College of Education  

**EDG 6931** Special Topics: Sec. 3,  
**Child Development/Classroom Management.**  
Mondays (9 am to 12 pm) or Thursdays from (6:00 pm to 9 pm)  
Location: TBD

**Instructor:** Stephen Rushton  
**Office:** B315  
**Email:** srushton@sar.usf.edu  
**Cell:** 941-518-5510

**PREREQUISITE:** EDE 6326 Planning and Organization for Instruction in Elementary Education

**COURSE DESCRIPTION:** This course is designed to deepen candidates’ understanding of preadolescent child growth and development in the classroom contexts of learning and behavior management. Specifically, candidates explore theories and research in child development, teaching, and effective classroom management. In addition, candidates participate in field experiences that provide opportunities for seeing different systems in action. Individually, candidates begin to analyze and understand their own belief systems and how these may impact the child.

**GOALS AND OBJECTIVES:** The overall goal of this course will be to support novice level candidates in understanding the relationships between child development and learning theories/research and classroom management practices.

**COURSE STUDENT LEARNING OUTCOMES**

Upon completion of this course, students will be able to:

- Identify major developmental milestones in seven developmental domains: social/emotional, cognitive, linguistic (multilingual), gross motor, fine motor, pre-writing, self-help. FEAP (a) 2 c, f, g, h, i; COE Unit Standard 4.
- Characterize the normal range of individual differences in the timing of milestone achievements in human development and match the acquisition of major developmental milestones to corresponding changes in brain development and environmental influences. FEAP (a) 2 c, f, g, h, i; COE Unit Standard 4.
- Locate relevant rules and regulations regarding the education of English Language Learners at the Federal, State, and District levels. ESOL 1.1
- Cultivate a supportive relationship with a person (child or adult) who is learning English; report on that person’s “multiple worlds” and strengths and needs in cultural/academic/psychological domains; and design a support plan that reflects home, school, and community resources. ESOL 1.1
- Create a chart of the different characteristics of each grade level after acquiring the knowledge and understanding of patterns of physical, social and emotional growth and development,
- Write a beginning philosophy of education as it pertains to the management of students and the classroom environment;
- Design an ethical, technology-enhanced, arts-infused classroom management plan that reflects age-appropriate challenges and accommodations for individual differences: developmental, cultural, and linguistic. FEAP (a) 2 a, b, d, f, g, h; (b) 2.

**TEXT AND MATERIALS:**

2. Self-selected text on Child Development
3. Open Source Readings (e.g. Wikipedia)
5. TaskStream Account

**MAJOR COURSE ASSIGNMENTS** (Details on Blackboard)
- 10% Weekly attendance and active participation
- 15% Reflections and Round Robin Circles (On-line and in person)
- 25% Site based learning and reflections
- 20% Case Study/Research Review (critical task)
- 30% Classroom Management Plan (critical task)

**Evaluation of Student Outcomes**
NOTE: Final course grade is I/F until both critical tasks are uploaded to TaskStream and meet the minimum rating of 3 on each of the Florida Educator Accomplished Practices assessed.
GRADING PROCESS: All graded assignments will be recorded in the Grade Book feature of the Blackboard course. Note that each grade posted belongs to a weighted category. The grading scale used for final grading for this course is A+ (98-100%), A (93-97%), A- (90-92%), B+ (88-89%), B (83-87%), B- (80-82%), C+ (78-79%), C (73-77%)
TEXT AND MATERIALS:
Specific articles relating to child development (on line)
TaskStream Account

COURSE REQUIREMENTS

I. Attendance/participation (10 pts.)

Much of your learning will require active participation, a willingness to explore new ideas and collegial interaction with classmates. Please be on time, professional in your conduct at all times, and, ready to learn.

