilling professional commitments.
	4. Participate actively in all professional responsibilities as determined by the school context, the school culture, your mentor, and your PRT.
	5. Be punctual and prepared for all required responsibilities.

Special Note: This course is taught in the Teacher Residency Partnership Program. As such, a special effort has been made to more closely align the content here with the realities of schools as well as more closely connect this course to other courses being simultaneously taught. Therefore, some of these objectives are also met in other courses, such as EDE 4301, in the practicum experience.

**COURSE REQUIRED TEXTS AND MATERIALS:**

*Required Texts:*

Denton, P., & Kriete, R. (2000). *The first six weeks of school.* Turner Falls, MA: Northeast Foundation for Children, Inc.

Dana, N. & Yendol-Hoppey, D. (2014). *The reflective educator’s guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry, (3rd Ed.).* Thousand Oaks, CA: Corwin Press.

Sleeter, C. (2015). *White Bread*. Boston, MA: Sense Publishers. ISBN 978-94-6300-065-9

*Materials:*

Electronic Portfolio

Creation of a Google account and additional social networking accounts as required (e.g. Twitter, Pinterest).

Digital Video Recording Device (e.g. iPhone, iPad, Flip Cam)

Access to:

Studiocode or other a video analysis software (e.g. iMovie). We will discuss this technology at seminar. It is not necessary to purchase at this point.

*Additional Readings or Books as Assigned.*

**COURSE ASSIGNMENTS:**

1. **Inquiry into our Community:**

The purpose of this assignment is to develop an understanding of the local community in which your schools are situated. Working in a small group, you will answer the question:

**How can we describe the community in which our students live?**

You will engage in visits around neighborhoods surrounding the schools in the partnership. During your tours, you will take data through digital photographs and field notes as observations. You will also conduct some online research. For example, you might locate the school’s and/or the district’s strategic plan. You might also read the local newspaper to examine the headlines over the past month. Working in small groups, you will make some claims supported by evidence and also develop future wonderings. In order to share your inquiry, you will develop a group KLEW chart and engage in discussions about the experience.

1. **Inquiry into an Individual Learner**:

The purpose of the individual learner inquiry is to help you become a better systematic observer of an individual child’s behavior, to begin to identify and understand what causes a child to behave as (s)he does, and to learn ways to adapt the classroom environment so that the child can be successful.  Careful and thoughtful “kid watching” over time is the major focus of the activity.

To present your learning this semester regarding yourself as a teacher as you worked with this one student you will present a brief video montage as evidence. The purpose of this long-term project is for you to tell the story of your professional learning and growth over the course of the semester. The video montage will blend your learning from all of the fall courses by charting your evolving understandings of the connections between understanding children as unique, diverse learners and the ways that diversity influences instructional planning and management in the content of children’s literature. As evidence of your professional learning, you will need to engage in ongoing critical reflection of your learning and teaching practice throughout the semester. This is an integrated assignment across your coursework during this semester. In consultation with your collaborating teacher, you will select one student. More details and specifics about this assignment will be provided in the future.

1. **Inquiry into Developing Personal/Professional Identity:**
2. **Developing the Teaching Platform**

During the Residency experience (over two years), you will develop a  “Teaching Platform” that depicts your developing ideas and beliefs about teaching and learning. Also synonymous with a philosophy of education, the platform states your key beliefs about teaching and learning and illustrates your ability to put these beliefs into practice through evidence gathered from your teaching. It also explores any discrepancies between your beliefs and your practices and includes reflections on this belief/practice intersection. A well-developed teaching platform can be useful in guiding your instructional decision-making, as well as articulating your thinking to colleagues, parents, and administrators. It can be a useful tool for representing yourself as a teacher during the interview process. You should be continuously re-evaluating your beliefs in light of new experiences and learning. During the two years, you may find that the evidence you collect further bolsters your beliefs about supporting children’s learning. In other cases, initial beliefs may be modified in light of new evidence, or even abandoned as new beliefs are developed. Consider this a “work in progress” that will hopefully continue to grow and change as you pursue your career. For this semester, your platform will involve two steps: (1) the espoused platform conference and (2) posting additional philosophies.

**Posting Additional Philosophies.** At the end of the semester, you will add any belief statements that you create in your other coursework to your platform. (For example, you will add a philosophy of management, a philosophy of child development, a philosophy of teaching children’s literature, and a philosophy of literacy assessment.) You will continue to add to your teaching platform throughout your two-year experience in the Residency. You will learn more about that in the future.

