Required Text: (this is a wonderful resource for the whole program)

Supplemental resources:


Course Documents Posted on: Canvas
TaskStream Account is required. Critical tasks must be uploaded to your electronic portfolio.

COURSE DESCRIPTION

This course is designed to broaden your understanding of the context of instructional planning and various practices required to teach effectively in today's expanding schools. This course explores the current knowledge of best practices of a variety of teaching and management strategies and methods deemed appropriate for a diverse elementary classroom setting including ESOL students and other exceptionalities. Specifically, we will explore various philosophical and educational beliefs regarding child-development, teaching, and effective classroom management. Individually, you will begin to analyze and understand your own belief systems and how these may impact the child.

COURSE OBJECTIVES

Upon completion of this course, the pre-service teacher will:

• Describe current teaching practices and write a beginning philosophy of education as it pertains to management of students and the classroom environment.
• Develop a basic understanding of a variety of classroom **instructional styles** including direct instruction, cooperative learning, learning centers, individualized instruction, and organized topics of study.

• Develop a basic understanding of a variety of classroom **management theories** including behaviorism, choice theory, student-directed learning, and assertive discipline.

• Describe their own **cultural and individual perceptions** and how these perceptions may impact the culturally diverse pupils in today’s schools.

• Become familiar with **national, state and local educational objectives** and will develop age appropriate lesson plans based on such objectives.

• Experience a **classroom environment** first-hand and will assess their strengths and areas for growth as a future teacher.

• Understand legal issues in education, school safety and the Florida Code of Ethics for Educators.

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**Learn. Lead. Inspire. Transform**

**TaskStream** is a web-based electronic portfolio required of all students in College of Education (COE) programs. TaskStream enables students to build media-rich online portfolios showcasing learning achievements, which can be shared with peers, instructors, parents, and employers. Further, it provides a way to submit documents, called Critical Tasks, to instructors for feedback and assessment. The COE uses these assessments to evaluate candidate progress toward meeting standards set by the Florida Department of Education, by the faculty, and by professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement.

Once your assignment is in your portfolio, it will be assessed using a rubric. You must earn a score of 3 or better on each standard being assessed by the critical task. For example, if the Florida Educator Accomplished Practice (FEAP) standards for “Instructional design and lesson Planning” and for “Instructional delivery and facilitation” are both assessed, you need to pass each one with at least a 3 (out of possible 5). If you do not pass the critical task, you will not pass this course.

**Critical Assignments**: Assignments designated as Critical Assignments must receive a passing grade in order to pass the course. If you turn in an assignment that receives an unsatisfactory grade, you will be required to redo the assignment. Your initial grade on the assignment will be used to compute your final grade for the course. The Critical Assignments for this course are the **Classroom Management Plan** and the **Lesson Plan**.

**USFSM AND USF SYSTEM POLICIES**

A. **Academic Dishonesty**: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the catalog, [USFSM Undergraduate Catalog](https://www.usf.edu/academicscatalog/) or [USFSM Graduate Catalog](https://www.usf.edu/academicscatalog/), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](https://www.usf.edu/student-life/student-handbook/).

B. **Academic Disruption**: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic
Dishonesty in the catalog: USFSM Undergraduate Catalog or USFSM Graduate Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Safety Preparedness Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://www.usfsm.edu/students/disability/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.

COURSE REQUIREMENTS

Please note: Assignments are accepted for full credit on the day they are due. Please see me if your assignment will be late. Professionalism includes being on time with responsibilities. Rubrics are located on Canvas. They should be reviewed for each assignment.