- Due to the experiential nature of this course, and the fact that it will be held over 5 full days, it is important that you attend all lectures. Any absence (unless required for medical reasons with a medical note) will result in a full letter grade reduction.
- Professional active participation is very important. Although subjective in nature, the instructor will be looking for a willingness to explore new ideas, an openness in communicating these ideas, and an ability to interact with fellow students and other professionals in the field.
- Before the first class, design a letter as though you were writing to the parents of your first class outlining who you are, what your hobbies are, and what you hope to achieve during your first year of teaching. We will adjust this as the semester continues and you acquire more knowledge about child development and classroom management. Add a recent picture of you to your letter. You may complete this in PowerPoint if you prefer. Due date, first day of class.

II. Reflective Round Robin Circles and Summary of Readings (15 points).

Research supports positive teaching skills and content. During this course you will be exposed to several researched based articles related to child development that will help you better understand the types of research professional educators engage with the hopes to support teachers in the field.

PART A: (5 points)

- Each week we will have a 20 – 30 Reflective Round-Robin Circle related to a specific developmental age group or topic in child-development. Each member of the group will have a specific role and will be responsible for completing both the readings and the requirements of that role (Discussion Director, Illustrator, Connector, and Summarizer).
- Each week you will rotate through the various roles and will discuss the readings from that particular perspective. Summarizers will post on Canvas your groups discussion within 24 hours.
- If time does not permit us to connect we will hold the Reflective Round Robin Circles on Canvas under Discussion.

PART B: (10 points)

- Each student will be assigned a particular chapter or article and will be responsible for the following:
III. Site-based learning and reflections. (25 points)

Developing one’s reflective and critical thinking skills requires practice. Each week we will visit a classroom during the day for an hour, beginning with Kindergarten and moving up 5th grade. During these visits you are to first observe the room looking for various classroom management techniques and then interact with a small group of students.

- After visiting and interacting with a different class each week, you and your team will be observing a particular area of child development: i.e. physical, emotional, social, intellectual ad development. Individually you will observe one particular aspect and then collectively creative a chart/matrix of each domain for each age level. With each visit you will be re-assigned a different domain to view. These will be uploaded to Canvas and expanded as we visit different schools and grades.
- At the end of the course write a 5 page paper on what you have personally discovered about the various characteristics/domains of each age group and what types of classroom management tools you believe are suited for each grade level.

IV. Case Study (Critical Task) (20 points)

School populations are changing dramatically as many people from around the world are moving to the U.S. English is soon becoming a second language in this country. It is critical that as future educators that you become familiar and comfortable working with students whose primary language is not English.

- As soon as possible begin speaking with principals asking if they could use an extra pair of hands in the classroom to work specifically tutoring an English language learner(s). You may use another class for this assignment.
- Over the course of the semester, visit your student at least 4 to 5 times (if needs be you can double dip, while visiting the schools and grades for this class. However, do not loose your focus on the above assignment – each experience should be for at least 30 minutes.
- Based on data collected while tutoring English language learner(s) in a school or community setting, prepare a 3-4 typed report describing:
  - the learner’s socio-cultural experiences
  - the learner’s English language proficiency
  - the learner’s experiences in problem-solving in a new language
  - the candidate’s idealized support plan for the learner based on multiple social roles/resources and financial resources.

V. Classroom Management Plan (Critical Task) (30)
Maintaining excellent classroom-management requires preparation, organization, the ability to predict and clear boundaries for your students. Outstanding educators spend a great deal of time creating routines and procedures by which their students can predict what is required of them. This assignment will help you put your thoughts together, especially after we have visited several different rooms and you have worked one on one tutoring students, and plan

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.

Positive Classroom Environment:

- A detailed description of how you plan to cultivate a positive learning environment that includes the following:
  - A brief explanation of the classroom management theory that aligns well with your teaching philosophy.
  - A description of how you plan to promote community within the classroom.
  - A description of how you plan to use current knowledge of brain development to help children in your classroom learn.
  - A description of how you plan to protect students from conditions harmful to learning by maintaining an open, equitable, and supportive classroom climate within the classroom where students can take academic risks.
  - A description of how you will adapt the classroom environment to accommodate the differing needs and diversity of students.

