

**EEX 6946**  
 Graduate Internship-M.A. only  
 Professor  
 Term  
 Day

Contacting the Professor		Contacting the Class	
Office Hrs:		Class E-mail:	
Office:		Course Web Site:	
Phone			
FAX:			
E-Mail:			
Web:			

**Course Description:**

This course includes student teaching in an elementary or secondary school under the direction of a certified exceptional teacher along with the attendance at assigned seminar activities.

***Course Objectives:***

- Key :**     **ESE = Florida Subject Area Competencies**  
               **CEC = Council of Exceptional Education Competencies**  
               **FEAP/PEC = Florida Educators Accomplished Practices/Professional**  
               **Educators Competencies**  
               **ESOL = English for Speakers of Other Languages**  
               **ISTE = International Society for Technology in Education**

Objectives	Standards and Competencies	Students' Outcomes*
Accomplished Practice One-Assessment: The pre-professional 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 student's instructional plan with their cognitive, social, linguistic, cultural, emotional and physical needs.	CEC-CC3S1, S2, S3, S4, S5; CEC GC3K1, GC3S1, GC4S1, GC4S2, GC4S3, GC4S4, GC4S5, GC4S6, GC4S7, IC8S6, IC7S2, IC5S6, CC4S3, CC4S5, CC5S4, CC7S1; ESE 2.3, 3, 4.4; FEAP/PEC 1:	Mid-point and Final Supervising Teacher and University Coordinator Competency Profile Summary; <b>Behavior Change Project #2*</b>

	PEC14; ESOL 14, 21	
Accomplished Practice Two-Communication. The pre-professional 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.	FEAP/PEC 2, PEC14  ESE 4.6, 6.1 ;  ESOL 8, 9, 10  CEC-CC9S8,CC1K4	Mid-point and Final Supervising Teacher and University Coordinator Competency Profile Summary; <b>Collaboration Log*</b> ; Lesson Plans; <b>Communication Observation Rubric*</b> in conjunction with Video Tape
Accomplished Practice Three- Continuous Improvement-The pre-professional teacher realizes that she/he is in the initial stages of a life-long learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increase as time passes. The teacher's continued professional improvement is characterized by self reflection, work with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.	FEAP/PEC3 CEC-CC1S2, CC8S1-S5, GC9K1, GC9K2, GC9S1, GC9S2,CC9S9,CC0S 11-12	Mid-point and Final Supervising Teacher and University Coordinator Competency Profile Summary; <b>Video Tape*</b>
Accomplished Practice Four-Critical Thinking-The pre-professional 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	FEAP/PEC 4; PEC 14  ESE 4.2;  ESOL 11, 16  CEC- IC8S1,CC9S10,CC5 K3,IC4S6,CC5S6,CC 8K1-5CC8K1-10	Mid-point and Final Supervising Teacher and University Coordinator Competency Profile Summary; <b>Lesson Plans*</b>
Accomplished Practice Five-Diversity-The pre-professional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures. The teacher creates a climate of openness, inquiry, and support	CEC GC5K2, CC3K4,CC3K5,CC2 K3,CC5S10-14, IC6K1-2, CC10S10;  FEAP/PEC 5	Mid-point and Final Supervising Teacher and University Coordinator Competency Profile Summaries; Philosophy of Teaching Paper; ESOL Performance Profile; Paper describing classroom

<p>by practicing strategies as acceptance, tolerance, resolution, and mediation.</p>	<p>PEC 14 ESE 3.2, ESOL 4</p>	<p>adaptations for ELL students <b>Lesson Plans with adaptations for ELLs*</b></p>
<p>Accomplished Practice Six-Ethics-The pre-professional teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida</p>	<p>CEC GC9S2, CC8S6; CC9K1-4,CC9S1-7, IC9S1-2FEAP/PEC6 ESE 1.1</p>	<p>Mid-point and Final Supervising Teacher and University Coordinator Competency Profile Summaries; <b>Philosophy of Teaching Paper*</b></p>
<p>Accomplished Practice Seven-Human Development and Learning-Drawing upon well established human development/learning theories and concepts and a variety of information about students, the pre-professional teacher plans instructional activities.</p>	<p>FEAP/PEC 7 CEC-CC2S1, GC4S1, GC4S2, CC2K1-2,CC2K5, IC2K3-4; ESE 4.2, 4.4, 4.5, 4.7;</p>	<p>Mid-point and Final Supervising Teacher and University Coordinator Competency Profile Summaries; <b>Case Study Project*;</b> Lesson Plans</p>
<p>Accomplished Practice Eight-Knowledge of Subject Matter-The pre-professional 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 include a variety of means to assist student acquisition of new knowledge and skills using the knowledge.</p>	<p>CEC GC4S8,CC7K2-4, CC2K6 FEAP/PEC 8, PEC 14 ESOL 12, 17</p>	<p>Mid-point and Final Supervising Teacher and University Coordinator Competency Profile Summaries; <b>Case Study*;</b> <b>Lesson Plans*;</b> Video Tape</p>
<p>Accomplished Practice Nine-Learning Environments-The pre-professional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so, including some that provide opportunities for student input into the processes. The teacher understands that he/she will need a variety of techniques and is working to increase his/her knowledge and skills.</p>	<p>CEC-GC5K2, GC5S4, GC5S5, GC5S6, CC5S1-CC5S10, CC6S1-CC6S8, Ic5K2-4,CC4S4, CC5K5-8,CC5S1,CC5S5,IC5 S6; FEAP/PEC 9; PEC14 ESE 5.1, 5.3; ESOL 18</p>	<p>Mid-point and Final Supervising Teacher and University Coordinator Competency Profile Summaries; <b>Behavior Change Project 2*;</b> <b>Environmental Adaptations for ELLs paper*</b></p>
<p>Accomplished Practice Ten-Planning-The pre-professional teacher recognizes the</p>	<p>FEAP/PEC10, PEC 14</p>	<p>Mid-point and Final Supervising Teacher and</p>

