

FLORIDA A&M UNIVERSITY
College of Education
Prekindergarten/Primary Education Program



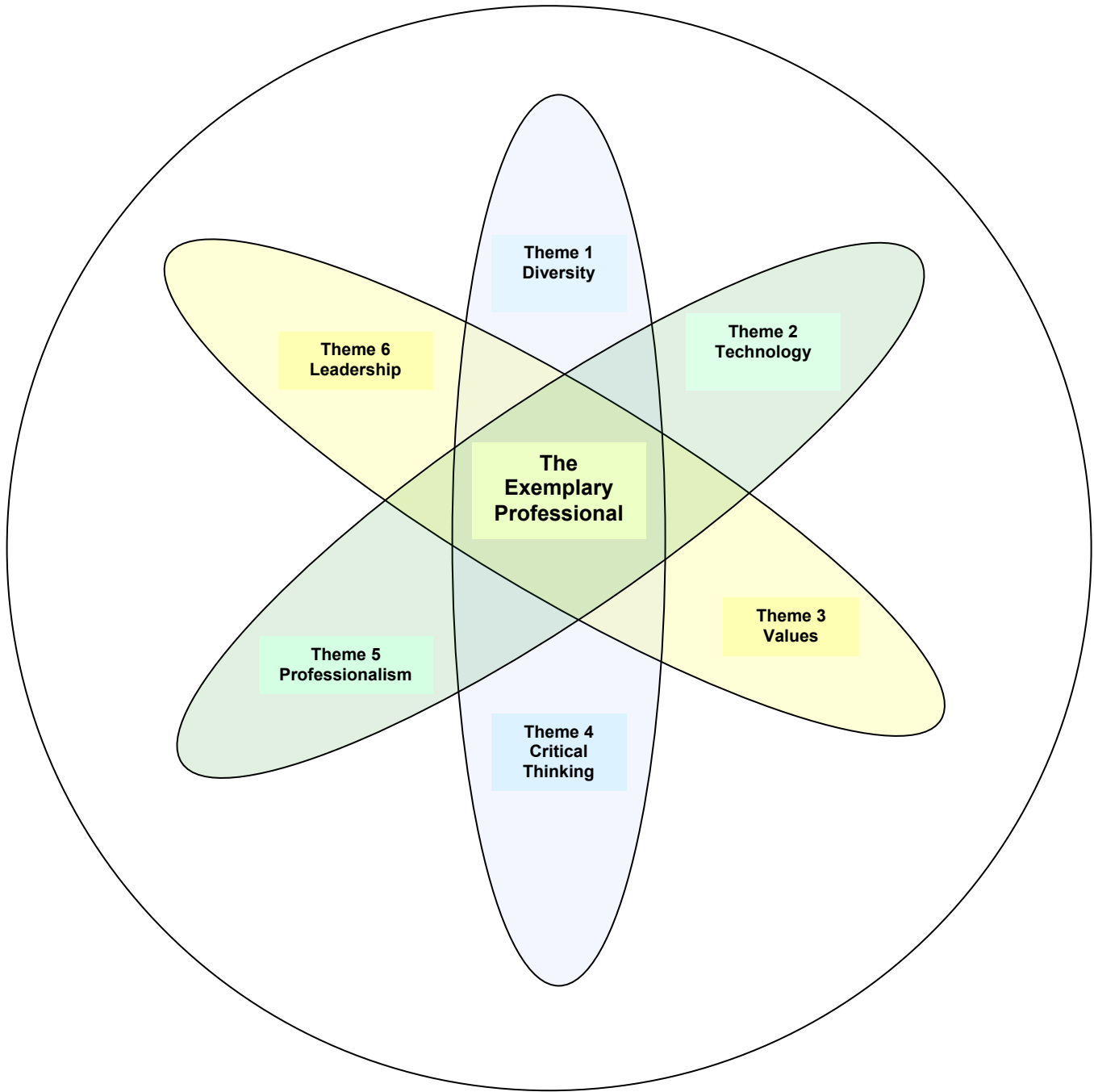
Course Syllabus

Course Number: EEC 3215	Course Title: Social Studies and the Young Child	Credits: 3	Semester Hours: 3
Department: Elementary Education & Prekindergarten/Primary Education			
Required Textbooks:			
Office Location: GEC-B 200G	Office Phone: 599-3125	Email: nancy.fontaine@fam.u.edu	
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Office Hours: Mon, Wed 1:30 – 2:00, Tues, Thurs 9:00 – 2:00			