I. Attendance/Participation/Preparation: (30 points)

Professional attitudes (dispositions) toward teaching and learning are developed throughout the teacher preparation program. The following professional indicators are expected during the course and will be used as assessment criteria by the instructor in the determination of the final grade:

- Thoughtful, thorough, prepared participation in all activities
- Enthusiasm for ideas and intellectual curiosity
- Timely completion of tasks and assignments
• Attendance, punctuality, and undivided attention during class
• Civility, diplomacy, and sensitivity toward others and their ideas
• Ability to work cooperatively and share ideas
• Capacity to objectively reflect on one’s dispositions and behaviors
• Positive response to feedback

Regarding Attendance & Participation:

Regular and prompt attendance, satisfactory completion of all class assignments and satisfactory contribution to the class activities in a knowledgeable manner is expected. The quality of class sessions is, in large part, a function of the participation of all students; therefore, when you or another student is absent, the quality of the learning experience diminishes for everyone. Prompt attendance is expected, and a portion of your participation grade will include the weekly written homework assignments. A tardy may count as an absence.

In the event of an unavoidable absence (e.g., serious illness, accident, hospitalization, or significant immediate family tragedy) you may provide the instructor with documentation verifying your absence within 48 hours for any consideration.

In general, students who come to class late, leave early, and/or miss class are not entitled to the same participation grades as students who participate in a more responsible way. Regarding engagement, you must be actively engaged in class work at all times to be considered present. You will be considered absent if you disengage from class activities and participation points will be deducted. Five points will be deducted for every absence after the first, and more than two unexcused absences may result in an “F” in the course. Coming late, leaving early, and disengaging in class significantly affects your ability to learn and will result in lost points.

Discussion Board:

The discussion board on Canvas is part of the participation grade. The Discussion Board is a vital part of communication in online learning, and its use is increasing in face to face education, also. If all participants agree to follow a few principles of civility and professionalism, the discussion board can be a great opportunity to express opinions, share ideas, and receive feedback from peers who are engaged in the same learning objectives. They can help less-verbal students engage and be part of a classroom discussion. If you want more information on netiquette, try [http://www.ehow.com/info_8582932_discussion-board-etiquette.html](http://www.ehow.com/info_8582932_discussion-board-etiquette.html)

When there is a discussion board question, please post your first response by Thursday evening so that others have a chance to read and comment on your thoughts. You are expected to respond to at least 2 other students prior to our class meeting, and an “I agree” or “Good point” is not a sufficient response.

II. Essential Assignment: Practical Classroom Experience (10 Points)

*The first step in learning to do something is often watching someone else do it. An important piece of your education involves watching teachers and beginning to connect what they do in the classroom with what we’re learning about in class. With this in mind, you will be required to spend 6 hours in a classroom setting. I recommend at least 2 sessions, and be sure to schedule time to talk with the teacher when the children are not present.*
During the beginning of the semester you will make contact with a school* (your choice of type, location, and grade level) and spend no less than 6 hours visiting the classroom. Please fill out the observation grid (on Canvas) and keep notes to address the following questions for your narrative assignment. There is a letter attached at the end of the syllabus to help verify this assignment for the teacher whom you visit. Complete the Field Tracking form in TaskStream to document this experience.

*If you are visiting a school in Sarasota County, you will need to register on the PALS system at the Landings. There is no charge for registering.

On the due date, hand in both your observation log (handwritten is fine) and a paper to describe and explain the following topics:

✓ Classroom Management

- Use the Observation log to detail the procedures and routines used in the classroom. Ask the teacher about the topics you are not able to observe. What forms of classroom management tools did you notice? What positive reinforcement and rewards are used? What happens when a student is misbehaving?
- Describe the classroom management plan being used.

✓ School Safety and Law

- Inquire about the school safety protocols and discuss one in detail.
- Discuss one legal issue with the teacher and write a short reflection as to what school-wide policies and protocols are in place to address this issue.

✓ Instructional Methods

- How is the learning environment designed? What material and supplies are available to the children and how do they gain access to them? Who cleans up? How are the desks arranged?
- Notice the visual displays around the room. Are they developed by the students or commercially bought? How is the children’s work displayed?
- What does the look and feel of the room tell you about the teacher’s educational philosophy?
- Does the teacher have children engaged in learning center or thematic activities? Briefly describe what types of activities are taking place relating to these methods of instruction.

