

ACCOMPLISHED PRACTICES: ASSESSMENT (AP #1)

The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional and physical needs.

DEVELOPING	SYNTHESIS	VALIDATED	PROFICIENCY LEVEL
<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 1.D.1 Recognizes individualized learning needs and practices techniques to accommodate differences in P-12 learner behavior including linguistics and cultural differences. <p><u>Artifact: Daily Lesson Plans</u></p> <ul style="list-style-type: none"> ✚ 1.D.2 Recognizes varied P-12 learner needs for the purpose of designing individual and group instruction and employing traditional and alternative assessment strategies to determine mastery of specified outcomes. <p><u>Artifact: Design traditional and alternative assessment items</u></p> <ul style="list-style-type: none"> ✚ 1.D.3 Identifies various ways to modify instruction for the P-12 learner. <p><u>Artifact: Daily Lesson Plans</u></p> <ul style="list-style-type: none"> ✚ 1.D.4 Locates assessment data to identify strengths and weakness to monitor P-12 learner development. <p><u>Artifact: Informal Reading Survey</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 1S.1 Models varied techniques to accommodate differences in the P-12 learner behavior. <p><u>Artifact: Micro-teaching</u></p> <ul style="list-style-type: none"> ✚ 1 S.2 Reviews with assistance data from informal and standardize assessment procedures, including linguistic and cultural differences. <p><u>Artifact: Sample Informal and Standardized test data</u></p> <ul style="list-style-type: none"> ✚ 1.S.3 Modifies instruction with assistance based upon informal and formal assessments. <p><u>Artifact: Micro-teaching</u></p> <ul style="list-style-type: none"> ✚ 1.S.4 Reviews and interprets assessment data using simulation. <p><u>Artifact: Observation</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 1.V.1 Analyzes individualize learning needs and provides varied techniques to accommodate differences in P-12 learner behavior including linguistics and cultural differences. <p><u>Artifact: Case Study</u></p> <ul style="list-style-type: none"> ✚ 1.V.2 Identifies varied P-12 learner needs for the purpose of designing individual and group instruction and employing traditional and alternative assessment strategies to determine mastery of specified outcomes. <p><u>Artifact: Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 1.V.3 Modifies instruction based upon P-12 learner self assessment, portfolio reviews and informal and standardized assessments. <p><u>Artifact: Observation</u></p> <ul style="list-style-type: none"> ✚ 1.V.4 Reviews assessment data, identifies strengths and weakness and maintains observational and anecdotal records to monitor P-12 learner development. <p><u>Artifact: Working Portfolio</u></p>	<p align="center"> ○ D ○ S ○ V </p> <hr/> <p align="center"><i>Course: EDU 439</i></p> <p><i>Institutional Standard: Competent Content Competency: LA#6, MA#12 Reading Competency:# ESOL Competencies# 19,20 ACEI Standard: #4 INTASC: #8 NBPTS: Pro.#3 PED#1</i></p>

ACCOMPLISHED PRACTICES: COMMUNICATION (AP # 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.