<p>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 motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.</p>	<p>CEC-CC4S1-S18, GCGC5S3,IC3K3,C C3K2,IC4K3, IC4K2, CC5S2, IC5S12,IC6S1- 3,CC7S5, IC8S6</p> <p>ESE 4.6</p> <p>ESOL 5</p>	<p>University Coordinator Competency Profile Summaries; <b>Behavior Change Project 2*;</b> <b>Case Study*;</b> Lesson Plans</p>
<p>Accomplished Practice Eleven- Role of the Teacher-The pre-professional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.</p>	<p>FAEP/PEC 11 CEC GC10K2, - CC7S1-7, CC2K4,IC2K2, IC8K3,CC10S2,CC1 0S3- 6,IC10K!CC1K10,C C1K7, CC10K3-4; ESE 1.6, 4.6</p>	<p>Mid-point and Final Supervising Teacher and University Coordinator Competency Profile Summaries; <b>Philosophy of Teaching paper*</b></p>
<p>Accomplished Practice Twelve- Technology-The pre-professional 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.</p>	<p>FEAP/PEC 12</p> <p>PEC14</p> <p>CEC GC4S7,IC4S2,IC5S2, IC5S2, CC7S3,IC8S5</p> <p>ESOL 17</p> <p>ISTE 3B, 5C</p>	<p>Mid-point and Final Supervising Teacher and University Coordinator Competency Profile Summaries; <b>Integration of Technology Observation Checklist*</b></p>

## Internship Requirements\*

**Requirements:** The course requirements are listed below and the due dates. A full explanation of the assignments will be listed under assignments on Course Website (Web CT) on a variable schedule. In addition, rubrics will be provided for each assignment. All assignments indicated in bold with an asterisk (\*) will be collected and/or uploaded into the UCF COE Assessment System within LiveText to continuously monitor performance mastery for continuous program improvement.

1. Portfolio-ALL SECTIONS OF THE PORTFOLIO MUST BE SATISFACTORILY COMPLETED IN ORDER TO RECEIVE A SATSIFACTORY GRADE IN GRADUATE INTERNSHIP.

All sections of portfolio (with the exception of the final reflection on Graduate Internship) must be ready to be turned into to your College Advisor by the 7<sup>th</sup> week of your internship. All unsatisfactory sections must be re-done by the 12<sup>th</sup> week of the semester. The final Internship reflection will be due the last two weeks of your internship and turned into your college coordinator.

2. **Collaborative Log of Experiences\***-A weekly written self-reflection of experiences. May include strengths, areas for improvement, and insights. Please use your journal as a means of "reflecting" about the quality and types of collaborative interactions throughout the days of internship. Keep entries fairly brief. Your coordinator may request that you email it to him/her. Use the COE format for a "Reflective Practitioner".
3. **Lesson Plans with Adaptations for ELL Students\***-All exceptional education interns will use a planning format which includes an adaptation section for students with Limited English Proficiency. Students shall consider adapting materials, content, communication and evaluation/assessment of the instructional plan.
4. **Environmental Adaptations for ELLs paper\***-All exceptional education interns will turn into their college coordinator a paper discussing how they would adapt the learning environment of their placement to meet the needs of students with Limited English Proficiency. The paper would include a discussion of the classroom organization, the visual displays, the materials, the grouping, the assessment procedures, the classroom management and the instructional strategies addressing the diversity within the classroom. Turn into your college coordinator by the 10<sup>th</sup> week of your internship.
5. **Video and self-evaluate a lesson plan\***- These are to be turned into your college coordinator by the end of the second week of full time teaching or at the request of your coordinator. While observing video of teaching, complete a checklist of communication skills (provided at seminar). Reflect on the communication skills observed related to the communication checklist. This is the **Communication Observation Rubric\*** in conjunction with Video Tape.
6. **Technology Checklist\* and Lesson Plan Integrating Technology into Lesson\***-Complete the following technology requirements: Integrate technology into your instruction during one of the formal observations by your college coordinator's observations. E-mail your college coordinator at least once during the semester.  
Please hand your College Coordinator your lesson plans and journal when he or she comes to

observe you.

7. Lesson plans should be completed using the attached format and should be shown to your Supervising Teacher and College Coordinator for approval. The format includes adaptations for ESOL students.

First Lesson Plans - You are to do at least 5 detailed lesson plans following the format presented in EEX 6061

Second Lesson Plans - You may write this type of plan when approved by the University coordinator.

Objective:

Materials:

Procedures

Adaptations for Students with Limited

English Proficiency

Evaluation:

Third Lesson Plans - You may write in the small space in the teacher's plan book when approved by the University coordinator.

8. **Case Study\***-Complete a case study based on work samples. More specifications of the assignment will be discussed during the seminar held on Thursday evenings.
9. **Philosophy of Teaching\***-Complete a Philosophy of Teaching paper following the format provided.
10. **Behavior Change Project #2 \***- During internship, student will target behavior for change, pinpoint behaviors, collect, record, and analyze data and use the analysis to make changes on instructional or classroom management strategies. See Rubric.

