

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 ONLINE _____
 MISC _____

DEPARTMENT NAME: TEACHING AND LEARNING

COLLEGE OF: EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX EDG COURSE NUMBER 6345 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)

COMPLETE COURSE TITLE

INSTRUCTIONAL STRATEGIES AND ASSESSMENT PRACTICES

EFFECTIVE DATE

(first term course will be offered)

SUMMER 2009

CREDITS: 3

TEXTBOOK INFORMATION:

Cross, L. D., Murray, S. S., Pullease, B. G. & Targoff, H. W. (2008). *Setting the stage for effective teaching practices*. Boston, MA: Pearson, Allyn & Bacon.

My CustomLab School (2008). http://www.pearsoncustom.com/fl/fau_myLABschool/ Pearson Custom Publishing.

Shea, M., Murray, R. & Harlin, R. (2005). *Drowning in data? How to collect, organize, and document student performance*. Portsmouth, NH: Heinemann

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):

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:
 Department Chair: _____
 College Curriculum Chair: _____
 College Dean: _____
 UGPC Chair: _____
 Dean of the Graduate College: _____

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/> to download this form and guidelines to fill out the form.

Email this form and syllabus to sfulks@fau.edu and eqirjo@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.

**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

Cross, L. D., Murray, S. S., Pullease, B. G. & Targoff, H. W. (2008). *Setting the stage for effective teaching practices*. Boston, MA: Pearson, Allyn & Bacon.

My CustomLab School (2008). http://www.pearsoncustom.com/fl/fau_myLABschool/
Pearson Custom Publishing.

Shea, M., Murray, R. & Harlin, R. (2005). *Drowning in data? How to collect, organize, and document student performance*. Portsmouth, NH: Heinemann.

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.teachertimesavers.com

www.teachernet.com

www.tech-nology.com

Florida State Sunshine Standards: <http://www.fldoe.org/BII/Curriculum/SSS/>

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

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

MyEducationLab (2009). <http://www.myeducationlab.com> Pearson Education, Inc.

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.

Computer: APA Style web sites (<http://www.wisc.edu/writing/Handbook/DocAPA.html>;

<http://www.english.uiuc.edu/cws/wworkshop/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

Session	Weekly Topics
1	<p>Focus: Overview of the Educator Accomplished Practices</p> <ul style="list-style-type: none"> • Introductions/Course Expectations/ Syllabus • COE Conceptual Framework and Dispositions • What is a Reflective Decision-Maker? • Administer EDG 4343 pre-test • Linking prior knowledge to EAP’s 1-12
2	<p>Focus: What behavior is expected of effective teachers? EAP 6</p> <ul style="list-style-type: none"> • Review Code of Ethics and Principles of Professional Conduct • Review case studies of unethical behaviors of teachers • Jigsaw Activity: Discuss and assign ethical dilemma case studies
3	<p>Focus: How do we set the tone? - Creating a Positive and Safe Learning Environment for all students EAP 2 and 9</p> <ul style="list-style-type: none"> • Establishing a positive classroom conducive to learning where all student can learn and achieve success • Identifying the appropriate learning environment to implement specific ESOL/ESE instructional strategies
4	<p>Focus: How do we plan? - Planning: EAP 1, 2, 5, 7 ,10 and 12</p> <ul style="list-style-type: none"> • FAU Lesson Plan Format