DEVELOPING	SYNTHESIS	VALIDATED	PROFICIENCY LEVEL
<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 2.D.1 Recognizes the importance of a positive and supportive environment through the utilization of a variety of communication modes that include both verbal and non-verbal techniques. <i>Artifact: Simulated Behavior Mgmt Plan</i> ✚ 2.D.2 Comprehends the importance of maintaining high expectations for all P-12 learners' interactions and routines including active listening, cooperative learning, and whole group activities. <i>Artifact: Simulated Behavior Mgmt Plan</i> ✚ 2.D.3 Selects strategies that support individual and group inquiries and constructive feedback on individual work and behavior provided in a timely manner. <i>Artifact: Lesson Plan</i> ✚ 2.D.4 Identifies communication techniques for use with colleagues, school/community specialists and families whose home language is not English. <i>Artifact: Simulated Behavior Mgmt. Plan</i> 	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 2.S.1 Encourages the P-12 learner in a positive and supportive environment using a variety of communication modes that include both verbal and non-verbal techniques. <i>Artifact: Behavior Mgmt. Plan</i> ✚ 2.S.2 Develops the importance of maintaining high expectations for all P-12 learners' interactions and routines including active listening, cooperative learning, and whole group activities. <i>Artifact: Behavior Mgmt. Plan</i> ✚ 2.S.3 Adapts strategies that support individual and group inquiries and constructive feedback on individual work and behavior provided in a timely manner. <i>Artifact: Observation</i> ✚ 2.S.4 Surveys communication techniques for use with colleagues, school/community specialists and families whose home language is not English. <i>Artifact: Sample Comm. Tools i.e. letters, newsletters, invitations</i> 	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 2.V.1 Encourages P-12 learners in a positive and supportive manner through utilization of a variety of communication modes that include verbal and non-verbal techniques. <i>Artifact: Discipline Plan</i> ✚ 2.V.2 Maintains high expectations for all P-12 learners' interactions and routines including active listening, cooperative learning and whole group activities. <i>Artifact: Behavior Mgmt. Plan</i> ✚ 2.V.3 Practices strategies that support individual and group inquiries and constructive feedback on individual work and behavior provided in a timely manner. <i>Artifact: Case Study</i> ✚ 2.V.4 Implements communication techniques for use with colleagues, school/community specialist and families whose home language is not English. <i>Artifact: Sample Comm. Tools i.e. letters, newsletters, invitations</i> 	<p align="center"> <input type="radio"/> D <input type="radio"/> S <input type="radio"/> V </p> <p><i>Courses: EDU 308, 411,426,427</i></p> <p><i>Institutional Standard: Constructivist and Competent</i> <i>Content Competencies: LA #1-6</i> <i>Reading Competencies: #1-6</i> <i>ESOL Competencies: # 8,9,11,12</i> <i>Sunshine State Standards: LA-A-E</i> <i>Reading Competencies: #1-6</i> <i>ACEI Standard: #3,5</i> <i>INTASC Standard: #6</i> <i>NBPTS: Pro. # 1-5</i> <i>PED: #1,2</i></p>

ACCOMPLISHED PRACTICES: CONTINUOUS IMPROVEMENT (AP #3)

The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self reflection is one of the key components of that process. While his/her concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

DEVELOPING	SYNTHESIS	VALIDATED	PROFICIENCY LEVEL
<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 3.D1 Understands the overall school improvement process. <p><u>Artifact: Critique a school improvement plan</u></p> <ul style="list-style-type: none"> ✚ 3.D.2 Recognizes the importance of a Professional Development plan. <p><u>Artifact: Certificate/letter acknowledging participation in a Professional Devel. activity</u></p> <ul style="list-style-type: none"> ✚ 3.D.3 Comprehends the perspectives of diversity through ideas and opinions in planned learning activities. <p><u>Artifact: Essay</u></p> <ul style="list-style-type: none"> ✚ 3.D.4 Identifies the skills necessary to become a reflective practitioner that is able to recognize problems, research solutions and evaluate outcomes. <p><u>Artifact: Reflective Statement</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 3S.1 Supports the overall school improvement plan. <p><u>Artifact: Reflective Statement</u></p> <ul style="list-style-type: none"> ✚ 3S.2 Participates in the development of a Professional Development plan. <p><u>Artifact: Personal Development plan</u></p> <ul style="list-style-type: none"> ✚ 3.S.3 Designs learning activities that reflect diverse perspectives, ideas and opinions. <p><u>Artifact: Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 3.S.4 Prepares to become a reflective practitioner. <p><u>Artifact: Reflective Statement</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 3.V.1 Demonstrates support for overall school improvement process by employing strategies for affecting changes occurring in his/her classroom and school. <p><u>Artifact: Reflective Statement</u></p> <ul style="list-style-type: none"> ✚ 3.V.2 Develops with assistance the design of a professional development plan to guide his/her own professional development. <p><u>Artifact: Personal Development plan</u></p> <ul style="list-style-type: none"> ✚ 3.V3 Reflects respect for diverse perspectives, ideas, and opinions in planned learning activities and communicates P-12 learners' progress with P-12 learners, the families and colleagues. <p><u>Artifact: Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 3.V.4 Works as a reflective practitioner and develops the skills to recognize problems, research solutions and evaluate outcomes. <p><u>Artifact: Reflective Statement</u></p>	<p align="center"> <input type="radio"/> D <input type="radio"/> S <input type="radio"/> V </p> <hr/> <p align="center"><i>Course: EDU 313,314,315</i></p> <p><i>Institutional Standard: Constructivist</i> <i>Reading Competency:#</i> <i>ESOL Competencies: #4</i> <i>ACEI Standard: #5</i> <i>INTASC Standard: #9</i> <i>NBPTS Proposition: Pro.#4</i> <i>PED: #3</i></p>

ACCOMPLISHED PRACTICES: CRITICAL THINKING (AP # 4)

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.