**Attend Internship seminars from 5:30-6:30 on 1/12, 2/9, and 3/23 in TA 102**

YOU MUST PRESENT YOUR LESSON PLAN ANYTIME YOU ARE OBSERVED  
TEACHING A LESSON

### **Deadlines:**

-Videotapes must be received by your College Coordinator by the end of the second week of full time teaching. They will be returned to you with written feedback and discussed at your next meeting with your coordinator.

-Lesson plans and daily logs should be available during each visit.

-Portfolios should be given to College Coordinators to your advisor.

Grades for Internship as follows:

A=All requirements are completed on time. The pre-service educator receives a rating of 5 on 10 out of the 12 Accomplished Practices and a 4 on the remaining two.

B=All requirements are completed on time. The pre-service educator receives a rating of 5 on 7 out of 12 of the Accomplished Practices and 4 on the rest.

C=Most requirements are completed on time. The pre-service educator receives a rating of at least 3 on all Accomplished Practices.

- Interns are visited once every other week. If there is a problem, they might even be visited more frequently. The college coordinator observes the student teaching and then gives immediate oral and written feedback. Special feedback forms are designed. In addition, the intern is given a list of strengths and areas for improvement at the end of each visitation. The feedback is frequently shared with the supervising teacher and the teacher is asked to monitor the areas for improvement until the college coordinator's next visit. The Florida Performance Measurement System evaluation on each intern at least once during the internship experience. A mid-term formal meeting is also conducted during the semester for interns during the student teaching. The student intern, the supervising teacher, and the college coordinator each completes an evaluation form and discusses the intern's strengths and weaknesses in each area and then list areas for improvement for the intern. This same form is used in the final evaluation.

**Remember to:**

Complete your First Day Report during your first day of school and give it to your College Coordinator when she visits you.(current date)

-Contact your Supervising Teacher and College Coordinator if you are ill and cannot be in school.

-Learn your students' names as soon as possible.

-Be prompt and dependable

-Dress appropriately.

-Maintain confidentiality regarding all matters pertaining to students and school personnel.

-Read the Student Teaching Handbook.

-Follow the check-in and check-out procedures and all other requirements of the school site.

-Keep teacher hours and school holidays, not University holidays.

**Independent Learning Product: Classroom Research and Student Change**

With the cooperating teacher, select a student(s) to receive targeted instruction and/or behavioral guidance. Complete EACH of the following steps to intervene by collecting data, teaching a replacement behavior, and progress monitoring. Graph and/or chart data collected and write summary of results. Reflect on process and outcomes. See following "Behavior Change" project and rubric for further descriptions.

<p><b>Course Title &amp; Number: EEX 6946 Graduate Internship in Exceptional education</b></p> <p>Course Description: This course includes student teaching in an elementary or secondary school under the direction of a certified exceptional teacher along with the attendance at assigned seminar activities. This course curriculum incorporates activities and assessments associated with one or more of Florida's 25 English for Speakers of Other Languages (ESOL) Performance Standards in partial fulfillment of requirements for the ESOL Endorsement.</p>	
<p>Faculty who teach this course (full-time, adjuncts, and TA's):</p> <p>Internship II is supervised by faculty members and adjuncts</p>	
<p><b>Teaching Strategies Used:</b></p> <p>Problem solving</p>	<p>Use student's experiences</p> <p>Field experience</p> <p>Portfolio</p> <p>Video tape</p> <p>Self Evaluation</p>
<p><b>ESOL Performance Standards addressed in course</b></p>	
<p>14,16,19, 20,21</p>	<p><b>Related Course Objectives</b></p> <p>The pre-professional 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 student's instructional plan with their cognitive, social, emotional and physical needs. ESOL 14,16,19, 20,21; PEC 14</p>
<p>5,6,8,9,10,11</p>	<p>The pre-professional 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. ESOL 5,6,8,9,10,11; PEC 14</p>
<p>6,12</p>	<p>The pre-professional 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 students in demonstrating their ability to think creatively. ESOL 6,12; PEC 14</p>
<p>1,2,3,4,5,6,13,16,18</p>	<p>The pre-professional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures. The teacher creates a climate of openness, inquiry and support by practicing strategies such</p>



<p>16,18</p> <p>5,6,7,15</p> <p>5,6,7,13,15,18</p> <p>15,17</p>	<p>as acceptance, tolerance, resolution and mediation. ESOL 1,2,3,4,5,6,13,16,18; PEC 1.</p> <p>The pre-professional teacher has a basic understanding of the subject matter 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 the knowledge. ESOL 16,18; PEC 14.</p> <p>The pre-professional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so. The teacher understands that he/she will need a variety of techniques and is working to increase his/her knowledge and skills. ESOL 5,6,7,15 : PEC 14</p> <p>The pre-professional teacher plans, implements, and evaluates effective instruction in a variety of learning environments. Upon reflection the teacher continuously refines outcome assessment and learning experiences. ESOL 5,6,7,13,15,18 : PEC 14</p> <p>The pre-professional 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. ESOL 15,17; PEC 14</p>
<p>1,2,3,4,5,6,7,8,9, 10,11, 15,16, 17,19</p> <p>16,18</p>	<p><b>Related Readings, Class Activities, &amp; Assignments</b></p> <ul style="list-style-type: none"> <li>• All exceptional education interns will use a planning format which includes an adaptation section for students with Limited English Proficiency. Students shall consider adapting materials, content, communication and evaluation/assessment of the instructional plan. ESOL 1,2,3,4,5,6,7,8,9,10,11,15,16,17,19; PEC 14</li> <li>• All exceptional education interns will turn into their college coordinator a paper discussing how they would adapt the learning environment of their placement to meet the needs of students with Limited English Proficiency. The paper would include a discussion of the classroom organization, the visual displays, the materials, the grouping, the assessment procedures, the classroom management and the instructional strategies addressing the diversity within the classroom. ESOL 16,18; PEC 14</li> <li>• All exceptional education interns will implement and evaluate instruction to meet the needs of all students, including applying</li> </ul>

