



Department of Education
Undergraduate
Student Handbook

UNIVERSITY ACCREDITATION
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MEMBERSHIP
Florida Association of Colleges for Teacher
Education

APPROVAL OF PROGRAMS
Florida Department of Education
Council for the Accreditation of Educator
Preparation

Table of Contents

<i>Welcome to Education</i>	4
<i>Department Faculty</i>	5
<i>General Information about the Department of Education</i>	6
Philosophy	6
Aim	6
Outcomes	6
Evaluation of the Program	6
<i>Education Program</i>	7
<i>Program Requirements</i>	7
<i>Elementary Education Program Admission Requirements</i>	7
<i>Admission to Student Teaching Requirements</i>	8
<i>Florida Teacher Certification Exams (FTCE)</i>	9
<i>Education Field Experiences</i>	11
<i>Student Teaching Experience</i>	14
<i>Program Frequently Asked Questions</i>	16
APPENDICES	18
<i>The Florida Educator Accomplished Practices</i>	24
<i>Departmental Goals Alignment with FEAP/Danielson</i>	26
<i>Danielson Framework</i>	27
<i>Danielson Assessment C</i>	31
<i>Reading Assessment C</i>	36
<i>Reading Endorsement Competencies 2022</i>	38
<i>Competency 2 Introduction</i>	38
<i>Competency 3 Introduction</i>	46
<i>Competency 5 Introduction</i>	49
<i>Florida Teacher Standards for ESOL Endorsement 2010</i>	56
<i>ESOL Assessment C Rubric</i>	58
<i>Curriculum for Elementary Education Majors</i>	61
<i>Undergraduate Education Core Curriculum</i>	62
<i>Code of Ethics</i>	63
<i>Copyright Information</i>	65
<i>Security and Emergency Information for Schools</i>	66

Welcome to Education

You have declared your intention to work toward becoming a certified teacher in the State of Florida through the Education Program here at Stetson. Teachers indeed light the path to a better tomorrow for our young people. The professors in the Department of Education have made a strong commitment to providing you with a quality education program. We will strive to prepare you to be a creative, reflective, competent teacher who is equipped with the knowledge, skills, and disposition that will enable you to meet the needs of your students within a culturally diverse educational setting in a rapidly changing world.

The program is designed to provide a myriad of opportunities for you to become increasingly effective in your chosen teaching area by integrating classroom theory with practical experiences in the schools. You will begin observing in schools in your first course, and your field experiences will culminate in the senior internship.

To better acquaint you with the program, we have developed this handbook as a guide. While we will make every effort to adhere to the rules, policies, and procedures in this handbook, sometimes the Department of Education, our accrediting bodies, our university, and even our department may need to make changes that will require amendments in such areas as course offerings, degree requirements, regulations, and procedures.

From time to time, the Department of Education will send you online updates that explain any changes or supply you with other information that is important to you. We can only do this with your help, so please read the information and respond if requested. Thank you!

A handwritten signature in blue ink that reads "Chris Colwell".

Dr. Christopher Colwell, Chair, Department of Education

Department Faculty

Department faculty are happy to support students' progress through the program. Students declaring an elementary education major will be assigned an education advisor who will help plan and guide the program of study. Below is a snapshot of the professors who teach in this department.

Education Faculty	Area of Expertise	Telephone
Dr. Raisa Ankeny	ESOL, Culturally & Linguistically Responsive Pedagogy, Multicultural Education, Bilingualism	386.822.7071
Dr. Patrick Coggins	Cultural Diversity	386.822.7360
Dr. Christopher J. Colwell	Teacher Evaluation, Proficiency Based Education, Education Redesign	386.822.7073
Dr. Glen Epley	School Law and School Finance	386.822.7078
Dr. Elise Gruber	Education Leadership, K-12 Curriculum, Human Resources	386.822.7074
Dr. Bette Heins	Classroom Management/ESE and Single Gender	386.822.7076
Dr. Mary Ellen Oslick	Reading, Children's Literature	386.822.8890
Dr. Melissa Parks	Elementary Pedagogies and STEM Education	386.822.7087
Dr. Kathy Piechura-Couture	Classroom Management/ESE and Single Gender Pedagogy	386.822.7080
Dr. Lou L. Sabina	HR, Org Behavior/Strategic Planning, School Finance, Instructional Supervision in Ed Leadership	386.822.7081
Dr. Rajni Shankar-Brown	Poverty, Homelessness and Social Justice Education, Educational Pedagogy	386.822.8895
Dr. Amy Smith	Elementary Math, Educational Psychology, General Pedagogy	386.822.7531
Dr. Mercedes Tichenor	Math Methods/Assessment and Evaluation	386.822.7086
Dr. Debra Touchton	Leadership and Organizational Development, Women in Educational Leadership	386.822.7613
Music Education Faculty	Area of Expertise	Telephone
Dr. Gregory LeFils	Choral Music Education	386.740.2104
Dr. John Lychner	Instrumental Music Education	386.822.8976

Department Staff

Cathy Foster, Administrative Specialist, Main Office, Graduate and Undergraduate Studies

Kristen Fremont, Assistant Director, Undergraduate Education Services

Paula Hogenmiller, Assistant Director, Graduate Programs

General Information about the Department of Education

Mission Statement

Our mission is to educate teachers and other school personnel to act as competent, effective and knowledgeable facilitators of learning able to use technology and research practices to enhance K-12 education; to create a community of learners responsive to the developmental and social needs of diverse learners; and to respond to student needs and advocate for change at both local and global levels.

Philosophy

As educators, our faculty encompasses a comprehensive philosophic perspective. We believe education should be learner-centered and that we should educate students to become productive members of a democratic society. We advocate individual growth and personal meaning through problem solving and reflection. We view school as a mechanism for change and seek to improve education especially in the areas of diversity and gender equity. We believe that enlightened individuals who focus on the learner and his/her individual growth can effect change in schools and society.

Aim

Our aim is to develop positive, creative, diligent, and reflective practitioners capable of assuming leadership roles in culturally diverse educational settings in a rapidly changing world.

Outcomes

Upon exiting the program, candidates are expected to demonstrate the following outcomes at the pre-professional level. They will have acquired the knowledge, skills, and disposition to be:

- reflective practitioners
- collaborative instructional leaders
- responders to diversity
- facilitative change agents

Evaluation of the Program

A survey is sent to program graduates and administrators of schools where graduates are hired as a follow-up on their perceptions of preparation on the Florida Teacher Competencies and the Florida Educator Accomplished Practices. This input is seriously considered when planning program modifications. Program graduates are encouraged to practice professionalism by participating in education surveys conducted by the department.

Education Program

This handbook is designed to guide elementary education majors through the Elementary Education Program. Individuals who complete this program successfully will receive a Bachelor of Arts in Education with an ESOL endorsement and be qualified to apply for an Elementary Education K-6 Professional Teaching Certificate in the State of Florida.

In addition to Stetson University's general education requirement, candidates will take courses that focus on teaching young children and diverse populations. These courses are determined by the accrediting agency that approves the Education Program. Florida Department of Education (FLDOE). In addition, the department may require a specific course or courses in speech or English, based on public speaking, presentation organization, or writing skills using appropriate language. Mastery of the English language is required for student teaching placement.

Program Requirements

Elementary Education Program Admission Requirements

Admission to the Elementary Education Program does not occur automatically. Students who have declared Elementary Education as a major must fulfill admissions requirements listed below.

Some upper division courses are open only to candidates admitted to in the program. Being unable to enroll in these upper division courses will delay graduation.

To be considered for admission to the Education Program, students must:

1. Complete an application for admission to a program of study leading to certification;
2. Complete a *Candidate Acknowledgment of Professional Dispositions Form* (found on Canvas);
3. Present a minimum 2.5 grade point average for all college work taken at Stetson;
4. Earn a grade of C or higher in at least one Writing Enhanced Course.
5. Earn a grade of C or higher in all courses with the EDUC prefix.
6. Present a minimum 2.5 grade point average in major content area
7. Complete a successful interview with members of the Undergraduate Council, if a review of performance in foundation courses suggests weaknesses;
8. Join the Florida Future Educators Association (FFEA);
9. Follow the degree audit planner. **ALL** students **MUST** meet with their education advisor every semester;
10. Review the *Undergraduate Student Handbook*;
11. Purchase a subscription to *VIA* (department student management and assessment system).

All requirements must be fulfilled to be admitted to the approved program. **There is no appeal for admission to the Education Program.**

Once admitted into the program, students, also known as teacher candidates, must maintain a 2.5 or better GPA, pass required tests, and remain a citizen of the Stetson community in good standing. These requirements will be monitored throughout the program. If, at any checkpoint, there is a concern about the appropriate progress of a candidate, they may be required to meet with an education faculty committee before continuing.

Music Education Program Admission Requirements

Please review the Stetson University online catalog for Music Education program admission requirements for both Instrumental and Vocal majors.

<https://catalog.stetson.edu/undergraduate/music/student-policies/music-education/>

Course Lab Fees

When registering for particular EDUC or MUED courses, all students will be assessed a nonrefundable lab fee. For Elementary Education those courses include EDUC 265, EDUC 393, and EDUC 394. For Music Education those courses include MUED 265, MUED 354, MUED 356, MUED 355, and MUED 357. The fee will be used to purchase vouchers for required Florida Teacher Certification Exams. The vouchers will facilitate students' registration for required certification exams. The vouchers are single use only. Consult with Ms. Devanna in the Undergraduate Office in Davis Hall 114 for more information.

Minimum Grade Requirement for Education Majors

Education Program requirements specify that only a C or better (not C-) will be accepted in all education and music education courses. The Stetson University retake policy allows students to retake any course, if offered, in which they received a failing grade (F), which they dropped (X or XF), or from which they withdrew (W, WP, or WF). If students earn a C- or D in an education course and students want to continue in the education program, they must comply with the following protocol:

Under special circumstances, with the approval of the appropriate Dean, students may retake one course, if offered, in which they have earned a passing grade and that they have not used course exclusion on. Only one retake of a course will be permitted. The course must be taken at Stetson University. The credit(s)/unit(s) for the repeated course will count in the student's semester academic load. Upon completion of the repeated course, both grades earned will be listed on the transcript regardless of the repeated course grade being the same, higher, or lower than the first attempt. All credit(s)/unit(s) attempted and all grades earned will count in the student's cumulative GPA calculation and in the GPA calculation for graduation honors. Only the credit earned from one course will count toward required graduation credit(s)/unit(s). This may result in having to take additional courses to meet graduation requirements. (<http://catalog.stetson.edu/undergraduate/student-policy/records-grades-registration/course-retake-policy/>)

Admission to Student Teaching Requirements

To be considered for admission to Student Teaching, a candidate must:

1. Be admitted into the Approved Education Program;
2. Meet expectations on Assessment of Professional Dispositions in all coursework and field experiences as outlined by the program;
3. Complete the Stetson Student Teaching application;
4. Complete the County Student Teaching application;
5. Provide evidence of passing scores on **all** of the Florida Teacher Certification Examinations (FTCE): General Knowledge (GK), Professional Educators (PE), and Subject Area Exam (SAE) by December 1 for Spring admission and May 1 for Fall admission;
6. Earn a grade of C or higher in all credit-bearing EDUC and MUED courses;
7. Earn a GPA of 2.5 or higher in major content area and overall;
8. Demonstrate satisfactory progress in each of the following: Danielson Domains, Reading Competencies, and ESOL Domains;

9. Receive a satisfactory behavior recommendation from Stetson's Office of Community Standards;
10. Complete fingerprinting clearance as required by county school boards

All requirements must be met prior to student teaching. *There is no appeal for admission to student teaching.*

Exit from Student Teaching Requirements

Exit requirements for approved program candidates include:

1. Cumulative grade point average of 2.5 or better;
2. Grade of C or better in professional education courses;
3. Grade point average of 2.5 or better in major content teaching area;
4. Demonstrated Satisfactory performance in each of the following: Danielson Domains, Reading Competencies, ESOL Domains;
5. Demonstrated professional dispositions in all coursework and field experiences as outlined by the program;

Continuous program review and revision may invalidate the above statement requirements. Consultation with the Undergraduate Office of Education is necessary to ensure fulfillment of program requirements.

Program Checkpoints

Once admitted into the program education faculty monitors each candidate's progress toward fulfilling all program requirements each semester. These checks consist of, but are not limited to, candidate's:

1. Successful completion of education courses;
2. Passing of required Florida Teacher Certification Examinations;
3. Adherence to departmental Dispositions/Expectations; and
4. Good standing as Stetson University citizen. Violations of university conduct rules and policies are reported to the Education Department Chair.

Florida Teacher Certification Exams (FTCE)

Candidates must pass the Florida Teacher Certification Examinations (FTCE). Prior to student teaching, candidates must complete the required FTCE exams - the general knowledge, professional education, and subject area. All candidates take the same professional education test, and all candidates take a test in their major subject area (specialization). For elementary education majors, the test is **Elementary K-6**. No student can graduate from the state- approved program unless all required tests are passed.

FTCE and the Education Program

Some courses in the Education Program require that candidates take and pass all sections of the FTCE tests prior to admission to student teaching. The following table displays the corresponding courses in which FTCE tests must be taken in order to pass the course with a minimum grade of C.

FTCE Tests	Elementary Education Course	Passing Score Required for
General Knowledge (GK)	EDUC 265: Principles and Methods of Diverse Learners	Admission to student teaching
Professional Education (PE)	EDUC 393: Professional Educator I	Admission to student teaching
Subject Area Exam (SAE)	EDUC 394: Professional Educator II	Admission to student teaching

FTCE Tests	Music Education Course	Passing Score Required for
General Knowledge (GK)	MUED 265: Principles and Methods of Music Instruction for Diverse Learners	Admission to approved program
Professional Education (PE)	MUED 354/356: Instrumental/Choral Methods I	Admission to student teaching
Subject Area Exam (SAE) Music K-12	MUED 355/357: Instrumental/Choral Methods II	Admission to student teaching

FTCE and Student Teaching

Candidates who student teach during the fall semester must pass all FTCE tests by May 1. If student teaching takes place in the spring, all FTCE tests must be passed by December 1.

Candidates will only receive school placement when all passing scores on the FTCE tests are received in the Office of Undergraduate Education.

FTCE Test Descriptions

General Knowledge Exam (GK) tests basic skills. The test contains four subtests: an essay, multiple-choice English language skills, reading, and mathematics. The essay and English language skills subtests measure general skills such as formulating a thesis statement, providing supportive details, arranging ideas in a logical and an organized pattern. Specific skills of word choice, sentence structure, grammar, spelling, capitalization, and punctuation are included. The Reading subtest includes passages with questions measuring literal and critical comprehension. The mathematics subtest includes arithmetic, geometry, measurement, algebra, statistics, and logical reasoning.

