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| **FEAP** | | **Indicator** | **Description of Task / Assessment** | **Instrument Used** | **Course #** | **Setting** |
|  |  | **(A) Quality of Instruction**  **1. Instructional Design & Lesson Planning** |  |  |  |  |
| 1. **Quality of Instruction** | **1. Instructional Design and Lesson Planning** | a. Aligns instruction with state-adopted standards at the appropriate level of rigor. | Students write an IEP based on information gathered in the Student Profile Assignment in the student teaching setting. When the IEP student is an ESOL student, the IEP will reflect consideration for linguistic and cultural characteristics of the student. The FDOE IEP form (found in *Developing Quality IEPs: A Guide for Instructional Personnel*) will be used. Students must demonstrate proficiency in writing IEPs. The IEP with Transition Activities requires students to complete the transition page of the IEP based on information gathered in the student teaching setting. For elementary placements, the student will determine a student’s potential or desired career outcome, and develop objectives based on that. *Completion of this activity requires identifying a student at the Student Teaching site.* | Assignment rubric | **EEX 4932 Developing Individual Education Programs** | Course |
| a. Aligns instruction with state-adopted standards at the appropriate level of rigor. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum2** | Field |
| a. Aligns instruction with state-adopted standards at the appropriate level of rigor. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| a. Aligns instruction with state-adopted standards at the appropriate level of rigor. | Candidates will prepare a comprehensive lesson plan aligned with common core standards utilizing a children’s book. | Assignment rubric | LAE4353 Language Arts and Literature: Birth – Grade8 | Course |
| a. Aligns instruction with state-adopted standards at the appropriate level of rigor. | Develop objectives for a unit of instruction that lists objectives aligned with standards at the appropriate level of rigor aligned with Bloom’s taxonomy. Instructional design and lesson planning. | Assignment rubric | EDF3430 Educational Measurement and Evaluation | Course |
| a. Aligns instruction with state-adopted standards at the appropriate level of rigor. | Creating a Mathematics Lesson Plan with State Standards and Technology Implementation - The pre-professional will develop a lesson plan which demonstrates teaching subject matter knowledge through a variety of teaching strategies such as: Using appropriate **State Standards**, the **implementation of emerging technologies**, ESOL, Cooperative Learning, Math Manipulatives, Problem-Solving, and other “Best Practices” for teaching mathematics. | Assignment rubric | MAE4350 Principles & Methods: K-9 School Math | Course |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge. | Students plan and implement an in-depth learning sequence (LS) in the practicum setting designed to teach one significant skill/strategy to mastery. Students use data and reflect on these data to modify instruction and activities to reach skill mastery. Students plan activities that utilize a variety of strategies to help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Students also vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan a minimum of 3 weeks, consisting of at least 6-9 lessons. After implementation, the LS will be submitted including: Pre and post tests, task analysis of objective, all lesson plans and accompanying materials, progress charts, and self-evaluation. | Assignment rubric | **EEX 4066 Instructional Practices for Students with Mild Disabilities** | Course |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge. | Develop Reading Instructional Unit: Students develop an instructional unit to teach one new phoneme (such as ‘kn’). Unit will contain activities to strengthen previously taught phonemes. Pupils will be upper elementary (4th/5th graders) or middle school students. Materials and activities must be suitable for older students reading at a beginning 2nd grade level. Instructional Unit must include:   1. Unit chart - overall plan for a lesson sequence to teach the new phoneme. Chart will include various instructional formats similar to those in the *Direct Instruction Reading* text. Students will develop word lists and sentences suitable to reinforce the new and previously learned phonemes. 2. One lesson plan from the unit written in detail. 3. Practice activities for the lesson and unit which reinforce the new phoneme and words. 4. Decodable short stories appropriate for 4th-6th graders or 7th/8th graders that focus on the new phoneme. These stories will be incorporated into the Instructional Unit. | Assignment rubric | **EEX 4250 Reading Instruction In Special Education** | Course |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4842 Practicum 1** | Field |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| b. Sequences lessons and concepts to ensure coherence and required prior knowledge. | Candidates will prepare a comprehensive lesson plan aligned with common core standards utilizing a children’s book. | Assignment rubric | LAE4353 Language Arts and Literature: Birth - Grade 8 | Course |
| c. Designs instruction for students to achieve mastery. | Students plan and implement an in-depth learning sequence (LS) in the practicum setting designed to teach one significant skill/strategy to mastery. Students use data and reflect on these data to modify instruction and activities to reach skill mastery. Students plan activities that utilize a variety of strategies to help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Students also vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan a minimum of 3 weeks, consisting of at least 6-9 lessons. After implementation, the LS will be submitted including: Pre and post tests, task analysis of objective, all lesson plans and accompanying materials, progress charts, and self-evaluation. | Assignment rubric | **EEX 4066 Instructional Practices for Students with Mild Disabilities** | Course |
| c. Designs instruction for students to achieve mastery. | Develop Reading Instructional Unit: Students develop an instructional unit to teach one new phoneme (such as ‘kn’). Unit will contain activities to strengthen previously taught phonemes. Pupils will be upper elementary (4th/5th graders) or middle school students. Materials and activities must be suitable for older students reading at a beginning 2nd grade level. Instructional Unit must include:   1. Unit chart - overall plan for a lesson sequence to teach the new phoneme. Chart will include various instructional formats similar to those in the *Direct Instruction Reading* text. Students will develop word lists and sentences suitable to reinforce the new and previously learned phonemes. 2. One lesson plan from the unit written in detail. 3. Practice activities for the lesson and unit which reinforce the new phoneme and words. 4. Decodable short stories appropriate for 4th-6th graders or 7th/8th graders that focus on the new phoneme. These stories will be incorporated into the Instructional Unit. | Assignment rubric | **EEX 4250 Reading Instruction In Special Education** | Course |
