

## B.A. and B.A.E. ELEMENTARY EDUCATION WITH ESOL



COLLEGE OF EDUCATION  
DEPARTMENT OF TEACHER EDUCATION

ACADEMIC LEARNING COMPACT

### **CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate subject matter knowledge. (FAU Indicator 8.1)**

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. (Florida Board of Education, Educator Accomplished Practice 8)

State standards for subject matter content and subject matter competencies and skills will be used to help identify significant subject content knowledge that will be included in methods courses taught within the College of Education. In order to graduate, all students must pass the Florida Teacher Certification subject exam in elementary education. This exam is based on the state defined subject matter competencies and skills.

### **CONTENT KNOWLEDGE (Technical Skills): Students will plan activities that help participants develop knowledge through a variety of strategies. (FAU Indicator 10.2)**

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. (Florida Board of Education, Educator Accomplished Practice 10)

In RED 4750 (Reading Development 2: Grades 3-8), students will complete an assignment titled "Before, During, and After Lesson Plans". For this assignment, students work collaboratively to develop pre-reading, during reading, and post-reading lesson plans.

### **COMMUNICATION (Written Communication, Oral Communication): Students will demonstrate the ability to communicate effectively verbally and in writing. (FAU Indicator 2.2).**

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. (Florida Board of Education, Educator Accomplished Practice 2)

In EDE 4943 Student Teaching, students learn to write an appropriate lesson plan and practice its delivery. Supervisors evaluate lesson plans and implementation during classroom observations while student teaching. Observers evaluate student interns on 34 indicators that

represent the quality of the written lesson plan, the presentation of content during the lesson, the use of questioning and feedback, the use of communication skills, the use of practice activities and assessment, and the management of student conduct. The indicators for the section titled “Communication Skills” are: positively communicates high expectation for all students; appropriately varies volume and inflection; communicates an attitude of enthusiasm; uses clear, unscrambled discourse; exhibits positive body language related to content.

Student interns receive ratings on each indicator: Exceeds Expectations, Meets Expectations, Does Not Meet Expectations. Student interns must earn an Overall Rating of at least Meets Expectations on more than half of the indicators in each section and no more than a total of three ratings of Does Not Meet Expectations among all sections to receive a passing grade. Individual students may receive remediation based upon their individual needs.

**CRITICAL THINKING (Analytical Skills, Practical Skills): Students will employ traditional and alternative assessment strategies and use the data to modify interventions (FAU Indicator 1.1). Students will demonstrate and model the use of higher order thinking skills (FAU Indicator 4.2).**

The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively. (Florida Board of Education, Educator Accomplished Practice 1)

For EDG 3324 Effective Teaching Practices II, students complete an Assessment Cycle assignment in which they analyze the effectiveness of lesson planning and instruction on students’ achievement. It consists of a pre-test with analysis, three lessons with post-teaching reflections, and a post-test with analysis. The Assessment Cycle is graded through the rubric below. This assignment demonstrates each student’s ability to use critical analytic skills to assess student learning. Each assignment will receive a rating of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations. The criteria for Meets Expectations are:

1. **Data Collection- Raw Data (Knowledge):** Collects and presents raw data from the post-test indicating the class, grade level, subject or post test, and individual results of post test.
2. **Data Displays (Skill):** Creates a data display which presents the post-test data clearly and one that shows the comparison of pre-test and post-test data.
3. **Data Analysis/Reflection (Disposition):** Explains the class data adequately analyzing the results of the post-test and comparing the results with the data from the pre-test reflecting on the effectiveness of instruction. Connects analysis to the appropriate EAP indicators.
4. **Portfolio Evidence Form (Reflection):** Portfolio Evidence Form documents the indicator demonstrated with sufficient explanation and examples supporting the accomplishment.
5. **Written presentation:** Typed, Standard English, proofread for spelling and grammatical errors. Submitted in a timely fashion.

Students must have an overall rating of at least “Meets Expectations” on the Assessment Cycle assignment. The overall rating is determined using the described rubric criteria and an assigned point value.

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