DEVELOPING	SYNTHESIS	VALIDATED	PROFICIENCY LEVEL
<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 4.D1 Identifies strategies, materials and technologies which will provide opportunities for P- 12 learners to learn higher order thinking skills including linguistic and cultural differences. <p><u>Artifact: Simulated Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 4.D.2 Design and practice problem solving skills. <p><u>Artifact: Observation</u></p> <ul style="list-style-type: none"> ✚ 4.D.3 Indicates the use of higher order thinking abilities varying his/her role in the instructional process. Pertaining to the process of instruction and P-12 learners' needs. <p><u>Artifact: Simulated micro-teaching rubric</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 4.S.1 Models with assistance strategies, materials and technologies which will provide opportunities for P-12 learners to learn higher order thinking skills including linguistic and cultural differences. <p><u>Artifact: Observation</u></p> <ul style="list-style-type: none"> ✚ 4 S.2 Constructs problems, dilemmas and questions in lessons to encourage group interactions and facilitate problem solving. <p><u>Artifact: Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 4.S.3 Models the use of higher order thinking abilities varying his/her role in the instructional process. Pertaining to the process of instruction and P-12 learners' needs. <p><u>Artifact: Micro-teaching Rubric</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 4.V.1 Demonstrates strategies, materials and technologies which will provide opportunities for P-12 learners to learn higher order thinking skills including linguistic and cultural differences. <p><u>Artifact: Observation</u></p> <ul style="list-style-type: none"> ✚ 4.V.2 Poses problems, dilemmas and questions in lessons to encourage group interactions and facilitate problem solving. <p><u>Artifact: Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 4.V.3 Demonstrates and models the uses of higher order thinking abilities varying his/her role in the instructional process. Pertaining to the process of instruction and P-12 learners' needs. <p><u>Artifact: Micro-teaching Rubric</u></p>	<div style="text-align: center;"> <ul style="list-style-type: none"> ○ D ○ S ○ V </div> <hr/> <p align="center"><i>Course: EDU 302</i></p> <p><i>Institutional Standard:</i> <i>Constructivist</i> <i>Content Competency: K-6</i> <i>Reading Competency:#</i> <i>ESOL Competencias:# 13,14</i> <i>ACEI Standard: #3</i> <i>INTASC: #4</i> <i>NBPTS: Pro.#2</i> <i>PED: #4</i></p>

ACCOMPLISHED PRACTICES: DIVERSITY (AP # 5)

The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution and mediation.