- Rules and Procedures:
  - Provide a list of 3-5 rules that you will have in your classroom, including an explanation of how these will be determined and/or selected.
  - How these rules will be taught and communicated to students, colleagues, and parents
  - 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
    - distribution and collection of materials, student work, etc.
    - agreements/rules and expectations
  - Provide an explanation of how these procedures contribute to a productive learning environment that maximizes student learning

- Behavior Management:
  - Describe how you will deal with inappropriate student behaviors that may be in violation of the classroom rules and/or jeopardize the promotion of a positive classroom environment.
  - Separate the behaviors into minimal, moderate, and significant categories.
• Outline the consequences that you will establish to help the student change his/her behavior.
• Include a description of how these consequences hold students accountable for their own behavior.

- Parent Involvement:
  • 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.
  • List 3 reasons why you think parent involvement is important. What benefits do you see to parental involvement in your classroom?
  • Write a “Welcome to the School Year” letter for your parents (be personal as well as informative).
  • How will you routinely communicate with families? (e.g., newsletter, website, agenda book, etc.)

- Professional Responsibility and Ethical Conduct
  • Describe, in detail, how you plan to maintain your professional responsibility when dealing with your stakeholders (students, parents, colleagues, administrators, and the community)
  • Describe, in detail, how you would respond to the following:
    • Suspected child abuse
    • Discrimination (be sure to include proactive measures and how this plan can help protect students from conditions that are harmful to learning)
    • Harassment (be sure to include proactive measures and how this plan can help protect students from conditions that are harmful to learning)
    • Student-to-student bullying (be sure to include proactive measures and how this plan can help protect students from conditions that are harmful to learning)

✓ Provide a detailed description of how you plan to adhere to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida.

**COURSE EVALUATION:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date:</th>
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<tbody>
<tr>
<td>I) Attendance and Participation</td>
<td>10</td>
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<td>II) Reflective Round Robin Circles</td>
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<td>III) Site-based learning and reflection</td>
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<td>V) Case study</td>
<td>20</td>
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<tr>
<td>VI) Classroom Management</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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USFSM 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](#) or [USFSM Graduate Catalog](#), the USF System Academic Integrity of Students, and the [USF System Student Code of Conduct](#).

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: Blackboard, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Blackboard 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: Pat Lakey, Coordinator, 941-359-4714, plakey@sar.usf.edu, [www.sarasota.usf.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 Blackboard course information via that address.

**TaskStream:** TaskStream is a web-based electronic portfolio required of all students in the College of Education (COE) programs. 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, the faculty and professional organizations. Further, the COE analyzes data from the assessments and uses the data for program planning in order to ensure continuous improvement. Assignments designated as Critical Tasks must be uploaded to your electronic portfolio on TaskStream and be rated with a mean score of 3 or higher in order for you to pass the course. Remember, failure to upload the Critical Task may result in a failing grade.

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 Case Study.

Essential Assignments: These are the assignments that have been aligned with most of the other FLDOE requirements, i.e., ESOL standards, Reading Competencies, or Florida Teacher Competencies/Skills. They ensure that our courses hold the required content in order for you to qualify for certification as an elementary teacher.

ESOL Documentation
In addition, the ESOL component for this course requires that you include documentation of certain requirements in your ESOL notebook, which will be checked prior to graduation. If you want me to sign off on the checklist, you must bring it to me and we will discuss your specific assignment.
EDG 6931 Classroom Management Plan
University of South Florida Sarasota-Manatee

Standards Assessed:

FEAPS 2010:
  a. Organizes, allocates, and manages the resources of time, space, and attention;
  b. Manages individual and class behaviors through a well-planned management system;
  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.

COE Unit Standards: 4 – Demonstrates the knowledge, skills, and dispositions necessary to be an effective educator;
Indicators: Dispositions, Diversity, Technology

Description:
Classroom Management Plan
Candidates will develop an in-depth classroom management plan, procedures and routines, rules and expectations, consequences when rules are not followed/motivational strategies. Particular attention is given to legal and ethical considerations, sensitivity to cultural and linguistic differences, and accordance to the principles of a safe and drug-free school. Technology will be utilized. A description of how management strategies align to personal beliefs is included.