| c. Designs instruction for students to achieve mastery. | Students will determine what to teach, how to teach, and how to evaluate instruction for pupils with moderate to severe disabilities. Students will use an ecological inventory to determine “functional” skills needed to succeed in typical home, work, school, or community environments. Students will choose one set of needed skills (e.g., mobility within a room) and develop an instructional plan to directly teach these skills. Students will implement one of the lessons. Assignment requires students to:   * + Demonstrate the use of an ecological inventory   + Determine skills to directly teach to students based on the results of the ecological inventory   + Select the appropriate environment in which to teach the set of skills   + Develop lesson plan to teach the skill that includes attention to a pupil’s motor, health, communication, and behavioral needs.   + Implement and evaluate the lesson in the practicum setting. | Assignment rubric | **EEX 4472 Instructional Practices for Students with Moderate / Severe Disabilities** | Course |
| c. Designs instruction for students to achieve mastery. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4842 Practicum 1** | Field |
| c. Designs instruction for students to achieve mastery. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| c. Designs instruction for students to achieve mastery. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| d. Selects appropriate formative assessments to monitor learning. | Criterion Referenced Test requires students to:   1. Interpret test results of a hypothetical student with a disability to identify that student’s Present Level of Performance (PLP). 2. Identify an appropriate Sunshine State Standard (SSS) and associated Access Point (AP) based on the student’s PLP (focus on content area classes of Social Studies, Math, Health, Science, or Reading/Language Arts in grades 3-8). 3. Develop a CRT that includes a complete and accurate task analysis of the selected AP, and including the generation of test items. 4. Present the hypothetical results and interpretation of the student’s CRT indicating where instruction should begin. | Assessment rubric | **EEX 4221 Assessment of Exceptional Students** | Course |
| d. Selects appropriate formative assessments to monitor learning. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| d. Selects appropriate formative assessments to monitor learning. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical - Internship |
| d. Selects appropriate formative assessments to monitor learning. | The teacher candidate will develop a technology enhanced instructional unit based on the project based learning instructional approach. In the planning documents for the development of the unit, the candidate will describe several lessons to accomplish the educational objectives to teach the content, to conduct research, and to celebrate the knowledge the students learned in presenting their final project. Each lesson will have formative assessment to monitor the students understanding of the instructional objective for that lesson. | Assignment rubric | EME 2040 Intro To Technology For Educators | Course |
| e. Uses diagnostic student data to plan lessons. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| e. Uses diagnostic student data to plan lessons. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| e. Uses diagnostic student data to plan lessons. | The teacher candidate will use state FCAT results that have been posted to the FLDOE website for a school in a Florida school district to identify the strengths and weaknesses in the curriculum of that school. They will import those results to a spreadsheet and use the formula functions to develop charts and graphs of the data. Based on that analysis, the teacher candidate will identify the areas of weakness and present instructional ideas and activities from the internet that can be used to develop lessons that address the curriculum areas of weakness identified in their analysis. | Assignment rubric | EME 2040 Intro To Technology For Educators | Course |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | Students plan and implement an in-depth learning sequence (LS) in the practicum setting designed to teach one significant skill/strategy to mastery. Students use data and reflect on these data to modify instruction and activities to reach skill mastery. Students plan activities that utilize a variety of strategies to help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Students also vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan a minimum of 3 weeks, consisting of at least 6-9 lessons. After implementation, the LS will be submitted including: Pre and post tests, task analysis of objective, all lesson plans and accompanying materials, progress charts, and self-evaluation. | Assignment rubric | **EEX 4066 Instructional Practices for Students with Mild Disabilities** | Course |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | Students will determine what to teach, how to teach, and how to evaluate instruction for pupils with moderate to severe disabilities. Students will use an ecological inventory to determine “functional” skills needed to succeed in typical home, work, school, or community environments. Students will choose one set of needed skills (e.g., mobility within a room) and develop an instructional plan to directly teach these skills. Students will implement one of the lessons. Assignment requires students to:   * + Demonstrate the use of an ecological inventory   + Determine skills to directly teach to students based on the results of the ecological inventory   + Select the appropriate environment in which to teach the set of skills   + Develop lesson plan to teach the skill that includes attention to a pupil’s motor, health, communication, and behavioral needs.   + Implement and evaluate the lesson in the practicum setting. | Assignment rubric | **EEX 4472 Instructional Practices for Students with Moderate / Severe Disabilities** | Course |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies. | Ed Psych Case Study Paper - Candidates will demonstrate that they are reflective decision-makers by submitting a paper on a topic that reflects knowledge of human development and learning theory and includes appropriate reference to the following: student motivation, classroom management, or educational assessment. The following criteria are consistent across sections of EDF 3210. They represent the fundamental learning we expect all students of EDF 3210 to be able to demonstrate. The individual instructor may add additional criteria unique to a particular section of EDF 3210. | Assignment rubric | EDF 3210 Applied Learning Theory | Course |
| **2. The Learning Environment** | **(A) Quality of Instruction**  **2. The Learning Environment** |  |  |  |  |