<p>12,13,14</p> <p>20,21</p>	<p>content based ESOL appropriate to instruction. ESOL 12,13,14; PEC 14</p> <ul style="list-style-type: none"> <li>• All exceptional education interns will administer formal and informal tests/assessments as well as alternative assessment procedures and interpret results in order to plan programs for ELLs. ESOL 20, 21; PEC 14</li> </ul>
	<p><b>Related Assessment—Including Exams or Artifacts/Products that Demonstrate Mastery of ESOL Performance Standards &amp; Indicators</b></p> <p>Products:</p> <ul style="list-style-type: none"> <li>• All sections of the COE portfolio completed</li> <li>• Weekly self reflection experiences</li> <li>• Lesson plans including adaptations for LEP students</li> <li>• Paper describing classroom adaptations to address the needs of LEP students</li> <li>• Video and self evaluation of a lesson</li> <li>• Observations and written evaluations from College Coordinator and Supervising Teacher</li> </ul>

### EEX 6946 Collaboration Log

<b>FEAP</b>	<b>Target</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Unacceptable</b>
<p><b>Communication (FEAP 2):</b> Recognizes the need for effective communication in the classroom and is acquiring techniques to use in the classroom.</p>	<p>Recognizes and uses effective communication in the classroom and is acquiring techniques to use in the classroom.</p>	<p>Recognizes the need for effective communication in the classroom and is acquiring most techniques to use in the classroom.</p>	<p>Recognizes the need for effective communication in the classroom and is acquiring some techniques to use in the classroom</p>	<p>Does not recognize the need for nor use effective communication in the classroom and is not acquiring techniques to use in the classroom.</p>
<p><b>Communication (FEAP 2):</b> Recognizes the need for effective communication in the classroom and is acquiring techniques to use in the classroom, specific to classroom and school professional collaboration.</p>	<p>Reflects two weeks (minimum) of collaborative interactions with multiple daily entries demonstrating a high level of involvement with others to enhance educational experiences at the school (i.e. instructional delivery, problem solving, and support for students and families).</p>	<p>Reflects two weeks (minimum) of collaborative interactions with a few daily entries demonstrating some involvement with others to enhance educational experiences at the school (i.e. instructional delivery, problem solving, and support for students and families).</p>	<p>Reflects two weeks of collaborative interactions with a minimal number of daily entries demonstrating little involvement with others to enhance educational experiences at the school (i.e. instructional delivery, problem solving, and support for students and families).</p>	<p>Does not reflect at least two weeks of collaborative interactions with a minimal number of daily entries demonstrating little involvement with others to enhance educational experiences at the school (i.e. instructional delivery, problem solving, and support for students and families).</p>

**Lesson Plan With ELL Adaptations Rubric**

<b>FEAP</b>	<b>Target</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Unacceptable</b>
<b>Human Development and Learning (FEAP 7):</b> Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas	Lesson includes an appropriate review aligned with behavioral objective in the opening of the lesson. The teacher and the students both interact during the review.	Lesson includes an appropriate review aligned with behavioral objective in the opening of the lesson. The teacher states the information but the students do not interact.	Lesson includes a review but it is not aligned with the behavioral objective in the opening of the lesson	There is no review in the lesson plan.
<b>Human Development and Learning (FEAP 7):</b> Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods	The lesson plan includes different adaptations for students with disabilities as well as ELLs that are aligned with the objectives.	The lesson plan includes different adaptations for ELLs that are aligned with the objectives but not for students with disabilities.	The lesson plan includes one general adaptation (peer tutoring) for ELLs but not for students with disabilities and are not necessarily aligned with the objective.	There are no adaptations included.
<b>Critical Thinking (FEAP 4):</b> Poses problems, dilemmas, and questions in lessons to develop critical thinking	The lesson includes high level questions and at least one problem or dilemma to develop critical thinking.	The lesson includes more than two high level questions to develop critical thinking	The lesson includes two high level questions to develop critical thinking	The lesson includes no high level questions.
<b>Diversity (FEAP 5):</b> Establishes a comfortable and accepting environment by practicing strategies such as acceptance, tolerance, resolution, and mediation.	The lesson establishes a comfortable and accepting environment by practicing strategies such as acceptance, tolerance, resolution, and mediation.	The lesson establishes a comfortable and accepting environment by practicing some strategies such as acceptance, tolerance, resolution, and mediation.	The lesson begins to establish a comfortable and accepting environment by practicing some strategies such as acceptance, tolerance, resolution, and mediation.	The lesson does not establish a comfortable and accepting environment by practicing strategies such as acceptance, tolerance, resolution, and mediation.
<b>Knowledge of Subject Matter (FEAP 8):</b> Communicates knowledge of subject matter in a manner that enables students to learn.	The lesson plan presents the content being taught accurately and appropriate sequence.	The lesson plan presents the content being taught with some inaccuracies but in the appropriate sequence.	The lesson plan presents the content being taught inaccurately but in the appropriate sequence.	The lesson plan presents the content being taught inaccurately but and not in the appropriate sequence.
<b>Knowledge of Subject Matter (FEAP 8):</b> Uses the materials and technologies of the subject field in developing learning activities for students.	The lesson includes hands on materials and technologies in the presentation of the content being taught.	The lesson includes hands on materials and materials other than the textbook but no technologies in the presentation of the content being taught.	The lesson includes only the text book in presenting the content being taught.	There are no materials not even a text book included in the presentation of the content
<b>Planning (FEAP 10):</b> Plans and conducts lessons with identified student performance and learning outcomes based on standards required of students in Florida Public Schools.	The lesson plan contains a well written behavioral objective, the IEP objective and the appropriate Sunshine State Standards.	The lesson plan contains a partially written behavioral objective, the IEP objective and the appropriate Sunshine State Standards	The lesson plan contains an objective not written behaviorally, the IEP objective and the appropriate Sunshine State Standards	The lesson plan contains an objective not written behaviorally, with no mention of the IEP objective and the appropriate Sunshine State Standards
<b>Technology (FEAP 12):</b> Uses available technology as	The lesson plan uses available technology as appropriate to the	The lesson plan uses available technology as appropriate to the	The lesson plan uses some technology as appropriate to the	The lesson plan does not include the use available technology as