DEVELOPING	SYNTHESIS	VALIDATED	PROFICIENCY LEVEL
<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 5.D.1 Recognizes the importance of fostering a learning environment that includes P-12 learners from diverse cultures and linguistics background and values the diversity and treats all P-12 learners equally. <p><u>Artifact: Simulated Behavior Mgmt. Plan</u></p> <ul style="list-style-type: none"> ✚ 5.D.2 Develops a repertoire of teaching strategies and techniques to effectively instruct P-12 learners with varied learning styles and linguistic orientation. <p><u>Artifact: Observation</u></p> <ul style="list-style-type: none"> ✚ 5.D.3 Selects culturally and linguistically sensitive materials and technologies suitable for use in the learning process. <p><u>Artifact: Simulated Lesson Plan</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 5.S.1 Fosters a learning environment that includes P-12 learners from diverse cultures and linguistics background and values the diversity and treats all P-12 learners equally. <p><u>Artifact: Behavior Mgmt. Plan</u></p> <ul style="list-style-type: none"> ✚ 5. S.2 Has a repertoire of teaching strategies and techniques to effectively instruct P-12 learners with varied learning styles and linguistic orientations. <p><u>Artifact: IEP/ILP</u></p> <ul style="list-style-type: none"> ✚ 5.S.3 Aligns appropriate culturally and linguistically sensitive materials and technologies suitable for use in the learning process. <p><u>Artifact: Lesson Plan</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 5.V.1 Validates the learning environment that includes P-12 learners from diverse cultures and linguistic background and values the diversity and treats all P-12 learners equally. <p><u>Artifact: Behavior Mgmt. Plan</u></p> <ul style="list-style-type: none"> ✚ 5.V.2 Uses a repertoire of teaching strategies and techniques to effectively instruct P-12 learners with varied learning styles and linguistic orientations. <p><u>Artifact: IEP/ILP</u></p> <ul style="list-style-type: none"> ✚ 5.V.3 Uses appropriate culturally and linguistically sensitive materials and technologies suitable for use in the learning process. <p><u>Artifact: ESOL Portfolio</u></p>	<p align="center"> <input type="radio"/> D <input type="radio"/> S <input type="radio"/> V </p> <hr/> <p align="center"><i>Course: EDU 205</i></p> <p><i>Institutional Standard: Competent Content Competency: SS 13 Reading Competency:# ESOL Competencies: 1-25 ACEI Standard: #3 INTASC: #3 NBPTS: Pro.#1 PED: #5</i></p>

ACCOMPLISHED PRACTICES: ETHICS (AP # 6)

The preprofessional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education in Florida

DEVELOPING	SYNTHESIS	VALIDATED	PROFICIENCY LEVEL
<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 6.D.1 Identifies conditions harmful to learning and/or to the P-12 learners' mental and/or physical health and/or safety. <i>Artifact: Simulated Behavior mgmt. plan</i> ✚ 6.D.2 Recognizes the diverse points of view of P-12 learners. <i>Artifact: Observation</i> ✚ 6.D.3 Distinguishes between personal views and those of any educational institution or organization which he/she is affiliated. <i>Artifact: Reflective Statement</i> ✚ 6.D.4 Understands the importance of distorting or misrepresenting facts concerning an educational matter in direct or indirect public expression. <i>Artifact: Certificate/letter acknowledging participation in a workshop/seminar</i> ✚ 6.D.5 Recognizes the different forms of discrimination. <i>Artifact: Certificate/letter acknowledging participation in a workshop/seminar</i> 	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 6.S.1. Determines conditions that may be harmful to learning and/or to the P-12 learners' mental and/or physical health and/or safety. <i>Artifact: Behavior Mgmt Plan</i> ✚ 6.S.2 Understands and appreciates the diverse points of views of P-12 learners. <i>Artifact: Observation</i> ✚ 6.S.3 Compares and contrasts personal views and those of any educational institution or organization which he/he is affiliated. <i>Artifact: Reflective Statement</i> ✚ 6.S.4 Practices not to intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression. <i>Artifact: Reflective Statement</i> ✚ 6.S.5 Practices acceptance of people from diverse backgrounds. <i>Artifact: Reflective Statement</i> 	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 6.V.1 Makes reasonable effort to protect students from conditions harmful to learning and/or to the P-12 learners' mental and/or physical health and/or safety. <i>Artifact: Behavior Mgmt Plan</i> ✚ 6.V.2 Does not unreasonably deny a student access in diverse of views of P-12 learners. <i>Artifact: Observation</i> ✚ 6.V.3 Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization which he/she is affiliated. <i>Artifact: Reflective Statement</i> ✚ 6.V.4 Does not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression. <i>Artifact: Reflective Statement</i> ✚ 6.V.5 Shall not on basis of race, color, religion, gender, age, national, ethnic origin, political beliefs, marital status, disability if otherwise qualified, or social and family background deny to colleague professional benefits or advantages or participation in any professional organization. <i>Artifact: Reflective Statement</i> 	<p align="center"> <input type="radio"/> D <input type="radio"/> S <input type="radio"/> V </p> <p align="center"><i>Course: EDU 408</i></p> <p> <i>Institutional Standard:</i> <i>Compassionate</i> <i>Content Competency:</i> <i>Reading Competency: #</i> <i>ESOL Competencies: #3</i> <i>ACEI Standard: #5</i> <i>INTASC: #10</i> <i>NBPTS: Pro.#1</i> <i>PED: # 6-14</i> </p>