| a. Organizes, allocates, and manages the resources of time, space, and attention. | Students develop a classroom discipline plan suitable for use in their future classrooms. The plan must create an environment conducive to learning. Students plan activities which allow them to teach the discipline plan to all members of the class. The plan includes:   * Statement of philosophy (education and discipline) * Delineation of class rules and procedures, with explanation for students, parents, and administration. * Delineation of classroom procedures to facilitate the rules. * Positive and negative consequences for behavior. * Description of how students will teach the plan, including attention to pupils from diverse cultural and linguistic backgrounds | Assignment rubric | **EEX 4604 Classroom Management** | Course |
| a. Organizes, allocates, and manages the resources of time, space, and attention. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4842 Practicum 1** | Field |
| a. Organizes, allocates, and manages the resources of time, space, and attention. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| a. Organizes, allocates, and manages the resources of time, space, and attention. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| b. Manages individual and class behaviors through a well-planned management system. | Students develop a classroom discipline plan suitable for use in their future classrooms. The plan must create an environment conducive to learning. Students plan activities which allow them to teach the discipline plan to all members of the class. The plan includes:   * Statement of philosophy (education and discipline) * Delineation of class rules and procedures, with explanation for students, parents, and administration. * Delineation of classroom procedures to facilitate the rules. * Positive and negative consequences for behavior. * Description of how students will teach the plan, including attention to pupils from diverse cultural and linguistic backgrounds | Assignment rubric | **EEX 4604 Classroom Management** | Course |
| b. Manages individual and class behaviors through a well-planned management system. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4842 Practicum 1** | Field |
| b. Manages individual and class behaviors through a well-planned management system. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| b. Manages individual and class behaviors through a well-planned management system. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| b. Manages individual and class behaviors through a well-planned management system. | Candidates will demonstrate that they are reflective decision-makers by submitting a paper that reflects knowledgeof educational psychology and its application to the classroom. | Ed Psych Case Study Paper Rubric | EDF 3210  Applied Learning Theory | Course |
| c. Conveys high expectations to all students. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4842 Practicum 1** | Field |
| c. Conveys high expectations to all students. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| c. Conveys high expectations to all students. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| d. Respects students’ cultural linguistic and family background. | Language Sample with Analyses  Students complete a minimum of 20 observation hours in ESE programs. During observations, a dated log is kept with notes on the situational context, students, ages, eligibilities, the name of the school (s), and specific language examples. Students observe and record pupils’ language in the areas of phonology, morphology/syntax, semantics, and pragmatics. Students prepare an observation report that includes:   1. Dated log 2. Summary of observations. 3. Analyses of language samples. | Assignment rubric | EEX 4101 Language and Speech Disorders | Course |
| d. Respects students’ cultural linguistic and family background. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| d. Respects students’ cultural linguistic and family background. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| e. Models clear, acceptable oral and written communication skills. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4842 Practicum 1** | Field |
| e. Models clear, acceptable oral and written communication skills. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
| e. Models clear, acceptable oral and written communication skills. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |
| f. Maintains a climate of openness, inquiry, fairness and support. | Collaborative Plan  Students select a real situation in which they create a plan for collaborative problem solving about a student with a disability. The detailed plan describes who will be involved in the problem solving process and their roles, discussion points regarding curricular modifications, testing, and grading, related service needs, and the evaluation process and predicted outcomes. The plan must be consistent with school policy, facilitative, and fair to the student. | Assignment rubric | **EEX 4751 Collaboration with Professionals and Families** | Course |
| f. Maintains a climate of openness, inquiry, fairness and support. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4842 Practicum 1** | Field |
| f. Maintains a climate of openness, inquiry, fairness and support. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
| f. Maintains a climate of openness, inquiry, fairness and support. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |
| f. Maintains a climate of openness, inquiry, fairness and support. | Candidates will describe the attributes of a professional educator. Identifying the characteristics of ethical behavior in teaching and how they relate to appropriate decision making. | Assignment rubric | EDF 2005 Intro To Teaching Profession | Course |
| g. Integrates current information and communication technologies. | Students prepare journal article summaries aligned with to gather information, to communicate their knowledge of subject matter by using the materials and technologies of the field, and to use data and reflect on data to improve professional practice. | Assignment rubric | **EEX 4050 Overview of Programs for Students with Exception’ties** | Course |
| g. Integrates current information and communication technologies. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| g. Integrates current information and communication technologies. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| g. Integrates current information and communication technologies. | Creating a Mathematics Lesson Plan with State Standards and Technology Implementation - The pre-professional will develop a lesson plan which demonstrates teaching subject matter knowledge through a variety of teaching strategies such as: Using appropriate **State Standards**, the **implementation of emerging technologies**, ESOL, Cooperative Learning, Math Manipulatives, Problem-Solving, and other “Best Practices” for teaching mathematics. | Assignment rubric | MAE 4350 Principles & Methods: K-9 School Math | Course |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students. | Students develop a classroom discipline plan suitable for use in their future classrooms. The plan must create an environment conducive to learning. Students plan activities which allow them to teach the discipline plan to all members of the class. The plan includes:   * Statement of philosophy (education and discipline) * Delineation of class rules and procedures, with explanation for students, parents, and administration. * Delineation of classroom procedures to facilitate the rules. * Positive and negative consequences for behavior. * Description of how students will teach the plan, including attention to pupils from diverse cultural and linguistic backgrounds | Assignment rubric | **EEX 4604 Classroom Management** | Course |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4842 Practicum 1** | Field |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| h. Adapts the learning environment to accommodate the differing needs and diversity of students. | Candidates will demonstrate that they are reflective decision-makers by submitting a paper that reflects knowledgeof educational psychology and its application to the classroom. | Ed Psych Case Study Paper Rubric | EDF 3210 Applied Learning Theory | Course |