III. Group Lesson Plan Development and Delivery (10 points)

During the semester, you will work in cooperative groups to develop and teach a lesson based on the information from an education-related article. The groups will be determined during the first class meetings, and a copy of the article will be given during class. The initial task is to read the article, decide together about the important content and do a little more research to make sure that you have a thorough understanding of what you’ll be teaching (pull together other resources). Your group will be expected to complete a full lesson plan using the USFSM format and teach the content to the rest of the
class. The lesson should take approximately one half hour. During class, we will discuss the expectations for the lesson.

Your group will turn in a completed lesson plan. You will need to develop some type of rubric for the “learners” to fill out to give you feedback on your plan and the lesson delivery.

IV. Critical Task: Lesson Plan (25 points)

Although spontaneous teaching can be successful, consistently good teaching requires thoughtful planning. Organized lesson plans and long-term connected activities are the trademarks of an excellent teacher. This assignment will help you understand how to develop good lesson plans.

Using one of the major content areas (math, reading, science, or social studies), organize a lesson plan for students in a particular grade level. Demonstrate your understanding of one (or a combination) of the instructional strategies (methods) that have been modeled and discussed in this class. This lesson should include brain-based strategies that optimize learning, including higher-level thinking questions and/or activities using different intelligences. We will be sharing ideas and strategies from a variety of lesson plans in class.

- Be sure to identify the Next Generation Sunshine State Standards and any other relevant curriculum standards (such as district roadmaps or guidelines).
- Follow the USF lesson plan format provided in class and on Blackboard.
- Your assessment strategy needs to show differentiation for students with high, middle, and low mastery levels.

This assignment is a critical task for this course and must be submitted to Task Stream.

V. Critical Task: Classroom Management Plan (25 points)

Students will develop an in-depth classroom management plan that addresses critical elements related to what a teacher does to establish and maintain a positive learning environment. In addition, they will address procedures and routines, rules and expectations, motivational strategies and consequences when rules are not followed, a first day of school narrative, samples of parent communication, and a weekly newsletter. You should address both primary and intermediate classrooms (describe similarities and differences given students’ varying developmental needs), and the classroom management plan must be in accordance with the principles of a safe and drug-free school.

✓ A detailed description of how you plan to cultivate a positive learning environment that includes the following:
  o A description of how you plan to promote community within the classroom given the diverse group of students usually found in elementary school classrooms.
  o A description of how you will communicate high expectations to students.

✓ Procedures and routines:
  o Provide a list of 3-5 rules and procedures that you will have in your classroom.
  o Include an explanation of how these will be determined and/or selected.
  o Provide a description of how you will manage these classroom procedures and routines:
• transition within the classroom (ex. from desk to carpet)
• transition from the classroom to other parts of the school
• line-ups, bathroom breaks, lunch
• agreements, rules, and behavior expectations
• consequences when agreements/rules are not followed
• motivational strategies to enhance classroom climate

✓ Behavior Management:
  o Describe what classroom management theory aligns well with your teaching philosophy.
  o Briefly describe how you will work with students to establish and reinforce your management strategies.
  o Describe how you plan to encourage the desired behavior and what consequences you might use to discourage the behavior that is unacceptable.

✓ First Day Agenda:
  o Describe specific steps you will take to prepare for the new school year.
  o Create a step-by-step detailed agenda that includes building classroom community along with communicating high academic and behavioral expectations.

✓ Instructional Best Practices:
  o Select two different instructional best practices (e.g., cooperative learning, learning centers, individualized instruction, gradual release of responsibility, etc.). For each one,
    • Draw a schematic diagram indicating how your classroom will be arranged to maximize student learning.
    • Describe how this practice accommodates the differing needs of students.
    • Describe how using this practice encourages student motivation for learning.

✓ Parent Involvement:
  o Discuss at least 3 ways families, especially those from culturally and linguistically diverse backgrounds, can become involved in their children’s educational experiences to help support and reinforce classroom goals, objectives, and standards.
  o Describe how you will communicate with families who are not fluent English speakers or readers?
  o Write a “Welcome to the School Year” letter for your parents (be personal as well as informative).
  o How will you routinely communicate with families? (e.g., newsletter, website, agenda book, etc.)

✓ Professional Responsibility and Ethical Conduct
  o Describe, in detail, how you plan to maintain your professional responsibility when dealing with others (students, parents, colleagues, administrators, and the community).
  o Describe how you plan to keep the children in your classroom safe emotionally and physically.

This is a critical task for this course and must be submitted to Task Stream.
Course Evaluation

The minimum expectations of all students are: class attendance, professionalism, completion of all required reading and written assignments, projects, lesson plans, and participation in all class activities.

If you will not be in class, you are required to notify the instructor prior to the class time by e-mail. It is your responsibility to get the missed content from another student. Participation points will be lost due to any absences and may not be made up. Any assignment that is not turned in at the designated time is considered late except for students with documented extenuating circumstances.

Critical Assignments: Assignments designated as Critical Assignments must receive a passing grade of 3 or above in order to pass the course. If you turn in an assignment that receives an unsatisfactory grade, you will be required to redo the assignment. The Critical Assignments for this course are the Classroom Management Plan and the Lesson Plan.

EDE 4301 is a three credit course for which you will receive a final letter grade of A-F. Please note that a passing grade of C- or higher is necessary to remain in the program. The course schedule is posted in Canvas, and the last date to withdraw from the course with a “W” is November 1, 2014.

The following percentages and criteria outline the grading for this course:

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<thead>
<tr>
<th>POINTS</th>
<th>DUE DATE</th>
<th>CRITERIA</th>
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<tr>
<td>30</td>
<td>Ongoing</td>
<td>Attendance and participation</td>
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<td>10</td>
<td>10/6/14</td>
<td>6-hour Classroom experience paper</td>
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<tr>
<td>10</td>
<td>10/27/14</td>
<td>Group lesson plan and delivery</td>
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<td>25</td>
<td>11/9/14</td>
<td>Lesson plan in Task Stream</td>
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<td>25</td>
<td>11/23/14</td>
<td>Classroom Management Plan in Task Stream</td>
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<td>100</td>
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<td>Total points for this course</td>
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<td>85-89</td>
<td>B</td>
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<tr>
<td>80-84</td>
<td>B-</td>
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<td>75-79</td>
<td>C</td>
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<td>70-74</td>
<td>C-</td>
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<tr>
<td>65-69</td>
<td>D</td>
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MEMORANDUM

TO: Sarasota & Manatee County Teachers

FROM: Janet V. King, Ph.D. 359-4772
USF Sarasota-Manatee

REGARDING: USF SM Elementary Education Students

Thank you for considering having one of my students visit and observe in your classroom. As part of their “Instructional Planning” course they are expected to spend 6 hours in an elementary classroom observing a teacher and students and talking with you about the job of teaching. This is a beginning course in the program, and I hope that our candidates will begin to understand the complex nature of teaching and the decisions that teachers make on a regular basis.

The students are expected to reflect on the instructional and classroom management practices they observe, and they may be asking you questions regarding your perceptions of the effective tools and strategies you use along with your philosophy of education. They will also be generating discussions relating to safety, ethics, and school policies.

I greatly appreciate you taking the time to open your classroom to these future teachers. If you have any question regarding their visit and/or conduct, please do not hesitate to call me at 359-4772 or email me at jvking@sar.usf.edu.