Subject Area Exam (SAE) measures content area knowledge, usually in a multiple-choice format. For elementary education majors, the content areas include; liberal arts, social science, mathematics, English, reading, science, history, as well as methods courses in the education department. The areas covered on this extensive exam can be found at the following website: www.fl.nesinc.com. It is imperative that candidates examine the content expectations of the exams. Candidates who feel weak in a certain area(s) are strongly encouraged to elect courses to strengthen those areas. For Music Education majors, the content area comes from all academic music courses taken as part of the undergraduate degree.

Professional Education Exam (PE) assesses general knowledge of five content bases: personal development, appropriate student behavior, planning instruction, implementing instruction, and

evaluating instruction. All candidates for initial certification will take the same Professional Education test.

FTCE Study Guides

There are helpful guides for the FTCE exams available for purchase. Check online resources such as <https://thelearningliaisons.com/>, www.amazon.com or local bookstores. Study materials for FTCE Testing can be checked out through the Stetson library.

FTCE Testing Sites

FTCE tests are given at Pearson VUE Professional Testing Centers strategically located through the state. Under normal circumstances, tests are given seven days a week with morning, afternoon, and evening availabilities.

Information and registration are available online at www.fl.nesinc.com. Stetson **must be listed** as an institution to which scores can be released during registration. An unofficial score report will be given as soon as the test is completed. Candidates must upload their score reports into *VIA by Watermark* in the courses where the tests are a requirement (see chart on page 11). Special accommodations can be made for students with disabilities. Check the “Registering for Alternative Testing Arrangements” area of the FTCE website and contact the Office of Academic Success and Accessibility.

Please note:

- Test takers must wait 31 days to retake a failed exam.
- Information can and does change from time to time. It is the candidate’s responsibility to keep up with changes in testing provisions.

Education Field Experiences

The Florida Department of Education views field experiences as one of the most important components of the Education Program. In order to provide for the best combination of learning activities in our Education Program, all education majors will participate in early and continuous field-based experiences beginning with the 200 level courses and culminating in the senior student teaching experience. Every effort is made to provide a variety of experiences in school location and grade level. Candidates will be given opportunities to work in multicultural settings in the city of DeLand or surrounding municipalities.

Travel Acknowledgement/Waiver Form

Beginning with the 200 level courses, all students are required to complete and submit the Travel Acknowledgment Waiver form. It is the student’s responsibility to complete, and return, the form on Canvas or to the Undergraduate Education Office in Davis Hall 114.

Important considerations:

- When in the field, candidates represent themselves and Stetson University. Education majors are held to high expectations for professional demeanor and dress (see page 13 for expected dress code). Candidates may be sent home to change their clothes by school personnel or university supervisors if they are found to be in violation of the dress code.
- Failure to complete field experience hours (including time that may need to be made up for failure to adhere to dress code) within the semester will result **in a maximum final grade of C-** in all Block I and Block II courses.

- Failure to complete field experience in the foundation-level education courses will result in a course final grade no higher than C-.
- Posting of or about students, teachers, classroom, or school events to any social media outlet is *strictly prohibited*.

Early Field-Based Assignments

During freshman and sophomore years, students will be involved in observation and/or working with students in classroom environments or observing in other educational settings, such as school board meetings. These assignments make the content of education courses relevant as well as help develop the knowledge, skills, and dispositions necessary to facilitate student learning. Students will have opportunities to observe teachers in the process of teaching and in some instances will interact with the students.

Junior-Level Field Experiences

During junior year or first semester senior year, students, or candidates after being admitted into the program, will increase their experiences in classrooms. Candidates will teach individual lessons, complete units, and participate in special educational projects such as judging science and/or social studies fairs or, for Music Education majors, attending District Music Performance Assessments (MPA). Increased reflection and a working knowledge of the Florida Educator Accomplished Practices begins to connect theory to practice.

Senior Student Teaching Experience

Student teaching is the capstone semester experience where the candidates will demonstrate all of the Florida Educator Accomplished Practices and the Danielson Framework for Teaching as he/she works with a cooperating teacher in a school setting. This experience is intense and will be the full-time educational experience during the semester. The *Student Teaching Handbook* will be provided at the beginning of student teaching.

Field Experience Assignments

Field experiences are arranged through the Education Department's Main Office and in some cases by the professor teaching a particular course. In all cases, ***students must not approach a teacher or school concerning placement.*** Field placements are made in cooperation with the districts in which placement is sought. There are many considerations for field placement that are taken into account before placements are made, including, but not limited to: a variety of settings and grade levels, distance from campus, and teacher qualifications. In advanced placements (student teaching), the cooperating teachers must have completed staff development training and be certified Clinical Educators before an advanced intern may be assigned to the class. Senior interns must be placed so that the supervisors can visit classrooms to assist and to supervise the interns in a timely manner.

Field Experience Expectations and Requirements

Candidate's field experience schools will have both expectations and requirements of all guests in their classrooms. Many of these expectations are common to all schools in a district and may be required by the state.

Ethical behavior: Teachers are held to a strict code of ethics. Candidates are expected to go to the field placement at the stated times and days. All information shared while in the clinical setting must be treated as confidential. Candidates **must** abide by the Code of Ethics (Appendix K). There are two levels of clearance for working with children in schools. **Level One:** complete the

Volunteers in Schools form for Volusia County. A driver's license is required for arrest checks as part of this clearance. **Level Two:** prior to student teaching, candidates must be cleared through finger printing (state requirement). Please note: Any record of child abuse or neglect, any record of sexual abuse, and certain levels of drug related arrests will result in the denial of a teaching license in the State of Florida. In addition, any arrest, even if charges are otherwise expunged or sealed, are NOT expunged or sealed as far as working with children is concerned. Candidates, who have any doubt about a Level Two clearance should make an appointment with the department chair to discuss the situation. **All candidates must be cleared to volunteer, and student teach by the appropriate school district. Stetson University has no control over this clearance.** It is important candidates review the Code of Ethics found in Appendix K.

Appropriate Dress: Stetson students can only enter the field dressed appropriately. Candidates are not only guests in the schools when observing or participating in field experiences at any level, they are also networking as a future professional. Therefore, the Education Department has **strict** expectations for professional dress for students representing Stetson in the public/private schools. The examples listed below are considered inappropriate dress or appearance. This list is a guide and does not necessarily represent all circumstances in which the school or the education department may consider certain appearances as inappropriate dress:

1. Body piercing such as nose/naval/tongue rings
2. Unconventional hair styles such as unusual coloring/spikes
3. Tops that show midriff when arms are raised
4. Shorts, tight pants, short skirts, low-riding pants or skirts that may reveal underwear when crouching down or sitting on the floor
5. Sports attire or leisure athletic wear including; sweatpants, muscle shirts, jeans, pajama bottoms, yoga pants
6. Low-cut tops
7. T-shirts and logo shirts (polo shirts are okay)
8. Flip-flop shoes

Candidates who are identified by the school or university supervisors to be in violation of the dress code will be sent home from the field and cannot return to the field placement until the appropriate change has been made and a conference with the department chair or departmental faculty has been held. Any missed field experience time as a result of a dress code violation must be made up prior to passing the course(s) associated with the placement in order to receive a minimum grade of C for the course.

All schools require visitors to check in at the front office and require visitors to wear a Visitor ID while on campus. Candidates will purchase a Stetson ID badge prior to entering the junior blocks. Both the Stetson badge and school issued Visitor ID must be worn at all times.

Recording of Teaching Lessons

While delivering lessons in the field, evidence of practice, including recording of teaching may be needed. Volusia County Schools permits recording of lesson delivery only when students in the classroom who are being recorded have completed both the district's Media Release parent permission form AND the Stetson University photo/video release forms (Appendix O). NO recordings of Live Streamed lessons are permitted. The classroom teacher disseminates and collects the district's Media Release form while the Stetson student is responsible for distributing and collecting the Stetson photo/video permission form.

Field Experience Evaluations

Evaluation of performance in the field is a cooperative effort between the Stetson Department of Education faculty and the cooperating classroom teacher. The purpose of the evaluation is to identify strengths and weaknesses, dispositions for teaching, and to guide improvements in teaching techniques. Professionalism is interwoven into all these concepts. The evaluation forms vary with the level of field experience. Appendix N shares the Danielson Assessment C, which is used regularly in elementary field experiences. All field experience must be completed with a satisfactory evaluation to obtain a minimum grade of C, including senior student teaching.

Security and Emergency Information for Schools

Schools cannot operate without specific procedures for maintaining security. When candidates are in the schools, they need to be aware of the basic security measures that are in place. Appendix M presents the minimum security information that candidates need when participating in field experience in the schools.

Copyright Guidelines

Candidates must be very careful to follow the copyright guidelines. The Florida Department of Education requires candidates to know the copyright laws. A summary of the laws most likely to be used in education is in Appendix L. These guidelines often appear on the state teacher's exam.

Student Teaching Experience

Student teaching involves a semester-long field experience in a public school. During the internship semester, pre- and post-student teaching activities on campus are scheduled. These take place during the first and last weeks of the semester calendar. The Director of Student Teaching, in conjunction with the local school districts, is responsible for assignment to school sites and the assignment of the intern's university supervisor.

An internship application meeting is held each semester. Candidates must attend this meeting in the junior year, two semesters prior to the anticipated intern semester. The student teaching application process is discussed at this time. Applications for student teaching are completed during the first month of the semester prior to the planned student teaching semester. The application for student teaching must be submitted by the posted deadline. Failure to meet this deadline will result in not receiving a student teaching placement during the term for which the application was due, likely resulting in a one-semester delay of graduation.

Candidates are not ensured admission to Student Teaching until all Admission Requirements are met, regardless of placement in a classroom. Admitted candidates will receive official notice of admission to Student Teaching at the beginning of the semester in which they begin their field work.

Elementary Education students will take five units during the student teaching semester. Music

Education students will take four units during the student teaching semester. This is a full load, and only for extenuating circumstances will permission be given to take any additional credits during this term.

During student teaching, exemptions from any student teaching responsibilities in order to work, take campus course work, or participate in college activities are not accepted. If there is a pressing need for involvement in any university activities, it must be cleared with the Director of Student Teaching **prior to** the occurrence, and the Director will advise the clinical university supervisor.

The school calendar of the placement rather than that of the university will be followed with regard to holidays and work schedules. In some instances, a university seminar may meet during a holiday week. Attendance at the seminar is required.

Admission Requirements

To be considered for admission to Student Teaching, a teacher candidate must:

1. Be admitted into the Approved Education Program;
2. Meet expectations on Assessment of Professional Dispositions in all coursework and field experiences as outlined by the program;
3. Complete the Stetson Student Teaching application;
4. Complete the county Student Teaching application;
5. Receive passing scores on **all** of the Florida Teacher Certification Examinations (FTCE)—General Knowledge, Professional Education, and Subject Area in teaching major;
6. Achieve a grade of C or better in professional education courses;
7. Achieve a GPA of 2.5 or better in major content area and overall;
8. Demonstrate satisfactory progress in each of the following: Danielson Domains, Reading Competencies, and ESOL Domains;
9. Receive a satisfactory behavior recommendation from Stetson’s Office of Community Standards;
10. Complete fingerprinting clearance as required by county school boards.

Student teaching obligations will require an in-depth criminal background check. Background checks for internship placements routinely include information regarding any criminal offenses other than a minor traffic violation. The results of these mandatory background checks may result in the inability to secure final internship placement and removal from the program.

Application Procedure

An internship application meeting is held each semester. Candidates must attend this meeting in the junior year, two semesters prior to the anticipated intern semester. The student teaching application process is discussed at this time. Applications for student teaching are completed during the first month of the semester prior to the planned student teaching semester. The application for student teaching must be submitted by the posted deadline. Failure to meet this deadline will result in not receiving a student teaching placement during the term for which the application was due, likely resulting in a one-semester delay of graduation. Applications are due the semester prior to the internship and will not be accepted unless all parts are completed. Application completion and submission by due date is the candidate’s responsibility.

Student Teaching Placement

The placement of student teachers in clinical settings is a collaborative effort between the local school districts and Stetson's Office of Undergraduate Education. Candidates WILL NOT make personal arrangements with a school for a student teaching assignment. Great care goes into determining the school sites used each semester. The primary concern is appropriately-trained cooperating teachers who work with a diverse student population. Student Teaching Placements may be made prior to the admission of a candidate to Student Teaching and will be revoked if all admission requirements are not met.

Program Frequently Asked Questions

I just transferred to Stetson. Is there anything special I need to do?

Students who transfer to Stetson University after two years of college may find it difficult to meet degree requirements in the remaining four semesters. Some courses in the program of study cannot be transferred, while others need examination of the content and approval by the department faculty or Chair. As a transfer student, you should make an appointment with the Chair of the Department of Education (or the designee of the Chair) and request an evaluation of the time necessary to complete your program. For this appointment, you need to bring an audit sheet from the Registrar's Office showing your transfer credit.

Are there other considerations that I should know that will help me be successful in the Education Program?

The student teaching experience is a *full time job*, and as a pre-professional, you are required to be present every day of the experience. If you participate in team sports and other extracurricular activities, these cannot interfere with your student teaching. It is your responsibility to remind your advisor of such participation so that your internship can be arranged during a semester when your activities will not conflict with your teaching responsibilities.

What are the Florida Educator Accomplished Practices (FEAPs)?

These are areas of teaching, planning, and interaction that the state of Florida has deemed necessary for you to master to be an effective teacher. These areas were determined by a wide variety of educators and are research based. You will begin learning about the Accomplished Practices in your very first courses, and you will have opportunities to develop the knowledge, skills, and disposition to put these to work in the classroom. The FEAPs will be assessed throughout the program and scores entered in our assessment system (*VIA by Watermark*). These FEAPs are the basis of many items on the FTCE Professional Education test. A brief summary of the Accomplished Practices is in Appendix B.

How do I apply for a Florida Teaching Certificate?

When you graduate from Stetson's State and CAEP approved program, you may apply for a Florida certificate. Details for application are explained in detail during Student Teaching and can also be found at <http://www.fldoe.org/teaching/certification/>

If you wish to see information concerning employment in Florida schools, check www.teachinflorida.com.

What if I want to teach in a state other than Florida?

Each state has its own unique requirements to earning certification or licensure to teach. If you are interested in applying for another state's teacher certification, contact the State Department of Education in that state and request information concerning the requirements for certification. Since considerable time ordinarily elapses between the filing of an application and the date a certificate is issued, you should apply as far in advance as possible. If you know you will be applying to teach in another state, you should check certification requirements early in your education at Stetson University. For example, if a state requires a particular course or test, you can prepare in advance for these requirements so that you may begin your teaching career with minimal delay. Graduating from a CAEP approved program makes qualifying in many states a much smoother process.

