**DEPARTMENT NAME:** Teaching and Learning  
**COLLEGE OF:** Education

### RECOMMENDED COURSE IDENTIFICATION:

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>EDG</th>
<th>COURSE NUMBER</th>
<th>6345</th>
<th>LAB CODE (L or C)</th>
</tr>
</thead>
</table>

*(To obtain a course number, contact erudolph@fau.edu)*

### COMPLETE COURSE TITLE

**INSTRUCTIONAL STRATEGIES AND ASSESSMENT PRACTICES**

*Complete course title*  
A professional initial certification course using research-based strategies to focus on organization and development of instruction, effective lesson planning, instructional strategies to meet the needs of diverse learners through differentiated instruction, and assessment techniques with emphasis on data driven decision-making. FEAPS are emphasized.

### CREDITS: 3

**TEXTBOOK INFORMATION:**

  Pearson Custom Publishing.

**GRADING** *(select only one grading option)*

- REGULAR  
- PASS/FAIL  
- SATISFACTORY/UNSATISFACTORY

### COURSE DESCRIPTION, NO MORE THAN 3 LINES:

A professional initial certification course using research-based strategies to focus on organization and development of instruction, effective lesson planning, instructional strategies to meet the needs of diverse learners through differentiated instruction, and assessment techniques with emphasis on data driven decision-making. FEAPS are emphasized.

### PREREQUISITES W/MINIMUM GRADE:

**NONE**

### COREQUISITES:

**NONE**

### OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):

**NONE**

### PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

*Default minimum grade is D-.*

### MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

**TERMINAL DEGREE IN EDUCATION**

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each. All Departments in the College of Ed were contacted and comments attached.

__Lorraine Cross, lcross@fau.edu, 561-297-2491__________________________

Faculty Contact, Email, Complete Phone Number

### SIGNATURES

**Approved by:**

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>College Curriculum Chair:</th>
<th>College Dean:</th>
<th>UGPC Chair:</th>
<th>Dean of the Graduate College:</th>
</tr>
</thead>
</table>

**Date:**

**SUPPORTING MATERIALS**

**Syllabus**—must include all details as shown in the UGPC Guidelines.

**Written Consent**—required from all departments affected.

Go to: [http://graduate.fau.edu/gpc/](http://graduate.fau.edu/gpc/) to download this form and guidelines to fill out the form.

Email this form and syllabus to sfulks@fau.edu and eqiri@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

FACnewcourseGrad—Revised May 2008
FLORIDA ATLANTIC UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER EDUCATION

INSTRUCTOR:
Phone:
Email:
Office Location/Hours:

MEETING PLACE:
Campus:
Room:
Time:

Course Number
EDG 6345

Course Title
Instructional Strategies & Assessment Practices

Description
A professional initial certification course using research-based strategies to focus on organization and development of instruction, effective lesson planning, instructional strategies to meet the needs of diverse learners through differentiated instruction, and assessment techniques with emphasis on data driven decision-making. FEAPs are emphasized.

Course Connections to Conceptual Framework
Students will demonstrate evidence of conceptualization of the requirements of an accomplished educator by exhibiting ethical behavior, interacting with fellow students in the classroom setting, completing the required assignments, developing lesson plans that demonstrate understanding of the Code of Ethics and the Principals of Professional Conduct of the Education Profession in Florida and collegial sharing of information acquired outside of the classroom.

Required Text

MATERIALS NEEDED:
1. One 3" three-ring binder with dividers for your textbook, Setting the Stage for Effective Teaching Practices text and class notes.
SUGGESTED RESOURCES:
Classroom Management and Lesson Plan site:
www.teachers.net
www.disciplinehelp.com
http://atozteacherstuff.com/tips/
www.teachtimesavers.com
www.teachernet.com
www.tech-nology.com
Florida State Sunshine Standards: http://www.fldoe.org/BII/Curriculum/SSS/
http://www.adprima.com/wlo5.htm
Rubric Development
http://rubrics4teachers.com
www.rubistar.4teachers.org

AUDIO/VISUAL TECHNOLOGY:
Computer: Blackboard Distance Learning (bb.fau.edu) Do not type www. Follow links for directions for login.
http://www.english.uiuc.edu/cws/wwworkshop/bibliography/apa/apamenu.htm
http://www.apastyle.org/fifthchanges.html
Computer: E-mail
Computer: Power Point Presentations
Computer: Word processing
Overhead projector, Computer Projector, VCR