Thanks again,

Janet V. King, Ph.D.
Coordinator of Clinical Experiences
USF SM
USFSM COE Critical Task
Classroom Management Plan (EDE 4301) rev f 2012

Following is a brief description of the critical task (please refer to the course syllabus for detailed information about the assignment)

Students will develop an in-depth classroom management plan that addresses critical elements related to what a teacher does to establish and maintain a positive learning environment. In addition, they will address procedures and routines, rules and expectations, consequences when rules are not followed/motivational strategies, a first day of school narrative, samples of parent communication, and a weekly newsletter. You should address both primary and intermediate classrooms (describe similarities and differences given students’ varying developmental needs), and the classroom management plan must be in accordance with the principles of a safe and drug-free school.
Classroom Management Plan (EDE 4301) rev f 2012

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<tbody>
<tr>
<td>The Learning Environment. The plan shows organization, allocation, and management of resources: time, space, and attention.</td>
<td>Did not adequately demonstrate knowledge or skill.</td>
<td>Work is approaching, but not yet consistent in performance, indicating partial understanding.</td>
<td>Satisfactory performance indicating understanding and adequate display of the skills.</td>
<td>Meets all and exceeds some standards.</td>
<td>Superior with in-depth understanding and exemplary display of skills.</td>
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**Standards**

**FL- 2010 FEAPs Standards Level (1-6)**

**Accomplished Practice:**
2. The Learning Environment

**FL- Florida Educator Accomplished Practices (2010)**

**Area:** Quality of Instruction

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

**Indicator:**

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

**FL- USFSM COE Candidate Proficiencies (2013)**

**Proficiency:**
4a. Candidates design educational experiences that result in successful learning (Educational Design).

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<td>The Learning Environment. The plan shows attention to individual and class behaviors through a well-planned management system</td>
<td>Did not adequately demonstrate knowledge or skill.</td>
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<td>b. Manages individual and class behaviors through a well-planned management system;</td>
<td>Did not adequately demonstrate knowledge or skill.</td>
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**FL- USFSM COE Candidate Proficiencies (2013)**
**Proficiency:**
4a. Candidates design educational experiences that result in successful learning (Educational Design).

| The Learning Environment. The plan shows respect for students’ cultural, linguistic, and family background. | Did not adequately demonstrate knowledge or skill. | Work is approaching, but not yet consistent in performance, indicating partial understanding. | Satisfactory performance indicating understanding and adequate display of the skills. | Meets all and exceeds some standards. | Superior with in-depth understanding and exemplary display of skills. |

**Standards**
**FL- 2010 FEAPs Standards Level (1-6)**
**Accomplished Practice:**
2. The Learning Environment

**FL- Florida Educator Accomplished Practices (2010)**
**Area:** Quality of Instruction
**Accomplished Practice:**
2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:
**Indicator:**

d. Respects students' cultural, linguistic and family background;

**FL- USFSM COE Candidate Proficiencies (2013)**
**Proficiency:**
5a. Candidates construct learning environments that reflect the diversity of experiences, perspectives, and cultures of their students and the larger world (The Learner as an Individual in community).

**FL- USFSM COE Tracking Codes (2013)**
**Code:** Ao (awareness of other)
**Code:** Ac (awareness of context)
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**Standards**

**FL- 2010 FEAPs Standards Level (1-6)**

**FL- Florida Educator Accomplished Practices (2010)**

**Area:** Quality of Instruction

**Accomplished Practice:**

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

**Indicator:**

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

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

**FL- USFSM COE Candidate Proficiencies (2013)**

**Proficiency:**

5b. Candidates communicate in ways that demonstrate fairness, respect, and sensitivity to diversity, setting high academic expectations for all students (The Learner as an Individual in community).

**FL- USFSM COE Tracking Codes (2013)**

**Code:** Ro (responsibility for other)

**The Learning Environment:** The plan shows appropriate use of information and
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**Standards**

**FL- 2010 FEAPs Standards Level (1-6)**

Accomplished Practice:
2. The Learning Environment

**FL- Florida Educator Accomplished Practices (2010)**

Area: Quality of Instruction

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

Indicator:

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

**FL- USFSM COE Candidate Proficiencies (2013)**

Proficiency:
4b. Candidates demonstrate proficiency in educational technology aligned to the NETS-T standards (Educational Design).