ACCOMPLISHED PRACTICES: HUMAN DEVELOPMENT AND LEARNING (AP # 7)

Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

DEVELOPING	SYNTHESIS	VALIDATED	PROFICIENCY LEVEL
<p><i>Evidence documents the candidate's ability to:</i></p> <ul style="list-style-type: none"> ✚ 7.D.1 Recognizes the development level of students and identifies differences in a group of P-12 learners. <p><u>Artifact: Observation</u></p> <ul style="list-style-type: none"> ✚ 7.D.2 Recognizes the importance of effective communication with P-12 learners at various developmental levels. <p><u>Artifact: Observation</u></p> <ul style="list-style-type: none"> ✚ 7.D.3 Determines learning theories, subject matter structure, curriculum development, student development, and <u>first and second language acquisitions process.</u> <p><u>Artifact: ESOL Portfolio</u></p> <ul style="list-style-type: none"> ✚ 7.D.4 Identifies alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods. <p><u>Artifact: Simulated Lesson Plan</u></p>	<p><i>Evidence documents the candidate's ability to:</i></p> <ul style="list-style-type: none"> ✚ 7.S.1 Develops multiple activities which engage and motivate P-12 learners at appropriate developmental levels. <p><u>Artifact: Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 7.S.2 Communicates with P-12 learners effectively by taking into account their developmental levels with consideration of their ethnic background. <p><u>Artifact: Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 7.S.3 Demonstrates an understanding of learning theories, subject matter structure, curriculum development, and <u>first and second language acquisitions process.</u> <p><u>Artifact: Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 7.S.4 Practices and uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods. <p><u>Artifact: Lesson Plan</u></p>	<p><i>Evidence documents the candidate's ability to:</i></p> <ul style="list-style-type: none"> ✚ 7.V.1 Uses multiple activities which engage and motivate P-12 learners at appropriate developmental levels. <p><u>Artifact: Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 7.V.2 Demonstrates with P-12 learners effectively by taking into account their developmental levels with consideration of their ethnic background. <p><u>Artifact: Teaching Rubric</u></p> <ul style="list-style-type: none"> ✚ 7.V.3 Implements the learning theories, subject matter structure, curriculum development, and <u>first and second language acquisitions process.</u> <p><u>Artifact: Modified ESOL Plan</u></p> <ul style="list-style-type: none"> ✚ 7.V.4 Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods. <p><u>Artifact: Lesson Plan</u></p>	<p align="right">○ D ○ S ○ V</p> <hr/> <p align="center"><i>Course: EDU 203</i></p> <p><i>Institutional Standard: Constructivist</i> <i>Content Competency: LA#6, MA#12</i> <i>Reading Competency: #</i> <i>ESOL Competencies# 13</i> <i>ACEI Standard: #1</i> <i>INTASC: #5</i> <i>NBPTS: Pro.#3</i> <i>PED: #1 and D#7</i></p>

ACCOMPLISHED PRACTICES: KNOWLEDGE OF SUBJECT MATTER (AP # 8)

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 students' acquisition of new knowledge and skills using that knowledge.

DEVELOPING	SYNTHESIS	VALIDATED	PROFICIENCY LEVEL
<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 8.D.1 Comprehends knowledge of subject matter in a manner that enables the P-12 learner to learn. <u>Artifact: Rubric</u> ✚ 8.D.2 Recognizes the importance of using materials and technologies of the subject field in developing learning activities for P-12 learners. <u>Artifact: Simulated Lesson Plan</u> ✚ 8.D.3 Acquires currency in subject matter knowledge in order to integrate appropriate learning activities for P-12 learners. <u>Artifact: Simulated Lesson Plan</u> 	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 8.S.1 Communicates knowledge of subject matter in a manner that enables the P-12 learner to learn. <u>Artifact: Rubric</u> ✚ 8.S.2 Develops materials and technologies of the subject field in developing learning activities for P-12 learners. <u>Artifact: Simple Lesson Plan</u> ✚ 8.S.3 Continues currency in subject matter knowledge in order to integrate appropriate learning activities for P-12 learners. <u>Artifact: Lesson Plan</u> 	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 8.V.1 Implements knowledge of subject matter in a manner that enables the P-12 learner to learn. <u>Artifact: Rubric</u> ✚ 8.V.2 Demonstrates the ability to use materials and technologies of the subject field in developing learning activities for P-12 learners. <u>Artifact: Lesson Plan</u> ✚ 8.V.3 Maintains currency in his/her subject field in order to integrate appropriate learning activities for P-12 learners. <u>Artifact: Professional Development Plan</u> 	<p align="center"> <input type="radio"/> D <input type="radio"/> S <input type="radio"/> V </p> <hr/> <p align="center"><i>Course: All Courses</i></p> <p><i>Institutional Standard: Competent Content Competency: LA#6, MA#12</i> <i>Reading Competency:#</i> <i>Sunshine St. Standard: #1,2,3</i> <i>ESOL Competencies:# 17,18</i> <i>ACEI Standard: #2,3</i> <i>INTASC Standard: #1</i> <i>NBPTS Proposition: Pro.#2</i> <i>PED: #8</i></p>