What is Certification by Interstate Reciprocity?

Interstate Reciprocity is a term commonly used when educators certified in one state or jurisdiction seeks certification in another. The National Association of State Directors of Teacher Education and Certification (NASDTEC) offers member states the opportunity to participate in the Interstate agreement, which governs the details of interstate reciprocity. This agreement enables a state to review the preparation and certification standards of all other states and jurisdictions for specific certificate types (teacher, administrator, support, and vocational). Specific information on the NASDTEC Interstate Agreement, including which states have signed with other states and in what certificate areas, may be found on the NASDTEC web site at <https://www.teaching-certification.com/teaching/florida-teacher-reciprocity.html>.

APPENDICES

Stetson University - Education Department Outcomes

Department faculty believe that becoming a teacher is a dynamic process extending from initial preparation over the course of an entire career. Through its program of study, the Department of Education at Stetson University has made a strong commitment to quality teacher education for the 21st century - striving to prepare a common series of courses and experiences that provide knowledge, skills, and attitudes that will enable candidates to meet the needs of students within culturally diverse educational settings in a rapidly changing world.

Professional Commitments and Dispositions

Building on Stetson University's commitment to infuse programs with the values of ethical decision-making, human diversity and commonality, gender equity, community service, and environmental responsibility, department faculty expect that all candidates will:

- show evidence of behaviors that exemplify the ethics of the teaching profession.
- develop awareness, appreciation, and understanding of diverse populations.
- value a questioning and analytic attitude (e.g., utilize critical analysis of data and behavior to initiate change).
- seek articles in professional journals about teaching, learning, educational management, and reform.
- reflect on and formulate a personal philosophy with respect to learning and teaching.

Commitment to Diversity

The Stetson Department of Education commitment to diversity is evident in the strand of Responders to Diversity, which is woven throughout initial teacher preparation and advanced programs and is based on the University's Equity and Inclusion statement (2019) <https://www.stetson.edu/other/climate-study/eandistatement.php>. The design, delivery, and evaluation of the Stetson Department of Education courses and field experiences reflect this commitment. Specifically, department faculty expect that candidates will:

- have knowledge of issues involving teaching and schooling in a complex and culturally diverse society.
- acknowledge differences strengthen classroom communities
- have knowledge of unique learning characteristics, needs, and capabilities of students of different ages, cultural, language and socio-economic backgrounds, and exceptionalities.
- proactively promote and inclusive classroom environment
- demonstrate the ability to bridge theory to practice in a variety of educational settings.

- plan and implement strategies in cultural diversity and nurture human relations with students, peers, teachers, and other stakeholders

Commitment to Technology

Commitment to ongoing and evolving technological utilization is demonstrated through the faculty's use of technology in their teaching and monitoring of students' progress throughout the program. Candidates demonstrate competence in the use of educational technology by utilizing technology during their teaching experiences to help all students learn. The use of technology has been integrated across the curriculum, instruction, field experiences, clinical practice, assessments, and evaluations.

Philosophy

Throughout all our programs, there is an underlying commitment to the following beliefs:

All candidates must understand their own culture and the cultures of others. As educators, they must accept all students and teach in an atmosphere that honors the unique cultural differences and fosters in each student respect and appreciation for human and cultural diversity in a democratic society. See Stetson's Department of Education Strands: *Responders to Diversity* and *Collaborative Instructional Leaders*.

Educational leaders influence students towards inherent possibilities of human development by using multiple instructional strategies in high performing learning environments that facilitate the academic achievement of each K-12 student and the importance of the individual's commitment toward living a meaningful life. See Stetson's Department of Education Strands: *Collaborative Instructional Leaders* and *Facilitative Change Agents*.

Educators - beyond their responsibility to transmit knowledge - have the mission to transform practices in schools so that all students may learn to their fullest potential and participate fully in our democratic society. See Stetson's Department of Education Strands: *Reflective Practitioners* and *Facilitative Change Agents*.

These four organizing strands - *Reflective Practitioner*, *Collaborative Instructional Leader*, *Responder to Diversity*, and *Facilitative Change Agent* - were established to create a sense of unity across all courses at both the initial and advanced levels.

Reflective Practitioners

The consensus among the Stetson Department of Education faculty is that our intention is to create reflective practitioners who continually evaluate the effects of their choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. This perspective is consistent with a view that candidates should become active learners capable of reflecting upon their experience and implementing appropriate changes in their education. This view is consistent with a philosophy that places responsibility for learning with the individual, and it views learning as an active interaction between teacher and learner. Historically, this view can be linked to the work of John Dewey. In contemporary views, it is connected with constructivist philosophic perspectives and cognitive psychology. This view describes intelligence as thought in action and that to reflect on one's experience is a method that allows for growth. As Dewey described in his *Experience and Education* (1938), growth occurs through "reconstruction of experience" (p.87). In general, the approach that department members advocate is consistent

with Dewey's problem-solving model, which describes five steps: feeling a need to solve a problem, analyzing the difficulty, suggesting alternatives, choosing among the various alternatives, and implementing and evaluating the results.

We believe that learning is an active and collaborative process. Teachers must view knowledge as constructed by learners rather than transmitted by teachers. Candidates should be involved in a classroom community where they will learn to ask questions, share, debate, construct, modify, and develop ideas and ways to solve problems (Johnson & Johnson, 1999; Slavin, 2006).

We believe that teachers and other educators need to ask hard questions about conventional practice (Barazangi, 2006; Reagan, 1993; Goodlad, 1983; Leahy & Corcoran, 1996). Continuous reflection on one's set of beliefs and assumptions about teaching and learning make the process of becoming a teacher a conscious effort of developing a "conscience of craft" (Bush, 1987; Green, 1985). We agree with Reagan's (1993) work relating to reflection-in-action, reflection-on-action, and reflection-for-action. His view offers ways to consider proactive approaches to education - particularly the concept of reflection-for-action.

Reflection-for-action describes an approach that prepares candidates to anticipate what to do in the schools (based on reflection of past action) while planning for subsequent action. Finally, we believe reflective practice can be enhanced through the use of reflective journals, seminars, portfolios, action research and emphasis on teaching as decision-making. The ultimate goal of reflective practice is continuous improvement.

Collaborative Instructional Leaders

Schools today need a collaborative effort between administrators and teachers (Birky, Shelton, & Headley, 2006; Bogan, 2006). According to Barth (2006), educators who become leaders experience personal and professional satisfaction, a reduction in isolation, a sense of instrumentality, and a new learning about schools and the process of change - all of which are reflected in curriculum development and instructional practice. We believe that schools that have strong, effective principals and empowered teacher-leaders tend to be high performing learning organizations (Blasé & Blasé, 2001; Ervay, 2006).

As teacher educators, we prepare future educators to become educational leaders who are open to different perspectives, whose instructional decisions are based on multiple sources of information, and who develop instruction that is responsive to the capabilities and needs of diverse learners. Because assessment is critical to effective instruction, it is important for educators to know how to evaluate students' progress. We believe that if we encourage prospective educators to reflect on their instructional decisions, K-12 student learning will increase.

The primary focus of an instructional leader is to enhance the learning of the students in the classroom. Like Schmoker (2006), we encourage candidates to become "learning leaders." He believes that learning leaders should spend more time discussing and supporting learning. He believes that learning leaders need to focus on monitoring and supporting student success, and teams of teachers must work together to enhance student learning. We believe that teaching pedagogy should address the higher levels of Bloom's taxonomy. Both teachers and leaders should work toward the evaluation and synthesis level of knowledge. As instructional leaders we must synthesize student performance data, adjust teaching strategies, and evaluate and monitor student progress. We should ask no less of our K-12 students. Tucker and Stronge (2005) state that "these emphases combined with purposeful collaboration have resulted not only in sizable achievement gains, but also in higher levels of teacher satisfaction and a feeling of professionalism.

As a department, we believe an educated leader is an individual who can influence people within an

organization towards continuous improvement and change. There is no one best way to influence people. Leaders, however, must lead according to the readiness level of the people in the organization that they are attempting to influence (Blanchard, Zigarmi, & Zigarmi, 1985). We believe one must have the ability to analyze a situation, determine the appropriate leadership style the situation warrants, and take action. We believe people have the potential to grow and given an opportunity, can and will respond. Part of this equation, however, is that leaders must first have high expectations of themselves. As educators, we know the impact of teacher expectations on candidate behavior and achievement (Murphy & Alexander, 2006).

Responders to Diversity

Department members recognize the importance regarding issues of diversity within the educational setting. We believe that teachers must move beyond tolerance to acceptance, and they must accomplish this through demonstrating competence that they can recognize, accommodate, and value students' 'cultural capital' (Banks, 2003; Bordieu, 1977). Diversity issues include an understanding of age (developmental readiness, human growth and development); gender; socioeconomic status; academic ability (ESE, exceptional student education, gifted); language (English as a second language); race and ethnicity; and culture - and how each of these concepts presents a multitude of challenges for educators. The challenges that face candidates are not limited to *how* they teach students of diversity; candidates must also teach *about* diversity so that their students will ultimately be able to interact and thrive in a diverse world. Such complex issues require delicate handling as well as substantial preparation.

The department faculty believe candidates must develop a repertoire of skills and knowledge that compliment education reform as they endeavor to respond to these issues of diversity (Abedi, 2004). A holistic view of development from novice to advanced practitioner is necessary. Competency-based approaches, in which educators' knowledge, skills, and experiences are considered assets, help educators understand and respond to the diverse needs of today's changing K-12 populations. Reflective and analytical learning must also be emphasized. Societal issues (e.g., crime, drug and alcohol abuse, poverty, homelessness, etc.) require greater collaboration between educators, families, and social service providers (Slocumb & Payne, 2000).

Facilitative Change Agents

Educators must be competent in both content and pedagogy to challenge learners' thinking and facilitate change in schools. It has become increasingly necessary for educators to extend the classroom into the community and become a change agent for educational reform. Fullan (2003), recognized as an international authority on educational reform, links moral purpose and change. We believe, through reflective practice, educational change can occur. Candidates must be prepared with the knowledge, skills, and dispositions to strive for teaching and learning authenticity as they face complex educational challenges such as heightened accountability and curriculum redesign. To think on a critical level, candidates must be able to look at multiple perspectives of a situation as well as the broader social, political, moral, and economic contexts of a problem.

Necessary for one to become a skillful change agent, candidates participate in personal vision building, inquiry, mastery, and collaboration (Fullan, 1999; Fullan, 1993; Senge, 1990). We strive to prepare candidates to practice responsibly and become critical thinkers who can challenge the status quo, effect change, and sustain that change (Fullan, 2005).

Personal vision building entails the candidate to examine one's purpose for wanting to be an educator and the ability to articulate a platform for future action. Closely related to, and necessary for the construction of a personal vision, is the disposition of inquiry. Skillful inquiry is directed at examining information and ideas in the external environment and requires the internalization of norms and habits, which support continuous learning. As change agents, we believe educators must be continuous learners in order to respond in a proactive manner to an increasingly complex and changing world and to use changes such as those in technology and research on best practices to bring appropriate change to our classrooms.

Mastery is necessary for developing an effective change agent. Pedagogical content knowledge is essential for effectiveness in our profession and must be addressed. We believe mastery moves beyond the skillful practice of pedagogy in relation to subject matter. This requires educators to nurture a disposition of personal expertise in order to achieve a deeper understanding of existing conditions, proposed innovations, and potential futures.

Collaboration is also needed to foster one's capacity as a change agent. Through collaboration, educators extend exponentially the power of their personal mastery through the cultivation of group mastery.

The Florida Educator Accomplished Practices

Purpose and Foundational Principles

Purpose

The Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

Foundational Principles

The Accomplished Practices are based upon and further describe three essential principles:

- The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student’s capacity for academic achievement.
- The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
- The effective educator exemplifies the standards of the profession.

The Educator Accomplished Practices

Each effective educator applies the foundational principles through six Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

Quality of Instruction

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.

Continuous Improvement, Responsibility and Ethics

1. **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.

2. **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.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98, Amended 2-13-11.

Departmental Goals Alignment with FEAP/Danielson



Departmental Goals Alignment with FEAP/Danielson

Departmental Goals Alignment with Accomplished Practices			
Reflective Practitioner	Responder to Diversity	Collaborative Instructional Leader	Facilitative Change Agent
FEAP b1: Continuous Professional Improvement FEAP b2: Professional Responsibility and Ethical Conduct	FEAP a1: Instructional Design and Lesson Planning FEAP a2: The Learning Environment FEAP b2: Professional Responsibility and Ethical Conduct	FEAP a1: Instructional Design and Lesson Planning FEAP a2: The Learning Environment FEAP a3: Instructional Delivery and Facilitation FEAP a4: Assessment	FEAP a3: Instructional Delivery and Facilitation FEAP b1: Continuous Professional Improvement
Alignment with Danielson Domains			
Domain 1: Planning and Preparation Domain 3: Instruction Domain 4: Professional Responsibilities	Domain 2: The Classroom Environment	Domain 1: Planning and Preparation Domain 2: The Classroom Environment Domain 3: Instruction	Domain 2: The Classroom Environment Domain 4: Professional Responsibilities
Alignment with Interstate Teacher Assessment and Support Consortium (InTASC) Categories			
The Learner and Learning Professional Responsibility Instructional Practice	The Learner and Learning Instructional Practice Professional Responsibility	The Learner and Learning Content Knowledge Instructional Practice	The Learner and Learning Instructional Practice Professional Responsibility

Danielson Framework

Domain 1: Planning and Preparation
Component 1. a. Demonstrating Knowledge of Content and Pedagogy
Element 1.a.1. Knowledge of Content and the Structure of the Discipline
Element 1.a.2. Knowledge of Prerequisite Relationships
Element 1.a.3. Knowledge of Content-Related Pedagogy
Component 1. b. Demonstrating Knowledge of Students
Element 1.b.1. Knowledge of Child and Adolescent Development
Element 1.b.2. Knowledge of the Learning Process
Element 1.b.3. Knowledge of Students’ Skills, Knowledge, and Language Proficiency
Element 1.b.4. Knowledge of Students’ Interests and Cultural Heritage
Element 1.b.5. Knowledge of Students’ Special Needs
Component 1. c. Setting Instructional Outcomes
Element 1.c.1. Value, Sequence, and Alignment
Element 1.c.2. Clarity
Element 1.c.3. Balance
Element 1.c.4. Suitability for Diverse Learners
Component 1. d. Demonstrating Knowledge of Resources
Element 1.d.1. Resources for Classroom Use
Element 1.d.2. Resources to Extend Content Knowledge and Pedagogy
Element 1.d.3. Resources for Students
Component 1. e. Designing Coherent Instruction
Element 1.e.1. Learning Activities
Element 1.e.2. Instructional Materials and Resources
Element 1.e.3. Instructional Groups
Element 1.e.4. Lesson and Unit Structure
Component 1. f. Assessing Student Learning
Element 1.f.1. Congruence with Instructional Outcomes
Element 1.f.2. Criteria and Standards
Element 1.f.3. Design of Formative Assessments
Element 1.f.4. Use for Planning