appropriate to the learners to manage, evaluate, and improve instruction.	learners to manage, evaluate, and improve instruction.	learners to manage, evaluate, and improve instruction at an initial stage in all areas.	learners for some of the purposes to manage, evaluate, and improve instruction.	appropriate to the learners to manage, evaluate, and improve instruction.
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**EEX 6946 Environmental Adaptations for ELL Students**

<b>FEAP</b>	<b>Target</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Unacceptable</b>
<b>Learning Environments (FEAP 9):</b> Understands the importance of a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.	Understands the importance of and recognizes a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation within own classroom.	Understands the importance of a positive learning environment most of the time in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation within own classroom.	Describes most of the characteristics of a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.	Does not understand nor can recognize the characteristics of a positive learning environment in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.
<b>Human Development and Learning (FEAP 7):</b> Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas	Lesson includes an appropriate review aligned with behavioral objective in the opening of the lesson. The teacher and the students both interact during the review.	Lesson includes an appropriate review aligned with behavioral objective in the opening of the lesson. The teacher states the information but the students do not interact.	Lesson includes a review but it is not aligned with the behavioral objective in the opening of the lesson	There is no review in the lesson plan.
<b>Human Development and Learning (FEAP 7):</b> Uses alternative instructional strategies to develop concepts and principles and is aware of the rationale for choosing different methods	The lesson plan includes different adaptations for students with disabilities as well as ELLs that are aligned with the objectives.	The lesson plan includes different adaptations for ELLs that are aligned with the objectives but not for students with disabilities.	The lesson plan includes one general adaptation (peer tutoring) for ELLs but not for students with disabilities and are not necessarily aligned with the objective.	There are no adaptations included.
<b>Critical Thinking (FEAP 4):</b> Poses problems, dilemmas, and questions in lessons to develop critical thinking	The lesson includes high level questions and at least one problem or dilemma to develop critical thinking.	The lesson includes more than two high level questions to develop critical thinking	The lesson includes two high level questions to develop critical thinking	The lesson includes no high level questions.
<b>FEAP</b>	<b>Target</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Unacceptable</b>
<b>Diversity (FEAP 5):</b> Establishes a comfortable and accepting environment by practicing strategies such as acceptance, tolerance, resolution, and mediation.	The lesson establishes a comfortable and accepting environment by practicing strategies such as acceptance, tolerance, resolution, and mediation.	The lesson establishes a comfortable and accepting environment by practicing some strategies such as acceptance, tolerance, resolution, and mediation.	The lesson begins to establish a comfortable and accepting environment by practicing some strategies such as acceptance, tolerance, resolution, and mediation.	The lesson does not establish a comfortable and accepting environment by practicing strategies such as acceptance, tolerance, resolution, and mediation.
<b>Knowledge of Subject Matter (FEAP 8):</b> Communicates knowledge of subject matter in a manner that enables students	The lesson plan presents the content being taught accurately and appropriate sequence.	The lesson plan presents the content being taught with some inaccuracies but in the appropriate sequence.	The lesson plan presents the content being taught inaccurately but in the appropriate sequence.	The lesson plan presents the content being taught inaccurately but and not in the appropriate sequence.