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | Universal Design for Learning (UDL) Model Lesson  Students develop a lesson that incorporates the components of UDL in its delivery, concept, or practice. The lesson will demonstrate knowledge and application of all the elements of UDL (listed below). Evaluation is based on evidence of the inclusion of UDL and application of each element.   * + Multiple means of representation   + Multiple means of expression   + Flexible means of engagement | Assignment rubric | **EEX 4763 Special Education Technology** | Course |
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4842 Practicum 1** | Field |
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | The teacher candidate will describe, as a component of their technology instructional unit, how assistive technology will be implemented to promote high quality communication and interactions with students that have learning challenges achieve the unit’s instructional goals. | Assignment rubric | EME 2040 Intro To Technology For Educators | Course |
| i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals. | Creating a Mathematics Lesson Plan with State Standards and Technology Implementation - The pre-professional will develop a lesson plan which demonstrates teaching subject matter knowledge through a variety of teaching strategies such as: Using appropriate **State Standards**, the **implementation of emerging technologies**, ESOL, Cooperative Learning, Math Manipulatives, Problem-Solving, and other “Best Practices” for teaching mathematics. | Assignment rubric | MAE 4350 Principles & Methods: K-9 School Math | Course |
| **3. Instructional Delivery and Facilitation** | **(A) Quality of Instruction**  **3. Instructional Delivery and Facilitation** |  |  |  |  |
| a. Deliver engaging and challenging lessons. | Universal Design for Learning (UDL) Model Lesson -- Students develop a lesson that incorporates the components of UDL in its delivery, concept, or practice. The lesson will demonstrate knowledge and application of all the elements of UDL (listed below). Evaluation is based on evidence of the inclusion of UDL and application of each element.   * + Multiple means of representation   + Multiple means of expression   + Flexible means of engagement | Assignment rubric | **EEX 4763 Special Education Technology** | Course |
| a. Deliver engaging and challenging lessons. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| a. Deliver engaging and challenging lessons. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| a. Deliver engaging and challenging lessons. | Ed Psych Case Study Paper - Candidates will demonstrate that they are reflective decision-makers by submitting a paper on a topic that reflects knowledge of human development and learning theory and includes appropriate reference to the following: student motivation, classroom management, or educational assessment. The following criteria are consistent across sections of EDF 3210. They represent the fundamental learning we expect all students of EDF 3210 to be able to demonstrate. The individual instructor may add additional criteria unique to a particular section of EDF 3210. | Assignment rubric | EDF 3210 Applied Learning Theory | Course |
| b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| b. Deepen and enrich students’ understanding through content area literacy strategies, verbalization of thought, and application of the subject matter. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| c. Identify gaps in students’ subject matter knowledge. | Criterion Referenced Test requires students to:   1. Interpret test results of a hypothetical student with a disability to identify that student’s Present Level of Performance (PLP). 2. Identify an appropriate Sunshine State Standard (SSS) and associated Access Point (AP) based on the student’s PLP (focus on content area classes of Social Studies, Math, Health, Science, or Reading/Language Arts in grades 3-8). 3. Develop a CRT that includes a complete and accurate task analysis of the selected AP, and including the generation of test items. 4. Present the hypothetical results and interpretation of the student’s CRT indicating where instruction should begin. | Assignment rubric | **EEX 4221 Assessment of Exceptional Students** | Course |
| c. Identify gaps in students’ subject matter knowledge. | Students write an IEP based on information gathered in the Student Profile Assignment in the student teaching setting. When the IEP student is an ESOL student, the IEP will reflect consideration for linguistic and cultural characteristics of the student. The FDOE IEP form (found in *Developing Quality IEPs: A Guide for Instructional Personnel*) will be used. Students must demonstrate proficiency in writing IEPs. The IEP with Transition Activities requires students to complete the transition page of the IEP based on information gathered in the student teaching setting. For elementary placements, the student will determine a student’s potential or desired career outcome, and develop objectives based on that. *Completion of this activity requires identifying a student at the Student Teaching site.* | Assignment rubric | **EEX 4932 Developing Individual Education Programs** | Course |
| c. Identify gaps in students’ subject matter knowledge. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| c. Identify gaps in students’ subject matter knowledge. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| d. Modify instruction to respond to preconceptions or misconceptions. | Students plan and implement an in-depth learning sequence (LS) in the practicum setting designed to teach one significant skill/strategy to mastery. Students use data and reflect on these data to modify instruction and activities to reach skill mastery. Students plan activities that utilize a variety of strategies to help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Students also vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan a minimum of 3 weeks, consisting of at least 6-9 lessons. After implementation, the LS will be submitted including: Pre and post tests, task analysis of objective, all lesson plans and accompanying materials, progress charts, and self-evaluation. | Assignment rubric | **EEX 4066 Instructional Practices for Students with Mild Disabilities** | Course |