Domain 2: The Classroom Environment
Component 2. a. Creating an Environment of Respect and Rapport
Element 2.a.1. Candidate Interaction with Students
Element 2.a.2. Student Interactions with One Another
Component 2. b. Establishing a Culture for Learning
Element 2.b.1. Importance of the Content
Element 2.b.2. Expectations for Learning and Achievement
Element 2.b.3. Student Pride in Work
Component 2. c. Managing Classroom Procedures
Element 2.c.1. Management of Instructional Groups
Element 2.c.2. Management of Transitions
Element 2.c.3. Management of Materials And Supplies
Element 2.c.4. Performance of Non-Instructional Duties
Element 2.c.5. Supervision of Volunteers And Paraprofessionals
Component 2. d. Managing Student Behavior
Element 2.d.1. Expectations
Element 2.d.2. Monitoring of Student Behavior
Element 2.d.3. Response to Student Misbehavior
Component 2. e. Organizing Physical Space
Element 2.e.1. Safety and Accessibility
Element 2.e.2. Arrangement of Furniture and Use of Physical Resources

Domain 3: Instruction

Component 3. a. Communicating with Students

Element 3.a.1. Expectations for Learning

Element 3.a.2. Directions and Procedures

Element 3.a.3. Explanations of Content

Element 3.a.4. Use of Oral and Written Language

Component 3. b. Using Questioning and Discussion Techniques

Element 3.b.1. Quality of Questions

Element 3.b.2. Discussion Techniques

Element 3.b.3. Student Participation

Component 3. c. Engaging Students in Learning

Element 3.c.1. Activities and Assignments

Element 3.c.2. Grouping of Students

Element 3.c.3. Instructional Materials and Resources

Element 3.c.4. Structure and Pacing

Component 3. d. Using Assessment in Instruction

Element 3.d.1. Assessment Criteria

Element 3.d.2. Monitoring of Student Learning

Element 3.d.3. Feedback to Students

Element 3.d.4. Student Self-Assessment and Monitoring of Progress

Component 3. e. Demonstrating Flexibility and Responsiveness

Element 3.e.1. Lesson Adjustment

Element 3.e.2. Response to Students

Element 3.e.3. Persistence

Domain 4: Professional Responsibilities**Component 4. a. Reflecting on Teaching**

Element 4.a.1. Accuracy

Element 4.a.2. Use in Future Teaching

Component 4. b. Maintaining Accurate Records

Element 4.b.1. Student Completion of Assignments

Element 4.b.2. Student Progress in Learning

Element 4.b.3. Non-Instructional Records

Component 4. c. Communicating with Families

Element 4.c.1. Information about the Instructional Program

Element 4.c.2. Information about Individual Students

Element 4.c.3. Engagement of Families in the Instructional Program

Component 4. d. Contributing to the School and District

Element 4.d.1. Relationships with Colleagues

Element 4.d.2. Involvement in a Culture of Professional Inquiry

Element 4.d.3. Service to the School

Element 4.d.4. Participation in School and District Projects

Component 4. e. Growing and Developing Professionally

Element 4.e.1. Enhancement of Content Knowledge and Pedagogical Skill

Element 4.e.2. Receptivity to Feedback from Colleagues

Element 4.e.3. Service to the Profession

Component 4. f. Demonstrating Professionalism

Element 4.f.1. Integrity and Ethical Conduct

Element 4.f.2. Service to Students

Element 4.f.3. Advocacy

Element 4.f.4. Decision Making

Element 4.f.5. Compliance With School and District Regulations

Danielson Assessment C

	Proficient	Developing	Needs Improvement
<p>Demonstrating Knowledge of Content and Pedagogy</p> <p>Danielson 2013 - 1.a</p> <p>FEAP - 2a.1a</p> <p>FEAP - 2a.1b</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher’s plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher’s plans and practice display little understanding of prerequisite relationships important to student’s learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</p>
<p>Designing Coherent Instruction</p> <p>Danielson 2013 - 1.e</p> <p>FEAP - 2a.1b</p> <p>FEAP - 2a.1c</p> <p>FEAP - 2a.1f</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>

<p>Creating an Environment of Respect and Rapport</p> <p>Danielson 2013 - 2.a</p> <p>FEAP - 2a.2d</p> <p>FEAP - 2a.2f</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>
<p>Managing Classroom Procedures</p> <p>Danielson 2013 - 2.c</p> <p>FEAP - 2a.2a</p> <p>FEAP - 2a.2b</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>
<p>Managing Student Behavior</p> <p>Danielson 2013 - 2.d</p> <p>FEAP - 2a.2b</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>

<p>Communicating with Students</p> <p>Danielson 2013 - 3.a</p> <p>FEAP - 2a.2e</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.</p>
<p>Using Questioning and Discussion Technique</p> <p>Danielson 2013 - 3.b</p> <p>FEAP - 2a.3f</p>	<p>Although the teacher may use some low- level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession.</p> <p>Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>
<p>Engaging Students in Learning</p> <p>Danielson 2013 - 3.c</p> <p>FEAP - 2a.2h</p> <p>FEAP - 2a.3a</p> <p>FEAP - 2a.3b</p> <p>FEAP - 2a.3e</p> <p>FEAP - 2a.3g</p> <p>FEAP - 2a.3h</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>

<p>Using Assessment in Instruction</p> <p>Danielson 2013 - 3.d</p> <p>FEAP - 2a.3c</p> <p>FEAP - 2a.3h</p> <p>FEAP - 2a.3i</p> <p>FEAP - 2a.3j</p> <p>FEAP - 2a.4a</p> <p>FEAP - 2a.4c</p> <p>FEAP - 2a.4d</p>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>
<p>Showing Professionalism</p> <p>Danielson 2013 - 4.f</p> <p>FEAP - 2b.2</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher is honest in interactions with colleagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students.</p> <p>Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by</p>	<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>
<p>ESOL Domains Methods of Instruction incorporate ESOL Strategies and/or differentiated instruction</p> <p>ESOL 2010 – 2.3 – Standard 3</p> <p>ESOL 2010 - 3.1 - Standard 1</p> <p>ESOL 2010 - 3.2 - Standard 2</p> <p>ESOL 2010 - 3.3 - Standard 3</p>	<p>Teacher differentiates instruction based on EL's ELP and Can-Do descriptors. Clear expectations are for ELs set. Verbal and nonverbal strategies to provide comprehensible input during oral discussions. ESOL strategies are observed as reflected in lesson plan and to assist EL in participating and meeting instructional goals. Candidate is responsive and flexible with varying ESOL strategies when communication breaks down.</p>	<p>Teacher attempts some differentiated instruction based on ELP proficiency and Can-Do indicators. Verbal and nonverbal strategies are inconsistent or ELP miscommunication. Teacher inconsistently situates clear expectations for EL learning. ESOL strategies are unclear or not connected to instructional goals on lesson plan. Teacher is somewhat responsive and flexible with varying ESOL strategies when communication breaks down.</p>	<p>Fails to demonstrate ability to gear instruction toward EL's specific linguistic needs.</p>

<p>ESOL Domains Curriculum Materials and Assessment of ELs</p> <p>ESOL 2010 - 1.1 - Standard 1</p> <p>ESOL 2010 - 2.1 - Standard 1</p> <p>ESOL 2010 - 2.2 - Standard 2</p> <p>ESOL 2010 - 2.3 - Standard 3</p> <p>ESOL 2010 - 4.1 - Standard 1</p> <p>ESOL 2010 - 4.2 - Standard 2</p> <p>ESOL 2010 - 5.2 - Standard 2</p> <p>ESOL 2010 - 5.3 - Standard 3</p>	<p>Lesson plan indicated integrated or grouped lesson for ELs and ESOL strategy. Teacher consistently assesses ELs throughout instruction through frequent formal and informal comprehension checks, monitors EL progress throughout learning tasks. Curriculum materials and assessment differentiation are based on ELL's level of ELP and Can-Do descriptors. Accommodations are appropriate for ELP and provided as needed. Home language is used as a resource as needed.</p>	<p>Lesson plan is inconsistent or missing details for ELs in class and/or ESOL specific strategies. Teacher is inconsistent in assessment of ELs or does not monitor EL progress thoroughly. Curriculum materials and assessment differentiation are attempted, but unclear, incomplete or ineffective. Some accommodations are provided. Home language is used inconsistently when needed.</p>	<p>Shows little ability to appropriately select and/or differentiate materials and assessment to meet EL's specific linguistic needs. No accommodations are provided.</p>
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Reading Assessment C

Elements	Proficient (3 pts)	Developing (2 pts)	Needs Improvement (1 pt)	N/A
<p>Phonological Awareness DANIELSON-FT. 3.b., 3.c. FL-RDG-END-COMP-2022.5.4</p>	<p>The candidate effectively demonstrates evidence-based instructional practices for developing students’ phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate demonstrates to some extent evidence-based instructional practices for developing students’ phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate does not demonstrate evidence-based instructional practices for developing students’ phonological awareness and phonemic awareness for all students.</p>	
<p>Phonics DANIELSON-FT. 3.b., 3.c. FL-RDG-END-COMP-2022.5.5</p>	<p>The candidate effectively demonstrates evidence-based instructional practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate demonstrates to some extent evidence-based instructional practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate does not demonstrate evidence-based instructional practices for developing phonics skills and word recognition for all students.</p>	
<p>Fluency DANIELSON-FT. 3.b., 3.c. FL-RDG-END-COMP-2022.5.6</p>	<p>The candidate effectively demonstrates evidence-based instructional practices for developing reading fluency (rate, accuracy, prosody) and reading endurance, including students identified with reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate demonstrates to some extent evidence-based instructional practices for developing reading fluency and reading endurance, including students identified with reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate does not demonstrate evidence-based instructional practices for developing reading fluency and reading endurance for all students.</p>	
<p>Vocabulary DANIELSON-FT. 3.b., 3.c. FL-RDG-END-COMP-2022.5.7</p>	<p>The candidate effectively demonstrates evidence-based instructional practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate demonstrates to some extent evidence-based instructional practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate does not demonstrate evidence-based instructional practices for developing both academic and domain specific-vocabulary for all students.</p>	
<p>Comprehension DANIELSON-FT. 3.b., 3.c. FL-FEAP-2013. 2a.3f. FL-RDG-END-COMP-2022.5.8, 5.9, 5.10, 5.11</p>	<p>The candidate effectively demonstrates evidence-based practices for facilitating reading comprehension (including higher order thinking, monitoring & self-correcting, and activating background knowledge) for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate demonstrates to some extent evidence-based practices for facilitating reading comprehension (which may include higher order thinking, monitoring & self-correcting, or activating background knowledge) for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate does not demonstrate evidence-based practices for facilitating reading comprehension for all students.</p>	
<p>Oral Language DANIELSON-FT. 3.a. FL-FEAP-2013. 2a.2e. FL-RDG-END-COMP-2022.5.3</p>	<p>The candidate effectively demonstrates evidence-based instructional practices for developing oral/aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia.</p>	<p>The candidate demonstrates to some extent evidence-based instructional practices for developing oral/aural language development for all students, including students with identified</p>	<p>The candidate does not demonstrate evidence-based instructional practices for developing oral/aural language development for all students.</p>	

		reading deficiencies and those with characteristics of dyslexia.		
Motivation DANIELSON-FT. 2.b. FL-FEAP-2013. 2a.2c., 2a.2f., 2a.3a., 2a.3i FL-RDG-END- COMP-2022.5.14, 5.15	The candidate selects and uses a range of print, non- print, multimedia and digital texts to create an information intensive environment. The candidate effectively uses a variety of instructional practices to provide relevant and purposeful instruction to in reading.	The candidate either selects or uses a range of print, non- print, multimedia and digital texts. The candidate uses some instructional practices to provide relevant and purposeful instruction to in reading.	The candidate shows no evidence of selecting and using a range of print, non- print, multimedia and digital texts. The candidate does not use instructional practices to provide relevant and purposeful instruction to in reading.	
Assessment DANIELSON-FT. 3.d. FL-FEAP-2013. 2a.4c. FL-RDG-END- COMP-2022.5.1, 5.2. 5.13	The candidate effectively demonstrates how to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program and effectively uses assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies, those with characteristics of dyslexia, and English learners.	The candidate demonstrates to some extent how to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program and effectively uses assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies, those with characteristics of dyslexia, and English learners.	The candidate does not demonstrate how to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program and effectively uses assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students.	
Differentiated Instruction DANIELSON-FT. 3.e. FL-FEAP-2013. 2a.2h., 2a.3h. FL-RDG-END- COMP-2022. 5.12	The candidate effectively demonstrates differentiation of instruction for all students utilizing increasingly complex text.	The candidate demonstrates to some extent differentiation of instruction for all students utilizing increasingly complex text.	The candidate does not demonstrate differentiation of instruction for all students utilizing increasingly complex text.	

Reading Endorsement Competencies 2022

Guiding Principles: The Florida Reading Endorsement Competencies are aligned with evidence-based instructional and intervention strategies grounded in the science of reading. The competencies address identification of the characteristics of conditions such as dyslexia, implementation of evidence-based classroom instruction and interventions including evidence-based reading instruction and interventions specifically for students with characteristics of dyslexia, and effective progress monitoring. The elements of Florida’s Formula for Success are integrated throughout the Reading Endorsement Competencies by focusing on six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension), four types of assessment (screening, progress monitoring, diagnostic, summative), core instruction for all students (Tier 1), targeted interventions for students in need of supplemental support (Tier 2) and intensive interventions for students substantially below grade level in reading (Tier 3).

Teachers will understand and deliver evidence-based reading instruction and interventions specifically designed for students with reading difficulties, including students with characteristics of dyslexia. Evidence-based reading instruction and intervention includes the use of explicit, systematic and sequential approaches to reading instruction developing phonological and phonemic awareness, decoding, and implementing multisensory intervention strategies. Teachers will teach reading as an ongoing strategic process resulting in students comprehending diverse text.