Notation: The description might not contain the full details of the assignment. It contains the elements that are measured in order to assess candidate progress and proficiency toward standards set by the Florida Department of Education, the Council for the Accreditation of Educator Preparation (formally NCATE), professional organizations, the Board of Governors, and the University of South Florida Sarasota-Manatee College of Education. Refer to the syllabus and the instructor for complete details.
<table>
<thead>
<tr>
<th>The Learning Environment</th>
<th>Level 1 Unacceptable</th>
<th>Level 2 Marginal</th>
<th>Level 3 Meets Standard</th>
<th>Level 4 Advanced</th>
<th>Level 5 Exceptional</th>
<th>Score</th>
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<tbody>
<tr>
<td>The plan shows organization, allocation, and management of resources: time, space and attention FEAPS (a) 2 a</td>
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<td>The plan shows attention to individual and class behaviors through a well-planned management system FEAPS (a) 2 b</td>
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<td>The plan shows respect for pupils’ cultural, linguistic, and family background FEAPS (a) 2 d; Dispositions; Diversity</td>
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<td>The plan’s elements (such as correspondence with families) show clear, acceptable oral and written communication skills FEAPs (a) 2 e</td>
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<td>The plan supports a climate of openness, inquiry, fairness and support FEAPs (a) 2 f; Dispositions</td>
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<td>The plan shows appropriate use of information and communication technologies FEAPs (a) 2 g; technology</td>
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<td>The plan includes adaptation of the learning environment to accommodate the differing needs and diversity of students FEAPs (a) 2 h; Diversity</td>
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<td>As appropriate, adaptations to the learning environment include use of assistive technologies that support students’ communication and participation FEAPs (a) 2 i; Technology</td>
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<tr>
<th>Continuous Improvement</th>
<th>Level 1 Unacceptable</th>
<th>Level 2 Marginal</th>
<th>Level 3 Meets Standard</th>
<th>Level 4 Advanced</th>
<th>Level 5 Exceptional</th>
<th>Score</th>
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<tr>
<td>The plan fosters collaboration and communication between school, home and other communities (as appropriate) to support student learning FEAPs (b) d</td>
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<tr>
<th>College of Education Unit Standards</th>
<th>Level 1 Unacceptable</th>
<th>Level 2 Marginal</th>
<th>Level 3 Meets Standard</th>
<th>Level 4 Advanced</th>
<th>Level 5 Exceptional</th>
<th>Score</th>
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<tr>
<td>Overall, the plan shows knowledge, skills, dispositions that support effective instruction COE Unit 4</td>
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EDG 6931 Case Study
College of Education
University of South Florida Sarasota-Manatee
Standards Assessed:

FEAPS 2010:
(a) 2. d. Respects students’ cultural linguistic and family background;
(a) 2. h. Adapts the learning environment to accommodate the differing needs and diversity of students;
(a) 2. i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals
(a) 3. g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding
(a) 3. i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement
(b) 1. 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
(b) 2. Professional Responsibility and Ethical Conduct

FL ESOL 2010:
1.1 Culture as a Factor in ELLs’ Learning

COE Unit Standards:
1. Demonstrates an understanding that education takes place within interdependent contexts;
2 Understands the learner holistically;
* Meets all standards with diverse students in diverse settings

Description:
EDG 6931 Case Study
Based on data collected while tutoring English language learner(s) in a school or community setting, candidates prepare a report describing: 1) the learner’s socio-cultural experiences 2) the learner’s English language proficiency 3) the learner’s experiences in problem-solving in a new language 4) the candidate’s idealized support plan for the learner based on multiple social roles/resources and financial resources.