| d. Modify instruction to respond to preconceptions or misconceptions. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| d. Modify instruction to respond to preconceptions or misconceptions. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| e. Relate and integrate the subject matter with other disciplines and life experiences. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| e. Relate and integrate the subject matter with other disciplines and life experiences. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| e. Relate and integrate the subject matter with other disciplines and life experiences. | The teacher candidate will develop a technology-enhanced unit that is based upon the project based learning approach. The teacher candidate will identify State curriculum objectives from across different content areas that will be taught as a part of their technology enhanced instructional unit. Another component of the designing and development of their technology enhanced instructional unit is a description of the unit and what they students believe the unit will accomplish. Within that description the teacher candidate will describe how the content taught in the unit is relevant in the student’s life. | Assignment rubric | EME 2040 Intro To Technology For Educators | Course |
| f. Employ higher-order questioning techniques. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| f. Employ higher-order questioning techniques. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding. | Students plan and implement an in-depth learning sequence (LS) in the practicum setting designed to teach one significant skill/strategy to mastery. Students use data and reflect on these data to modify instruction and activities to reach skill mastery. Students plan activities that utilize a variety of strategies to help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Students also vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan a minimum of 3 weeks, consisting of at least 6-9 lessons. After implementation, the LS will be submitted including: Pre and post tests, task analysis of objective, all lesson plans and accompanying materials, progress charts, and self-evaluation. | Assignment rubric | **EEX 4066 Instructional Practices for Students with Mild Disabilities** | Course |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding. | Develop Reading Instructional Unit: Students develop an instructional unit to teach one new phoneme (such as ‘kn’). Unit will contain activities to strengthen previously taught phonemes. Pupils will be upper elementary (4th/5th graders) or middle school students. Materials and activities must be suitable for older students reading at a beginning 2nd grade level. Instructional Unit must include:   1. Unit chart - overall plan for a lesson sequence to teach the new phoneme. Chart will include various instructional formats similar to those in the *Direct Instruction Reading* text. Students will develop word lists and sentences suitable to reinforce the new and previously learned phonemes. 2. One lesson plan from the unit written in detail. 3. Practice activities for lesson and unit which reinforce new phoneme and words. 4. Decodable short stories appropriate for 4th-6th graders or 7th/8th graders that focus on the new phoneme. These stories will be incorporated into the Instructional Unit. | Assignment rubric | **EEX 4250 Reading Instruction In Special Education** | Course |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4842 Practicum 1** | Field |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |
| g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction and to teach for student understanding. | Ed Psych Case Study Paper - Candidates will demonstrate that they are reflective decision-makers by submitting a paper on a topic that reflects knowledge of human development and learning theory and includes appropriate reference to the following: student motivation, classroom management, or educational assessment. The following criteria are consistent across sections of EDF 3210. They represent the fundamental learning we expect all students of EDF 3210 to be able to demonstrate. The individual instructor may add additional criteria unique to a particular section of EDF 3210. | Assignment rubric | EDF 3210 Applied Learning Theory | Course |
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students. | Students plan and implement an in-depth learning sequence (LS) in the practicum setting designed to teach one significant skill/strategy to mastery. Students use data and reflect on these data to modify instruction and activities to reach skill mastery. Students plan activities that utilize a variety of strategies to help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Students also vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan a minimum of 3 weeks, consisting of at least 6-9 lessons. After implementation, the LS will be submitted including: Pre and post tests, task analysis of objective, all lesson plans and accompanying materials, progress charts, and self-evaluation. | Assignment rubric | **EEX 4066 Instructional Practices for Students with Mild Disabilities** | Course |
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students. | Students will determine what to teach, how to teach, and how to evaluate instruction for pupils with moderate to severe disabilities. Students will use an ecological inventory to determine “functional” skills needed to succeed in typical home, work, school, or community environments. Students will choose one set of needed skills (e.g., mobility within a room) and develop an instructional plan to directly teach these skills. Students will implement one of the lessons. Assignment requires students to:   * + Demonstrate the use of an ecological inventory   + Determine skills to directly teach to students based on the results of the ecological inventory   + Select the appropriate environment in which to teach the set of skills   + Develop lesson plan to teach the skill that includes attention to a pupil’s motor, health, communication, and behavioral needs.   + Implement and evaluate the lesson in the practicum setting. | Assignment rubric | **EEX 4472 Instructional Practices for Students with Moderate / Severe Disabilities** | Course |
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4842 Practicum 1** | Field |
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
| h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement. | Students plan and implement an in-depth learning sequence (LS) in the practicum setting designed to teach one significant skill/strategy to mastery. Students use data and reflect on these data to modify instruction and activities to reach skill mastery. Students plan activities that utilize a variety of strategies to help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Students also vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan a minimum of 3 weeks, consisting of at least 6-9 lessons. After implementation, the LS will be submitted including: Pre and post tests, task analysis of objective, all lesson plans and accompanying materials, progress charts, and self-evaluation. | Assignment rubric | **EEX 4066 Instructional Practices for Students with Mild Disabilities** | Course |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4842 Practicum 1** | Field |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |
| i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement. | Candidates work collaboratively to remediate a reading problem through direct instruction and practice while utilizing appropriate support, encouragement and feedback to promote student learning and achievement. | Assignment rubric | RED 4552 Reading Diagnosis & Remediation: Pre-K - Grade 8 | Course |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction. | Students plan and implement an in-depth learning sequence (LS) in the practicum setting designed to teach one significant skill/strategy to mastery. Students use data and reflect on these data to modify instruction and activities to reach skill mastery. Students plan activities that utilize a variety of strategies to help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Students also vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan a minimum of 3 weeks, consisting of at least 6-9 lessons. After implementation, the LS will be submitted including: Pre and post tests, task analysis of objective, all lesson plans and accompanying materials, progress charts, and self-evaluation. | Assignment rubric | **EEX 4066 Instructional Practices for Students with Mild Disabilities** | Course |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4842 Practicum 1** | Field |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |
| j. Utilize student feedback to monitor instructional needs and to adjust instruction. | Candidates work collaboratively to research, create and develop strategies and materials that demonstrate how a reading problem area can be remediated through direct instruction and practice. | Assignment rubric | RED 4552 Reading Diagnosis & Remediation: Pre-K - Grade 8 | Course |
| **4. Assessment** | **(A) Quality of Instruction**  **4. Assessment** |  |  |  |  |
| 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. | Students plan and implement an in-depth learning sequence (LS) in the practicum setting designed to teach one significant skill/strategy to mastery. Students use data and reflect on these data to modify instruction and activities to reach skill mastery. Students plan activities that utilize a variety of strategies to help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. Students also vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan a minimum of 3 weeks, consisting of at least 6-9 lessons. After implementation, the LS will be submitted including: Pre and post tests, task analysis of objective, all lesson plans and accompanying materials, progress charts, and self-evaluation. | Assignment rubric | **EEX 4066 Instructional Practices for Students with Mild Disabilities** | Course |
| 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. | Language Sample with Analyses  Students complete a minimum of 20 observation hours in ESE programs. During observations, a dated log is kept with notes on the situational context, students, ages, eligibilities, the name of the school (s), and specific language examples. Students observe and record pupils’ language in the areas of phonology, morphology/syntax, semantics, and pragmatics. Students prepare an observation report that includes:   1. Dated log 2. Summary of observations. 3. Analyses of language samples. | Assignment rubric | EEX 4101 Language and Speech Disorders | Course |
| 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. | Students will determine what to teach, how to teach, and how to evaluate instruction for pupils with moderate to severe disabilities. Students will use an ecological inventory to determine “functional” skills needed to succeed in typical home, work, school, or community environments. Students will choose one set of needed skills (e.g., mobility within a room) and develop an instructional plan to directly teach these skills. Students will implement one of the lessons. Assignment requires students to:   * + Demonstrate the use of an ecological inventory   + Determine skills to directly teach to students based on the results of the ecological inventory   + Select the appropriate environment in which to teach the set of skills   + Develop lesson plan to teach the skill that includes attention to a pupil’s motor, health, communication, and behavioral needs.   + Implement and evaluate the lesson in the practicum setting. | Assignment rubric | **EEX 4472 Instructional Practices for Students with Moderate / Severe Disabilities** | Course |
| 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. | Students write an IEP based on information gathered in the Student Profile Assignment in the student teaching setting. When the IEP student is an ESOL student, the IEP will reflect consideration for linguistic and cultural characteristics of the student. The FDOE IEP form (found in *Developing Quality IEPs: A Guide for Instructional Personnel*) will be used. Students must demonstrate proficiency in writing IEPs. The IEP with Transition Activities requires students to complete the transition page of the IEP based on information gathered in the student teaching setting. For elementary placements, the student will determine a student’s potential or desired career outcome, and develop objectives based on that. *Completion of this activity requires identifying a student at the Student Teaching site.* | Assignment rubric | **EEX 4932 Developing Individual Education Programs** | Course |
| 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. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| 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. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery. | Students write an IEP based on information gathered in the Student Profile Assignment in the student teaching setting. When the IEP student is an ESOL student, the IEP will reflect consideration for linguistic and cultural characteristics of the student. The FDOE IEP form (found in *Developing Quality IEPs: A Guide for Instructional Personnel*) will be used. Students must demonstrate proficiency in writing IEPs. The IEP with Transition Activities requires students to complete the transition page of the IEP based on information gathered in the student teaching setting. For elementary placements, the student will determine a student’s potential or desired career outcome, and develop objectives based on that. *Completion of this activity requires identifying a student at the Student Teaching site.* | Assignment rubric | **EEX 4932 Developing Individual Education Programs** | Course |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery. | Designs appropriate assessments to align with unit plan. | Assignment rubric | EDF 3430 Educational Measurement and Evaluation | Course |
