

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT EXCEPTIONAL STUDENT EDUCATION	COLLEGE EDUCATION
COURSE PREFIX AND NUMBER EEX 5841	CURRENT COURSE TITLE GRADUATE TEACHING PRACTICUM IN ESE
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) SPRING 2018	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: OBSERVATION AND PARTICIPATION  CHANGE PREFIX FROM:                      TO:  CHANGE COURSE NO. FROM:                TO:  CHANGE CREDITS <sup>2</sup> FROM:                    TO:  CHANGE GRADING FROM:                  TO:  CHANGE DESCRIPTION TO: Observation and Participation is designed to give graduate students the opportunity to learn how schools and classes provide services to students with disabilities. <b>This course requires a minimum 30 hours in a field placement.</b>	CHANGE PREREQUISITES/MINIMUM GRADES TO*:  CHANGE COREQUISITES TO*:  CHANGE REGISTRATION CONTROLS TO: GRADING IS S/U  *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Faculty contact, email and complete phone number: Michael Brady, Ph.D. <a href="mailto:mbrady@fau.edu">mbrady@fau.edu</a> 561-297-3281	<b>Attach syllabus for ANY changes to current course information.</b>
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here: EEX 6247 (co-requisite)	Please consult and list departments that might be affected by the change(s) and attach comments. <sup>3</sup> All Departments in the College of Ed were consulted and comments are attached.

<b>Approved by:</b> Department Chair: <u>Michael Brady</u> College Curriculum Chair: <u>Pa R P</u> College Dean: <u>Walter Puster</u> UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	<b>Date:</b> <u>11/16/17</u> <u>11/22/17</u> <u>11/27/17</u> _____ _____ _____	<ol style="list-style-type: none"> <li>1. Syllabus must be attached; see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a></li> <li>2. Review Provost Memorandum: <b>Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a></li> <li>3. Consent from affected departments (attach if applicable)</li> </ol>
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**GRADUATE COLLEGE**

Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) one week before the University Graduate Programs Committee meeting.

FAUchange—Revised July 2015

**NOV 28 2017**



Received

Dr. Brady,

There are no direct conflicts for the Department of Teaching and Learning.

Good luck!

Barbara

Barbara R. Ridener, Ph.D.  
Chair and Associate Professor  
Department of Teaching and Learning  
Florida Atlantic University

\*\*\*\*\*

No conflict from CCEI.  
Thanks,  
Dilys



Dilys Schoorman, Ph.D.  
Professor and Chair  
Department of Curriculum, Culture and  
Educational Inquiry  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431-0991  
Tel: 561 297-3965  
Fax: 561 297 2925

<http://www.coe.fau.edu/faculty/dschoorm/>

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<http://www.coe.fau.edu/academicdepartments/ccei/>

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI?ref+ts&fref+ts>

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From Michael Whitehurst: Exercise Science & Health Promotion

Mike,  
No conflict with ESHP.  
Mike

\*\*\*\*\*

Dear Dr. Brady,

**GRADUATE COLLEGE**

**NOV 28 2017**



**Received**

Thank you for giving me an opportunity to review your new course and course change. The courses do not duplicate anything taught in the Communication Sciences and Disorders graduate program.

Good luck and success going forward.

With kind regards,  
Deena Louise Wener

Deena Louise Wener, Ph.D., CCC-SLP  
Associate Professor & Chair  
Department of Communication Sciences and Disorders  
College of Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431-0991

561-297-2259  
[wener@fau.edu](mailto:wener@fau.edu)

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From Paul Peluso: Counselor Education:

No conflicts with Counselor Ed.

Paul

Sent from my iPhone

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Chairs – The ESE Department has designed our graduate instructional methods course in ESE for students in our master’s degree program. I’m attaching some information for your review The revision includes:

- 1. Revision of our practicum (course title) EEX 5841
- 2. Revision of our methods courses (course title and tasks) EEX 6247
- 3. New course (2d methods course) EEX 6767: Instructional Design in Special Education
- 4. New course (2d practicum) EEX 6849 Graduate Teaching Practicum

I’m attaching the syllabi for the two new courses, and the Change Forms for the existing courses. If you agree that the changes and the new courses do not conflict with the courses or programs in your departments, will you please send me a note to that affect at your earliest opportunity?