Teachers will apply their knowledge of the Reading Endorsement Competency Performance Indicators to support standards-aligned instruction in reading and writing. Teachers will understand that all students have instructional needs and apply the systematic problem-solving process: use data to accurately identify a problem, analyze the problem to determine why it is occurring, design and implement instruction/interventions, and evaluate the effectiveness of instruction/interventions. Teachers will understand that the problem-solving process is recursive and ongoing, utilized for effective instructional decision making.

A comprehensive glossary is included. The glossary terms are identified throughout the Reading Endorsement Competencies with bold text.

Competency 1 Introduction

Competency 1 encompasses the reading process with a focus on developing emergent literacy skills and progressing through the phases of word reading, resulting in comprehension as the final outcome. Teachers will develop substantive understanding of six components of reading as a process: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The total inventory of Performance Indicators (A-G) satisfies Competency 1. (60 In-service hours)

Competency 2 Introduction

Teachers will apply the principles of explicit, systematic and sequential evidence-based reading instruction and scaffold student learning while integrating the six components of reading. Teachers will engage in the systematic problem-solving process to identify students with reading difficulties, including identification of students with characteristics of dyslexia, provide appropriate interventions and conduct effective progress monitoring. The total inventory of Performance Indicators (A-G) satisfies Competency 2. (60 In-service hours)

<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>	<p style="text-align: center;">Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>
Performance Indicator A: Oral Language	
<p>1.A.1 Understand how the students’ development of oral language (i.e., phonology, morphology, syntax, semantics and pragmatics) relates to language comprehension.</p>	<p>2.A.1 Apply intentional, explicit, systematic and sequential instructional practices for scaffolding development of oral/aural language skills.</p>
<p>1.A.2 Understand the differences between social and academic language.</p>	<p>2.A.2 Create an environment where students practice appropriate social and academic language to discuss diverse texts.</p>
<p>1.A.3 Understand that writing enhances the development of oral language.</p>	<p>2.A.3 Use word building and writing experiences to enhance oral language (e.g., homophone word building and spelling, interactive writing, student to teacher sentence dictation).</p>
<p>1.A.4 Understand that the variation in students’ oral language exposure and development requires differentiated instruction, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.</p>	<p>2.A.4 Differentiate instruction to account for variation in students’ oral language exposure and development, including evidence-based practices for students with reading difficulties and characteristics of dyslexia.</p>
<p>1.A.5 Understand the importance of providing and documenting extended discussion in discerning text meaning and interpretation.</p>	<p>2.A.5 Provide and document opportunities for extended discussion in discerning text meaning and interpretation.</p>
<p>1.A.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect oral language development.</p>	<p>2.A.6 Apply evidence-based practices for students with reading difficulties, including students with dyslexia, based on their strengths and needs to improve oral language development.</p>
<p>1.A.7 Recognize the importance of English learners’ home languages and their significance in learning to read English.</p>	<p>2.A.7 Apply an English learner’s home language proficiency as a foundation and strength to support the development of oral language in English and scaffold discussions to facilitate the comprehension of text for students with varying English proficiency levels.</p>
<p>1.A.8 Understand the role of oral language informal and formal assessment, including documentation of results to inform instruction determined by individual student strengths and needs.</p>	<p>2.A.8 Administer and document appropriate oral language informal and formal assessments to inform instruction determined by individual student strengths and needs.</p>

<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>	<p style="text-align: center;">Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>
<p>Performance Indicator B: Phonological Awareness</p>	
<p>1.B.1 Understand the differences between phonological awareness (e.g., words, syllables, rimes) and phonemic awareness (phonemes) and that they develop independently from one another.</p>	<p>2.B.1 Apply explicit, systematic and sequential evidence-based practices in phonological awareness and phonemic awareness.</p>
<p>1.B.2 Understand the role and importance of phonemic awareness in the development of phonic decoding skills that lead to independent reading capacity.</p>	<p>2.B.2 Apply evidence-based phonemic awareness instruction for the development of phonic decoding skills that lead to independent reading capacity.</p>
<p>1.B.3 Understand evidence-based and multisensory practices to develop students’ phonemic awareness (e.g., Elkonin boxes or magnetic letters).</p>	<p>2.B.3 Provide opportunities using evidence-based and multisensory practices for students to develop phonemic awareness (e.g., Elkonin boxes or magnetic letters).</p>
<p>1.B.4 Understand how variations in phonology across dialects and speech patterns can affect phonemic awareness as it relates to language, development and reading (e.g., phonological processing, body-coda, phonemic analysis and synthesis).</p>	<p>2.B.4 Apply knowledge of how variations in phonology across dialects and speech patterns affect the development of phonemic awareness.</p>
<p>1.B.5 Understand how variations in phonology across dialects and speech patterns affect written and oral language (e.g., speech and language disorders, language and dialect differences).</p>	<p>2.B.5 Apply knowledge of how variations in phonology across dialects and speech patterns affect written and oral language. (e.g., speech and language disorders, language and dialect differences).</p>
<p>1.B.6 Understand that evidence-based phonics instruction improves phonemic awareness and results in enhanced encoding and decoding skills.</p>	<p>2.B.6 Provide evidence-based phonics instruction to improve phonemic awareness and enhance encoding and decoding skills.</p>
<p>1.B.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect phonemic awareness.</p>	<p>2.B.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve phonemic awareness.</p>
<p>1.B.8 Understand evidence-based practices for teaching phonemic awareness to English learners.</p>	<p>2.B.8 Apply evidence-based practices for teaching phonemic awareness to English learners.</p>
<p>1.B.9 Understand the role of phonological awareness informal and formal assessment, including documentation of results, to inform instructional decisions to meet individual student strengths and needs.</p>	<p>2.B.9 Administer and document appropriate phonological awareness informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>

<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>	<p style="text-align: center;">Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>
Performance Indicator D: Fluency	
<p>1.D.1 Understand that the components of reading fluency are accuracy, rate and prosody which impact reading comprehension.</p>	<p>2.D.1 Apply intentional, explicit, systematic and sequential instructional practices to develop accuracy, rate and prosody (e.g., paired reading, repeated reading, echo reading, cued phrase reading).</p>
<p>1.D.2 Understand that effective readers adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.</p>	<p>2.D.2 Teach readers to adjust their reading rate to accommodate the kinds of texts they are reading, and their purpose for reading, in order to facilitate comprehension.</p>
<p>1.D.3 Understand how automaticity in word-level skills and oral reading fluency in connected text impact reading comprehension.</p>	<p>2.D.3 Apply evidence-based practices to develop automaticity in word-level skills and oral reading fluency in connected text.</p>
<p>1.D.4 Understand that independent readers activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.</p>	<p>2.D.4 Teach readers explicitly how to activate their background knowledge, self-monitor and self-correct (i.e., metacognition) to enhance fluency as a bridge to comprehension of text.</p>
<p>1.D.5 Understand that reading fluency and reading endurance requires daily practice with support and corrective feedback to increase accuracy, rate and prosody.</p>	<p>2.D.5 Provide daily opportunities for readers to practice reading, with support and corrective feedback, to increase accuracy, rate, prosody and reading endurance.</p>
<p>1.D.6 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect fluency development and reading endurance.</p>	<p>2.D.6 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve fluency development and reading endurance.</p>
<p>1.D.7 Understand the role of fluency informal and formal assessments, including documentation of results, to inform instruction to meet individual student strengths and needs.</p>	<p>2.D.7 Administer and document fluency informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>

<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>	<p style="text-align: center;">Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>
Performance Indicator E: Vocabulary	
<p>1.E.1 Understand the role and impact of receptive and expressive vocabulary on reading comprehension.</p>	<p>2.E.1 Apply evidence-based instruction in receptive and expressive vocabulary to enhance reading comprehension.</p>
<p>1.E.2 Understand morphology (e.g., morphemes, inflectional and derivational morphemes, morphemic analysis) and contextual analysis as it relates to vocabulary development.</p>	<p>2.E.2 Incorporate evidence-based vocabulary instruction in morphology (e.g., Greek and Latin roots and affixes) and contextual analysis.</p>
<p>1.E.3 Identify intentional explicit, systematic and sequential evidence-based practices for vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).</p>	<p>2.E.3 Apply intentional, explicit, systematic and sequential evidence-based practices to vocabulary development and scaffolding concept development (e.g., figurative language, dialogic reading, semantic mapping, etc.).</p>
<p>1.E.4 Understand the importance of teaching basic and sophisticated vocabulary, high-frequency multiple meaning words and the particular demands of domain-specific vocabulary.</p>	<p>2.E.4 Provide explicit instruction in basic and sophisticated vocabulary, high-frequency multiple meaning words and domain-specific vocabulary.</p>
<p>1.E.5 Understand how to apply evidence-based reading and writing practices to enhance vocabulary.</p>	<p>2.E.5 Apply evidence-based reading and writing practices to enhance vocabulary.</p>
<p>1.E.6 Understand how to provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.</p>	<p>2.E.6 Provide a classroom learning environment that supports wide reading of print and digital texts, both informational and literary, to enhance vocabulary.</p>
<p>1.E.7 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect vocabulary development.</p>	<p>2.E.7 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to improve vocabulary development.</p>
<p>1.E.8 Understand instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).</p>	<p>2.E.8 Incorporate instructional practices that develop authentic uses of English to assist English learners in learning academic vocabulary and content (e.g., cognates).</p>
<p>1.E.9 Understand the role of vocabulary informal and formal assessment, including documentation of results, to inform instruction to meet individual student strengths and needs.</p>	<p>2.E.9 Administer and document appropriate vocabulary informal and formal assessments to inform instruction to meet individual student strengths and needs.</p>

<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>	<p style="text-align: center;">Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>
<p>Performance Indicator F: Comprehension</p>	
<p>1.F.1 Understand that evidence-based oral language and written experiences (i.e., language experiences, dictation, summary writing) facilitate comprehension.</p>	<p>2.F.1 Use both evidence-based oral language and writing experiences (i.e., language experiences, dictation, summary writing) to enhance comprehension.</p>
<p>1.F.2 Understand evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).</p>	<p>2.F.2 Apply explicit, systematic and sequential evidence-based comprehension practices (e.g., student question generation, summarizing, extended text discussion).</p>
<p>1.F.3 Understand the varying demands of text on readers’ comprehension, including the demands of domain-specific texts.</p>	<p>2.F.3 Apply appropriate instructional practices to improve comprehension in domain-specific texts as determined by the student’s strengths and needs.</p>
<p>1.F.4 Understand how to provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to sufficiently build students’ capacity for comprehension.</p>	<p>2.F.4 Provide daily purposeful opportunities for all students to read a wide variety of texts, with discussion and feedback, to build students’ capacity for comprehension.</p>
<p>1.F.5 Understand how the interaction of reader characteristics (background knowledge, interests, strengths and needs), motivation, text complexity and purpose of reading, impacts comprehension and student engagement.</p>	<p>2.F.5 Use the interaction of readers’ characteristics (background knowledge, interests, strengths and needs) along with motivation, text complexity and purpose for reading to impact comprehension and student engagement.</p>
<p>1.F.6 Understand the importance of planning, providing and documenting daily opportunities for reading connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.</p>	<p>2.F.6 Plan, provide and document daily opportunities for reading of connected text with corrective feedback to support accuracy, fluency, reading endurance and comprehension.</p>
<p>1.F.7 Understand cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) and the role of cognitive development in the construction of meaning of literary and informational texts.</p>	<p>2.F.7 Determine appropriate cognitive targets (e.g., locate/recall; integrate/interpret; critique/evaluate) based on reader’s cognitive development in the construction of meaning of literary and informational texts.</p>
<p>1.F.8 Understand that reading is a process of constructing meaning from a wide variety of print and digital texts and for a variety of purposes, utilizing a variety of methods (i.e., active reading).</p>	<p>2.F.8 Select from a wide variety of print and digital texts that are appropriate to provide comprehension instruction utilizing a variety of methods (i.e., active reading).</p>
<p>1.F.9 Understand that effective comprehension relies on using well developed language, multiple higher order thinking processes (i.e., making inferences, activating background knowledge) and self-correction to monitor comprehension.</p>	<p>2.F.9 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding development of well-developed language, comprehension skills (i.e., making inferences, activating background knowledge), higher order</p>

	thinking, comprehension monitoring and self-correcting to increase understanding of text .
1.F.10 Understand evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia , based on their strengths and needs.	2.F.10 Apply evidence-based practices to improve reading comprehension for students, including those with characteristics of reading difficulties and dyslexia , based on their strengths and needs.
1.F.11 Understand how English learners' linguistic and cultural background will influence their comprehension , including English learners with characteristics of reading difficulties and dyslexia .	2.F.11 Use knowledge of English learners' linguistic and cultural background to support comprehension , including English learners with characteristics of reading difficulties and dyslexia .
1.F.12 Understand the role of comprehension informal and formal assessments , including documentation of results, to inform instruction to meet individual student strengths and needs.	2.F.12 Administer and document appropriate comprehension informal and formal assessments to inform instruction determined by individual student strengths and needs.