VIDEOS:
1. Association for Supervision & Curriculum Development (ASCD) Video Series
2. Video tapes from the Urban Teacher Series
3. Harry Wong – First Days of School Series
4. Variety of other video tapes showing examples of teacher practices

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES:
Florida Educator Accomplished Practices = EAP
Florida Atlantic University EAP Behavioral Indicators=FAU-EAP
Florida Performance Standards for Teachers of ESOL = (ESOL)

COURSE OBJECTIVES:
1. Identify the current body of research that supports effective teaching competencies.
   (EAP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; FAU-EAP 3.2, 6.2; ESOL 1.0, 5.4, 6.2, 6.10)

2. Identify and demonstrate the appropriate use of instructional materials, assessment strategies,
   resources and technology. (EAP 4, 5, 8, 10, 12; FAU-EAP 4.1, 5.1, 7.1, 12.1, 12.2; ESOL 8.2,
   8.3, 8.4, 8.5, 15.2, 17.5)

3. Recognize and exhibit instructional and assessment skills in the areas of presentation of
   subject matter and evaluation of students. (EAP 1, 3, 4, 7, 8; FAU-EAP 1.1, 2.1, 4.1, 4.2, 8.1,
   8.2; ESOL 5.4, 6.2, 6.10, 12.5,13.3, 20.3)
4. Demonstrate how to meet the instructional needs of students, including providing for different learning styles/levels, the LEP learner and ESE learners and the needs of the low socioeconomic status student. (EAP 1, 2, 3, 5, 7, 9; FAU-EAP 5.1, 7.1, 7.2; ESOL 4.1, 4.2, 5.4, 13.3)

5. Develop a lesson plan that aligns specific lesson objectives with Sunshine State Standards, FCAT benchmarks, classroom activities and assessment. (EAP 4, 7, 8, 9, 10; FAU-EAP 1.1, 2.2, 4.1, 4.2, 8.1, 8.2, 10.1, 10.2, 12.1, 12.2; ESOL 10, 14, 16)

6. Demonstrate how to analysis and chart data using a pretest and post-test to determine students' mastery of learning, modifying instruction as needed. (EAP 1, 10, 12; FAU-EAP 10.1)

7. Acquire skills related to cooperative learning through classroom instruction and specific experiential activities. (EAP 1, 2, 3, 5, 7, 9; FAU-EAP 9.1, 9.2, 11.1; ESOL 1.0, 5.4, 13.3)

8. Recognize and reflect on effective teaching practices and instructional strategies in simulations and a classroom setting. (EAP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; FAU-EAP 3.1, 3.2, 11.2; ESOL 3.2, 4.1, 4.2, 18.3)

9. Connect indicators from the Educator Accomplished Practices and Conceptual Framework to course assignments and classroom activities. (EAP 2.3, 6.11; FAU-EAP 3.2, 6.1, 6.2, 11.2; ESOL 3.1)

STUDENTS WITH DISABILITIES:
In Compliance with The Americans with Disabilities Act (A.D.A.) - Students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca - SU 133 (561-297-3880), in Davie - MOD I (954-236-1222), or in Jupiter SR 117 (561-799-8585) and follow all OSD procedures.” Reasonable accommodations will be made for students with disabilities. The purpose of the Office for Students with Disabilities “is to provide reasonable accommodations to students with disabilities.”

COURSE REQUIREMENTS
1. **Attendance and Active Participation = 20%**
   - Class participation includes regular attendance/punctuality, active participation in classroom activities and discussion.
   - Expectations are that students will attend ALL class sessions and participate in large and small group activities.
   - University policy states: “Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor.” There will be a 2 point deduction for each tardy or for leaving class early; 4 points will be deducted for absences.
   - Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional and ethical conduct in class.
   - Reasonable accommodations are made for religious observances. (C-F: The student gains information and experience to develop their knowledge and skills to become a capable, ethical, reflective decision-maker.) (EAP: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12; FAU-EAP 3.2)
2. **ESOL Strategies Abstract & Plan =10%**
You will select one article from a current professional education journal or publication that is related to ESOL Strategies and has been published in the last three years. Using the research, create an implementation plan that focuses on using the strategies in the classroom. Your plan must include a summary of the ESOL strategies highlighted in the article and a description of how you will implement the strategies in your classroom. Cite your article using APA citation format. Include in your action plan a reflection connecting the Conceptual Framework and at least three EAP indicators. Attach a copy of the article to the assignment. (C-F: As a reflective decision-maker the student makes an appropriate selection of an article and uses reflection in making connections to personal experiences, other course content, and experiences in the field.) (EAP: 3, 5, 7; FAU-EAP 3.2, 5.1, 7.1, 9.2; ESOL 4.1, 4.2, 5.4, 7.4, 13.3)