	<ul style="list-style-type: none"> • 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 <p><i>DUE: ESOL Strategies Abstract & Plan</i></p>
5	<p>Focus: What do we teach? – Subject Matter Presentation (concept, academic rule, law, law-like lesson and value lesson) EAP 8</p> <ul style="list-style-type: none"> • Teaching a Concept Lesson = Definition/Attributes, (Characteristics), Examples, and Non-examples • Alignment of specific objectives, standards activities, procedures, and assessment • Review S.M.A.R.T objectives and concepts
6	<p>Focus: What do we teach? – Subject Matter Presentation (concept, academic rule, law, law-like lesson and value lesson) EAP 8 and EAP 12</p> <ul style="list-style-type: none"> • Teaching Law-Law-like Principles, Academic Rules and Value Knowledge • Overview of high yield instructional strategies (Marzano) <p><i>DUE: Critical Thinking & Strategies Assignment</i></p>
7	<p>Focus: How do we know what they have learned? - Assessment and Grading EAP 1</p> <ul style="list-style-type: none"> • How to organize, collect and document student performance • Discuss traditional and alternative assessments • Analyzing effectiveness of instruction (pre/post tests) • Assessment Cycle for Improving Student Achievement
8	<p>Focus: How do rubrics assess student work? Assessment EAP 1</p> <ul style="list-style-type: none"> • Creating a rubric for performance assessment • Formative vs. Summative Rubrics <p>(Drowning in Data, Chapter 5)</p> <p><i>DUE: Assessment Cycle Pretest Analysis</i></p>
9	<p>Focus: How do we use data to drive instruction? EAP 1</p> <ul style="list-style-type: none"> • FCAT analysis activity to Improve instruction <p>(Drowning in Data, Chapter 6)</p>
10	<p>Focus: How do we use Cooperative Learning? EAP 2 , 5, 7, 8 and 9</p> <ul style="list-style-type: none"> • Difference between small groups & cooperative groups • Critical elements of cooperative learning • Connection to Goal 3 Standards • Improving critical thinking and communication • Marzano’s high yield and ESOL strategies <p><i>DUE: FCAT Analysis</i></p>
11	<p>Focus: How do we teach? – Delivery of Instruction and Questioning EAP 2 and EAP 4</p> <ul style="list-style-type: none"> • Discuss Bloom’s taxonomy/ Questioning/Critical Thinking • Organization and development of Instruction • Asking/Writing Bloom’s high level questions (Bloom’s activity) • Implementing critical thinking strategies into lessons (EAP 4)
12	<p>Focus: How do we reach students? – Effective Communication EAP 2</p>

	<ul style="list-style-type: none"> • Discuss Verbal & Non-Verbal Communication • Discussion of effective parent conferencing skills (Drowning in Data, Chapter 2) <p>DUE: Written Lesson Plan</p>
13	<p>Focus: How do you use technology effectively? EAP 12</p> <ul style="list-style-type: none"> • Integrating technology into Instruction • Technology self-inventory
14	<p>Focus: What is the role of the teacher both inside and outside of the classroom? EAP 11</p> <ul style="list-style-type: none"> • What every teacher should know (federal laws & state mandates) • The role of classroom walk-through for improving Instruction (EAP 3) <p>DUE: Assessment Cycle Post-Test Analysis</p>
15	<p>Focus: How does being a reflective decision-maker help maintain effective practice? EAP 3</p> <ul style="list-style-type: none"> • Summative Evaluation/EAP Assessment and Professional Development Plans • 97 Day Count • Review for Final Exam
16	FINAL EXAM

Teaching Methodologies

- | | |
|----------------|-----------------------------------|
| 1. Modeling | 5. Use of audio-visual techniques |
| 2. Research | 6. Cooperative Learning Groups |
| 3. Simulations | 7. Internet Communication |
| 4. Lecture | 8. Discussion |
| 5. Discussion | |

Assessment Procedures

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

FAU Grading Scale

Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	
A = 4.00	B = 3.00	C- = 1.67	F = 0
A- = 3.67	B- = 2.67	D+ = 1.33	
B+ = 3.33	C+ = 2.33	D = 1.00	
	C = 2.00	D- = 0.67	

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.

Journals

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

Recommended Books

- Guskey, T. R. (1997) *Implementing Mastery Learning*. Belmont, CA: Wadsworth Publishing Co.
- Guillaume, A. M. (2004). *Classroom teaching: a primer for new professionals, second edition*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Johnson, D.W., Johnson, R.T. & Holubec, E.J. (1994). *Nuts and bolts of cooperative learning*. Edina, MN: Interaction Books.
- Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). *Classroom instruction that works: research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Ormrod, J.E. (2003). *Educational psychology: developing learners, fifth edition*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Payne, R. (2005). *Framework for understanding poverty*. Highlands, TX: aha! Process, Inc.
- Putman, J. (1997). *Cooperative learning in diverse classrooms*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Sousa, D. A. (2001). *How the special needs brain works*. Thousand Oaks, CA: Sage Publications.
- Sousa, D. A. (2000). *How the brain works*. Thousand Oaks, CA: Sage Publications.
- Wong, H.K. & Wong, R.T. (1998). *The first days of school: How to be an effective teacher*. Mountain View, CA: Harry Wong Publications.