ACCOMPLISHED PRACTICES: LEARNING ENVIRONMENTS (AP #9)

The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional and physical needs.

DEVELOPING	SYNTHESIS	VALIDATED	PROFICIENCY LEVEL
<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 9.D.1 Understands the importance of a behavior management plan. <p><u>Artifact: Simulated Behavior Mgmt Plan</u></p> <ul style="list-style-type: none"> ✚ 9.D.2 States appropriate instructional activities and varied motivational devices in order to meet and maintain cognitive, linguistic and affective needs of P-12 learners. <p><u>Artifact: Simulated Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 9.D.3 Recognizes the importance of providing feedback and reinforcement to P-12 learners which provides a safe place to take risks. <p><u>Artifact: Observation</u></p> <ul style="list-style-type: none"> ✚ 9.D.4 Indicates the importance of respecting a P-12 learners' right to use a home language other than English for academic and social purposes. <p><u>Artifact: ESOL Portfolio</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 9.S.1 Develops a behavior management plan. <p><u>Artifact: Behavior Mgmt Plan</u></p> <ul style="list-style-type: none"> ✚ 9.S.2 Constructs appropriate instructional activities and varied motivational devices in order to meet and maintain cognitive, linguistic and affective needs of P-12 learners. <p><u>Artifact: Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 9.S.3 Creates learning activities that provide opportunities to give feedback and reinforcement to P-12 learners which provides a safe place to take risks. <p><u>Artifact: Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 9.S.4 Provides opportunities for P-12 learners to use home language other than English for academic and social purposes. <p><u>Artifact: ESOL Portfolio</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 9.V.1 Involves P-12 learners when establishing rules and standards of behavior with multiple opportunities for accountability for their own behavior in the management of the learning environment. <p><u>Artifact: Behavior Mgmt Plan</u></p> <ul style="list-style-type: none"> ✚ 9.V.2 Implements appropriate instructional activities and varied motivational devices in order to meet and maintain cognitive, linguistic, and affective needs of P-12 learners. <p><u>Artifact: Rubric</u></p> <ul style="list-style-type: none"> ✚ 9.V.3 Monitors learning activities by providing feedback and reinforcement to students, which provides a safe place to take risks. <p><u>Artifact: Rubric</u></p> <ul style="list-style-type: none"> ✚ 9.V.4 Respects any P-12 learners' right to use a home language other than English for academic and social purposes. <p><u>Artifact: ESOL Portfolio</u></p>	<p align="center"> <input type="radio"/> D <input type="radio"/> S <input type="radio"/> V </p> <hr/> <p align="center"><i>Course: EDU 203</i></p> <p><i>Institutional Standard: Constructivist</i> <i>Content Competency: LA#6, MA#12</i> <i>Reading Competency:#</i> <i>ESOL Competencies# 5,6,7,13,18</i> <i>ACEI Standard: #1</i> <i>INTASC Standard: #5</i> <i>NBPTS Proposition: Pro.#4</i> <i>PED: #9</i></p>

ACCOMPLISHED PRACTICES: PLANNING (AP # 10)

Recognizes the importance of setting high expectations for all students, the preprofessional teacher 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 his/her plans appropriately. Planned instruction incorporates a creative environment and utilizes 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.