3. **Critical Thinking Strategies and Materials File = 10%**
Develop a collection of at least six strategies and/or materials that would help promote critical/creative thinking and problem solving in your classroom.
- Two of the strategies and/or activities need to be developed from theory of how people learn (i.e. Multiple Intelligence, Right Brain/Left Brain; Brain theory).
- Two strategies using technological resources such as videotapes and disks, audio-visual technology, computers.
- Two strategies associated with instructional strategies such as cooperative learning, discovery learning, interdisciplinary study, etc. One strategy should be the use of graphic organizers that you will share with the class.

**For each strategy include:**
- Define and discuss the strategy and/or materials.
- Explain activity utilizing the strategy
- Explain how you will use the strategy/materials in your classroom incorporated into activities that promote critical thinking for all students.
- Connection of strategy/materials to the Conceptual Framework and indicators in EAP 4. (C-F: The student gains information and skills to become an informed, reflective decision-maker in planning activities that encourage critical thinking by their students.) (EAP: 4; FAU-EAP 4.1; ESOL 8.2, 8.3, 8.4, 8.5, 15.2, 17.5)

4. **Written Lesson Plan = 10%**
You will plan, prepare and write a specific content lesson plan based on the results of the pretest data analysis. (This will be explained further in class) The lesson plan should be for the appropriate grade level curriculum selected and align with the Sunshine State Standards. FAU Lesson Plan format MUST be used. The plan should include a self-reflection that connects to the Conceptual Framework and at least three appropriate EAP indicators. (EAP: 1-12; FAU-EAP 1.1, 2.1, 2.2, 3.1, 4.1, 5.1, 7.1, 8.1, 8.2, 9.1, 10.1, 10.2, 12.2, ESOL 4.2, 5.4, 6.2, 6.10, 12.1, 12.5, 13.3, 15.2, 17.1, 18.1, 20.3)

5. **Assessment Cycle Analysis = 20%**
- Create a subject specific pretest and review pretest data:
- Create one raw data chart and two graphic data displays (class and individual scores) showing the pretest data.
- Using the Assessment Cycle questions provided, write an analysis thoroughly explaining the data in two-ways both individually and class-wide as well as and the impact on instruction/student learning
- Reflect and link the Conceptual Framework and appropriate EAP 1 indicators.
After reviewing the **post-test data:**

- Create one raw data chart and two graphic data displays (*class and individual students*) showing the pretest data.
- Create two graphic data displays (*class and individual scores*) showing the comparison between pretest and post test data.
- Write an analysis thoroughly explaining the comparison between the pre/post test data in two-ways both individually and class-wide as well as the impact of that data on instruction/student learning
- Reflect and link the Conceptual Framework and appropriate EAP 1 indicators.

(C-F: The student is capable of planning effective lessons and making informed instructional decisions based on student assessment and reflective–decision making.) (EAP: 1, 10; FAU-EAP 1.1, 1.2, 2.2, 3.1, 3.2 5.1 6.2, 10.1, 12.1, 12.2, ESOL 4.2, 5.4, 6.2, 6.10, 2.1, 12.5, 13.3, 15.2, 17.1, 18.1, 20.3)

### 6. FCAT Analysis = 10%

After analyzing the FCAT data provided, you will do the following:

- Identify the achievement level in math and reading for each student in the class.
- Identify students who have special needs (ESOL & ESE).
- Identify students' strengths and weaknesses for each of the strands.
- Create a plan to improve the skills for all students.

(C-F: The student is capable of planning effective lessons and making informed instructional decisions based on student assessment and reflective–decision making.) (EAP: 1; FAU-EAP 1; FAU-EAP 1.2, 3.2, 5.1,11.1,12.1; ESOL 5.1, 5.4, 6.1, 6.2, 6.10,12.6, 17.5, 20.3)

### 7. Final Exam = 20%

(C-F: The student gains information and skills to become an informed, reflective decision-maker.) (EAP: 3; FAU-EAP 3.1; ESOL 1.0, 3.2, 4.1)