| c. Uses a variety of assessment tools to monitor student progress, achievement, and learning gains. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| c. Uses a variety of assessment tools to monitor student progress, achievement, and learning gains. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| c. Uses a variety of assessment tools to monitor student progress, achievement, and learning gains. | Candidates will demonstrates their understanding of diverse assessment tools and the importance of home-school collaboration to support student learning | Assessment Plan Analysis Rubric | EDF 3210 Applied Learning Theory | Course |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge. | Criterion Referenced Test requires students to:   1. Interpret test results of a hypothetical student with a disability to identify that student’s Present Level of Performance (PLP). 2. Identify an appropriate Sunshine State Standard (SSS) and associated Access Point (AP) based on the student’s PLP (focus on content area classes of Social Studies, Math, Health, Science, or Reading/Language Arts in grades 3-8). 3. Develop a CRT that includes a complete and accurate task analysis of the selected AP, and including the generation of test items. 4. Present the hypothetical results and interpretation of the student’s CRT indicating where instruction should begin. | Assignment rubric | **EEX 4221 Assessment of Exceptional Students** | Course |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge. | Analyzes a test for weaknesses and strengths of the assessment process and aligns the items with the needs and levels of the students. | Assignment rubric | EDF 3430 Educational Measurement and Evaluation | Course |
| e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s). | Criterion Referenced Test requires students to:   1. Interpret test results of a hypothetical student with a disability to identify that student’s Present Level of Performance (PLP). 2. Identify an appropriate Sunshine State Standard (SSS) and associated Access Point (AP) based on the student’s PLP (focus on content area classes of Social Studies, Math, Health, Science, or Reading/Language Arts in grades 3-8). 3. Develop a CRT that includes a complete and accurate task analysis of the selected AP, and including the generation of test items. 4. Present the hypothetical results and interpretation of the student’s CRT indicating where instruction should begin. | Assignment rubric | **EEX 4221 Assessment of Exceptional Students** | Course |
| e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s). | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s). | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| e. Shares the importance and outcomes of student assessment data with the student and the student’s parent/caregiver(s). | The teacher candidate will develop a technology enhanced unit that is based upon the project based learning approach. As one of the activities of unit development, the candidate will create a spreadsheet of student scores for their unit to be merged (using mail merge) into a letter that can be given to the student or sent to the parent detailing the scores for each assignment and includes a comment about the children’s academic outcomes for that unit. The spreadsheet will reflect the assessment plan that the candidate created as a part of the planning documents for their instructional technology enhanced unit. The assignment will demonstrate the connection between the planning of the unit to the reflective process of analyzing the final results of the unit as the candidate plans how they will share the information gather on a student's classroom performance with both the student and the parent. | Assignment rubric | EME 2040 Intro To Technology For Educators | Course |
| f. Applies technology to organize and integrate assessment information. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience. | Narrative Observation Summary | **EEX 4843 Practicum 2** | Field |
| f. Applies technology to organize and integrate assessment information. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience. | Narrative Observation Summary | **EEX 4946 Student Teaching** | Final Clinical Internship |
| **B Continuous Improvement, Responsibility and Ethics** |  | **(B) Continuous Improvement, Responsibility and Ethics**  **1. Continuous Professional Improvement** |  |  |  |  |
|  | a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs. | Collaborative Plan  Students select a real situation in which they create a plan for collaborative problem solving about a student with a disability. The detailed plan describes who will be involved in the problem solving process and their roles, discussion points regarding curricular modifications, testing, and grading, related service needs, and the evaluation process and predicted outcomes. The plan must be consistent with school policy, facilitative, and fair to the student. | Assignment rubric | **EEX 4751 Collaboration with Professionals and Families** | Course |
|  | a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4842 Practicum 1** | Field |
|  | a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
|  | a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |
| **1. Continuous Professional Improvement** | a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students’ needs. | Candidate will reflect and describe his/her personal philosophy and beliefs about education, preferred teaching and learning style and how to establish professional goals to strengthen instruction based on these beliefs. | Assignment rubric | EDF 2005 Intro To Teaching Profession | Course |
| b. Examines and uses data-informed research to improve instruction and student achievement. | Students prepare journal article summaries aligned with to gather information, to communicate their knowledge of subject matter by using the materials and technologies of the field, and to use data and reflect on data to improve professional practice. | Assignment rubric | **EEX 4050 Overview of Programs for Students with Exception’ties** | Course |
| b. Examines and uses data-informed research to improve instruction and student achievement. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4842 Practicum 1** | Field |
| b. Examines and uses data-informed research to improve instruction and student achievement. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
| b. Examines and uses data-informed research to improve instruction and student achievement. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |
| b. Examines and uses data-informed research to improve instruction and student achievement. | Discussion of the Assessment Process | Assignment rubric | EDF 3430 Educational Measurement and Evaluation | Course |
| 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. | Collaborative Plan  Students select a real situation in which they create a plan for collaborative problem solving about a student with a disability. The detailed plan describes who will be involved in the problem solving process and their roles, discussion points regarding curricular modifications, testing, and grading, related service needs, and the evaluation process and predicted outcomes. The plan must be consistent with school policy, facilitative, and fair to the student. | Assignment rubric | **EEX 4751 Collaboration with Professionals and Families** | Course |
| 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. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4842 Practicum 1** | Field |