DEVELOPING	SYNTHESIS	VALIDATED	PROFICIENCY LEVEL L
<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 10.D.1 Recognizes P-12 learners' performance outcomes for planned lessons. <i>Artifact: Simulated Lesson Plan</i> ✚ 10.D.2 Explores planned activities for P-12 learners to promote high standards for P-12 learners' performance. <i>Artifact: Simulated Lesson Plan</i> ✚ 10.D.3 Seeks comprehensible instruction based on performance standards required in Florida public schools. <i>Artifact: Simulated Lesson Plan</i> ✚ 10.D.4 Understands instructional flexibility and an awareness of the teachable moment to plan and engage P-12 learners in meaningful learning activities geared to reduce P-12 learner engagement. <i>Artifact: Simulate Model Classroom Arrangement</i> 	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 10.S.1 Organizes P-12 learner performance outcomes for planned lessons. <i>Artifact: Simple Lesson Plan</i> ✚ 10.S.2 Identifies planned activities for P-12 learners to promote high standards for P-12 learners' performance. <i>Artifact: Simulated Lesson Plan</i> ✚ 10.S.3 Illustrates comprehensible instruction based on performance standards required in Florida public schools. <i>Artifact: Simple Lesson Plan</i> ✚ 10.S.4 Explains instructional flexibility and an awareness of the teachable moment to plan and engage P-12 learners in meaningful learning activities geared to reduce P-12 learner engagement. <i>Artifact: Simple Model Classroom Arrangement</i> 	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 10.V.1 Demonstrates P-12 learner performance outcomes for planned lessons based on student performance. <i>Artifact: Advance Lesson Plan</i> ✚ 10.V.2 Produces planned activities for P-12 learners to promote high standards for P-12 learners' performance. <i>Artifact: Bulletin Board Display</i> ✚ 10.V.3 Demonstrates comprehensible instruction based on performance standards required in Florida public schools. <i>Artifact: Simulated Lesson Plan</i> ✚ 10.V.4 Illustrates instructional flexibility and an awareness of the teachable moment to plan and engage P-12 learners in meaningful learning activities geared to reduce P-12 learner engagement. <i>Artifact: Advance Model Classroom Arrangement</i> 	<ul style="list-style-type: none"> ○ D ○ S ○ V <p><i>Course: EDU 204 and 206</i></p> <p><i>Institutional Standard:</i> <i>Competent</i> <i>Content Competency: K-6</i> <i>Reading Competency:#</i> <i>Sunshine St. Standard: SC A-H and SS A-D</i> <i>ESOL Competencies:#</i> <i>6,8,11,14,15</i> <i>ACEI Standard: #3</i> <i>INTASC Standard: #7</i> <i>NBPTS Proposition: Pro.#1</i> <i>PED#10</i></p>

ACCOMPLISHED PRACTICES: ROLE OF THE TEACHER (AP #11)

The preprofessional teacher communicates and works cooperatively with families and colleagues improve the educational experiences at the school.