1. **Participation**

Since you are a professional, your punctual and active participation is expected in all digital and face-to-face professional learning communities. Failure to behave appropriately may result in an unsatisfactory mark and failure of the course. Course materials, checklists, and announcements will be posted on Canvas,the Teacher Residency Partnership Program’s web site, or through emailunless otherwise stated**.**  Students are responsible for downloading materials. Hardcopies of checklists or rubrics must be handed in with assignments. Email will play a critical role in connecting you, your CT, and PRT, therefore you are expected to check and use email on a regular basis. You also are responsible for participating in any collegial development groups (those include book studies, professional learning communities (PLCs), or critical friends groups (CFGs)) as appropriate. You must actively work for others and for yourself to support the development of your own and others professional learning and you will provide artifacts that document your work in these collaborative and individualized spaces.

1. **Maintenance of Professional Web Space**

Being a professional means developing a professional digital identity and presence so that over time you can create a global network to support your professional development throughout your career and so that you can contribute to the professional learning of others, influence policy, and be an active participant in the educational community through local, state, regional, national, and possibly international conversations. This is all possible through the power of social media. You should personalize the introductory section of the web space by adding information about your field experience and your previous experiences.

1. **Reflect and Connect Weekly Communication**

Communication with your PRT and CT are critical to your success in this program. Each week, you need to be posting on your personal web space a reflection that makes connections from the information you are reading in class with your experiences in the classroom. Reflect and connect involves you interacting with your course readings in this course and the other courses you are taking this semester. Making connections is how you will process and make sense of your experience, and it will truly transform your learning. This weekly communication is also a mechanism for sharing updates about your Inquiry into your Individual Learner. Please make sure that anything you post online uses pseudonyms. Any pictures must have faces blurred. If at any time you feel the information you want to share is too sensitive, then you should send it via email or call on the phone. ***Use your professional judgment.*** These reflect and connect weekly communications should be meaty, showing thoughtfulness and meaningful theory-practice connections. They can be initiated by experiences in the classroom that cause you to pause, reflect, and make a connection to your readings, or they can stem from something you are reading that causes you to pause, reflect and make a connection to your classroom.

These projects have been approved through the Hillsborough County Public Schools Research Review process.  Note that individual student information is protected under the Family Educational Right and Privacy Act (FERPA). The University of South Florida and the Hillsborough County Public Schools both want to ensure that students¹ records are protected and that teachers and potential teachers have the most appropriate training opportunities. Student information (K-12) collected for this task will NOT include information that identifies the individual student and any information/data collected will NOT be retained (e.g., videos with students in them, copies of student work, audio recordings of student interviews, etc.) past the completion of the course and the assignment of a grade by the instructors/professors.²