to learn.				
<b>Knowledge of Subject Matter (FEAP 8):</b> Uses the materials and technologies of the subject field in developing learning activities for students.	The lesson includes hands on materials and technologies in the presentation of the content being taught.	The lesson includes hands on materials and materials other than the textbook but no technologies in the presentation of the content being taught.	The lesson includes only the text book in presenting the content being taught.	There are no materials not even a text book included in the presentation of the content
<b>Planning (FEAP 10):</b> Plans and conducts lessons with identified student performance and learning outcomes based on standards required of students in Florida Public Schools.	The lesson plan contains a well written behavioral objective, the IEP objective and the appropriate Sunshine State Standards.	The lesson plan contains a partially written behavioral objective, the IEP objective and the appropriate Sunshine State Standards	The lesson plan contains an objective not written behaviorally, the IEP objective and the appropriate Sunshine State Standards	The lesson plan contains an objective not written behaviorally, with no mention of the IEP objective and the appropriate Sunshine State Standards
<b>Technology (FEAP 12):</b> Uses available technology as appropriate to the learners to manage, evaluate, and improve instruction.	The lesson plan uses available technology as appropriate to the learners to manage, evaluate, and improve instruction.	The lesson plan uses available technology as appropriate to the learners to manage, evaluate, and improve instruction at an initial stage in all areas.	The lesson plan uses some technology as appropriate to the learners for some of the purposes to manage, evaluate, and improve instruction.	The lesson plan does not include the use available technology as appropriate to the learners to manage, evaluate, and improve instruction.

EEX 6946: Video Self-Evaluation (Communication Observation)

<b>FEAP</b>	<b>Target</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Unacceptable</b>
<b>Communication (FEAP 2):</b> Recognizes the need for effective communication in the classroom and is acquiring techniques to use in the classroom.	Recognizes and uses effective communication in the classroom and is acquiring techniques to use in the classroom.	Recognizes the need for effective communication in the classroom and is acquiring most techniques to use in the classroom.	Recognizes the need for effective communication in the classroom and is acquiring some techniques to use in the classroom	Does not recognize the need for nor use effective communication in the classroom and is not acquiring techniques to use in the classroom.
<b>Communication (FEAP 2):</b> Uses effective communication techniques with students and with other stakeholders.	Varies communication (both verbal and non-verbal) according to the nature and needs of the individuals/stakeholders.	Varies verbal communication according to the nature and needs of the individuals/stakeholders.	Varies communication (both verbal and non-verbal) slightly according to the nature and needs of the individuals/stakeholders.	Does not vary communication (both verbal and non-verbal) according to the nature and needs of the individuals/stakeholders.
<b>Critical Thinking (FEAP 4):</b> Acquiring performance assessment techniques and strategies that measure higher order thinking skills in students through realistic projects and problem solving activities.	Demonstrates performance assessment techniques and strategies that measure higher order thinking skills in students through realistic projects and problem solving activities.	Demonstrates performance assessment techniques and strategies that measure higher order thinking skills in students through realistic projects and problem solving activities frequently.	Demonstrates performance assessment techniques and strategies that measure higher order thinking skills in students through realistic projects and problem solving activities most of the time, as appropriate, in lessons.	Does not demonstrate performance assessment techniques and strategies that measure higher order thinking skills in students through realistic projects and problem solving activities.



EEX 6946 Integration of Technology

<b>FEAP</b>	<b>Target</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Unacceptable</b>
<b>Technology (FEAP12):</b> Uses appropriate technology.	Recognizes technology skills mastered and creates a plan for professional development to master those skills still needed, then completes skills by the end of the semester.	Recognizes technology skills mastered and creates a plan for professional development to master those skills still needed.	Recognizes technology skills mastered.	Does not make an attempt to assess technology skills.
<b>Technology (FEAP12):</b> Uses Technology appropriately to establish an atmosphere of active learning and provides students with the opportunity to use technology.	Creates a lesson plan which appropriately incorporates the internet into the lesson and clearly incorporates active learning for the student.	Creates a lesson plan which appropriately incorporates the internet into the lesson and attempts to incorporate active learning for the student.	Creates a lesson plan which incorporates the internet into the lesson.	Does not incorporate the internet into the lesson.
<b>Technology (FEAP12):</b> Uses technology to assist with instructional and classroom management.	Creates a rubric using an online rubric maker and uses a spread sheet to evaluate student growth over at least 10 assignments, includes a graphic representation of growth.	Creates a rubric and uses a spread sheet to evaluate student growth over less than 10 assignments, includes a graphic representation of growth.	Creates a rubric and uses a spread sheet to evaluate student growth over less than 10 assignments, does not include a graphic representation of growth.	Does not create a rubric or evaluate student growth.
<b>Technology (FEAP12):</b> Uses Technology appropriately to establish an atmosphere of active learning.	Creates a 5-7 slide presentation on the use of a specific type of technology (include technology, benefits to teachers, benefits to students, and barriers to implementation)	Creates a 2-3 slide presentation on the use of a specific type of technology (includes 2-3 of the 4 components)	Creates a 2-3 slide presentation on the use of a specific type of technology. Does not include benefits to teachers, benefits to students, and barriers to implementation.	Creates a 2-3 slide presentation on technology, but does not relate to the school setting.
<b>Technology (FEAP12):</b> Uses technology to address student needs and learning objectives	Visit the AT site and researches 3 assistive technology devices. Prints images and comes to class prepared to discuss the item, who it is for, what it does, and how would it be helpful to a person with a disability.	Visit the AT site and researches 3 assistive technology devices. Prints images and comes to class prepared to discuss the item.	Visit the AT site and researches 3 assistive technology devices. Prints images and comes to class. Is not prepared to discuss items.	Visit the AT site but has no evidence of visit.

