



Content 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 content knowledge. (Florida Department of Education, Educator Accomplished Practice 8)

State standards for subject matter content and subject matter competencies and skills will be used to help identify significant subject content knowledge that will be included in content and methods courses. This knowledge will be included in content courses taught by faculty outside the College of Education, and knowledge and methodology will be included in methods courses taught within the College of Education. In order to graduate, all students must pass the Florida Teacher Certification subject exam in their area of study. This exam is based on the state defined subject matter competencies and skills. The College of Education is using critical assignment data to report competency in content knowledge.

Communication:

Students will demonstrate the ability to communicate effectively verbally, visually or 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 Department of Education, Educator Accomplished Practice 2)

Supervisors evaluate lesson plans and implementation during classroom observations while student teaching. Observers evaluate student interns on 34 indicators that represent the quality of the written lesson plan, the presentation of content during the lesson, the use of questioning and feedback, the use of communication skills, the use of practice activities and assessment, and the management of student conduct. The indicators for the section titled "Communication Skills" are: positively communicates high expectation for all students; appropriately varies volume and inflection; communicates an attitude of enthusiasm; uses clear, unscrambled discourse; exhibits positive body language related to content.

Student interns receive ratings on each indicator: Exceeds Expectations, Meets Expectations, Does Not Meet Expectations.

Critical Thinking:

The preprofessional teacher candidate will demonstrate critical and creative thinking skills under two indicators:

- 4.1. Identifies strategies, materials, and technologies that expand critical thinking.
- 4.2. Demonstrates and models the use of higher-order thinking skills by posing problems, dilemmas and questions in lessons. (Florida Department of Education, Educator Accomplished Practice 4)

Students identify strategies, materials, and technologies that expand critical thinking in critical assignments embedded in ESE3940. Students demonstrate and model the use of higher-order thinking skills in critical assignments embedded in EDF 3210.



Content Knowledge

1.

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Data will be collected as to the performance of students on the Subject Area (elementary education) portion of the Florida Teacher Certification Examinations (FTCE). The department will report (a) the number of students who sat for the elementary education FTCE and (b) the number of students who passed the FTCE, any DOE data provided to the college will be analyzed.

2.

Students will plan activities that help participants develop knowledge through a variety of strategies. (FAU Indicator 10.2)

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)

In the Elementary Education Program, Standard 10 "Planning" and indicator 10.2 are specifically addressed and assessed multiple times. The assessment tool, Livetext, allows faculty to view all student work samples associated with this indicator. Data will be presented from the scored faculty rubrics used to measure this indicator.

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 Department of Education, Educator Accomplished Practice 2)

Supervisors evaluate lesson plans and implementation during classroom observations while student teaching. Observers evaluate student interns on 34 indicators that represent the quality of the written lesson plan, the presentation of content during the lesson, the use of questioning and feedback, the use of communication skills, the use of practice activities and assessment, and the management of student conduct. The indicators for the section titled "Communication Skills" are: positively communicates high expectation for all students; appropriately varies volume and inflection; communicates an attitude of enthusiasm; uses clear, unscrambled discourse; exhibits positive body language related to content.

Student interns receive ratings on each indicator: Exceeds Expectations, Meets Expectations, Does Not Meet Expectations.

Critical Thinking:

Students will employ traditional and alternative assessment strategies and use the data to modify interventions (FAU Indicator 1.1)

The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively. (Florida Board of Education, Educator Accomplished Practice 1)

For EDG 3324 Effective Teaching Practices II, students complete an Assessment Cycle assignment. This is an assignment to analyze the effectiveness of lesson planning and instruction on students' achievement. It consists of a pre-test with analysis, three lessons with post-teaching reflections, and a post-test with analysis.