| 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. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
| 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. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |
| 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. | Candidates will observe and evaluate the reading progress of a struggling reader in grades 1-8. Candidates will engage in reflective decision making with respect to administering a test, interpreting the results, and developing appropriate recommendations based on test results. | Assignment rubric | RED 4552 Reading Diagnosis & Remediation: Pre-K - Grade 8 | Course |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. | Collaborative Plan  Students select a real situation in which they create a plan for collaborative problem solving about a student with a disability. The detailed plan describes who will be involved in the problem solving process and their roles, discussion points regarding curricular modifications, testing, and grading, related service needs, and the evaluation process and predicted outcomes. The plan must be consistent with school policy, facilitative, and fair to the student. | Assignment rubric | **EEX 4751 Collaboration with Professionals and Families** | Course |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. | Students will determine what to teach, how to teach, and how to evaluate instruction for pupils with moderate to severe disabilities. Students will use an ecological inventory to determine “functional” skills needed to succeed in typical home, work, school, or community environments. Students will choose one set of needed skills (e.g., mobility within a room) and develop an instructional plan to directly teach these skills. Students will implement one of the lessons. Assignment requires students to:   * + Demonstrate the use of an ecological inventory   + Determine skills to directly teach to students based on the results of the ecological inventory   + Select the appropriate environment in which to teach the set of skills   + Develop lesson plan to teach the skill that includes attention to a pupil’s motor, health, communication, and behavioral needs.   + Implement and evaluate the lesson in the practicum setting. | Assignment rubric | **EEX 4472 Instructional Practices for Students with Moderate / Severe Disabilities** | Course |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4842 Practicum 1** | Field |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |
| d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement. | Candidates will demonstrates their understanding of diverse assessment tools and the importance of home-school collaboration to support student learning | Assessment Plan Analysis Rubric | EDF 3210 Applied Learning Theory | Course |
| e. Engages in targeted professional growth opportunities and reflective practices. | Collaborative Plan  Students select a real situation in which they create a plan for collaborative problem solving about a student with a disability. The detailed plan describes who will be involved in the problem solving process and their roles, discussion points regarding curricular modifications, testing, and grading, related service needs, and the evaluation process and predicted outcomes. The plan must be consistent with school policy, facilitative, and fair to the student. | Assignment rubric | **EEX 4751 Collaboration with Professionals and Families** | Course |
| e. Engages in targeted professional growth opportunities and reflective practices. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4842 Practicum 1** | Field |
| e. Engages in targeted professional growth opportunities and reflective practices. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
| e. Engages in targeted professional growth opportunities and reflective practices. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |
| f. Implements knowledge and skills learned in professional development in the teaching and learning process. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4842 Practicum 1** | Field |
| f. Implements knowledge and skills learned in professional development in the teaching and learning process. | Practicum students are observed and assessed at multiple points, and at both the mid-term and final points of their practicum clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
| f. Implements knowledge and skills learned in professional development in the teaching and learning process. | Student teachers are observed and assessed at multiple points, and at both the mid-term and final points of the student teaching clinical experience.  Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Narrative Observation Summary, and Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |
|  | **(B) Continuous Improvement, Responsibility and Ethics**  **2. Professional Responsibility and Ethical Conduct** |  |  |  |  |
| Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession. | Data-based Decision Making Case Study  Students use data to make appropriate decisions regarding interventions to change behavior in children with special needs. Given a scenario, students complete a case study analysis with data. Students will address the social, cultural, and ethical issues when choosing a behavior change strategy. | Assignment rubric | **EEX 4601 Behavior Change Strategies** | Course |
|  | **2. Professional Responsibility and Ethical Conduct** | Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession. | Students write an IEP based on information gathered in the Student Profile Assignment in the student teaching setting. When the IEP student is an ESOL student, the IEP will reflect consideration for linguistic and cultural characteristics of the student. The FDOE IEP form (found in *Developing Quality IEPs: A Guide for Instructional Personnel*) will be used. Students must demonstrate proficiency in writing IEPs. The IEP with Transition Activities requires students to complete the transition page of the IEP based on information gathered in the student teaching setting. For elementary placements, the student will determine a student’s potential or desired career outcome, and develop objectives based on that. *Completion of this activity requires identifying a student at the Student Teaching site.* | Assignment rubric | **EEX 4932 Developing Individual Education Programs** | Course |
|  |  | Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4842 Practicum 1** | Field |
|  |  | Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4843 Practicum 2** | Field |
|  |  | Adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida and fulfills the expected obligations to students, the public and the education profession. | Students are assessed using the PAR at mid-term and final, and as needed during the semester. The PAR provides an evaluation of the critical professional skills and attributes not generally measured by classroom observations of lessons and other instructional activities. These skills include judgment, tact, reliability, dependability, collegiality, professional development, ethical behavior, and independence. | Professional Attribute Rating Scale | **EEX 4946 Student Teaching** | Final Clinical Internship |