Case Study EEX 6946

FEAP	Target	Acceptable	Developing	Unacceptable
Continuous Improvement (FEAP 3) Engages in continuous professional quality improvement for self and school.	Engages in continuous professional quality improvement for self and school.	Recognizes the need to continuously strengthen continuous improvement of self and commitment to life-long learning, as familiar with School Improvement Planning process.	Recognizes the need to continuously strengthen self and commitment to life-long learning, as somewhat familiar with School Improvement Planning process.	Does not engage in continuous professional quality improvement for self and school, nor this process within the School Improvement Planning process.
Human Development and Learning (FEAP 7): Uses an understanding of learning and human development to provide a positive environment to support the intellectual, personal, and social development for all students.	The teacher uses an understanding of learning and human development to provide a positive environment to support the intellectual, personal, and social development for all students.	The teacher provides experiential learning for all students appropriate to learning style, linguistic and cultural heritage, experiential background, and developmental level.	The teacher provides experiential learning for most students appropriate to learning style, linguistic and cultural heritage, experiential background, and developmental level.	The teacher does not use understanding of learning and human development to provide a positive environment to support the intellectual, personal, and social development for all students.
Knowledge of Subject Matter (FEAP 8): Communicates knowledge of subject matter in a manner that enables students to learn.	The teacher communicates knowledge of subject matter in a manner that enables students to learn.	The teacher has a basic understanding of subject matter, but does not scaffold learning with various and extensive strategies, examples, and skills.	. The teacher has a basic understanding of subject matter, but does not scaffold learning with enough strategies, examples, and skills to assure learning for all students to mastery.	The teacher does not communicate knowledge of subject matter in a manner that enables students to learn.
Knowledge of Subject Matter (FEAP 8): Uses the materials and technologies of the subject field in developing learning activities for students.	The lesson includes hands on materials and technologies in the presentation of the content being taught.	The lesson includes hands on materials and materials other than the textbook but no technologies in the presentation of the content being taught.	The lesson includes only the text book in presenting the content being taught.	There are no materials not even a text book included in the presentation of the content

**Rubric for Philosophy of Teaching Paper- EEX 6946**

<b>FEAP/Disposition</b>	<b>Target</b>	<b>Acceptable</b>	<b>Developing</b>	<b>Unacceptable</b>
<p><b>Continuous Improvement (FEAP 3)</b> Engages in continuous professional quality improvement for self and school.</p>	Engages in continuous professional quality improvement for self and school.	Recognizes the need to continuously strengthen continuous improvement of self and commitment to life-long learning, as familiar with School Improvement Planning process.	Recognizes the need to continuously strengthen self and commitment to life-long learning, as somewhat familiar with School Improvement Planning process.	Does not engage in continuous professional quality improvement for self and school, nor this process within the School Improvement Planning process.
<p><b>Ethics/Disposition (FEAP 6)</b> Adheres to the Florida Code of Ethics through clear vision, attributes, and dispositions.</p>	Articulates a clear vision, attributes, qualities and dispositions of a successful special educator, including classroom, school, community, and advocacy.	Articulates a vision, attributes, qualities and dispositions of a successful special educator (at least three), including the classroom, school, and community.	Articulates developing competencies of a successful special educator, including roles of a teacher in the classroom. (Does not include three.)	Does not articulate a vision of a successful special educator at the required mastery of three competencies.
<p><b>Role the Teacher/Disposition (FEAP 11)</b> Works with various educational professionals, parents, and others in the continuous improvement of instruction for all students.</p>	Works with various educational professionals, parents, and others in the continuous improvement of instruction for all students	Works with and establishes open lines of communication with families, educational professionals, and other support personnel to promote continuous improvement of instruction for all students.	Works with and establishes initial lines of communication with most families, educational professionals, and other support personnel to promote continuous improvement of instruction for all students.	Does not work with various educational professionals, parents, and others in the continuous improvement of instruction for all students.

## **BEHAVIOR CHANGE PROJECT EEX 6946**

### *FLORIDA ACCOMPLISHED PRACTICES ADDRESSED*

#### **ACCOMPLISHED PRACTICE #1: ASSESSMENT**

- Draws from a repertoire of techniques to accommodate differences in students' behavior.
- Maintains observational and anecdotal records to monitor students' development.

#### **ACCOMPLISHED PRACTICE #2: COMMUNICATION**

- Establish positive interaction in the learning environment that uses incentives and consequences for students
- Provides opportunities for students to receive constructive feedback on individual work and behavior

#### **ACCOMPLISHED PRACTICE #3: CONTINUOUS IMPROVEMENT**

- Identifies principles and strategies for affecting changes occurring in her/his classroom and school.
- Uses data from her/his own learning environments as a basis for reflecting upon and experimenting.
- Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.

#### **ACCOMPLISHED PRACTICE #9: LEARNING ENVIRONMENTS**

- Recognizes cognitive and affective needs of individual students and arranges learning environments and activities to meet these needs
- Provides opportunities for students to be accountable for their own behavior.
- Provides a safe place to take risks.
- Monitors learning activities by providing feedback and reinforcement to students.

#### **ACCOMPLISHED PRACTICE #10: PLANNING**

- Regularly reflects upon her/his own practice and modifies behavior based upon that reflection.

#### **ACCOMPLISHED PRACTICE #11: ROLE OF THE TEACHER**

- Develops and expands strategies that are effective in fulfilling the role of student advocate, and is familiar with laws (State and Federal) and court ordered mandates.
- Proposes ways in which families can support and reinforce classroom goals, objectives, and standards.
- Works with colleagues to identify students' educational, social, and emotional needs

#### **ACCOMPLISHED PRACTICE #12: TECHNOLOGY**

- Uses, on a personal basis, learning media, computer applications, and other technology.
- Utilizes instructional and other electronic networks to gather information.
- Uses technology in lesson and material preparation.
- Uses technology to assist with instructional and classroom management.

