



**CONTENT KNOWLEDGE:** Students will demonstrate subject matter knowledge.

The standard required by the Florida Board of Education (FDOE) is that: *The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.*

One means of assessing this student learning outcome is to examine scores of our program graduates on the Subject Area (Exceptional Student Education) portion of the Florida Teacher Certification Examinations (FTCE). The Department will report (a) the number of students who sat for the Exceptional Student Education portion of the FTCE, and (b) the number of students who passed the FTCE.

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

The means of assessing this student learning outcome is to examine the critical assignment (CA) in EEX 4066 (**Instructional Practices for Students with Mild Disabilities**) and its accompanying practicum (EEX 4843: **Practicum 2: Students with Mild Disabilities**). The CA for EEX 4066 requires that students plan and implement an in - depth learning sequence (LS) designed to teach a significant skill or strategy to mastery. This will require FAU students to use and reflect on data to modify instruction so that pupils, in turn, reach skill mastery. The LS typically consists of at least 6 - 8 lessons which incorporate pre and post tests, task analysis of the objective, lesson plans and accompanying materials, progress charts, and a self-evaluation. This assignment is assessed with a rubric on which students receive ratings on each indicator (Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations).

**COMMUNICATION:** Students will demonstrate the ability to communicate effectively verbally and in writing. Student will communicate high expectations in a positive and supportive manner.

The standard required by the FDOE is that: *The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.*

The means of assessing this student learning outcome is to examine the CA in EEX 4101 (Language and Speech Disorders). For this CA students complete 20 hours of observation in special education classroom settings. Then, students will demonstrate their knowledge of subject matter by collecting and analyzing a language sample for a student on the classroom. Subsequent analysis of the language sample requires a review of morphology, syntax, semantics, and pragmatics, and leads to instructional delivery of language content in subsequent lessons. This assignment is assessed with a rubric on which students receive ratings on each indicator (Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations).

A second standard required by the FDOE is: *The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.*

In EEX 4843 (**Practicum 2: Students with Mild Disabilities**), each FAU student is observed formally by both the University Supervisor and the Cooperating Teacher throughout the semester. The observations include both verbal and written feedback (Narrative Observation Form) regarding the FAU student's progress in planning and teaching a lesson. It also includes feedback on the FAU student's ability to communicate academic and behavioral expectations in a positive and supportive manner, appropriate to the functioning level of students with disabilities. The observer will synthesize the information from the Narrative Observation Form (which is one of the CAs in EEX 4843) to be reported on the Feedback Summary Form.

**CRITICAL THINKING:** Students will interpret data from various informal and standardized assessment procedures.

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

The means of assessing this student learning outcome is to examine the CA in EEX 4932 (Developing Individual Education Programs), students interpret data from various informal sources (observations, confidential and cumulative files, etc.) and standardized assessments. Based on these interpretations of data, FAU students write an Individual Education Plan (IEP) for one pupil. When the pupil is an ESOL student, the IEP will reflect consideration for linguistic and cultural diversity. Students use the FDOE IEP forms which are distributed in class. This CA is assessed with a rubric on which students receive ratings on each indicator (Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations).