

Department of Teaching & Learning

**Course Title:** Yearlong ElementaryStudent Teaching

**Course Number:** EDE 4945

**Credit Hours:** 3-6 semester hours fall semester, 3-6 semester hours spring semester

**Prerequisites:** Permission of instructor. In order to receive permission, students must have a minimum of the following:

* Acceptance into the College of Education at Florida Atlantic University.
* Completed program sheet, with all appropriate signatures, on file in the Department of Teaching and Learning in the College of Education.
* Completion of all other required course work.
* Passing scores on the appropriate sections of the Florida Teacher Certification Examination (FTCE), including the Professional Education (PEd), all Content Area Examinations (SAE) required for degree completion, and the General Knowledge Examination (GK).

**Course Logistics:**

* **Terms:** fall and spring
* **Clinical experience:** Includes instructor observations, regularly scheduled group meetings and individual meetings with university faculty/staff.
* **Class location and time:** Davie, Boca, Jupiter(time not available)

**Instructor:** Director of Clinical Experiences

**Office Address/Office Hours:** To be determined

**Phone Number/Email:** To be determined

**TA contact information:** Not applicable

**Catalog Description:** Course provides a yearlongclinical experience in an approved school setting. Emphasis is on the Florida Educator Accomplished Practices and a state approved assessment system. Available fall/spring semester sequence only, includes significant field work. *Grading: S/U*

**Course Connection to the College of Education (COE) Conceptual Framework:**

Student teachers demonstrate the ability to make informed decisions related to planning and delivering effective and efficient instructional programs for elementary students; exhibit ethical and professional behavior; and provide evidence of being capable professionals by developing work products and competency demonstrations in each of the Florida Educator Accomplished Practices.

**Required Text/Readings:**

Student Teaching Handbook

 [www.livetext.com](http://www.livetext.com)

Florida Educator Accomplished Practices (FEAP)

 <http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

Florida Standards

 <http://www.fldoe.org/academics/standards/florida-standards/educator-resources.stml>

**Special Course Requirements:**

* ***LiveText:*** An active *LiveText* account to track mastery of programs skills, competencies and critical assignments, and to meet program and college accreditation requirements. To receive a passing grade in this course, you must have a *LiveText* account within the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active *LiveText* account may have an academic hold placed on their records. For information regarding account activation, please go to the COE website at: <http://coe.fau.edu/livetext>. For information pertaining to financial assistance, please go to: <http://www.coe.fau.edu/livetext/livetextfinincialassistane.htm>
* ***Computer Requirements:***
* Blackboard Distance Learning at: [blackboard.fau.edu](http://www.blackboard.fau.edu). Do not type www. Follow link for Login.
* FAU E-Mail.
* Word Software: These programs are available on computers in the FAU Computer Labs.
* Owl Apps versions of Word.
* PowerPoint (PPT) if you do not have Microsoft Word for Pc/Mac.
* Overhead Projector, Computer Projector, VCR, CD-ROMs, DVD, Laser Disks.
* A backup option available to minimize the loss of work. It can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
* APA Style websites:
* APA Publication Manual (6th ed.) at: <http://www.apastyle.org/>
* Writers Handbook at: <http://wisc.edu/writing/Handbook/DocAPA.html>

**Supplementary/Recommended Reading:**

Classroom Management and Lesson Plan Sites at: [www.teachers.net](http://www.teachers.net), [www.disciplinehelp.com](http://www.disciplinehelp.com), [www.ztozteacherstuff.com/tips/](http://www.ztozteacherstuff.com/tips/), [www.teachertimesavers.com](http://www.teachertimesavers.com), [www.teachernet.com](http://www.teachernet.com), [www.technology/com](http://www.technology/com)

Florida Standards Assessments (FSA) at: [www.cpalms.org](http://www.cpalms.org).

Kizlik, R. (2004). *How to write learning objectives: A guide to effective practice* at:

<http://adprima.com/wlo5.htm>

Larrivee, B. (2009). *Authentic classroom management: Creating a learning community and building reflective practice (3rd ed.).* New York, NY: Pearson Allyn & Bacon.

Rutherford, P. (2012). *Instruction for all students (2nd ed.).* Alexandria, VA: Just Ask Publications.

**Standards and Guidelines Used for Developing Course Objectives:**

Florida Subject Area Competencies (ESOL)

 <http://www.fldoe.org/core/fileparse.php/7719/urlt/0071749-mnellf.pdf>

Florida Educator Accomplished Practices (FEAP)

 <http://www.fldoe.org/teaching/professional-dev/the-fl-educator-accomplished-practices.stml>

**Course Objectives/Student Learning Outcomes: *Italics* indicate *Critical Assignments***

**1.** Uses *assessment* strategies (traditional and alternative) to assist the continuous development of the learner.

* ESOL: 12.5, 14.5, 19.3, 20.1, 20.2, 21.1, 21.2
* FEAP: A1,A2,A3,A4, B1

**2.** Uses effective *communication* techniques with students and other stakeholders.

* ESOL: 14.5, 18.2, 22.1, 23.3
* FEAP: A1,A2,A3, A4, B1, B2

**3.** Engages in *continuous* professional quality *improvement* for self and school.

* ESOL: 3.1, 4.5, 12.5, 23.3
* FEAP: A1, A2, A3, A4, B1, B2

**4.** Uses appropriate techniques and strategies to promote and enhance *critical*, creative, and evaluative *thinking* capabilities of students.

* ESOL: 5.4, 6.10, 9.4, 9.6, 11.5, 12.5, 14.5, 20.2, 21.2, 24.1
* FEAP: A1, A2, A3, A4, B1

**5.** Uses teaching and learning strategies that reflect the *diversity* of each student’s cultural, learning styles, special needs, and socio-economic background.

* ESOL: 3.1, 4.2, 4.5, 5.4, 6.10, 8.2-8.5, 9.4, 9.5, 9.6, 11.5, 12.4, 12.5, 13.1, 13.3, 14.1, 14.5, 16.2, 16.3, 17.1, 17.5, 18.1, 18.2, 19.3, 20.1, 20.2, 20.3, 21.1, 21.2, 23.2, 23.3, 24.1
* FEAP: A2, A3, A4, B2

**6.** Adheres to Code of *Ethics* and Principles of Professional Conduct of the Education Profession in Florida.

* ESOL: 3.1, 4.5, 14.1, 14.5, 19.3, 20.2, 21.2, 22.1, 23.3
* FEAP: B2

**7.** Uses understanding of *human development and learning* to provide a positive learning environment that supports the intellectual, personal, and social development of all students.

* ESOL: 4.2, 4.5, 9.4, 9.5, 9.6, 11.5, 12.3, 12.4, 12.5, 13.1, 13.3, 14.1, 18.1, 18.2, 20.1, 20.2, 20.3, 21.1, 21.2, 24.1
* FEAP: A1, A2, A3, A4, B1

**8.** Demonstrates *knowledge* and understanding *of the subject matter.*

* ESOL: 4.2, 8.2-8.5, 9.4, 12.4, 12.5, 13.1, 14.1, 16.2, 16.3, 17.1, 17.5, 18.2, 20.1, 20.2, 20.3
* FEAP: A1, A3, A4, B1

**9.** Creates and maintains positive *learning environments* in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

* ESOL: 3.1, 5.4, 6.10, 14.1, 18.2, 24.1
* FEAP: A1, A2, A3, A4, B1

**10.** Engages in *planning*, implementing, and evaluating effective instruction in a variety of learning environments.

* ESOL: 4.2, 5.4, 6.1, 8.2-8.5, 9.4-9.6, 11.5, 12.4, 12.5, 13.3, 14.5, 16.2, 16.3, 17.1, 17.5, 18.1, 19.3, 20.1-20.3, 21.1, 21.2, 24.1
* FEAP: A1, A2, A3, A4

**11.** Implements the *role of the teacher* by working with a variety of education professionals, parents, and other stakeholders to enhance continuous improvement of educational experiences for students.

* ESOL: 4.5, 23.3
* FEAP: B1, B2

**12.** Uses appropriate *technology* in teaching and learning processes.

* ESOL: 6.10, 9.5, 9.6, 11.5, 24.1
* FEAP: A1, A2, A3, A4, B1

**Content Topical Outline:** This is a general guide subject to modifications by the clinical team based on student progress. Students must attend the Student Teaching Orientation and, prior to the start of the student teaching semester, read the Student Teaching Handbook.

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| --- | --- |
| **Weeks** | **Topics** |
| **#1** | **Topic:** **0% Teaching Responsibility*** Read the Code of Ethics and discuss with the Cooperating Teacher (CT) how this document relates to placement site.
* Locate and read the School Improvement Plan, Faculty Handbook, Student Handbook.
* Discuss Florida State Standards and Grade Level Expectations with the CT.
* Review and Discuss the CT’s classroom management plan.
* Meet administrators, other faculty members, and support staff.
* Learn the names of students, take role, assist with supervisory duties, prepare bulletin boards, assist with preparation of teaching materials, and observe the CT in all aspects of teaching/learning situation.
* Review emergency procedures for the school and know what to do with students if such emergencies occur.
* Review and discuss with the CT the policies and procedures regarding student safety, early release of students to parents, first aid, and supervision of students.
* Review the Time Frame for Developing Teachers, Initial Conference Information, Roles and Responsibilities and Knowing Teachers Tool with the CT.
 |
| **#2** | **Topic:** **10% Teaching Responsibility*** Continue with Week 1 Responsibilities.
* Begin to assist in the classroom by circulating/assisting individuals and small groups, and by practicing the classroom management plan.
* Review curriculum materials for your grade level. Discuss pacing of curriculum with the CT.
* Begin developing lesson plans for week 3. Plans must be approved by the CT prior to teaching. Follow the timeline expectations set forth by the CT.
* Discuss with the CT how lesson plans address the needs of ESE / ELL students.

*Introductory visit of university supervisor (US) to the clinical setting (within the first two weeks): Have copies of the following items available: Class Schedule, Time Frame for Developing Teachers, and Initial Conference Materials. (Each time the university supervisor visits there should be a space prepared for the supervisor that includes a student seating chart, lesson plans, and any other items requested by the US).* |
| **#3** | **Topic:** **25% Teaching Responsibility*** Continue responsibilities from previous weeks.
* Assume additional instructional responsibilities with supervision of the CT.
 |
| **#4** | **Topic: 50% Teaching Responsibility*** Continue responsibilities from previous weeks.
* Assume additional instructional responsibilities with supervision of the CT.
* Plan with the CT to video record a 15-minute lesson. Note: Discuss recording permissions with the CT.

*Observation 1 of lessons involving direct, whole group instruction will be conducted by both the cooperating teacher and the university supervisor by the end of Week 4.* |
| **#5** | **Topic:** **75% Teaching Responsibility*** Continue responsibilities from previous weeks.
* Assume additional instructional responsibilities with supervision of the CT.
* Video Recorded Lesson is completed this week.
* Discuss and begin planning for the Assessment Cycle with the CT.
 |
| **#6** | **Topic:** **100% Teaching Responsibility*** Continue responsibilities from previous weeks.
* Assume all instructional responsibilities with supervision of the CT. A minimum of 6 continuous weeks of successful full-time teaching responsibility is a course requirement.
* Implementation of the Assessment Cycle is completed during the 100% Responsibility timeframe.
 |
| **#7** | **Topic:** **100% Teaching Responsibility*** Continue responsibilities from previous weeks.
* Assume all instructional responsibilities with supervision of the CT. A minimum of 6 continuous weeks of successful full-time teaching responsibility is a course requirement.
* Implementation of the Assessment Cycle is completed during the 100% Responsibility timeframe.

*Observation 2 of lessons involving direct, whole group instruction will be conducted by both the cooperating teacher and the university supervisor by the end of Week 7.* |
| **#8** | **Topic:** **100% Teaching Responsibility*** Continue responsibilities from previous weeks.
* Assume all instructional responsibilities with supervision of the CT. A minimum of 6 continuous weeks of successful full-time teaching responsibility is a course requirement.
* Implementation of the Assessment Cycle is completed during the 100% Responsibility timeframe.

***Mid-Term assessment form:*** *Completed collaboratively by the university supervisor and clinical educator, will be collected by the university supervisor. Concerns on any one area of the Mid-term assessment requires immediate development of a Professional Development Plan to strengthen areas of deficiency and prompt notification of the Director of Clinical Experiences / Clinical Experience Coordinators.* |
| **#9** | **Topic:** **100% Teaching Responsibility*** Continue responsibilities from previous weeks.
* Assume all instructional responsibilities with supervision of the CT. A minimum of 6 continuous weeks of successful full-time teaching responsibility is a course requirement.
* Implementation of the Assessment Cycle is completed during the 100% Responsibility timeframe.
 |
| **#10** |  **Topic: 100% Teaching Responsibility*** Continue responsibilities from previous weeks.
* Assume all instructional responsibilities with supervision of the CT. A minimum of 6 continuous weeks of successful full-time teaching responsibility is a course requirement.
* Implementation of the Assessment Cycle is completed during the 100% Responsibility timeframe.
 |
| **#11** | **Topic: 100% Teaching Responsibility*** Continue responsibilities from previous weeks.
* Assume all instructional responsibilities with supervision of the CT. A minimum of 6 continuous weeks of successful full-time teaching responsibility is a course requirement.
* Assessment Cycle assignment submitted to the University Supervisor.

*Observation 3 of lessons involving direct, whole group instruction will be conducted by both the cooperating teacher and the university supervisor by the end of Week 11.* |
| **#12** | **Topic: 75% Teaching Responsibility*** Gradual release of teaching responsibilities.
 |
| **#13** | **Topic: 50% Teaching Responsibility*** Gradual release of teaching responsibilities.
 |
| **#14** | **Topic: 25% Teaching Responsibility*** Gradual release of teaching responsibilities.

*Observation 4 of lessons involving direct, whole group instruction will be conducted by both the cooperating teacher and the university supervisor by the end of Week 14.* |
| **#15** | **Topic: 0% Teaching Responsibility*** Observations of different grade levels and/or subject matter, special programs. Observations are scheduled by the CT and the US.
* All assignments must be entered and assessed in ***LiveText*** by the end of this week.

***Final assessment form:*** *Collaboratively completed by the university supervisor and the clinical educator and shared with the developing teacher. The university supervisor will collect the final assessment form.* |

**Changes to the Syllabus:**In an effort to differentiate instruction, the instructor retains the right to make changes to the syllabus, including assignments/topical content outline. All changes will be announced in class and via FAU email/BB.

**Teaching Methodologies:**

* Seminars
* Modeling
* Guided Practice
* Discussion
* Self-Assessment
* Cooperative Learning
* Pre-Post Observation Conferences
* Observations

**Overview of Course Requirements:**

* Attendance at the student teaching orientation and all seminars. In the event of an emergency, absences must be discussed with the Director of Clinical Experiences and make-up assignments may be required. In the absence of satisfactory completion of make-up assignments, a grade of “Incomplete” will be recorded for the course. Students are responsible for signing in at orientation and each seminar.

* Consistent and punctual arrival and attendance at the placement site. Maintain the assigned student teaching time frame schedule. Absences exceeding three (3) excused days must be made up and the make-up plan approved in advance by the university and placement site professionals, and the Director of Clinical Experiences.

* Timely submission of professional-quality *work products* required by university and placement site professionals. Written assignments should be free of spelling, grammar and punctuation errors. University professionals may return work for correction of noted errors.
* Consistent adherence to the placement district/site expectations for teachers and those stated in the Florida Code of Ethics for the Education Profession. This includes school dress codes, duty days, arrival and departure times, timely and prompt submission of paperwork, maintaining expected teacher responsibilities, adherence to all school procedures as stated in the site teacher handbook and the use of standard English in written and verbal communication.
* Assumption of all teaching responsibilities in the assigned placement site for a minimum of six (6) continuous weeks.
* Development and teaching of an assessment cycle unit that integrates at least one content area with at least one skill area. Lesson plans are to be in long lesson plan format.

* Submission of long lesson plans for each of the formal observations conducted by university and placement site professionals, the observation form(s) used and the written feedback provided by the observers, and written self-reflections completed after the observed lessons are taught. Reflections should be provided to the university supervisor and the cooperating teacher. The university supervisor and cooperating teacher will each conduct a minimum of four (4) observations.

* Maintain a notebook or file of all lesson plans and make them immediately available to university or site professionals at their request.

* Submission of a long lesson plan and a written self-reflection for a video recorded lesson. University and site professionals may request the videotape for their review.
* Earn a rating of “developing” or “applying” on all parts of the final assessment form.

**Course Evaluation Method (minimum grade of “S” required to pass course):**

Students must successfully demonstrate implementation of the Florida Educator Accomplished Practices (FEAPs). The FEAPs are imbedded within each assignment/evaluation. As a result, successful completion of all work products and observations is required to receive a grade of “S”.

**Course Grading Scale Satisfactory/Unsatisfactory (S/U):**

Performance in student teaching is graded as “Satisfactory” or “Unsatisfactory” based on student performance by demonstrating knowledge, skills, critical thinking, reflective practices, and ethical/professional behavior in satisfying course requirements. Work products are evaluated based on the degree to which they exceed, meet, partially meet, or do not meet expectations for their quality. Classroom performance related to student capabilities and ethical/professional behavior are evaluated through observation by university and placement site professionals followed by written feedback on practices to continue and improve on for subsequent observations. Students also provide written self-reflections on each observed lesson. A grade of “Unsatisfactory” is assigned if any course requirement is missing, inadequate, or unsuccessfully completed.

**Policy on Attendance, Late Work, and Incompletes:**

Students are expected to attend the student teaching orientation, all seminars, and to satisfy all academic objectives as outlined by the instructor. It is the student’s responsibility to make up all work missed during excused absences. In addition, 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. Absences exceeding three (3) days from the placement site must be made up in a manner approved in advance by the university supervisor, clinical educator, and the Director of Clinical Experiences. This will result in an extension of the student teaching experience beyond the designated time frame. University instructors must allow each student who is absent for a University-approved reason the opportunity to make up work that is missed without any reduction in the student’s final course grade as a direct result of an excused absence. The grade of Incomplete (“I”) is reserved for students who are passing a course but have not completed all the required work because of exceptional circumstances.

**Classroom Etiquette Policy: (late arrivals, unexcused absences, electronic devices)**

Final grades may be affected by late arrivals and unexcused absences. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. Students will not be penalized for absences due to participation in University-approved activities, including athletic or scholastic teams, musical and theatrical performances, and debate activities.

These absences must be accompanied by documentation. The instructor reserves the right to approve or disapprove any absence. Reasonable accommodation must also be made for students participating in a religious observance. University policy on electronic devices states: *In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions.*

**Dropping the Course:** If you must drop this course, please complete all necessary forms. Otherwise, the instructor is required to enter a grade of “F” for the course.

**Disability Policy Statement:**

*“In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.”*

**Code of Academic Integrity policy statement:** *Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty 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 the University Code of Academic Integrity at:* [*http://fau.eduregulations/chapter4/4.001\_Code\_of\_Acacemic\_Integrity.pdf*](http://fau.eduregulations/chapter4/4.001_Code_of_Acacemic_Integrity.pdf)*.*

**Use of Student Work:**

All Teacher Education programs undergo periodic reviews by accreditation agencies and the state education department.  For these purposes samples of students’ work are made available to those professionals conducting the review.  Student anonymity is assured under these circumstances.  If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class.  Your cooperation is appreciated

**Bibliography**

**Books**

Burgess, D. (2012). *Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator.* San Deigo, CA: Dave Burgess Consulting Inc.

Cangelosi, J. (2004). *Classroom management strategies: Gaining and maintaining students’*

 *cooperation*. Hoboken, NJ: John Wiley & Sons.

Cross, L., Pullease, B. & Targoff, H. (2012). *Demonstrating the new Florida Educator Accomplished Practices: A practical guide for becoming an effective educator.* Boston, MA: Pearson Learning Solutions.

Darling-Hammond & Baratz-Snowden. (2005) *A good teacher in every classroom: Preparing the*

 *highly qualified teachers our children deserve*. San Francisco, CA: Jossey-Bass.

Discussion Paper: *The Common Core State Standards and Teacher Preparation-The Role of Higher*

 *Education.* Association of Public Land-Grant Universities.

Eyler, J. (1999). *Where’s the learning in service-learning?* San Francisco, CA: Jossey-Bass. Evertson, C., Emmer, E. & Worsham, M. (2009). *Classroom management for elementary teachers*. *(9th ed.).* Boston, MA: Pearson, Allyn & Bacon.

Graham, P. (2007). *Schooling America: How the public schools meet the nation’s changing*

 *needs.* Oxford University Press.