<p style="text-align: center;">Competency 1 <i>Foundations of Reading Instruction</i></p>	<p style="text-align: center;">Competency 2 <i>Application of Evidence-based Instructional Practices</i></p>
<p>Performance Indicator G: Integration of Reading Components</p>	
<p>1.G.1 Identify phonemic, semantic and syntactic variability between English and other languages.</p>	<p>2.G.1 Apply the knowledge of phonemic, semantic and syntactic variability between English and other languages to inform instruction.</p>
<p>1.G.2 Identify appropriate evidence-based practices to develop students’ metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).</p>	<p>2.G.2 Employ appropriate evidence-based practices to develop students’ metacognitive skills in reading, including English learners (e.g., text coding, two-column notes).</p>
<p>1.G.3 Understand the interdependence among the reading components and their effect upon reading as a process for all students.</p>	<p>2.G.3 Apply the knowledge of the interdependence among the reading components and their effect upon reading as a process for all students.</p>
<p>1.G.4 Understand how oral language and an information intensive environment impact reading and writing development.</p>	<p>2.G.4 Use oral language and an information intensive environment to impact reading and writing development.</p>
<p>1.G.5 Understand evidence-based practices for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency.</p>	<p>2.G.5 Use evidence-based practices for selecting literature and domain specific print and digital text appropriate to students’ age, interests and reading proficiency.</p>
<p>1.G.6 Understand the relationships among decoding, automatic word recognition, fluency and comprehension.</p>	<p>2.G.6 Apply knowledge of the relationships among decoding, automatic word recognition, fluency and comprehension in reading instruction.</p>
<p>1.G.7 Understand intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.</p>	<p>2.G.7 Apply intentional, explicit, systematic and sequential evidence-based practices for scaffolding the interconnection of each of the following: graphophonemics, syntax, semantics, pragmatics, vocabulary, schema and text structures required for comprehension.</p>
<p>1.G.8 Understand the distinguishing characteristics of students with reading difficulties, including students with dyslexia, and how they affect the integration of the components of reading instruction.</p>	<p>2.G.8 Apply evidence-based practices for students with characteristics of reading difficulties, including students with dyslexia, based on their strengths and needs to integrate the components of reading.</p>
<p>1.G.9 Understand how to engage and support caregivers and families in the evidence-based language and reading development activities for their children and adolescents.</p>	<p>2.G.9 Engage and support caregivers and families in evidence-based language and reading development activities for their children and adolescents.</p>
<p>1.G.10 Understand how to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.</p>	<p>2.G.10 Communicate (orally and in writing) the meaning of reading assessment data with students, caregivers and other teachers.</p>
<p>1.G.11 Understand the role of informal and formal reading assessments, including documentation of results, to make instructional decisions to</p>	<p>2.G.11 Triangulate documented data from appropriate informal and formal reading assessments to inform instruction to address individual student strengths and</p>

address individual student strengths and needs.	needs.
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Competency 3 Introduction

Teachers will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 3 Foundations and Applications of Assessments
Indicator Codes
3.1 Understand and apply measurement concepts and characteristics of reading assessments to identify students' strengths and needs.
3.2 Administer formative and summative assessments , including screening, progress monitoring, diagnostic and outcome measures and understand their purposes and functions.
3.3 Administer various informal reading assessments across each component of reading development and understand their purposes and functions.
3.4 Understand the purposes of various formal reading assessments administered by school-based educators, including the differences between norm-referenced and criterion-referenced assessments and how to interpret data reports.
3.5 Understand the meaning of test reliability, validity and standard error of measurement and describe major types of derived scores from standardized reading tests .
3.6 Demonstrate knowledge of the characteristics, administration and interpretation of both quantitative and qualitative reading assessments, including for use in triangulating data and planning instruction .
3.7 Identify through assessments the distinguishing characteristics of students who have a substantial deficiency in reading, including those who exhibit the characteristics of dyslexia .
3.8 Understand how reading disabilities, including dyslexia , vary in presentation and degree and know when to refer a student for additional assessment.
3.9 Know how to read and interpret standardized reading diagnostic test results administered by psychologists, speech-language professionals and educational evaluators.
3.10 Understand how to document and use data within a systematic problem-solving process to differentiate instruction, intensify intervention and meet the needs of all students, including those who exhibit the characteristics of reading difficulties and dyslexia .
3.11 Analyze data to identify trends that indicate adequate progress in student reading development.
3.12 Identify appropriate assessments and accommodations for progress monitoring all students.
3.13 Identify, select and administer language-appropriate assessments in reading to students who are English learners.
3.14 Understand how to analyze and interpret assessment results and make modifications to an assessment administered in English to an English learner.
3.15 Identify and implement appropriate and allowable accommodations as specified in the Individual Educational Plan or 504 Plan when assessing students with disabilities in the area of reading.

3.16 Understand how to review assessment results with caregivers and families and share strategies for supporting reading development for students.

Competency 4 Introduction

Teachers will have a broad knowledge of students from differing profiles in order to understand and apply evidence-based instructional practices by differentiating process, product and context. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 4 *Foundations and Applications of Differentiated Instruction*

Indicator Codes

- 4.1 Differentiate evidence-based** reading instruction in **oral language, phonological awareness, phonics, fluency, vocabulary and comprehension**, ranging from enrichment practices to **intensifying interventions**.
- 4.2** Understand the stages of English acquisition for English learners and **differentiate evidence-based** reading instruction for students at different levels of English proficiency.
- 4.3** Understand and apply current theories of second language acquisition to **differentiate** reading instruction for English learners of diverse backgrounds and various levels of prior education.
- 4.4** Identify factors impeding student reading development in each of the reading components or the integration of these components based on **informal and formal assessments**.
- 4.5** Recognize how characteristics of both language and cognitive development impact reading proficiency to **differentiate** instruction.
- 4.6** Recognize the characteristics of competent and skilled readers to **differentiate** instruction more effectively.
- 4.7** Compare language, reading and cognitive development of different age groups (primary, intermediate, secondary levels) and abilities to inform **differentiated** instruction.
- 4.8** Select and use developmentally appropriate **multisensory** materials that address students' strengths and needs in order to **differentiate** instruction.
- 4.9** Plan for **differentiated** instruction that utilizes increasingly complex **text**, embeds assessment, includes **scaffolding** and provides re-teaching when necessary for individuals and small groups.
- 4.10 Differentiate** reading instruction for English learners across various levels of literacy development in their first language.
- 4.11** Implement **evidence-based intervention practices** for students with substantial reading difficulties, including those who exhibit the characteristics of **dyslexia**.
- 4.12 Scaffold** instruction and intensify interventions for students with identified reading deficiencies and characteristics of **dyslexia** in each of the components of reading.
- 4.13** Implement a classroom level plan for monitoring student reading progress and **differentiating** instruction for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.
- 4.14** Monitor student progress and use data to **differentiate** instruction for all students, including students with identified reading deficiencies and those with characteristics of **dyslexia**.
- 4.15** Implement **evidence-based** practices for developing students' **higher order thinking** as part of **differentiated** instruction.
- 4.16** Implement **evidence-based** practices for developing students' **background knowledge** as needed through **differentiated** instruction, enhancing the ability to read critically.
- 4.17** Implement **evidence-based differentiated** instructional practices using writing to develop students' **comprehension of text**.
- 4.18** Implement appropriate and allowable instructional **accommodations**, including use of technology, as specified in the **Individual Educational Plan or 504 Plan** when **differentiating** reading instruction for students with disabilities, including students with characteristics of **dyslexia**.

Competency 5 Introduction

Teachers will, through a culminating practicum, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive evidence-based reading plan of instruction for all students. Teachers will engage in the systematic problem-solving process to identify characteristics of conditions such as dyslexia, provide appropriate interventions and conduct effective progress monitoring. (60 In-service hours)

Competency 5 <i>Demonstration of Accomplishment</i>
Indicator Codes
5.1 Demonstrate ability to administer and integrate assessment, instruction, intervention and differentiation across the components in reading in a comprehensive instructional program.
5.2 Use assessment and data analysis to monitor student progress and inform instruction over time to ensure an increase in learning for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.3 Demonstrate evidence-based practices for developing oral/ aural language development for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.4 Demonstrate evidence-based practices for developing students' phonological awareness and phonemic awareness for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.5 Demonstrate evidence-based practices for developing phonics skills and word recognition for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.6 Demonstrate evidence-based practices for developing reading fluency and reading endurance for all students, including students identified with reading deficiencies and those with characteristics of dyslexia .
5.7 Demonstrate evidence-based practices for developing both academic and domain-specific vocabulary for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.8 Demonstrate evidence-based practices for facilitating reading comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.9 Demonstrate evidence-based comprehension practices for developing students' higher order thinking to enhance comprehension for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.10 Demonstrate evidence-based practices to facilitate students' monitoring and self-correcting in reading for all students, including students with identified reading deficiencies and those with characteristics of dyslexia .
5.11 Demonstrate evidence-based practices for developing all students' background knowledge to enhance the ability to read critically, including students with characteristics of reading difficulties and dyslexia .
5.12 Demonstrate differentiation of instruction for all students utilizing increasingly complex text .
5.13 Demonstrate skill in utilizing assessment data and instruction with English learners from diverse backgrounds and at varying English proficiency levels.
5.14 Create an information intensive environment that includes print, non-print, multimedia and digital texts .
5.15 Use a variety of instructional practices to provide relevant and purposeful instruction to students in reading.
5.16 Demonstrate the ability to engage and support caregivers and families in their children and adolescents' reading development.
5.17 Demonstrate the ability to communicate (orally and in writing) the meaning of reading assessment data with students, caregivers, teachers and teacher leaders.
5.18 Demonstrate intentional explicit, systematic and sequential writing instruction to improve decoding skills.

Academic Language/Vocabulary: Formal language or vocabulary that is common in books and at school, but that students are unlikely to encounter in everyday conversations with friends and family.

Accommodations: Adjustments that can be made to the way students access information and demonstrate performances that do not require changes in the curriculum.

Accuracy: Reading words in text with no errors.

Active Reading: Constructing reading from text by transforming and integrating textual information into existing networks of knowledge and experience.

Affixes: A general term that refers to prefixes and suffixes.

Aural: Relating to the ear or to the sense of hearing.

Automaticity: Reading without conscious effort or conscious attention to decoding.

Background Knowledge: Forming connections between the text and the information and experiences of the reader.

Body-coda: The two parts of a syllable or monosyllabic word. The body is the initial sound and the vowel sound, the coda is the sound or sounds following the vowel. In the word mat, /ma/ is the body, /t/ is the coda.

Cognates: Words that are related to each other by virtue of being derived from a common origin.

Cognitive Targets: Mental processes or kinds of thinking that underlie reading comprehension (locate and recall, integrate and interpret, critique and evaluate).

Comprehension: Understanding what one is reading, the ultimate goal of all reading activity.

Contextual Analysis: Using words or sentences around an unfamiliar word to help clarify its meaning.

Corrective Feedback: Clearly communicated, timely and developmentally appropriate information aligned to learning goals or objectives that specifically addresses learners' errors or misconceptions.

Criterion-referenced Assessment: Designed to measure student performance against a fixed set of predetermined criteria.

Cued Phrase Reading: A means to train students to recognize the natural pauses that occur between phrases in their reading.

Decoding: The ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.

Derivational Morphemes: A word created by the addition of affixes to a base word.

Diagnostic Assessment: An assessment that is typically given to those identified as at-risk on a screening assessment to provide specific information to practitioners about a student's strengths and weaknesses.

Dialogic Reading: During story reading, the teacher/parent asks questions, adds information and prompts student to increase sophistication of responses by expanding on his/her utterances.

Differentiation (Differentiate/Differentiating): Adapting instruction in response to the distinct assessed skills and needs of individual learners in order to increase their access and opportunities to meet specific learning goals.

Digital Text: An electronic version of a written text.

Diverse Texts: Books across multiple genres that are representative of the diverse world in which we live.

Domain-specific Vocabulary: Words specific to a field of study that help the reader understand a new concept.

Dyslexia: Specific learning disability (SLD) in basic reading skills that can range from mild to severe. The primary characteristics include difficulties with accurate and fluent word recognition and spelling.

Echo Reading: An experienced reader reads a section of text aloud, then the student reads the same section aloud.

Elkonin Boxes: Used to build phonological awareness skills in beginning readers. Words are segmented into individual sounds, or phonemes and corresponding boxes are drawn to match each.

Encoding: Determining the spelling of a word based on the sounds in the word.

Evidence-based: Instructional practices demonstrating a statistically significant effect on improving student outcomes based on strong, moderate, or promising levels of evidence.

Explicit: Intentional teaching with a clear and direct presentation of new information to learners, which does not require student inferencing during the introduction of new content, concepts or skills. One example is the gradual release model.

Expressive Vocabulary: The vocabulary used to communicate in speaking and writing.

Figurative Language: Language expressing one thing in terms normally denoting another with which it may be regarded as analogous language characterized by figures of speech.

Fluency: Ability to read text quickly, accurately and with proper expression. Fluency provides a bridge between word recognition and comprehension.

Formal Reading Assessment: The collection of data using standardized tests or procedures under controlled conditions.

Formative Assessment: An on-going assessment process that is used by teachers and students to gauge student learning of the current unit of instruction. Formative assessments help teachers provide corrective feedback, modify instruction to improve the students' understanding or indicate areas needing further instruction.

Grapheme: Smallest written unit corresponding to a sound or phoneme.

Graphophonemic: The relationship between letters and phonemes.

Higher Order Thinking: Higher order thinking skills include critical thinking, analysis and problem solving and hypothesizing.

Individual Educational Plan or 504 Plan: An Individual Educational Plan is a written plan to identify the annual goals and objectives and special education and related services designed to meet the individual needs of a student with a disability. A 504 Plan specifies the accommodations and modifications necessary for a student with a disability to attend school with her or his peers; named for Section 504 of the federal Rehabilitation Act of 1973, which prohibits discrimination against individuals with disabilities, ensuring that children with disabilities have equal access to public education; students with 504 plans do not meet the eligibility requirements for special education under IDEA.

Inflectional Morphemes: A suffix that is added to a word (noun, verb, adjective or an adverb) to assign a particular

grammatical property to that word, such as tense, number, possession or comparison.

Informal Reading Assessment: Does not follow prescribed rules for administration and scoring and has not undergone technical scrutiny for reliability and validity. Teacher-made tests, end-of-unit tests and running records are all examples of informal assessment.

Intensifying Interventions: Intensity consists of three variables: time, focus and group size. An increase in intensity would be reflected by an increase in the amount of time a student(s) would be exposed to instruction/intervention and/or a narrowing of the focus of instruction/intervention and/or a reduction in group size.

Intervention Practices: Includes evidence-based strategies frequently used to remediate reading deficiencies and includes, but is not limited to, individual instruction, multisensory approaches, tutoring, mentoring or the use of technology that targets specific reading skills and abilities.

Language Experiences: An approach to language learning in which students' oral compositions are transcribed and used as materials of instruction for reading, writing, speaking and listening.

Metacognition: An awareness of one's own thinking processes and how they work. The process of consciously thinking about one's learning or reading while actually being engaged in learning or reading. Metacognitive strategies can be taught to students; good readers use metacognitive strategies to think about and have control over their reading.

Modifications: In Florida, modifications are defined as "changes in what a student is expected to learn, and may include changes to content, requirements and expected level of mastery."

Morphemes: The smallest meaningful unit of language.

Morphemic Analysis: The process of determining a word's meaning by analyzing its meaningful parts, or morphemes. It includes the study of affixes, root words and compound words.

Morphology: Knowledge of meaningful word parts in a language (typically the knowledge of prefixes, suffixes and/or base words).

Multimedia: Using, involving or encompassing several media such as text, image, audio, video and/or animation.

Multiple Meaning Words: Multiple-meaning words are words that take on different meanings in different contexts.

Multisensory Practices: Multisensory practices use visual, auditory and kinesthetic-tactile cues simultaneously to enhance memory and learning. Links are consistently made between the visual (what we see), auditory (what we hear) and kinesthetic-tactile (what we feel) pathways in learning to read and spell.

Multisyllabic Word Reading: The decoding of words with more than one syllable.