Thank you!  
MB

Michael P. Brady, PhD

Professor & Chair  
Department of Exceptional Student Education  
Florida Atlantic University  
777 Glades Road  
Boca Raton, FL 33431  
(561) 297-3281  
[mbrady@fau.edu](mailto:mbrady@fau.edu)



Department of Exceptional Student Education  
 College of Education  
 Florida Atlantic University

**Instructor:**  
**Phone:**  
**Office Hours:**

**Office:**  
**E-mail:**  
**Class Day/Time:**

**COURSE NUMBER: EEX 5841**

**1 CREDIT**

**Course Title: Observation and Participation**

**CATALOG DESCRIPTION:**

Observation and Participation is designed to give graduate students the opportunity to learn how schools and classes provide services to students with disabilities.

**This course requires a minimum 30 hours in a field placement.**

**Grading S/U**

**PREREQUISITE or COREQUISITE:**

Prerequisite: none

Co-requisite: EEX 6247

**INSTRUCTOR'S DESCRIPTION OF THE COURSE:**

This class is the first supervised classroom experience that you will have in your master's program at FAU. In this course you will work with your Cooperating Teacher and University Supervisor to learn as much as you can about the classroom environment and the way special education works within a school. For some grad students this will be a first time look behind the scenes of a school. For others it will be a second look or an in-depth investigation of the possibilities that exist in education for students with disabilities. In all cases, master's students will learn how the assessment that are given, the data that is collected and the observations that are made come together to provide the educational interventions that are needed for students with disabilities to succeed and progress.

**COURSE CONNECTION TO CONCEPTUAL FRAMEWORK:**

As a reflective decision-maker the student will make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional by planning and presenting lessons in classrooms that serve ESE students; receiving constructive feedback and modifying their practice and working collaboratively with a clinical educator and university supervisor.

**GRADUATE COLLEGE**

**NOV 28 2017**



**Received**

**MATERIALS:****REQUIRED TEXTS:**

Department of Exceptional Student Education Graduate Practicum Handbook

**TECHNOLOGY:**

**E-mail:** Your FAU e-mail address will be used

**Computer:** Canvas. This course maybe web assisted through the FAU Canvas site. Handbook, forms calendars and some handouts may be available on the website.

Go to the website:

<https://sso.fau.edu/idp/profile/SAML2/Redirect/SSO;jsessionid=87D8F9B2A55F3D44F7A24C7FA1558C03?execution=e1s1>

**GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:**

- CEC International Standards for Preparation and Certification of Special Education Teachers (CEC)
  - State of Florida Certification Standards for Exceptional Student Education (ESE)
  - Florida Educator Accomplished Practices (EAP)
  - Florida Subject Area Competencies ESOL (ESOL)
- (The applicable standards for this course are presented in Appendix A of this syllabus.)

**COURSE OBJECTIVES:**

By the end of the course, students are expected to demonstrate beginning level proficiency in the following areas:

- 1) Formulate, implement, and evaluate instructional plans for students at-risk for and with identified disabilities, including plans for students with limited English proficiency. (CEC cc4S3, cc7S7, cc7S10, cc7S11, cc7S13, cc8S6, cc8S8) (ESE 1.3, 3.1) (ESOL D3:S3.3.b, D3:S3.3.i)
- 2) Demonstrate knowledge and skills in the use of specific culturally appropriate behavioral and classroom management methods appropriate to students at-risk for and with identified disabilities. (CEC cc5S1, cc5S4, cc5S5, cc5S10, cc5S11, cc5S12, gc5S6) (ESE 4.3) (EAP a.2.b) (ESOL D1:S1.1.a)
- 3) Demonstrate direct instruction skills in the presentation of content as appropriate for students at-risk for or with identified disabilities, including culturally and linguistically diverse students. (CEC cc7S12, cc9S9, gc4S1, gc4S6, gc7S2 ) (ESE 3.2,3.4) (EAP a.3.g) (ESOL D3:S3.2.k)
- 4) Work collaboratively with other school professionals, parents, and/or family members to facilitate student progress. (CEC cc7S3, cc9S8, cc10S1, cc10S9, cc10S10) (ESE 3.6) (EAP b.1.c) (ESOL D3:S.2.h)
- 5) Employ effective problem-solving techniques in program implementation for students with disabilities, culturally diverse students, including those with limited English proficiency. (CEC cc9s11, cc10S9, cc10S10, gc5S5) (EAP a.2.a) (ESOL 21)



## **COURSE CONTENT:**

Observation skills  
 Student assessment and ongoing evaluation  
 Research based teaching practices  
 Collaborative problem solving and effective communication skills  
 Time management skills  
 Organization skills

## **COURSE REQUIREMENTS:**

The major activity in this class is to understand the way a special education teacher makes decisions about providing services to students with disabilities. To do this several important steps are required.

