

**B.A. EDUCATION and/or FLORIDA TEACHER CERTIFICATION - SECONDARY EDUCATION  
(ART, BIOLOGY, CHEMISTRY, ENGLISH, FRENCH, GERMAN, MATHEMATICS, MUSIC, PHYSICS,  
SOCIAL SCIENCE, SPANISH)**



**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 Department 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 content and methods courses. This knowledge will be included in content courses taught by faculty outside the College of Education, and knowledge and methodology 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 their area of study. 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 Department of Education, Educator Accomplished Practice 10)

In RED 4335 (Content Reading: Middle and Secondary School), 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 and 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 Department of Education, Educator Accomplished Practice 2)

In Student Teaching (ARE 4940, FLE 4945, LAE 4948, MAE 4945, MUE 4940, SCE 4944, or SSE 4944) 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 identify strategies, materials, and technologies that expand critical thinking. (FAU Indicator 4.1).**

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 Department of Education, Educator Accomplished Practice 4)

For ESE 3940, students compile a Critical Thinking and Materials File. The File is a collection of at least 6 strategies and materials to promote critical/creative thinking and problem solving throughout the semester for use in future teaching. Critical Thinking and Materials Files are graded through the rubric below. Each file will receive a rating of Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations.

1. **Data Collection (Knowledge):** Collects appropriate strategies according to assignment: two from each indicated group.
2. **Data Analysis (Skill):** Adequately discusses each strategy including how the strategy might be used in the classroom and the expected results; or, if the strategy has been used, indicating the results of the strategies that were used in the classroom, any adaptations and the reasons for the adaptations. Makes appropriate connections to applicable EAP indicators.
3. **Reflection (Disposition):** Reflection shows adequate thought and reexamination of writer’s beliefs, practices, and/or assumptions. Reflection includes connections to previous learning and considers how this new data will affect the writer’s decision-making and instruction in the future.
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, carefully proofread for spelling and grammatical errors. Submitted in a timely fashion.

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

Approved 10-25-2005