Norm-referenced Assessment: The assessment of performance in relation to that of the norming group used in the standardization of a test or in relation to locally developed norms.

Oral Language: Spoken language. There are five components of oral language: phonology, morphology, syntax, semantics and pragmatics.

Orthography: A writing system for representing language.

Orthographic Mapping: The process students use to turn unknown words into "sight words." It is a process for forming connections between the sounds and the letter sequences in words.

Outcome Measures: Assessment measures that result in decisions and actions; a term used to describe students' achievements.

Paired Reading: Also referred to as Partner/Peer Reading. Students reading aloud with a partner, taking turns to provide word identification help and feedback.

Phoneme: The smallest unit of sound within a language system.

Phonemic Awareness: A subcategory of phonological awareness essential for reading, including the awareness of individual sounds/phonemes in spoken words.

Phonic Decoding: Identifying the individual letters in a word, connecting the letters to phonemes and successfully blending the phonemes to read a word.

Phonics: The study of the relationships between letters and the sounds they represent; also used to describe reading instruction that teaches sound-symbol correspondences.

Phonological Awareness: One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables and onset-rime segments, as well as awareness of individual phonemes.

Phonology: A system of rules dealing with sounds in a language.

Pragmatics: The study within psycholinguistics of how people employ language in social situations; emphasizes the functional use of language, rather than its mechanics.

Problem-solving Process: The recursive, self-correcting, systematic process of finding solutions by accurately identifying problems, analyzing relevant data to understand why the problem is occurring, designing and implementing probable solutions and measuring the effectiveness of the solutions that were implemented. Teams continue to engage in problem solving to ensure that student success is achieved and maintained.

Progress Monitoring Assessment: Tests that keep the teacher informed about the child's progress in learning to read during the school year. These assessment results provide a quick sample of critical reading skills that will inform the teacher if the child is making adequate progress toward grade level reading ability at the end of the year.

Prosody: Making your reading sound like spoken language, attending to pace, expression, inflection and phrase boundaries.

Rate: The speed at which a person reads.

Receptive Vocabulary: Language that you understand.

Repeated Reading: Rereading of text until the reader is able to read at a predetermined rate to produce fluency.

Rime: The part of a syllable that includes the vowel and all subsequent sounds in the syllable, such as the *ip* in *trip*.

Scaffold (Scaffolding): The intentional support provided by a teacher for learners to carry out a task or solve a problem, to achieve a goal that they could not do without support. It is temporary support matched to the current understanding or skill level of learners. The intent is to provide a decreasing level of support until learners are empowered to perform independently.

Schema: Prior knowledge, the knowledge and experience that readers bring to the text.

Screening Assessment: Brief assessments, typically administered to all students, designed to identify those at risk of failing an outcome.

Self-monitoring (Self-monitor): Self-monitoring is the mental act of knowing when one does and does not understand what one is reading. When students use self-monitoring strategies, they actively think about how they are learning or understanding the material, activities or reading in which they are engaged.

Semantics: The study of word and phrase meanings.

Semantic Mapping: Graphic display of a cluster of words that are meaningfully related. Semantic mapping is especially valuable during prereading and vocabulary-building.

Sequential: The sequence begins with the easiest and most basic concepts and progresses methodically to more difficult material. Each concept must also be based on those already learned.

Standard Error of Measurement: The standard deviation of the differences between observed scores and true scores. The standard error of measurement decreases as the reliability of the instrument increases.

Standardized Reading Test: A standardized test is a test that is administered and scored in a consistent, or “standard” manner. It is constructed by specialists and experts based on standardized norms and principles. Standardized tests are designed in such a way that the questions, conditions for administering, time for completion, scoring procedures and interpretations are consistent and are administered and scored in a predetermined, standard manner. This standardization permits more reliable comparison of outcomes across all test takers.

Structural Analysis: A procedure for teaching students to read words formed with prefixes, suffixes or other meaningful word parts.

Summative Assessment: An assessment generally administered one time, usually at the end of a school year, to evaluate students’ performance relative to a set of content standards.

Syllable Spelling Patterns: There are six syllable types:

- **Closed syllable:** A syllable ending in one or more consonants and having a short-vowel sound spelled with one vowel letter (e.g., cat, cobweb)
- **Open syllable:** A syllable ending with a long-vowel sound spelled with one vowel letter (e.g., he, silo)
- **Vowel-consonant e syllable:** A syllable with a long-vowel sound spelled with one vowel letter followed by one consonant and a silent e (VCE) (e.g., like, milestone)
- **Vowel pairs:** A type of syllable with a short-vowel, long-vowel or diphthong sound spelled with a vowel team or digraph (e.g., ai, ea, ee, oi, oo) (e.g., count, rainbow)
- **Consonant-l-e:** candle, juggle (second syllable)
- **R-controlled:** star, corner

Syntax (Syntactic): The formation of sentences and the associated grammatical rules.

Systematic: A planned sequence that includes a logical progression of content, concepts and skills, from simple to complex, with cumulative teaching/review and practice to enable learners to achieve learning goals.

Test Reliability: Consistency in measurements and tests; specifically, the extent to which two applications of the same measuring procedure rank persons in the same way.

Text: The entirety of a linguistic communication, as a conversation and its situational context. A text can also denote a segment of spoken or written language available for description or analysis; the original spoken or written words or wording, in contrast to translations, abridgments, introduced errors, etc.; the main part of a written communication, other than title, footnotes, etc.; the topic or theme of a discourse, as a text of a lecture; a written or printed matter on a page or in a book, in contrast to illustrations; words; a textbook, or handwriting that uses large, bold lettering.

Text Coding: Also referred to as text-marking or annotating; an instructional strategy that teachers can use to ensure student reading engagement and critical thinking during the reading process.

Text Complexity: The complexity of a text refers to an assessment of its features such as general readability, levels of meaning, structures and language clarity that may cause some difficulties for readers to comprehend.

Text Structures: Structures used to organize information in a text. (e.g., chronology, comparison and cause and effect).

Triangulation of Data (Triangulate/Triangulating): The process of using at least three points of data when making educational decisions.

Validity: The evidence that the inferences drawn from test results are accurate.

Vocabulary: Refers to all of the words in a language. One must know words to communicate effectively. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading and writing.

Florida Teacher Standards for ESOL Endorsement 2010

Domain 1: Culture (Cross-Cultural Communications)

Standard 1: Culture as a Factor in ELLs' Learning

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

Performance Indicators

1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.

1.1.b. Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.

1.1.c. Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.

1.1. d. Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.

1.1.e. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families (e.g., Parent Leadership Councils (PLC)).

1.1.f. Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

Domain 2: Language and Literacy (Applied Linguistics)

Standard 1: Language as a System

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

Performance Indicators

2.1.a. Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.

2.1.b. Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support ELLs' development of listening, speaking, reading, and writing (including spelling) skills in English.

2.1.c. Demonstrate knowledge of rhetorical and discourse structures as applied to second language and literacy learning.

2.1.d. Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.

2.1.e. Identify similarities and differences between English and other languages reflected in the ELL student population.

Standard 2: Language Acquisition and Development Teachers will understand and apply theories and research on second language acquisition and development to support ELLs' learning.

Performance Indicators

22a. Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.

22b. Recognize the importance of ELLs' home languages and language varieties, and build on these skills as a foundation for learning English.

22c. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' learning of English.

22d. Understand and apply knowledge of the role of individual learner variables in the process of learning English as a second language.

Standard 3: Second Language Literacy Development Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support ELLs' learning.

Performance Indicators

23a. Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.

23b. Demonstrate understanding of similarities and differences between L1 (home language) and L2 (second language) literacy development.

2.3. c. Demonstrate understanding of how L1 literacy influences L2 literacy development and apply this to support ELLs' learning.

2.3.d. Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs' L2 literacy development in English.

2.3.e. Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect L2 reading and writing development.

ESOL Assessment C Rubric

Components		3 Effective	2 Developing	1 Needs Improvement
DANIELSON -FT 2A ESOL 1.1	Creating an environment of respect and rapport	·Teacher candidate consistently interacts positively and demonstrates respect and/or support for ELs by showing politeness, general warmth, caring and sensitivity appropriate to cultural and linguistic differences of groups of students.	·Teacher candidate infrequently interacts positively, inconsistently demonstrates respect and/or support for ELs by showing politeness, general warmth, caring and sensitivity appropriate to cultural and linguistic differences of groups of ELs.	·Teacher candidate does not interact appropriately with students or demonstrates insensitivity or responds inappropriately to cultural and linguistic differences of groups of students.
DANIELSON -FT 3A ESOL 1.1, 5.2, 5.3	Communicating with students	·Teacher candidate consistently communicates instructional purpose to ELs in a comprehensible manner aligned with known proficiency of the EL both in spoken and written language. ·Teacher candidate situates clear expectations for EL learning, including clear directions, and procedures. Home language support is provided when necessary. ·Teacher candidate seeks to reduce student miscommunication and misconceptions in language communication if problems occur.	·Teacher candidate makes some effort to communicate instructional purpose to ELs in a comprehensible manner aligned with known proficiency of the EL both in spoken and written language but has limited success. ·Teacher candidate inconsistently situates clear expectations for EL learning. Home language support is incomplete or not provided when necessary. ·Teacher candidate sometimes attempts to reduce student miscommunication and misconceptions in language communication successfully.	·Teacher candidate fails to communicate instructional purpose to ELs in a comprehensible manner and/or does not capture the ELs proficiency needs to make content comprehensible. ·Teacher candidate does not situate clear expectations for EL learning. Home language support not provided. ·Teacher candidate does not attempt to reduce student miscommunication and misconceptions in language communication.
DANIELSON -FT 3B ESOL 2.2 3.2	Using questioning and discussion techniques	·Teacher candidate consistently engages ELs in questioning and/or discussion techniques that are appropriate to the ELs linguistic proficiency and aligned to the WIDA Can-Do descriptors and ELD levels. · Teacher candidate is successful in reducing teacher talk and engaging students in discussion that connects their cultural and linguistic background knowledge to instructional content. · Teacher candidate is mostly successful in questioning through ESOL strategies that are cognitively challenging such as modeling sentence frames, visual aids, grouping	Teacher candidate attempts or is somewhat successful in engaging ELs in questioning and/or discussion techniques that are appropriate to the ELs linguistic proficiency and aligned to the WIDA Can-Do descriptors and ELD levels. · Teacher candidate tells more than he/she questions or provides Yes/No questioning. Attempts to question ELs by connecting their cultural and linguistic background knowledge to instructional content with limited success. · Teacher candidate attempts questioning through ESOL strategies but does so infrequently, unevenly or	Teacher candidate consistently engages ELs in questioning and/or discussion techniques that are appropriate to the ELs linguistic proficiency as aligned by the WIDA Can-Do descriptors and ELD levels. · Teacher candidate is successful in reducing teacher talk and engaging students in discussion that connects their cultural and linguistic background knowledge to instructional content. ·Teacher candidate does not employ ESOL strategies for questioning. · Teacher candidate does not provide wait time to ELs.

		and role designation, metacognitive and reflective strategies appropriate to grade level. · Teacher candidate provides enough wait time to ELs.	inappropriately for the grade level. · Teacher candidate inconsistently provides enough wait time to ELs.	
DANIELSON -FT 3C ESOL 3.2	Engaging students in learning	·Teacher candidate consistently engages EL students in learning by aligning learning tasks and activities appropriately for ELs’ language ability levels and cultural backgrounds · Teacher candidate utilizes ESOL strategies to support challenging content; and strategies for eliciting student thinking and increase interaction. ·Teacher candidate appropriately groups ELs for learning tasks with WIDA Can-Do descriptors and ELD levels, provides manageable pacing and/or allows for timing accommodations.	·Teacher candidate sometimes or infrequently engages EL students in learning and/ or fails to appropriately align learning tasks and activities ELs based on language ability levels and cultural backgrounds. · Teacher candidate attempts to utilize ESOL strategies to support challenging content with uneven success; student thinking and interaction are limited or lack intellectual engagement for ELs ·Teacher candidate struggles to group ELs for learning tasks with WIDA Can-Do descriptors and ELD levels, provides manageable pacing and/or allows for timing accommodations.	·Teacher does not engage ELs in learning. There is little or no evidence of activities and assignments, materials, and /or groupings of ELs by WIDA Can-Do descriptors and ELD levels,
DANIELSON -FT 3D ESOL 5.2, 5.3	Using Assessment in Instruction	·Teacher candidate consistently assesses ELs throughout instruction through frequent formal and informal comprehension checks, monitors EL progress throughout learning tasks. ·Teacher candidate identifies needs of ELs accurately and provides scaffolding techniques to mitigate language miscommunication. ·Teacher candidate provides constructive, positive and comprehensible feedback to the EL	· Teacher candidate sometimes assesses ELs throughout instruction, demonstrating limited monitoring of ELs progress · Teacher candidate inconsistently identifies needs of ELs accurately and provides scaffolding techniques to mitigate language miscommunication. · Teacher candidate provides one word or incomplete, somewhat comprehensible feedback to the EL	·Teacher does not demonstrate use of assessment in instruction for ELs. There is no evidence of feedback to EL.
DANIELSON -FT 3E ESOL 1.1, 4.1	Demonstrating flexibility and responsiveness	· Teacher candidate consistently demonstrates flexibility and responsiveness to the instructional plan for ELs of varying language proficiency and instructional needs · Teacher candidate specifically modifies tasks to align with ELs WIDA Can-Do descriptors and ELD levels · Teacher candidate successfully identifies planned and unplanned instructional opportunities for Els specific	·Teacher candidate demonstrates some flexibility and responsiveness to the instructional plan for ELs of varying language proficiency and instructional needs, but with uneven success · Teacher candidate infrequently or incorrectly modifies tasks to align with ELs WIDA Can-Do descriptors and ELD levels. · Teacher candidate seldom identifies planned and	· Teacher candidate does not demonstrate flexibility and/or responsiveness to ELs instructional needs. · Teacher candidate is does not address difficulties of content through modification or other ESOL strategies. · Teacher candidate does not demonstrate knowledge of ELs specific linguistic and cultural background.

		linguistic level and cultural background.	unplanned instructional opportunities for ELs specific linguistic level and cultural background or does so with moderate to little success.	
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**Department of Education
Curriculum for Elementary Education Majors**

Education Requirements:

		Units
EDUC 245H	Social Foundations of Education	1
EDUC 255S	Educational Psychology	1
EDUC 265	Principles & Methods of Instruction for Diverse Learners	1
EDUC 275V	Human Exceptionalities	1
EDUC 300	Language & Culture of Bilingual Learners	1
EDUC 301	Reading in the Primary Grades	1

Upper Division Education Requirements:

<i>Block I</i>		
EDUC 314	Reading in the Intermediate Grades	1 Unit
EDUC 315	Language Arts & Literature for Children	1 Unit
EDUC 316	Assessment and Evaluation of Learning	1 Unit
EDUC 321	Mathematics in the Elementary School	1 Unit
EDUC 393	Professional Educator I	.5 Unit
<i>Block II</i>		
EDUC 313	Curriculum & Assessment of Bilingual Children in US	1 Unit
EDUC 322	Natural & Social Sciences in the Elementary School	1 Unit
EDUC 394	Professional Educator II	.5 Unit
EDUC 424	Assessment & Differentiation of Reading Instruction	1 Unit
EDUC 499	Senior Project	1 Unit
<i>Student Teaching Block</i>		
EDUC 428	Reading Practicum	1 Unit
EDUC 429	Senior Intern Seminar	1 Unit
EDUC 430	Student Teaching	2 Units
	Educational Management of Exceptional Students	1 Unit
		20 Units

In addition to the above listed education courses, students must meet the general education university requirements, including 24 Cultural Credits and a minimum requirement of 128 hours for graduation. See University Catalog for details.