1. After you are placed in your practicum site, you are to schedule a meeting with you, your University Supervisor, and Cooperating Teacher to discuss the goal of this Practicum and set up the conference schedule (Step #2). Specifically, the goal of this Practicum is to understand the link between assessment data and instruction. Everything that you will do this semester will help you better understand how to read students files, observe student behavior, use assessment data to initiate instruction, and measure student progress.

2. Once your Practicum team talks about the goal, the next step is to set up a conference schedule. You and your University Supervisor (US) should meet at your practicum site to confer on your progress in completing the Practicum activities **every 2-3 weeks**. You and your Cooperating Teacher (CT) should **meet weekly** to make sure that you are looking at the right information, considering all the data available, and drawing the correct conclusions.

**Turn in a copy of the schedule that you, your CT, and US set up to the Department Field Placement Coordinator by the 3<sup>rd</sup> week after placement.**

3. With the schedule in hand, you can begin the Practicum activities by working with your CT to review the IEPs for the students in the class where you will be working. Review ALL the student IEPs first. Make notes on their Present Levels of Academic Achievement and Functional Performance (PLAAFP) in all areas on the IEP. Note assessment data, annual goals, short term goals/benchmarks and Access Points. Once you have reviewed all the IEPs, construct a class IEP chart. The purpose of this is to plan for instruction. At your first meeting with your US and should be prepared to talk about how you would group students for instruction based on the IEP chart and information you collected.

4. Working with your CT and US, identify one student from your class to work with for the remainder of the semester. Your CT will be very helpful in selecting the best student on whom you should focus. They will know attendance patterns, needs, and concerns of the parents and school. Your CT will also know the process to follow for obtaining consent to work with this student if necessary. Once you have your student

identified, develop a plan for observations in multiple settings. Consider multiple environments, varied times of day, varied lengths of time, etc. Include in your observation plan ways to collect permanent products, such as in-class work, especially those that are indicative of progress toward meeting IEP goals. Consider products in both general and special education settings. Share your plan with your CT and US (via email) as soon as you have it completed.

5. By the time your US is scheduled to visit you for their second conference (6th week) you should be ready to share observation data with them. In this meeting you now have assessment data, observational data, and anecdotal notes. Your task at this conference is to bring together all the data that you have collected and present a clear statement of the student's present level of functioning. You may find that there are gaps that exist in the data. This is not necessarily a bad thing. If there are missing data points, then suggest how you will close the “instructional needs gaps”. You should work with your CT to combine the assessment data and develop the assessment plan. They have an in-depth understanding of the appropriate assessments that are available for this purpose.

6. Working with your CT, develop a “New IEP” for your focus student for the upcoming year. Revise the PLAAFP, annual goals, and benchmarks/short term objectives based on the new assessment data that you have collected. Work with your CT to incorporate it into the district forms, if possible. When you confer with your US, walk your US through the IEP, explain how each part relates to the student's assessment profile.

7. Using the Annual goals from your new IEP, and the curriculum that would be used to help the students meet these goals, develop progress monitoring tools for each annual goal and benchmark/short term goal. Again, work with your CT as you develop these monitoring tools and share them with your US at the last conference of the semester.

The numbers:

**University Supervisor** needs to **meet** with the Practicum student to complete # 1, 3, 5, 6, & 7. The meetings are NOT observations, rather they are conferences and may take 20 or 30 minutes. The meetings should take place at the practicum site.

The **Cooperating Teacher** should be available each time the Practicum student comes to the classroom for mentoring and observation, but should establish some time each week specifically for discussion related to the course activities. This practicum requires time (20 or 30 minutes) each week for **discussion** between the Practicum student and the CT.

**Placement** in the class requires 3-4 hours per week. Practicum students will be working on the Practicum activities described above, but they will also engage in classroom activities such as working individually with students, working with small groups, preparing materials, helping the teacher as needed. Practicum students are not ready at



this time to take over the class as the teacher, but can help if needed and given specific directions.

### **TEACHING METHODOLOGIES:**

The methods used in this Practicum course include mentoring, observation, conferencing, problem solving, and critical thinking. Practicum students will be encouraged to develop essential teaching skills that will help them with students from varied ethnic and cultural backgrounds.

### **ASSESSMENT PROCEDURES:**

This checklist will help you keep track of your progress. The Boxes with Completed marked in it are tasked that need attention before moving on. The S/U items need evaluative feedback from your CT or US before moving on. They will provide the grade and feedback then you can move to the next activity or redo the current activity.

