



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

The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge. (Florida Board of Education, Educator Accomplished Practice 8)

Students demonstrate content/declarative knowledge and skills in EEC 4316, Blended Early Childhood methods: Birth-5. Prior knowledge from program courses and field experiences is synthesized and demonstrated in assignments 1 and 2, entitled "Activities, strategies and on-going assessment plan for a child without a disability" and "Activities, strategies and an ongoing assessment plan for a child with a disability". In each assignment students are required to conduct observational data, interview parents, and interview teachers. Students gather and analyze data on a child and formulate "Daily Activity plans" and an IFSP or IE. Students therefore clearly demonstrate knowledge of child development, assessment, and curriculum, and the application of this knowledge in real world integrated settings.

Assignment 3 from EEC 4316, entitled "Implementation of Activity plans," further documents students' abilities to actually implement activity plans, with feedback from the instructor and the cooperating teacher. It is evident that students effectively apply curriculum theories and principles learned in this program, indicating competence in teaching young children with a range of abilities and developmental differences.

KNOWLEDGE (Procedural Knowledge): Students will plan activities with identified performance and learning outcomes. (FAU Indicator 10.1)

The preprofessional teacher recognizes the importance of setting high expectations for all students and works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources including feedback, interprets the information, and modifies her/his plans appropriately. Planned instruction will incorporate a creative environment and utilize varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences. (Florida Board of Education, Educator Accomplished Practice 10)

Content/procedural knowledge is evident when students complete the assignment, "Program Design," in EEC 3268, Designing and Implementing a Blended Curriculum: Birth to Age eight. After a comprehensive review and critical analysis of early childhood/ early childhood special education curriculum models, students design a detailed early childhood program to serve young children. Students plan specific curriculum program elements, including multiple resources and instructional strategies. Reflective practice and continuous refinement of outcome assessment and learning experiences are provided through analysis and feedback from the instructor and student colleagues. Students demonstrate the ability to modify and improve identified performance and learning outcomes for children.

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

The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom. (Florida Board of Education, Educator Accomplished Practice 2)

In EEX 3226, assessment of all young children, students demonstrate effective verbal and written communication skills in the assignment, "Test Administration and Interpretation Project." The completed test protocols, written analysis of student performance, identification of annual instructional goals for the child, and rationale linking assessment data with goals, demonstrate students' skills in technical, analytical and sequential professional writing. Communication of test results with parents, demonstrates oral communication skills.

COMMUNICATION (Oral Communication): Student will communicate high expectations in a positive and supportive manner. (FAU Indicator 2.1).

The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom. (Florida Board of Education, Educator Accomplished Practice 2)

In EEX 3611, Positive Behavioral Supports in Inclusive Early Childhood Settings, students demonstrate effective oral communication skills in the assignment, "Classroom Management Plan." Students are required to develop a classroom management plan and describe how the plan will be shared with children in the classroom and their parents. Several methods are expected, including formal lessons, games, role plays, and simulations, constituting a range of oral communication strategies.

CRITICAL THINKING (Analytical Skills, Practical Skills): Students will interpret data from various informal and standardized assessment procedures. (FAU Indicator 1.2)

The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate strategies. Furthermore, the teacher can identify and match the student's instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs (Florida Board of Education, Educator Accomplished Practice 1).

Critical thinking, analytical and practical skills are demonstrated in EEC 4316, Blended Early Childhood Methods: Birth-5, in the assignment, "Activates, strategies, and on-going assessment plan for a child with a disability." Based on observations, family interviews, teacher reports, and available assessment data,

students will write an Individual Education Plan (IEP) or an Individual Family Service Plan (IFSP) for a child with a disability. Representing performance goals and objectives, and identifiable timelines, the IEP/IFSP written by students, illustrates significant analytical thinking and practical applications.

NOTE:

All critical assignments are assessed by a rubric (Meets Expectations, Does Not Meet Expectations, and Exceeds Expectations). All assignments are submitted as partial fulfillment of requirements for program courses. A letter grade is given for the student's performance in each course and a cumulative grade point average (GPA) is calculated to determine student academic performance in the degree program.