**FL- USFSM COE Tracking Codes (2013)**

Code: Integrated technology

The Learning Environment. The plan includes adaptation of the learning environment to accommodate the differing needs and diversity of students.
### Adaptations to the Learning Environment

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**FL- 2010 FEAPs Standards Level (1-6)**

**Accomplished Practice:**

2. The Learning Environment

**FL- Florida Educator Accomplished Practices (2010)**

**Area:** Quality of Instruction

**Accomplished Practice:**

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

**Indicator:**

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

**FL- USFSM COE Candidate Proficiencies (2013)**

**Proficiency:**

4b. Candidates demonstrate proficiency in educational technology aligned to the NETS-T standards (Educational Design).

**FL- USFSM COE Tracking Codes (2013)**

**Code:** Integrated technology

### Continuous Improvement

The plan fosters collaboration with the home, school and larger communities (as appropriate) to support student learning.

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<td>Superior with in-depth understanding and exemplary display of skills.</td>
</tr>
</tbody>
</table>

### Standards

**FL- 2010 FEAPs Standards Level (1-6)**

**Accomplished Practice:**

5. Continuous Professional Improvement

**FL- Florida Educator Accomplished Practices (2010)**

**Area:** Continuous Improvement, Responsibility and Ethics

**Accomplished Practice:**

1. Continuous Professional Improvement. The effective educator consistently:

**Indicator:**

d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement.
<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
<th>Exceptional</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>overall, the plan shows knowledge, skills, and dispositions that support effective instruction</td>
<td>Did not adequately demonstrate knowledge or skill.</td>
<td>Work is approaching, but not yet consistent in performance, indicating partial understanding.</td>
<td>Satisfactory performance indicating understanding and adequate display of the skills.</td>
<td>Meets all and exceeds some standards.</td>
<td>Superior with in-depth understanding and exemplary display of skills.</td>
</tr>
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</table>

**Standards**

FL- USFSM COE Candidate Proficiencies (2013)

Proficiency:
4a. Candidates design educational experiences that result in successful learning (Educational Design).
Lesson Plan (EDE 4301) rv fall 2012

Following is a brief description of the critical task (please refer to the course syllabus for detailed information about the assignment)

Using one of the major content areas (math, reading, science, or social studies), organize a lesson plan for students in a particular grade level. Demonstrate your understanding of one (or a combination) of the instructional strategies (methods) that have been modeled and discussed in this class. This lesson should include brain-based strategies that optimize learning, including higher-level thinking questions and/or activities using different intelligences.
# Lesson Plan (EDE 4301) rv fall 2012

<table>
<thead>
<tr>
<th>Unacceptable</th>
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<th>Meets Standard</th>
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<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Design and Lesson Planning. The lesson plan shows alignment state-adopted standards (Common Core State Standards and/or Florida adopted content standards) at an appropriate level of rigor.</td>
<td>Did not adequately demonstrate knowledge or skill.</td>
<td>Work is approaching, but not yet consistent in performance, indicating partial understanding.</td>
<td>Satisfactory performance indicating understanding and adequate display of the skills.</td>
<td>Meets all and exceeds some standards.</td>
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**Standards**

**FL- 2010 FEAPs Standards Level (1-6)**

**Accomplished Practice:**

1. Instructional Design and Lesson Planning

**FL- Florida Educator Accomplished Practices (2010)**

**Area:** Quality of Instruction

**Accomplished Practice:**

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

**Indicator:**

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

**PL- USFSM COE Candidate Proficiencies (2013)**

**Proficiency:**

4a. Candidates design educational experiences that result in successful learning (Educational Design).
Area: Quality of Instruction
Accomplished Practice: 1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:
Indicator: c. Designs instruction for students to achieve mastery;
FL- USFSM COE Candidate Proficiencies (2013)
Proficiency: 4a. Candidates design educational experiences that result in successful learning (Educational Design).