Howard, J. (2001). *Michigan journal of community service-learning: Service-learning course*

 *design workbook.* University of Michigan: OCSL Press

Johnson, D. Johnson, R. & Holubec, E. (1998). *Cooperation in the classroom. (7th ed.).* Edina, MN: Interaction Books.

Kauchak, D. & Eggen, P. (2007). *Learning and teaching research-based methods.* Boston,

 MA: Pearson.

Kuh, G., Kinzie, J., Schuh, J. & Whitt, E. (2005). *Student success in college: Creating conditions that matter.* San Francisco, CA: Jossey-Bass.

MacKenzie, R. & Atanzione, M. (2010*). Setting limits in the classroom: A Complete Guide to Effective Classroom Management with a School-wide Discipline Plan. (3rd ed.).* Roseville, CA: Prima Publishing.

Marzano, R., & Schmidt, R. (2015). *Revising knowledge: Classroom techniques to help students*

 *examine their deeper understanding.* West Palm Beach, FL: Learning Sciences.

Marzano, R., Pickering, D. & Pollock, J. (2001). *Classroom instruction that works: Research- based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Palmer, P. (2007). *The courage to tech: exploring the inner landscape of a teacher’s life. (10th ed.).*

 San Franscisco, CA: Jossey-Bass.

Price, K. & Nelson, K. (2007). *Planning effective instruction: Diversity responsive methods*

 *and management.* Belmont, CA: Thomson Wadsworth.

Rutherford, P. (2002). *Instruction for all students.* Alexandria, VA.: Just Ask Publication.

 Wandberg, R. & Rohwer, J. (2003). *Teaching to the standards of effective practice: A guide to becoming a successful teacher.* Boston: Allyn and Bacon.

Whitaker, T. (2004). *What great teachers do differently.* Larchmont, NY: Eye on Education.

Wiseman, D., Knight, S. & Cooner, D. (2005). *Becoming a teacher in a field-based setting.* Belmont, CA: Thomson Wadsworth.

**Journals**

*Educational Horizons*

*Florida Journal of Educational Leadership*

*Journal of Educational Research*

*Journal of Research in Childhood Eduction*

*Phi Delta Kappan*

*TESOL Journal*

*The Elementary Journal*

*Educational Leadership*

**Internet Sites**

Classroom Management and Lesson Plan Sites at:

 [www.teachers.net](http://www.teachers.net)

 [www.disciplinehelp.com](http://www.disciplinehelp.com)

 [www.ztozteacherstuff.com/tips/](http://www.ztozteacherstuff.com/tips/)

 [www.teachertimesavers.com](http://www.teachertimesavers.com)

 [www.teachernet.com](http://www.teachernet.com)

 [www.technology/com](http://www.technology/com)

How to Write Learning Objectives [www.adprima.com](http://www.adprima.com)

Florida Standards Assessments (FSA) [www.cpalms.org](http://www.cpalms.org)

Teaching Strategies for Early Childhood [www.teachingstrategies.com](http://www.teachingstrategies.com)

**Search Engines**

Ask Jeeves <http://www.ask.com>

FireFox [http://www.ez-dowm;pad/cp,/lp/firefox/323](http://www.ez-dowm;pad/cp%2C/lp/firefox/323)

Google Chrome <http://www.google.com/chrome>

HotBot <http://www.hotbot.com>

Lycos <http://lycos.com>

Safari <http://www.apple.com/safari>

Yahoo <http://www.yahoo.com>

**Organizations**

Association for Childhood Education International Elementary Education Guidelines (ACEI) <https://www.acei.org/sites/default/files/aceielementarysupportingexplanation.507.pdf>

Council for the Accreditation of Educator Preparation (CAEP) <http://caepnet.org/>

International Reading Association (IRA) <http://www.reading.org>

National Association for the Education of Young Children (NAEYC) <http://www.naeyc.org/> National Education Association (NEA) <http://www.nea.org/>

Phi Delta Kappa <http://www.pdkintl.org>

TESOL International Organization <http://www.tESOL.org>

**Reports and Standards**

Florida Department of Education Instructional Resources

 <http://www.fldoe.org/JustForTeachers/Instructional_Resources.asp>

# Just Read Florida <http://www.justreadflorida.org>