**COURSE SCHEDULE FOR SEMINAR MEETINGS (TENTATIVE)**

|  |  |  |
| --- | --- | --- |
| **Date** | **Topics** | **Assignments** |
|  Monday, August 22nd | No Field Experience |  |
|  Tuesday, August 23rd 10:45am-12:30pm | - PRT introductions - Overview of program(Transportation concerns for field experience)- Syllabus- Reflection/Questions |  |
| Wednesday,  August 24th10:45am-12:15pm | - Morning meeting (Wendy)- Resources from USF - Candidate social media guideline- Debrief/Reflection/Questions |  |
| Thursday,August 25th7:30am-12:30pm | - Morning Meeting (Marc)- Who Are You? Activity- PRT Autobiography- Resident Autobiography- Cheerios!- Photos- Debrief/Reflection/Questions  |  |
| Friday,August 26th 7:30am-12:00pm | - Morning Meeting (Celeste)- Inquiry into Context-Elementary Schools-laundry mat, churches, stores- KLEW chart-Debrief/Reflection/Questions | Sign up for morning meeting |
| Monday,August 29th1:45pm-3:30pm | - Morning Meeting - Master Schedule- School demographics/SIPs- School websites- Connect to your elementary school -Questions |  |
| Tuesday,August 30th10:45am-12:30pm | -Morning Meeting-What is culture?-Debrief/Reflection/Questions |  |
| Wednesday,August 31st10:45am-12:15pm | -Morning Meeting-Identifying Cultural Self-"Why is that child so rude?" (article/protocol)-Debrief/Reflection/Questions |  |
| Thursday, September 1st7:30am-12:30pm | -Morning Meeting-If She Only Knew Me (Jeff Gray)-She Loves Me (Jeff Gray)-Protocol Chalk talk-Budget task with research-Create student interview form-Create interview questions for yourself about your cultural beliefs-Debrief/Reflection/Questions |  |
| Friday, September 2nd 7:30am-12:00pm | - Morning Meeting- Inquiry into Context-Elementary Schools-laundry mat, churches, stores- Debrief/Reflection/Questions |  |
| **Monday,** **September 5th** | **NO SCHOOL** | **LABOR DAY** |
| Tuesday, September 6th 11:15am-12:30pm | - Morning Meeting-Blog Expectations with rubric (Reflect/Connect)-FEAPS |  |
| Tuesday, September 13th 11:15am-12:30pm | - Morning Meeting-Bring interviews from (Sept. 1st) students to debrief |  |
| Tuesday, September 20th 11:15am-12:30pm | - Morning Meeting-Teaching Philosophies to blog site- Inquiry into Individual Learner | Read The First Six Weeks of School Introduction/Key Terms |
| Tuesday, September 27th 11:15am-12:30pm | - Morning Meeting-Discussion on The First Six Weeks of School (Introduction/Key Terms)-Bring cultural beliefs recorded interviews to class to transcribe | Read The First Six Weeks of School Chapter 1 |
| Tuesday, October 4th11:15am-12:30pm | -Morning Meeting-The First Six Weeks of School (Chapter 1) | Read The First Six Weeks of School Chapter 2 |
| Tuesday,October 11th 11:15am-12:30pm | -Morning Meeting-The First Six Weeks of School (Chapter 2) | Read The First Six Weeks of School Chapter 3 |
| Tuesday, October 18th11:15am-12:30pm | -Morning Meeting-The First Six Weeks of School (Chapter 3) | Read The First Six Weeks of School Chapter 4 |
| Tuesday,October 25th11:15am-12:30pm | -Morning Meeting-The First Six Weeks of School (Chapter 4) | Read The First Six Weeks of School Conclusion |
| Tuesday,November 1st11:15am-12:30pm | -Morning Meeting-The First Six Weeks of School (Conclusion) |  |
| Tuesday,November 8th11:15am-12:30pm | -Morning Meeting- Teaching Philosophies to blog site- Inquiry into Individual Learner |  |
| Tuesday,November 15th11:15am-12:30pm | -Morning Meeting-TBA |  |
| Tuesday,November 22nd11:15am-12:30pm | Thanksgiving BreakNo Class |  |
| Tuesday,November 29th11:15am-12:30pm | -Morning Meeting-Inquiry into Context |  |
| Tuesday,December 6th11:!5am-12:30pm | -Morning Meeting-Inquiry into Individual Learner (Dissemination) | Last week of classesFinals Week |
| **Monday,** **December 12th - Friday,** **January 6th** | **NO CLASSES** | **USF WINTER BREAK** |

**All dates, topics, and assignments are tentative and subject to change. Students will be notified of any changes.**

**EVALUATION OF STUDENT OUTCOMES**:

**Assessment and Grading:**

The purpose of assessment is to allow you to take stock of your performance at a particular point in time so that you may celebrate your strengths and set goals to improve. Assessment is a three-way responsibility. You, your CT, and your PRT all play key roles in the assessment process.

Because we function in the context of a university that uses grades, we must assign a grade at the end of the semester. Your grade is composed of both your performance in the classroom and your completed assignments. The performance grade will be determined in consultation with you, your CT, and PRT.  However, the final responsibility for assigning the grade rests with the PRT and Dr. Burns. All practicum objectives, assignments, on-site requirements, and attendance and participation criteria must be met. Poor evaluations by CTs, PRTs, unprofessional teaching behaviors, and/or failure to complete assignments in a timely, professional, and satisfactory manner may be cause for an unsatisfactory grade of below a C, the extension of the field assignment, and/or repeating the practicum.

**Assessment Process-Goal Setting Conferences:**

At two different points during the semester, approximately during **week of October 3rd  and during the week of December 5th,**you, your CT, and your PRT will meet to assess your performance. During this goal-setting conference we will discuss your performance in each of the focus areas, identify strengths and weaknesses, and set goals for improvement. You will be responsible for completing any necessary paperwork.

**GRADING CRITERIA**:

The following descriptions are general guidelines for determining the course outcome of passing/ failing:

Satisfactory:  Consistent, active and thoughtful participation each day in both the classroom and in seminar discussions/ activities.  Excellent quality and serious thought put into each assignment.  Professional growth is evident, as indicated on the midterm and final observation forms, as well as on weekly reflect and connect communications.

Unsatisfactory:  Inconsistency of participation in the classroom or seminar, assignments that are incomplete or poorly done, failure to complete course objectives, requirements, or expectations, or the inability to perform in a satisfactory manner in the residency experience (documented by an unsatisfactory final evaluation form from the university supervisor or the classroom teacher.