Notation: The description might not contain the full details of the assignment. It contains the elements that are measured in order to assess candidate progress and proficiency toward standards set by the Florida Department of Education, the Council for the Accreditation of Educator Preparation (formally NCATE), professional organizations, the Board of Governors, and the University of South Florida Sarasota-Manatee College of Education. Refer to the syllabus and the instructor for complete details.
# EDG 6931 Case Study

## ESOL Domain: Culture

<table>
<thead>
<tr>
<th></th>
<th>Level 1 Unacceptable</th>
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<th>Level 3 Meets Standard</th>
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<th>Level 5 Exceptional</th>
<th>Score</th>
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<tbody>
<tr>
<td>The Case Study shows knowledge and understanding of <strong>theories</strong> related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds; candidates has shown understanding of the nature and role of culture, cultural groups, and individual cultural identities. <strong>(ESOL 1.1)</strong></td>
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## The Learning Environment

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<tbody>
<tr>
<td>The Case Study shows understanding of cultural, linguistic, and family contexts, and the influence these interdependent contexts have on education <strong>(FEAP (a) 2 d; COE 1)</strong></td>
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<td>The Case Study shows candidate is able to adapt the learning environment to accommodate the differing needs and diversity of students <strong>(FEAP (a) 2 h; Diversity)</strong></td>
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<td>The Case Study shows candidate accepts and values <strong>students</strong> from diverse cultures and linguistic backgrounds and treats all students equitably. <strong>(COE 2; Diversity; Dispositions)</strong></td>
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<td>The Case Study shows strategies that are effective in fulfilling the role of <strong>advocate</strong> through a support plan based on multiple social roles/resources and financial resources <strong>(COE 1; Dispositions)</strong></td>
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## Instructional Delivery and Facilitation

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<tr>
<th></th>
<th>Level 1 Unacceptable</th>
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<th>Level 5 Exceptional</th>
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<tr>
<td>The Case Study shows candidate has a repertoire of instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding. <strong>(FEAPS (a) 3 g)</strong></td>
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<tr>
<td>The Case Study shows support, encouragement, and provision of immediate and specific feedback to students to promote student achievement. <strong>(FEAPS (a) 3 i)</strong></td>
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## Continuous Improvement/Ethics

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<th>Level 5 Exceptional</th>
<th>Score</th>
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<tr>
<td>Case Study shows candidate developing skill in using a variety of data (e.g., observational, assessment) independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness. <strong>(FEAPS (b) 1 c)</strong></td>
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<td>Case Study shows candidate acted professionally and ethically. <strong>(FEAPS (b) 2)</strong></td>
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<td>Level 1: Unacceptable</td>
<td>Level 2: Marginal</td>
<td>Level 3: Meets Standard (target 1)</td>
<td>Level 4: Advanced (target 2)</td>
<td>Level 5: Exceptional (note, attainment should be rare)</td>
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<td>Incomplete or insufficient</td>
<td>Underdeveloped Marginal performance, Work is approaching, but not yet consistent in performance, indicating partial understanding</td>
<td>Meets standards for knowledge and skills with some support, coaching, scaffolding Consistent demonstration of knowledge/skill Proficient with respect to stated criteria Satisfactory performance indicating understanding and adequate display of the skills Focused, coherent, detailed enough so that essential elements are communicated Able to demonstrate knowledge and skill</td>
<td>Meets all and exceeds some standards Skilled, independent demonstration of competencies Advanced understanding demonstrated Goes beyond what was explicitly taught or expected Evidence of novel thinking or application of knowledge and skills Rare and minor errors</td>
<td>Exceeds expectations Outstanding Exemplary Fully independent Meets level expected of an experienced educator Expert demonstration of knowledge and skill Superior with in-depth understanding and exemplary display of skills Comprehensive; an unusually thorough demonstration of knowledge and skills Use knowledge and skill and adjust understanding well in diverse and difficult contexts – masterful ability to transfer.</td>
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<td>Did not adequately demonstrate knowledge or skill</td>
<td>Required a great deal of support Incomplete account, or unsubstantiated generalizations, Products show limited responsiveness to feedback (i.e., unable to understand well enough to incorporate feedback) Many errors</td>
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<td>Demonstrated knowledge or skill inaccurately</td>
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<td>Fails to perform with support</td>
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<td>Shows minimal or little understanding</td>
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<td>Is incoherent, unfocused, Perfunctory generalization; unexamined hunch; borrowed ideas Filled with errors</td>
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