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<tbody>
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<td>Accomplished Practice:</td>
<td>Accomplished Practice:</td>
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<tr>
<td></td>
<td>1. Instructional Design and Lesson Planning</td>
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<td></td>
<td>Indicator:</td>
<td>Indicator:</td>
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<td></td>
<td>d. Selects appropriate formative assessments to monitor learning;</td>
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<td>FL- USFSM COE Candidate Proficiencies (2013)</td>
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<td></td>
<td>Proficiency:</td>
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<tr>
<td></td>
<td>4a. Candidates design educational experiences that result in successful learning (Educational Design).</td>
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Instructional Design and Lesson Planning. The lesson plan shows appropriate formative assessments to monitor learning.

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Did not adequately demonstrate knowledge or skill. Work is approaching, but not yet consistent in performance, indicating partial understanding. Satisfactory performance indicating understanding and adequate display of the skills. Meets all and exceeds some standards. Superior with in-depth understanding and exemplary display of skills.

Standards

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<tbody>
<tr>
<td>of learning experiences that require students to demonstrate a variety of applicable skills &amp; competencies</td>
<td>FL- 2010 FEAPs Standards Level (1-6)</td>
<td>FL- Florida Educator Accomplished Practices (2010)</td>
<td>Area: Quality of Instruction</td>
<td>Accomplished Practice: 1. Instructional Design and Lesson Planning</td>
<td>Meets all and exceeds some standards.</td>
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<td>Accomplished Practice:</td>
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<td>FL- USFSM COE Candidate Proficiencies (2013)</td>
<td>Proficiency: 4a. Candidates design educational experiences that result in successful learning (Educational Design).</td>
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</tr>
<tr>
<td>Instructional Delivery. The lesson plan show integration of the subject matter with other disciplines and life experiences.</td>
<td>Did not adequately demonstrate knowledge or skill.</td>
<td>Work is approaching, but not yet consistent in performance, indicating partial understanding.</td>
<td>Satisfactory performance indicating understanding and adequate display of the skills.</td>
<td>Meets all and exceeds some standards.</td>
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<td>FL- 2010 FEAPs Standards Level (1-6)</td>
<td>FL- Florida Educator Accomplished Practices (2010)</td>
<td>Area: Quality of Instruction</td>
<td>Accomplished Practice: 3. Instructional Delivery and Facilitation</td>
<td>Meets all and exceeds some standards.</td>
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<tr>
<td>Accomplished Practice:</td>
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<tr>
<td>3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:</td>
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<td>Indicator:</td>
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<tr>
<td>e. Relate and integrate the subject matter with other disciplines and life experiences;</td>
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<tr>
<td>Instructional Delivery and Facilitation. The lesson</td>
<td>Did not adequately demonstrate knowledge or skill.</td>
<td>Work is approaching, but not yet consistent in performance,</td>
<td>Satisfactory performance indicating understanding and</td>
<td>Meets all and exceeds some standards.</td>
<td>Superior with in-depth understanding and exemplary display of skills.</td>
</tr>
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<td>Unacceptable</td>
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<tr>
<td>plan shows varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach to student understanding</td>
<td>indicating partial understanding.</td>
<td>adequate display of the skills.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

**FL- 2010 FEAPs Standards Level (1-6)**

**Accomplished Practice:**
3. Instructional Delivery and Facilitation

**FL- Florida Educator Accomplished Practices (2010)**

**Area:** Quality of Instruction

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

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

**FL- USFSM COE Candidate Proficiencies (2013)**

**Proficiency:**
4b. Candidates demonstrate proficiency in educational technology aligned to the NETS-T standards (Educational Design).