**GENERAL POLICIES:**

**Professional Conduct:**

You are a professional and we, in the Teacher Residency Partnership Program, expect you to conduct yourself in that manner during all activities associated with this course, including class and on-line discussions, and out of class assignments. Appropriate interactions between and among students and instructor are expected at all times. Disruptions to the academic process will result in appropriate disciplinary action as will plagiarism in any form. All work must be duly cited, APA style. No make-up work or extra credit will be given.

Attendance is a professional expectation. Because much of the learning is designed for group activities, your attendance is required. If you will not be in class you are responsible for notifying the instructor prior to the class time by email or voice mail.  It is also your responsibility to get the missed content from another student. Any absence, regardless of reason, will result in loss of participation points and may not be made up. Students are allowed one absence without the overall course grade being impacted. Subsequent absences will result in the course grade being lowered by one letter grade for each absence.

Prompt arrival to class is also a reflection of involvement and professionalism. Because many extraneous factors can influence arrival time, two tardies (15 minutes or less) can be overlooked. However, beyond two, your class participation points, and ultimately, your final grade will be negatively impacted. Missing more than 15 minutes of class will be considered an absence.

We expect you to complete all assignments punctually and professionally as a natural part of your transition from being a student to becoming a professional teacher.  Late assignments may result in a reduced grade. Assignments should be professional in appearance and free from any mechanical errors. Assignments are due on the specified date and will not be accepted past the due date. Computer crashes without backup or lack of printer ink do not constitute excuses for not submitting work on time.

**Academic Integrity:**

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.  All work that is based on the ideas of others must be properly cited.

**Academic Disruption:**

Academic disruption is defined as the acts or words of a student in the classroom or teaching environment which directs attention from the academic matters at hand, such as: noisy distractions; persistent, disrespectful or abusive interruptions of lecture, exam or academic discussions; or actions that present a danger to the health, safety or well being of the faculty member of students.

**Academic Dishonesty:**

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" of "FF" (the latter indicating dishonesty) in the course.

**Web Portal Information:**

Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.acomp.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the [Academic Computing](http://www.acomp.usf.edu) website and select the link "Activating a Student E-mail Account" for detailed information.  Information about the USF Web Portal can be found at: [http://www.acomp.usf.edu/portal.htm](http://www.acomp.usf.edu/portal.html).

**ADA Statement:**

Students in need of academic accommodations for a disability may consult with the office of Services for Students with Disabilities to arrange appropriate accommodations.  Students are required to give reasonable notice (typically 5 working days) prior to requesting an accommodation.

**USF Policy on Religious Observances:**

*Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.*

The Family Educational Rights and Privacy Act (FERPA) is a Federal law designated to protect the privacy of a student’s education records and academic work. The law applies to all schools and universities which receive funds under an applicable program of the U.S. Department of Education and is applicable to students at USF as well as the students in our partnering schools. All files, records, and academic work completed within this course are considered educational records and are protected under FERPA. It is a student’s right to expect that any materials you submit in this course will not include names or other identifying information.  The exception will be only when you have given written consent.

**Florida Department of Education**

**Accomplished Practices—Pre-professional Level**

The following Accomplished Practices must be demonstrated prior to graduation from the program.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

a. Aligns instruction with state-adopted standards at the appropriate level of rigor;

b. Sequences lessons and concepts to ensure coherence and required prior knowledge;

c. Designs instruction for students to achieve mastery;

d. Selects appropriate formative assessments to monitor learning;

e. Uses diagnostic student data to plan lessons; and

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

a. Organizes, allocates, and manages the resources of time, space, and attention;

b. Manages individual and class behaviors through a well-planned management system;

c. Conveys high expectations to all students;

d. Respects students’ cultural linguistic and family background;

e. Models clear, acceptable oral and written communication skills;

f. Maintains a climate of openness, inquiry, fairness and support;

g. Integrates current information and communication technologies;

h. Adapts the learning environment to accommodate the differing needs and diversity of students; and

i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

a. Deliver engaging and challenging lessons;

b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

c. Identify gaps in students’ subject matter knowledge;

d. Modify instruction to respond to preconceptions or misconceptions;

e. Relate and integrate the subject matter with other disciplines and life experiences;

f. Employ higher-order questioning techniques;

g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students’ learning needs, informs instruction based on those needs, and drives the learning process;

b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s); and

f. Applies technology to organize and integrate assessment information.

5. Continuous Professional Improvement. The effective educator consistently:

a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs;

b. Examines and uses data-informed research to improve instruction and student achievement;

c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;

e. Engages in targeted professional growth opportunities and reflective practices; and

f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct. Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.