---

**Course Outline**

<table>
<thead>
<tr>
<th>Session</th>
<th>Weekly Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Focus:</strong> Overview of the Educator Accomplished Practices</td>
</tr>
<tr>
<td></td>
<td>- Introductions/Course Expectations/ Syllabus</td>
</tr>
<tr>
<td></td>
<td>- COE Conceptual Framework and Dispositions</td>
</tr>
<tr>
<td></td>
<td>- What is a Reflective Decision-Maker?</td>
</tr>
<tr>
<td></td>
<td>- Administer EDG 4343 pre-test</td>
</tr>
<tr>
<td></td>
<td>- Linking prior knowledge to EAP’s 1-12</td>
</tr>
<tr>
<td>2</td>
<td><strong>Focus:</strong> What behavior is expected of effective teachers? EAP 6</td>
</tr>
<tr>
<td></td>
<td>- Review Code of Ethics and Principles of Professional Conduct</td>
</tr>
<tr>
<td></td>
<td>- Review case studies of unethical behaviors of teachers</td>
</tr>
<tr>
<td></td>
<td>- Jigsaw Activity: Discuss and assign ethical dilemma case studies</td>
</tr>
<tr>
<td>3</td>
<td><strong>Focus:</strong> How do we set the tone? - Creating a Positive and Safe Learning Environment for all students EAP 2 and 9</td>
</tr>
<tr>
<td></td>
<td>- Establishing a positive classroom conducive to learning where all student can learn and achieve success</td>
</tr>
<tr>
<td></td>
<td>- Identifying the appropriate learning environment to implement specific ESOL/ESE instructional strategies</td>
</tr>
<tr>
<td>4</td>
<td><strong>Focus:</strong> How do we plan? - Planning: EAP 1, 2, 5, 7 ,10 and 12</td>
</tr>
<tr>
<td></td>
<td>- FAU Lesson Plan Format</td>
</tr>
</tbody>
</table>
- Writing S.M.A.R.T. objectives linked to Sunshine State Standards, Goal 3 and Assessment
- Planning objectives & questions (Bloom’s Taxonomy)
- Overview and discussion of diverse learning styles
- Diversity & lesson planning (EAP 5)
- Goal 3: Student Performance

**DUE: ESOL Strategies Abstract & Plan**

<table>
<thead>
<tr>
<th>5</th>
<th>Focus: What do we teach? – Subject Matter Presentation (concept, academic rule, law, law-like lesson and value lesson) EAP 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Teaching a Concept Lesson = Definition/Attributes, (Characteristics), Examples, and Non-examples</td>
</tr>
<tr>
<td></td>
<td>• Alignment of specific objectives, standards activities, procedures, and assessment</td>
</tr>
<tr>
<td></td>
<td>• Review S.M.A.R.T objectives and concepts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>Focus: What do we teach? – Subject Matter Presentation (concept, academic rule, law, law-like lesson and value lesson) EAP 8 and EAP 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Teaching Law-Law-like Principles, Academic Rules and Value Knowledge</td>
</tr>
<tr>
<td></td>
<td>• Overview of high yield instructional strategies (Marzano)</td>
</tr>
<tr>
<td></td>
<td><strong>DUE: Critical Thinking &amp; Strategies Assignment</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>Focus: How do we know what they have learned? - Assessment and Grading EAP 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• How to organize, collect and document student performance</td>
</tr>
<tr>
<td></td>
<td>• Discuss traditional and alternative assessments</td>
</tr>
<tr>
<td></td>
<td>• Analyzing effectiveness of instruction (pre/post tests)</td>
</tr>
<tr>
<td></td>
<td>• Assessment Cycle for Improving Student Achievement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8</th>
<th>Focus: How do rubrics assess student work? Assessment EAP 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Creating a rubric for performance assessment</td>
</tr>
<tr>
<td></td>
<td>• Formative vs. Summative Rubrics (Drowning in Data, Chapter 5)</td>
</tr>
<tr>
<td></td>
<td><strong>DUE: Assessment Cycle Pretest Analysis</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9</th>
<th>Focus: How do we use data to drive instruction? EAP 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• FCAT analysis activity to Improve instruction (Drowning in Data, Chapter 6)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Focus: How do we use Cooperative Learning? EAP 2, 5, 7, 8 and 9</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Difference between small groups &amp; cooperative groups</td>
</tr>
<tr>
<td></td>
<td>• Critical elements of cooperative learning</td>
</tr>
<tr>
<td></td>
<td>• Connection to Goal 3 Standards</td>
</tr>
<tr>
<td></td>
<td>• Improving critical thinking and communication</td>
</tr>
<tr>
<td></td>
<td>• Marzano’s high yield and ESOL strategies</td>
</tr>
<tr>
<td></td>
<td><strong>DUE: FCAT Analysis</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11</th>
<th>Focus: How do we teach? – Delivery of Instruction and Questioning EAP 2 and EAP 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Discuss Bloom’s taxonomy/Questioning/Critical Thinking</td>
</tr>
<tr>
<td></td>
<td>• Organization and development of Instruction</td>
</tr>
<tr>
<td></td>
<td>• Asking/Writing Bloom’s high level questions (Bloom’s activity)</td>
</tr>
<tr>
<td></td>
<td>• Implementing critical thinking strategies into lessons (EAP 4)</td>
</tr>
</tbody>
</table>