**FL- USFSM COE Tracking Codes (2013)**

**Code:** Integrated technology

Assessment:
The lesson plan shows formative and summative assessments that match learning objectives and lead to mastery.

| Did not adequately demonstrate knowledge or skill. | Work is approaching, but not yet consistent in performance, indicating partial understanding. | Satisfactory performance indicating understanding and adequate display of the skills. | Meets all and exceeds some standards. | Superior with in-depth understanding and exemplary display of skills. |          |

**Standards**

**FL- 2010 FEAPs Standards Level (1-6)**

**Accomplished Practice:**
4. Assessment

**FL- Florida Educator Accomplished Practices (2010)**

**Area:** Quality of Instruction

**Accomplished Practice:**
4. Assessment. The effective educator consistently:

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

**FL- USFSM COE Candidate Proficiencies (2013)**
<table>
<thead>
<tr>
<th>Score/Level</th>
<th>Unacceptable</th>
<th>Marginal</th>
<th>Meets Standard</th>
<th>Advanced</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency:</strong></td>
<td>Did not adequately demonstrate knowledge or skill.</td>
<td>Work is approaching, but not yet consistent in performance, indicating partial understanding.</td>
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- **Standards**
- **FL- 2010 FEAPs Standards Level (1-6)**
  - Accomplished Practice:
    - 3. Instructional Delivery and Facilitation
- **FL- Florida Educator Accomplished Practices (2010)**
  - Area: Quality of Instruction
  - Accomplished Practice:
    - 3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:
      - **Indicator:**
        - a. Deliver engaging and challenging lessons;
      - **Indicator:**
        - f. Employ higher-order questioning techniques;
- **FL- USFSM COE Candidate Proficiencies (2013)**
  - Proficiency:
    - 4a. Candidates design educational experiences that result in successful learning (Educational Design).
<table>
<thead>
<tr>
<th>Level 1: Unacceptable</th>
<th>Level 2: Marginal</th>
<th>Level 3: Meets Standard (target 1)</th>
<th>Level 4: Advanced (target 2)</th>
<th>Level 5: Exceptional (note, attainment should be rare)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomplete or insufficient</td>
<td>Underdeveloped</td>
<td>Meets standards for knowledge and skills with some support, coaching, scaffolding</td>
<td>Meets all and exceeds some standards</td>
<td>Exceeds expectations</td>
</tr>
<tr>
<td>Did not adequately demonstrate knowledge or skill</td>
<td>Marginal performance</td>
<td>Consistent demonstration of knowledge/skill</td>
<td>Skilled, independent demonstration of competencies</td>
<td>Outstanding</td>
</tr>
<tr>
<td>Demonstrated knowledge or skill inaccurately</td>
<td>Work is approaching, but not yet consistent in performance, indicating partial understanding</td>
<td>Proficient with respect to stated criteria</td>
<td>Advanced understanding demonstrated</td>
<td>Exemplary</td>
</tr>
<tr>
<td>Fails to perform with support</td>
<td>Required a great deal of support</td>
<td>Satisfactory performance indicating understanding and adequate display of the skills</td>
<td>Goes beyond what was explicitly taught or expected</td>
<td>Fully independent</td>
</tr>
<tr>
<td>Shows minimal or little understanding</td>
<td>Incomplete account, or unsubstantiated generalizations</td>
<td>Focused, coherent, detailed enough so that essential elements are communicated</td>
<td>Evidence of novel thinking or application of knowledge and skills</td>
<td>Meets level expected of an experienced educator</td>
</tr>
<tr>
<td>Is incoherent, unfocused,</td>
<td>Products show limited responsiveness to feedback (i.e., unable to understand well enough to incorporate feedback)</td>
<td>Able to demonstrate knowledge and skill</td>
<td>Rare and minor errors</td>
<td>Expert demonstration of knowledge and skill</td>
</tr>
<tr>
<td>Perfunctory generalization; unexamined hunch; borrowed ideas</td>
<td>Many errors</td>
<td>Minimal errors</td>
<td></td>
<td>Superior with in-depth understanding and exemplary display of skills</td>
</tr>
<tr>
<td>Filled with errors</td>
<td></td>
<td></td>
<td></td>
<td>Comprehensive; an unusually thorough demonstration of knowledge and skills</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>Use knowledge and skill and adjust understanding well in diverse and difficult contexts – masterful ability to transfer.</td>
</tr>
</tbody>
</table>