COURSE FOUNDATION

In response to Florida’s demand for accountability from their public schools, the 1997 State Legislature created the Florida System of School Improvement and Accountability, which is designed to improve student performance. The Elementary Education Department, in response to this initiative, strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who will assist students in meeting the Florida Sunshine State Standards. The Elementary Education Department endeavors to provide a quality program through the implementation of an integrated curriculum based on the guidelines and competencies aligned with the Florida Sunshine State Standards, Florida Accomplished Practices, Florida Adopted Subject Area Competencies, Association for Childhood Education International, National Association for the Education of Young Children, and those of other learned organizations.

The conceptual framework which guides the work in the Elementary Education Department and the Preschool and Prekindergarten/Primary Program is heavily tied to the integrative education principles and thinking which result in the development of the “Exemplary Professional.” The conceptual framework is grounded in a combination of theories by philosophers such as Dewey, social scientists such as Erikson and Dubois, practitioners such as Bethune, and developmental constructivist theorists such as Piaget and Vygotsky.



FAMU College of Education’s Conceptual Framework

The Conceptual Framework in the Professional Education Unit at Florida A&M University’s College of Education is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of many activities and themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the unit strives to

produce. Figure 1 provides a diagram of the Exemplary Professional Conceptual Framework. Through the student's general studies work and other early activities, research and practices of faculty that is integrated within course content and instruction, coursework within the education major and specialty areas, field clinical experiences, and internships the student evolves into the "Exemplary Professional."

The Preschool and Prekindergarten/Primary Education Program works within this Conceptual Framework to prepare the pre-professional to work effectively with young children within the context of their family, culture, and community. It assists the student in understanding and respecting the unique differences of individuals, particularly in regard to their cognitive, emotional, social, motor, and language skill development. Coursework, direct experience, practice, and external research enables students to examine current best practices in educating and facilitating the development of children. The emphasis of the Program is on developmental appropriateness through the utilization of a variety of curricula and activities.

The practical application of this information is also prioritized to facilitate a more thorough knowledge and skill in working in the real world. Students are provided with the education standards and competencies required for young children by the Florida Department of Education and school districts throughout the state.

COURSE OVERVIEW

The course will provide pre-service teachers with information needed to develop young children who have knowledge, skills, and dispositions that lead to an understanding of the world in which they live and their relationship to that world. The integrative approach utilized promotes the development of knowledge and skills needed to promote an understanding of time, continuity, culture, change; government and citizenship; economics. Students will also apply information learned through practical field experiences in settings which serve children ages 3-8, including English Language Learners.

PHILOSOPHY/RATIONALE

The conceptual framework which guides the work in this Department is heavily tied to integrative education principles and thinking which results in the development of the "Exemplary Professional." The conceptual framework is grounded in a combination of directed constructivist, developmental, and social learning theories derived from the writings of systems theories such as Asubel and Gagne; philosophers such as John Dewey; social scientist such as W.E.B. DuBois; practitioners such as Mary McLeod Bethune and developmental constructivist theorist such as Piaget and Vygotsky.

Florida citizens are demanding accountability from their public schools such that the 1997 Legislature created the Florida System of School Improvement and Accountability which is designed to improve student performance. The Elementary Education Department strives to make a positive impact by ensuring that it produces high quality professional teachers who are committed to improving student performance and who are cognizant of and able to help students meet the Florida Sunshine State Standards. To meet this demand, the Elementary Education Department endeavors to provide a quality program through the implementation of an integrative curriculum based on the guidelines and competencies aligned with the Sunshine State Standards,

Accomplished Practices, Language Arts through **ESOL**, the Florida Adopted Subject Area Competencies, and the National Association for Childhood Education International.