Cooperating Teacher		University Supervisor	
Completion/Grade	Activity	Completion/Grade	Activity
Completed?	1) Meeting with CT and US to discuss goals of Practicum.	Completed?	1) Meeting with CT and US to discuss goals of Practicum.
Completed?	2) Set up observation schedule in classroom with CT.	Completed?	2) Set up conference schedule with US.
Provide a copy of the student schedule to the Department Field Placement Coordinator (3 <sup>rd</sup> wk placement)			
S/U	3) Review IEPs for all ESE students in your class; construct and IEP chart; consult with CT regarding information collected.	S/U	3) Meet with US and discuss rationale for instructional grouping in your class.
S/U	4) Work with CT & US to identify focus student for semester project develop observation plan and share with CT & US.	S/U	4) Work with CT & US to identify focus student for semester project; develop observation plan and share with CT & US.
S/U	5) Review observational data outcomes with CT; combine it with assessment data to make sure it corroborates previous data.	S/U	5) Share summary of all data collected with US; identify gaps; present an assessment plan to close the gaps.
S/U	6) Develop a revised IEP based on new assessment data; work with CT to learn District IEP.	S/U	6) Develop a revised IEP based on new assessment data; share with US.

S/U	7) Develop progress monitoring tools for each annual goal/benchmark; work with CT.	S/U	7) Develop progress monitoring tools for each annual goal/benchmark; share with US.
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### **GRADING (ESE GRADING SCALE):**

In order for a student to receive an “S” grade in this course, students must:

- complete a minimum of 30 hours in the classroom
- complete all activities “S” grades

### **POLICIES AND PROCEDURES**

To avoid learner confusion or disappointment, the following are assumptions and expectations for this course:

#### **UNIVERSITY ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student’s responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

#### **Graduate Practicum Attendance Policy**

If a practicum student must be absent, s/he must follow the procedures described below:

1. The student will inform the cooperating teacher and university supervisor of the absence as far ahead of time as possible.
2. The student will make sure that the cooperating teacher has all the materials necessary to fulfill his/her teaching responsibilities in his/her absence.
3. An absence from the practicum, regardless of the reason, does not absolve the student from fulfilling all responsibilities, including meeting the minimum of 9 hours per week requirement.
4. The student must make up any time missed each week either the week before the absence or the following week.

The practicum is intended to be an *intensive* school-based learning experience. There are many requirements and many new demands placed on the practicum student.

Learning for the student takes place through observation, practice, trial and error, and collaboration. It is critical that all parties, the student, cooperating teacher, and university supervisor, work together to maximize the practicum experience. If conflicts arise during practicum, any member of the team may initiate a problem solving meeting to correct a specific issue.

#### **POLICIES:**

1. The course carries one (1) credit. Students are expected to complete course requirements sufficient to earn one (1) credit during the time-span of the course.
2. Students are encouraged to talk with the instructor if there are concerns or problems relating to the course
3. A minimum grade of S is required in order to continue in the ESE Master's program.
4. All **written assignments** must follow the directions on the assignment for presentation.

#### **STUDENTS WITH DISABILITIES:**

In compliance with the Americans with Disabilities Act (ADA) and FAU policy, students with disabilities who require special accommodations to properly execute course work must register with FAU Student Accessibility Services (SAS) and provide the instructor of this course with a letter from SAS indicates the reasonable accommodations that would be appropriate for this course. SAS offices are located on Boca, Davie and Jupiter campuses. The phone number for the Boca campus SAS Office is: 561-297-3880. Information regarding SAS services and locations can be found at: <http://www.fau.edu/sas/>

#### **CODE OF INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [https://www.fau.edu/ctl/4.001\\_Code\\_of\\_Academic\\_Integrity.pdf](https://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf)

#### **BIBLIOGRAPHY**

(A partial list of resources used in the development of this course.)

Burden, P. R. (2009). *Classroom management: Creating a successful k-12 learning community (4<sup>th</sup> Ed.)*. Hoboken, NJ: John Wiley & Sons, Inc.

Miller, S.P. (2009). *Validated practices for teaching students with diverse needs and abilities (2<sup>nd</sup> Ed.)* Upper Saddle River, NJ: Pearson.

Rosenberg, M.S., O'Shea, L., & O'Shea, D.J. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4<sup>th</sup> Ed.). Upper Saddle River, NJ: Pearson, Allyn & Bacon.

Roe, B.D., Ross, E.P., & Smith, S.H. (2009). *Student teaching and field experiences handbook* (7<sup>th</sup> Ed.) Upper Saddle River, NJ: Merrill.

Vaughn, S., & Bos, C. S. (2015). *Strategies for teaching students with learning and behavior problems* (9<sup>th</sup> Ed.) Boston, MA: Pearson.