<p>| 12 | Focus: How do we reach students? – Effective Communication EAP 2 |</p>
<table>
<thead>
<tr>
<th>13</th>
<th>Focus: How do you use technology effectively? EAP 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Integrating technology into Instruction</td>
</tr>
<tr>
<td></td>
<td>• Technology self-inventory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14</th>
<th>Focus: What is the role of the teacher both inside and outside of the classroom? EAP 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• What every teacher should know (federal laws &amp; state mandates)</td>
</tr>
<tr>
<td></td>
<td>• The role of classroom walk-through for improving Instruction (EAP 3)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>15</th>
<th>Focus: How does being a reflective decision-maker help maintain effective practice? EAP 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Summative Evaluation/EAP Assessment and Professional Development Plans</td>
</tr>
<tr>
<td></td>
<td>• 97 Day Count</td>
</tr>
<tr>
<td></td>
<td>• Review for Final Exam</td>
</tr>
</tbody>
</table>

| 16 | FINAL EXAM |

### Teaching Methodologies

1. Modeling  
2. Research  
3. Simulations  
4. Lecture  
5. Discussion  
6. Cooperative Learning Groups  
7. Internet Communication  
8. Discussion

### Assessment Procedures

1. Attendance & Meaningful Participation  
2. Assignments/Portfolio  
3. Quizzes and Exams

### FAU Grading Scale

<table>
<thead>
<tr>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Does Not Meet Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 4.00</td>
<td>B = 3.00</td>
<td>C- = 1.67</td>
</tr>
<tr>
<td>A- = 3.67</td>
<td>B- = 2.67</td>
<td>D+ = 1.33</td>
</tr>
<tr>
<td>B+ = 3.33</td>
<td>C+ = 2.33</td>
<td>D = 1.00</td>
</tr>
<tr>
<td>C = 2.00</td>
<td></td>
<td>D- = 0.67</td>
</tr>
</tbody>
</table>

### 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.

**Students with Disabilities:**
In Compliance with The Americans with Disabilities Act (A.D.A.), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca – SU 133 (561-297-3880), in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561-799-8585) and follow all OSD procedures. The purpose of this office “is to provide reasonable accommodations to students with disabilities." Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

**Honor Code:**
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 [http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

**Journals**
- Educational Leadership  
- Educational Horizons  
- Effective School Practices  
- Journal of Educational Research  
- Phi Delta Kappan
- TESOL Journal  
- Reading Research Instruction  
- Principal

**Recommended Books**
Internet Sources
DELA (Developing Educational Leaders for Tomorrow’s Achievers):
http://www.deltaschoolleaders.org
District K-12 Reading Plans: http://www.justreadflorida.com/Reading_Plans/
Florida Sunshine Standards: http://www.fldoe.org/BII/Curriculum/SSS/
Just Read Florida: www.justreadflorida.org
Learning Disabilities: http://helpguide.org/mental/learning_disabilities.htm
Rubric Development: http://www.rubricstar.com/
School Districts: School Board of Broward County, FL: http://www.browardschools.com
Palm Beach County School District: http://www.palmbeach.k12.fl.us/

Search Engines
Google http://www.google.com
Yahoo http://www.yahoo.com
HotBot http://www.hotbot.com
Ask Jeeves http://www.ask.com
Lycos http://lycos.com
Mozilla http://www.mozilla.com
Excite http://www.excite.com

Organizations
Association of American Educators
Association for Direct Instruction (ADI)
Association for Supervision and Curriculum Development (ASCD)
Developing Educational Leaders for Tomorrow’s Achievers (DELA)
International Reading Association (IRA)
National Council for Accreditation of Teacher Education (NCATE)
National Education Association (NEA)
Phi Delta Kappan

Bibliography
Allyn & Bacon, Inc.
Company.
American Productivity & Quality Center.
Basic Books.