Disclaimer: *The requirements may change at any time. It is your responsibility to keep in close contact with your advisor and to review the Department of Education Undergraduate Handbook.*

Music Education Program Requirements

Please review the Stetson University online catalog for Music Education program requirements including both Instrumental and Vocal majors. <https://catalog.stetson.edu/undergraduate/music/bachelor-music-education-instrumental-general/#text>

Undergraduate Education Core Curriculum

The core is designed to provide a series of common courses and experiences that prepare candidates for certification. **NOTE: This document addresses concerns for the common core. There are other requirements that are part of the advancement criteria listed in the student handbook.**

Tier I Courses

EDUC 254H	Social Foundations of Education
EDUC 255S	Educational Psychology
EDUC 265*	Principles and Methods of Instruction for Diverse Learners
EDUC 275V	Human Exceptionalities
EDUC 300	Language & Culture of Bilingual Learners
EDUC 301	Reading in the Primary Grades
EDUC 302	Improving Reading and Writing Skills in the Middle/Secondary School (Music)



Admission to the Education Program at end of Tier I

- **Maintaining a GPA of 2.5 or higher**
- **Positive field evaluations regarding candidate’s ability to work with students and curriculum**
- **Grade C or better in all education classes and required writing course**

Tier II Courses

EDUC 313	Curriculum & Assessment of Bilingual Children in US Schools
EDUC 314	Reading in the Intermediate Grades (Elementary Education Majors) [prerequisite 301]
EDUC 315	Language Arts and Literature for Children
EDUC 316	Assessment and Evaluation of Learning
EDUC 393*	Professional Educator I
EDUC 321	Mathematics in the Elementary School
EDUC 322	Natural and Social Sciences in the Elementary School
EDUC 394*	Professional Educator II
EDUC 424	Assessment and Differentiation of Reading Instruction
EDUC 499	Senior Project



Internship Admission at end of Tier II

- **Passing scores on the FTCE Subject Area, General Knowledge, and Professional Education exams**
- **Maintaining a GPA of 2.5 or higher and a major GPA of 2.5 or higher**
- **Grade C or better in all education classes**
- **Appropriate progress on the Danielson Framework/ Florida Educator Accomplished Practices**
- **Positive field evaluations regarding candidate’s ability to work with students and curriculum**
- **Behavior recommendation**

Tier III Courses

EDUC 428	Read Practicum
EDUC 429	Senior Intern Seminar
EDUC 430	Student Teaching
EDUC 474	Educational Management of Exceptional Students



Internship Exit at end of Tier III

- **Successful Completion of Tier III tasks and/or AP Defense**
- **Maintaining a GPA of 2.5 or higher and a major GPA of 2.5 or higher**
- **Grade C or better in all education classes**

At the end of Tier I, Tier II, and Tier III there are stop signs that indicate possible exiting points out of the Education Program. Candidates who exit out at the end of Tier I will pursue another field. Those who exit out at Tier II or Tier III can use their educational coursework in a Minor in Education or a General Studies in Education major. The General Studies in Education major is only available for former elementary education candidates and requires approval of the Undergraduate Council. Neither this major nor the minor is designed to satisfy the requirements for teacher certification in Florida. Consult the current *University Catalog* for details regarding these options. *Required passage of FTCE & lab fee.

Code of Ethics

Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, FAC)

- (1) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
- (2) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
- (3) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Principles of Professional Conduct of the Education Profession in Florida (State Board of Education Rule 6B-1.006, FAC)

- (1) The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.
- (2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
- (3) Obligation to the student requires that the individual:
 - a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c) Shall not unreasonably deny a student access to diverse points of view.
 - d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f) Shall not intentionally violate or deny a student's legal rights.
 - g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h) Shall not exploit a relationship with a student for personal gain or advantage.
 - i) Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure serves professional purposes or is required by law.
- (4) Obligation to the public requires that the individual:
 - a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

- c) Shall not use institutional privileges for personal gain or advantage.
 - d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - e) Shall offer no gratuity, gift, or favor to obtain special advantages.
- (5) Obligation to the profession of education requires that the individual:
- a) Shall maintain honesty in all professional dealings.
 - b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - e) Shall not make malicious or intentionally false statements about a colleague.
 - f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
 - g) Shall not misrepresent one's own professional qualifications.
 - h) Shall not submit fraudulent information on any document in connection with professional activities.
 - i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
 - j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
 - k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
 - l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
 - m) Shall self-report within 48 hours to appropriate authorities (as determined by the district) any arrest/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering a pleas of Nolo Contendere for any criminal offense other than a minor traffic violation within 48 hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585 (4)(c) and 943.059 (4)(c), Florida Statutes.
 - n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
 - o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
 - p) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
 - q) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Copyright Information

Agreement on Guidelines for Classroom Copying In Not-For-Profit Educational Institutions With Respect To Books And Periodicals.

MULTIPLE COPIES FOR CLASSROOM USE:

Multiple copies (not to exceed in any event more than one copy per student in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

- A. The copying meets the tests of brevity and spontaneity as defined below; and,
- B. Meets the cumulative effect test as defined below; and,
- C. Each copy includes a notice of copyright.

DEFINITIONS:

Brevity:

- i. Poetry: (a) A complete poem if less than 250 words and if printed on not more than two pages or (b) from a longer poem, an excerpt of not more than 250 words.
- ii. Prose: (a) Either a complete article, story or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.
(Each of the numerical limits stated in "i" and "ii" above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)
- iii. Illustration: One chart, graph, diagram, cartoon or picture per book or per periodical issue.
- iv. "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph "I" above notwithstanding such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more and containing not more than 10% of the words found in the text thereof may be reproduced.

Spontaneity:

- i. The copying is at the instance and inspiration of the individual teacher; and
- ii. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect:

- i. The copying of the material is for only one course in the school in which the copies are made.
- ii. Not more than one short poem, article, story, essay or two excerpts may be copied from the same author, not more than three from the same collective work or periodical volume during one class term.
- iii. There shall not be more than nine instances of such multiple copying for one course during one class term.

(The limitations stated in "ii" and "iii" above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

PROHIBITIONS:

Notwithstanding any of the above, the following shall be prohibited:

- A. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or are reproduced and used separately.
- B. There shall be no copying of or from works intended to be "consumable" in the course of study or teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
- C. Copying shall not:
 - a. Substitutes for the purchase of books, publisher's reprints or periodicals;
 - b. Be directed by higher authority;
 - c. Be repeated with respect to the same item by the same teacher from term to term.
- D. No charge shall be made to the student beyond the actual cost of the photocopying.

Security and Emergency Information for Schools

The following emergency codes are standard throughout Volusia County. You need to be familiar with these prior to entering the schools. (These concepts are also concepts tested on the Florida Teachers' Exam.

CODE RED – Lockdown/hostage/weapon

All students and staff are locked in their room(s)/building. Teachers shall continue with the teaching activity, or otherwise engage the students, to promote a calm atmosphere. Students and teachers shall stay away from windows and doors or take a position of cover if necessary.

CODE BLUE: Bomb Threat

All students and staff evacuate areas and leave the classroom doors open. No phone, electronic devices can be used. Do not touch lockers, light switches, suspicious objects. Teacher in charge must take roll and notify security team if a student is missing.

CODE YELLOW: Hazardous Material/Chemical

All students and staff in unlocked rooms/buildings. Do not attempt to assist with any cleanup. This procedure is done by trained personnel.

CODE GREEN: Severe Weather/Tornado

Remain in classrooms/buildings. Students in portables will have instructions where they are to assemble in the main building.

Fire or Explosives Evacuation:

This requires swift evacuation to a predestinated area. In leaving, doors are to be closed, but not locked. Roll must be taken at the evacuation site and missing students reported immediately. Teachers must remain with their class until relieved by a member of the security team. Fire drill are a common practice in schools. Accompany your class to evacuation site.

Visitor Sign-In

All visitors to a campus must report to the office before entering classrooms. Each school will have a procedure that you must follow without fail. Even if you are working regularly in a classroom you must sign in each time you are on campus.

Student Sign-Out

Never release a student to anyone who comes to your classroom or play area – not even to a parent. All students must be released through the office.

Clinic Health Issues

Never give any medication to a student or allow a student to self-medicate. This includes cough drops, aspirin etc.

Never perform any invasive procedure—do not take out splinters or specks in eyes. Send the students to the clinic.

In a medical emergency, the teacher must remain with the injured student and send or call for help. Teachers must administer first aid until help arrives in a medical emergency.

If a child says he/she is hurt, send the student to the clinic. Do not assume the roll of medical personnel. In an accident, fill out the required forms. Remember: **When in doubt, fill it out!**

Photo/Video Release

I am excited to work with your child in Ms./Mrs./Mr. _____'s classroom at _____ School over the course of the next few weeks. Please allow me to introduce myself. My name is _____ and I am an education major at Stetson University. As part of my program requirements for graduation and State of Florida requirements to obtain a teacher license, some of my lessons must be videotaped and/or photographed. Additionally, I may need to collect copies of your child's work (for example, completed worksheets or an essay). The purpose of these activities is for my teaching to be analyzed by my peers and University professors so that we can reflect on teaching and improve every child's learning. The focus of the material collected is on my instruction, not on individual students in the class. My professors may also use some of the material I share with them for additional educational purposes, including program improvement and conference presentations so that other teachers can learn from my and your child's experience. Students' names will be removed from all work before dissemination and none of the material will be published on social media or be available for public viewing.

While I would love to photograph and/or videotape the entire class, and share your child's work for the purposes explained above, I understand that you may not be comfortable with your child to be included in this documentation process. Therefore, if you choose not to allow your child to be part of this process, he or she will still participate in class, but will be moved outside of the camera, and I will not collect the sample work.

Please complete and return the Permission Form to document your permission for these activities. Thank you so much for your time and for considering my request. I look forward to continuing my work with your child as we learn from each other. If you have any questions please contact my instructor: (insert name of instructor)

PERMISSION FORM

Student Name: _____

In connection with the video-recordings, photographs, and work samples of my child's participation in classroom lessons, I hereby authorize the recording of my child's voice, likeness and image, and his or her writings, drawings, or presentations, and use of these materials for purposes of course assignments for the limited purposes mentioned above. I acknowledge that Stetson University owns all rights to the aforementioned recordings, and I understand that neither my child nor I will be paid for participation or appearance in the recording. I hereby grant permission on my behalf and on behalf of my child, all of our collective right, title, interests in and use of the recording for educational purposes. I further release and relieve Stetson University, its Board of Trustees, faculty, and other representatives from any liabilities, known or unknown, arising out of the use of this material. I certify that I have read this release before signing it and that I fully understand its contents and acknowledge Stetson University's reliance upon it.

Parent/Guardian Signature: _____

Date: _____

STETSON UNIVERSITY

Me agrada poder trabajar con su hijo(a) en la clase del señor(a) _____ en la escuela _____. Mi nombre es _____ y estoy estudiando _____ en Stetson University. Como parte de los requisitos para graduación y también obtener la licencia de profesor en el estado de la Florida, necesitaré filmar y fotografiar algunas de mis clases. Además, también necesitaré recoger copias del trabajo de su hijo(a) (por ejemplo: hojas de trabajo o ensayos). El propósito de estas actividades es para que mi docencia sea analizada por mis compañeros y profesores universitarios y así, reflexionar sobre la enseñanza y mejorar el aprendizaje de cada joven. El enfoque del material obtenido es sobre mi instrucción, no sobre los estudiantes. Mis profesores universitarios también podrán usar algo del material que les he compartido para propósitos educativos adicionales, que incluye mejoras al programa y presentaciones en conferencias donde otros profesores podrán aprender de mis experiencias y las de su hijo(a). El nombre de su hijo(a) será removido de los materiales antes de su difusión. Ninguno de los materiales será publicado en redes sociales o estará disponible para el público.

Me gustaría filmar y fotografiar a toda la clase pero yo entiendo que tal vez no se sienta cómodo(a) con su hijo(a) incluido en este proceso. Por lo tanto, si usted elige no permitir que su hijo(a) participe, él/ella seguirá participando en la clase pero será movido fuera de la cámara. Tampoco recogeré su trabajo.

Por favor complete y devuelva el formulario de permiso con su decisión sobre esta actividad. Gracias por su tiempo y por considerar mi solicitud. Espero continuar mi trabajo con su hijo(a) para que sigamos aprendiendo el uno del otro. Si tiene alguna pregunta por favor contacte: [NOMBRE Y CORREO ELECTRONICO].

Formulario de Permiso

Nombre del Estudiante: _____

En relación con las grabaciones de video, fotografías y muestras de trabajo de la participación de mi hijo(a) en la clase, yo autorizo la grabación de la voz de mi hijo(a), al igual que su imagen y sus escritos, dibujos o presentaciones, y el uso de estos materiales para el propósito de las asignaciones de este curso para el propósito limitado mencionado previamente.

Reconozco que Stetson University tiene derecho a las grabaciones mencionadas, y entiendo que ni mi hijo(a) ni yo, recibiremos pago por la participación o por aparecer en la grabación. Doy permiso en mi nombre y en nombre de mi hijo(a), todos nuestros derechos colectivos, título, intereses y uso de las grabaciones para propósitos educativos.

Yo exoneró a Stetson University, al consejo de administración, la facultad, y todos los representantes de todas obligaciones conocidas o no, que puedan surgir del uso de este material.

Certifico que he leído este documento antes de firmarlo y que entiendo completamente su contenido y reconozco la confianza de Stetson University en el.

Firma de Padre o Acudiente: _____ Fecha: _____