## APPENDIX A

### GUIDELINES USED IN THE DEVELOP OF THIS COURSE.

The instructor has included the guidelines of knowledge and skills related to the goal and objectives of this course for beginning special education teachers. The intent is to help the student understand the direction of the course and the relevancy of the material to be learned.

### COUNCIL FOR EXCEPTIONAL CHILDREN (CEC)

*What every special educator must know: Ethics, standards and guidelines for special educators* (6<sup>th</sup> ed.) 2009. Reston, VA: CEC Publications.

#### 4. *Instructional Strategies*

- cc4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs
- gc4S1 Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs
- gc4S6 Modify pace of instruction and provide organizational cues

#### 5. *Learning Environments and Social Interactions*

- cc5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are valued
- cc5S4 Design learning environments that encourage active participation in individual and group activities
- cc5S5 Modify the learning environment to manage behaviors
- cc5S10 Use effective and varied behavior management strategies
- cc5S11 Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs
- cc5S12 Design and manage daily routines
- gc5S5 Use skills in problem-solving and conflict resolution
- gc5S6 Establish a consistent classroom routine for individuals with exceptional learning needs

### **7. *Instructional Planning***

- cc7S3 Involve the individual and family in setting instructional goals and monitoring progress
- cc7S7 Integrate affective, social, and life skills with academic curricula
- cc7S10 Prepare lesson plans
- cc7S11 Prepare and organize materials to implement daily lesson plans
- cc7S12 Uses instructional time effectively.
- cc7S13 Make responsive adjustments to instruction based on continual observations.
- gc7S2 Select and use specialized instructional strategies appropriate to the abilities and needs of the individual

### **8. *Assessment***

- cc8S6 Use assessment information in making eligibility, program, and placement decisions for individuals with exceptional learning needs, including those from culturally and/or linguistically diverse backgrounds
- cc8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs

### **9. *Professional and Ethical Practice***

- cc9S8 Use verbal, nonverbal, and written language effectively
- cc9S9 Conduct self-evaluation of instruction
- cc9S11 Reflect on one's practice to improve instruction and guide professional growth

### **10. *Collaboration***

- cc10S1 Maintain confidential communication about individuals with exceptional learning needs
- cc10S9 Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings
- cc10S10 Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds

## ***STATE OF FLORIDA CERTIFICATION STANDARDS FOR EXCEPTIONAL STUDENT EDUCATION (ESE)***

- 1.3 Identify required components of Individual Educational Plans, Family Support Plans, & Individual Transition Plans.
- 3.1.1 Analyze assessment information to identify a student's environmental needs & instructional levels, to select appropriate specialized techniques & learning strategies, & to determine IEP content.
- 3.2 Select instructional practices that reflect individual learning needs & incorporate a wide range of learning strategies & specialized materials to create an appropriate instructional environment for students with disabilities.
- 3.4 Select relevant general education & special skills curricula appropriate for a given student's age, instructional needs, & functional performance across settings.

- 3.6 Identify effective methods of communication, consultation, & collaboration with students, families, parents, guardians, administrators, general education teachers, paraprofessionals, & other professionals as equal members of education teams.
- 3.7 Analyze individual & group data to select & evaluate proactive interventions that foster appropriate behavior.

***FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (EAP) 2010***

- a.2.a. Quality of Instruction: Learning Environment: Organizes, allocates, and manages the resources of time, space, and attention
- a.2.b. Quality of Instruction: Learning Environment: Manages individual and class behaviors through a well-planned management system
- a.3.g. Quality of Instruction: Instructional Delivery and Facilitation: Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding
- b.1.c. Continuous Improvement, Responsibility, and Ethics: Professional Improvement: Collaborates with the home, school, and larger communities to foster communication and to support student learning and continuous improvement
- b.1.e. Continuous Improvement, Responsibility, and Ethics: Professional Improvement: Implements knowledge and skills learned in professional development in the teaching and learning process.
- b.2. Continuous Improvement, Responsibility, and Ethics: Professional Responsibility and Ethics: Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public, and the education profession

***FLORIDA STANDARDS FOR ESOL ENDORSEMENT 2010***

- D1:S1.1. a. Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
- D3:S3.2. h. Collaborate with stakeholders to advocate for ELLs' equitable access to academic instruction (through traditional resources and instructional technology).
- D3:S3.2.i. Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels.



D3:S3.2. k. Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels.

D3:S3.3.b. Use a variety of materials and other resources, including L1 resources, for ELLs to develop language and content-area skills.