DEVELOPING	SYNTHESIS	VALIDATED	PROFICIENCY LEVEL
<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 11.D.1 Indicate strategies that are effective in fulfilling the role of the P-12 learner advocate and is familiar with the laws (state and Federal and court-ordered Consent Decrees) which assure the rights of P-12 learners. <p><u>Artifact: Simulated Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 11.D.2 Identifies strategies that allow identification of P-12 learners' educational and social needs. <p><u>Artifact: Simulated Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 11.D.3 Proposes ways to communicate with families of culturally diverse backgrounds providing meaningful feedback on P-12 learner progress and seeking assistance for self and family. <p><u>Artifact: Reflective Statement</u></p> <ul style="list-style-type: none"> ✚ 11.D.4 Researches ways in which families and community can support and reinforce classroom goals through a variety of experiences. <p><u>Artifact: Certificate/letter acknowledging participation in a workshop/seminar</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 11.S.1 Defines strategies that are effective in fulfilling the role of the P-12 learner advocate and is familiar with the laws (state and Federal and court-ordered Consent Decrees) which assure the rights of P-12 learners. <p><u>Artifact: Simple Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 11. S.2 Formulates strategies that allow identification of P-12 learners' educational and social needs. <p><u>Artifact: Simple Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 11.S.3 Establishes communication with families of culturally diverse backgrounds providing meaningful feedback on P-12 learner progress and seeking assistance for self and family. <p>Artifact: Comm. Tools i.e. letters, invitations and flyers</p> <ul style="list-style-type: none"> ✚ 11.S.4 Clarifies ways in which families and community can support and reinforce classroom goals through a variety of experiences. <p><u>Artifact: Comm. Tools i.e. letters, invitations and flyers</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 11.V.1 Develops and expands strategies that are effective in fulfilling the role of the P-12 learner advocate and is familiar with the laws (state and Federal and court-ordered Consent Decrees) which assure the rights of P-12 learners. <p><u>Artifact: Advance Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 11.V.2 Works with colleagues to identify P-12 educational and social needs. <p><u>Artifact: Advance Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 11.V.3 Communicates with families of culturally diverse backgrounds providing meaningful feedback on P-12 learner progress and seeking assistance for self and family. <p>Artifact: Comm. Tools i.e. letter and flyers</p> <ul style="list-style-type: none"> ✚ 11.V.4 Incorporates ways in which families and community can support and reinforce classroom goals through a variety of experiences. <p><u>Artifact: Comm. Tools i.e. letters, invitations and flyers</u></p>	<div style="text-align: center;"> <input type="radio"/> D <input type="radio"/> S <input type="radio"/> V </div> <hr/> <p align="center"><i>Course: EDU 414 and 450</i></p> <p><i>Institutional Standard: Constructivist Content Competency: Reading Competency:# ESOL Competencies# 22,23 ACEI Standard: #3,4,5 INTASC Standard: #9 NBPTS Proposition: Pro.#5 PED:#11</i></p>

ACCOMPLISHED PRACTICES: TECHNOLOGY (AP # 12)

The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

DEVELOPING	SYNTHESIS	VALIDATED	PROFICIENCY LEVEL
<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 12.D.1 Indicates instructional and other electronic materials to obtain information and utilize standard reference in electronic form. <p><u>Artifact: Simulated Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 12.D.2 Surveys educational software for instruction and management purposes based upon reviews and recommendation of other professionals. <p><u>Artifact: Rubric</u></p> <ul style="list-style-type: none"> ✚ 12.D.3 Describes the use of available computers and other forms of technology. <p><u>Artifact: Simulated Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 12.D.4 Identifies technology in lesson plans and material preparation to assist with instructional and classroom management. <p><u>Artifact: Simulated Teaching Plan</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 12.S.1 Incorporates instructional and other electronic materials to obtain information and utilize standard reference in electronic form. <p><u>Artifact: Simple Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 12.S.2 Selects educational software for instruction and management purposes based upon reviews and recommendation of other professionals. <p><u>Artifact: Rubric</u></p> <ul style="list-style-type: none"> ✚ 12.S.3 Integrates the use of available computers and other forms of technology. <p><u>Artifact: Advance Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 12.S.4 Devises lesson plans and material preparation to assist with instructional and classroom management. <p><u>Artifact: Simple Teaching Plan</u></p>	<p><u>Evidence documents the candidate's ability to:</u></p> <ul style="list-style-type: none"> ✚ 12.V.1 Utilizes instructional and other electronic materials to obtain information and utilize standard reference in electronic form. <p><u>Artifact: Advance Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 12.V.2 Uses educational software for instruction and management purposes based upon review and recommendation of other professionals. <p><u>Artifact: Advance Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 12.V.3 Teaches student the use of available computers and other forms of technology. <p><u>Artifact: Advance Lesson Plan</u></p> <ul style="list-style-type: none"> ✚ 12.V.4 Executes the use of technology in lesson plans and material preparation to assist with instructional and classroom management. <p><u>Artifact: Advance Teaching Plan</u></p>	<div style="text-align: center;"> <ul style="list-style-type: none"> ○ D ○ S ○ V </div> <p align="center"><i>Course: EDU331</i></p> <p><i>Institutional Standard: Competent Content Competency: Reading Competency:# ESOL Competencies# 17 ACEI Standard: #5 INTASC Standard: #4 NBPTS Proposition: Pro.#5 PED:#12</i></p>