Internet Sources

DELTA (Developing Educational Leaders for Tomorrow's Achievers):

<http://www.deltaschoolleaders.org>

District K-12 Reading Plans: http://www.justreadflorida.com/Reading_Plans/

Educator's Accomplished Practices: http://www.fldoe.org/dpe/pdf/AccomPractices_11-09-07.pdf

Florida Education Standards Commission: <http://www.fldoe.org/dpe/publications/force.pdf>

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>

Lycos <http://lycos.com>

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

Mozilla <http://www.mozilla.com>

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

Excite <http://www.excite.com>

Ask Jeeves <http://www.ask.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 (DELTA)

International Reading Association (IRA)

National Council for Accreditation of Teacher Education (NCATE)

National Education Association (NEA)

Phi Delta Kappan

Bibliography

Aldrige, J. & Goldman. (2001). *Current issues and trends in education*. Boston, MA: Allyn & Bacon, Inc.

Arter, J. & McTighe, J. (2001). *Scoring rubrics in the classroom: using performance criteria for assessing and improving student performance*. Thousand Oaks, CA: Corwin Press, Inc.

Cooper, J. M. (Ed.) (1999). *Classroom teaching skills*. (6th Ed.) Boston, MA: Houghton Mifflin Company.

Davenport, P. & Anderson, G. (2002). *Closing the achievement gap: No excuses*. Houston, TX: American Productivity & Quality Center.

Erickson, H. L. (198). *Concept-based curriculum and instruction: teaching beyond the facts*. Thousand Oaks, CA: Corwin Press, Inc.

Fried, R. L. (2001). *Passionate teacher: a practical guide*. Boston, MA: Beacon Press.

Gabler, I. C. & Schroeder, M. (2003). *Constructivism methods for the secondary classroom: engaged minds*. Boston, MA: Allyn & Bacon.

Gardner, H. (2000). *Intelligence reframed: multiple intelligence for the 21st century*. New York, NY: Basic Books.

Gardner, H. (1993). *Multiple intelligences*. New York, NY: Basic Books.

Good, T. L. & Brophy, J. E. (2000). *Looking into classrooms*. (8th Ed.). New York, N: Longman.

Gregory, G. & Chapman, C. (2002) *Differentiated instructional strategies: One size doesn't fit all*. Thousand Oaks, CA: Corwin Press.

- Guillaume, A. M. (2004). *Classroom teaching: a primer for new professionals, second edition*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Guillaume, A.M., Yopp, R. H. & Yopp, H. K. (2007). *50 strategies for active teaching: Engaging k-12 learners in the classroom*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Johnson, D.W., Johnson, R.T. & Holubec, E.J. (1994). *Nuts and bolts of cooperative learning*. Edina, MN: Interaction Books.
- Hanna, G. & Dettmer, P. (2004). *Assessment for effective teaching*. New York: Pearson/Allyn and Bacon.
- Hunter, M. (1994). *Enhancing teaching*. New York, NT: Macmillan College Publishing.
- Kane, D. L. (2003). *Problem-based learning for teachers, grade 6 -12*. Boston, MA: Allyn & Bacon.
- Kellough, R. D. & Kellough, N. G. (2003). *Teaching young adolescents: a guide to methods and resources*. (4th Ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.
- Levin, F. A. & McCullough, M. A. (2008). *Guide for alternative route teachers: Strategies for literacy development, classroom management, and teaching and learning, k-12*. Boston, MA: Pearson.
- Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). *Classroom instruction that works: research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
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- Payne, R. & Krabill, D. L. (2002). *Hidden rules of class work*. Highlands, TX: aha! Process, Inc.
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