**EEX 6946 Behavior Change Project-Part 2**

<b>FEAP</b>	<b>Target (Advanced) 3 points</b>	<b>Acceptable 2 points</b>	<b>Developing 1 point</b>	<b>Unacceptable 0 points</b>
<p><b>Assessment (FEAP 1);</b> Demonstrate the ability to collect, record, and analyze data and use the analysis to make changes in instructional or classroom management strategies. <b>CECG8-S1; CECCC5-S6; FEAP1; FEAP7; FPE8-1</b></p>	<p>Behavior Change Project is based on multiple assessments (i.e., review of available student records, interviews with other professionals or family, anecdotal recordings, and systematic observations). Data collected provides strong background information to develop and analyze a behavioral intervention plan. Assessments consider cognitive, biophysical, developmental, and physical-environmental factors to assist in understanding problem behavior.</p>	<p>Behavior Change Project is based on several assessments (i.e., review of the records, at least one interview with either another professional or a family member, at least one anecdotal recording, and at least one appropriate systematic observation). Data collected provides adequate background information for the development of a behavioral intervention plan.</p>	<p>Behavior Change Project is based on one form of assessments. Problem behavior is adequately described or measured. Minimal (3 or less observations) data points are collected to develop an appropriate behavioral intervention plan.</p>	<p>Behavior Change Project is based on a limited number of assessments. Problem behavior is not adequately described or measured. Does not include data collection measures.</p>
<p><b>Planning (FEAP 10):</b> Recognizes the importance to st high standards,</p>	<p>Uses assessment data to identify problem behavior. Describes behavior in observable measurable terms. Develops a hypothesis statement that is strongly supported by CCP data. Writes an appropriate replacement behavioral objective. Designs an action plan that employs behavior change strategy. Implement and closely monitor plan and student outcomes. Plan is evaluated based on data collected and effectively adjusted if student outcomes do not indicate progress on behavior objective.</p>	<p>Targets problem behavior. Develop a hypothesis statement that is somewhat supported by data. Writes a behavioral objective related to the target behavior. Designs an action plan. Implements and monitors plan. Student outcome data is collected. Plan is evaluated but only minimal adjustments are made if student outcomes do not indicate progress on behavioral objective.</p>	<p>Problem behavior is clearly identified or described. Hypothesis statement is not adequately supported by CCP data. Behavioral objective is related to problem behavior. Designs an action plan. Plan is implemented and monitored inconsistently. Evaluation does not lead to adjustments in plan when student outcome data indicates little or no progress on behavioral objective.</p>	<p>Problem behavior is not clearly identified or described. Hypothesis statement is not adequately supported by CCP data. Behavioral objective does not contain all parts and is loosely related to problem behavior. Steps in action plan are not clearly defined. Plan is not implemented or monitored consistently. No evaluation of plan is completed.</p>

<b>Evidence of Professional Competencies</b>	<b>Target (Advanced) 3 points</b>	<b>Acceptable 2 points</b>	<b>Developing 1 point</b>	<b>Unacceptable 0 points</b>
<p><b>Course Objective #</b> Demonstrate knowledge of specialized behavioral techniques (e.g., cognitive behavior modification, social skills, self-management, etc.). <b>CECGC4-S9; VE11-2; FPE7-5; CECGC7-K1; FPE8-4; FPE16-4</b></p> <p><b>FEAP #9: LEARNING ENVIRONMENTS</b></p>	<p>Develops and implements a research based behavioral intervention plan that includes strategies to manipulate antecedent conditions, teach new social and communication skills, and redesign consequences. Focus is placed on adjustment of teacher behavior (e.g., routines, responses, instructional routines) and improving learning environments (e.g., curricular accommodations, social networks).</p>	<p>Develops and implements a researched based behavioral intervention that includes a reinforcement system and intervention strategy. There is evidence of manipulation of antecedent conditions to improve the learning environments and adjustment of teacher behavior.</p>	<p>Behavioral intervention is limited to simple behavioral techniques. Research base not provided. Emphasis is placed on redesigning consequences, modify the environment, or teach replacement behaviors. No evidence of antecedent manipulations.</p>	<p>Action plan is limited to behavioral techniques that do not align with stated target (replacement) behavior.. Strategies to adjust teacher behavior, modify the environment, and teach replacement behaviors are not evident.</p>
<p><b>Course Objective #</b> Demonstrate the ability to collaborate effectively with students, parents, and agencies to modify student behavior.</p> <p><b>FEAP #2: COMMUNICATION FEAP #11: ROLE OF THE TEACHER</b></p>	<p>Strong evidence of collaboration with teachers, support personnel, and families in assessment and development of interventions. Plan shows strong evidence of shared responsibility with the student, other professionals and the family in implementation of interventions.</p>	<p>Evidence of collaboration with at least one other staff member or a parent to assess behavior and develop a behavior plan. At least one other professional or a family member is involved in implementation of the plan.</p>	<p>Minimal evidence of collaboration in assessment of behavior, development of behavior plan, and implementation of interventions.</p>	<p>No evidence of collaboration in assessment of behavior, development of behavior plan, and implementation of interventions.</p>
<p><b>Reflection Disposition</b></p>	<p>State rational for selection of behavior identified for change. State rational for behavior selected as replacement behavior (culturally sensitivity).</p>			