COURSE GOALS

Upon completion of the course students will be able to

1. Provide a historical overview of social studies in American schools and to outline the main features of a social studies curriculum that focuses on time, continuity, and change; peoples, places, and environments; government and citizenship as well as economics.
2. Demonstrate the ability to develop developmentally appropriate developmental planning of social studies for young children
3. Demonstrate the ability to provide developmentally appropriate social studies instruction to young children
4. Demonstrate understanding and appreciation of current events and strategies for incorporation into the social studies curriculum.
5. Demonstrate knowledge and skill in the utilization of technology in social studies instruction
6. Demonstrate an understanding of and ability to apply diversity that characterize young children to the planning and instruction of social studies including ESOL

SPECIFIC OBJECTIVES

Upon completion of the course students will be able to:

1. Describe historical chronology and perspective of different people, places and broad concept of time
2. Describe humans as a product of heredity and time and how those events shape lives of children and their families
3. Describe the significance of values, rules, individual and collective participation of the world
4. Describe the interaction of people of different cultural and linguistic backgrounds
5. Describe mode of communication and transportation that connect people in the world
6. Describe human, natural and capital resources and how they are used
7. Demonstrate the ability to plan developmentally appropriate integrative instruction that focuses on broad categories of time, institutions, resources and space
8. Identify and demonstrate knowledge of Sunshine State Standards, strands, and benchmarks in instructional planning for the young child, ESOL Standards
9. Demonstrate the ability to utilize community resources such as print media, museums, political vehicles and social institutions in instructing social studies
10. Demonstrate the ability to utilize multiple teaching techniques and strategies to facilitate the various learning styles including English language learners.
11. Demonstrate the ability to promote higher level thinking and problem solving skills and their importance to social studies.
12. Identify developmentally appropriate computer software, www, and other technologies for use in teaching social studies including English language learners.
13. Critically evaluate social studies lesson plans/curricula that identify educational practice according to the principles of multicultural education including English language learners.
14. Demonstrate the ability to explore with young children cultural backgrounds of persons in the community and around the world including their customs, values, and languages.

15. Establish classroom environments that affirm diversity and address diverse student needs.
16. Develop critical reflection skills especially with regard to their own biases and bases of prejudice when working with students of diverse cultural backgrounds.

ACADEMIC LEARNING COMPACT

Diversity – Students will be able to identify characteristics of populations different from their own.

Values – Students will develop an appreciation and respect for other cultures

COMPETENCIES

FAMU CONCEPTUAL FRAMEWORK

Diversity

Values

FEAP

Practice 1 Assessment Indicators e, g, j

Practice 2 Communication Indicators a – i

Practice 4- Critical Thinking: Indicators a – i

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.

Identifies strategies, materials, and technologies, which she/he will use to expand students' thinking abilities.

- Have strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.
- Poses problems, dilemmas, and questions in lessons.
- Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purpose of instruction and the students' needs, including linguistic needs.
- Demonstrates and models the use of higher-order thinking abilities.
- Uses technology and other appropriate tools in the learning environment.

Practice #5- Diversity: Indicators a – f, h, k, l

The Pre-professional 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.

- Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.

Practice #7- Human Development and Learning: Indicators a – f

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

- Uses previously acquired knowledge to link now knowledge and ideas to already familiar ideas.
- Uses multiple activities, which engage and motivate students at appropriate developmental levels.
- Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development. and cultural heritage.

Practice #8- Knowledge of Subject Matter: Indicators a – e

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 includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

- Communicates knowledge of subject matter in a manner what enables students to learn.
- Increases subject matter knowledge in order to integrate the learning for students.
- Uses the materials and technologies of the subject field in developing learning activities for students.
- Has planned and conducted collaborative lessons with colleagues from other fields.

Practice #9- Learning Environment: Indicators a – q

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 students input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase her/her knowledge and skills.

- Applies the established rules and standards for behaviors consistently and equitably.
- Respects any student's right to use a home language other than English for academic and social purposes.
- Implements instructional activities to meet cognitive, linguistic, and effective needs.
- Provides clear directions for instructional activities and routines.
- Maintains academic focus of students by use of varied motivational devices

10 Planning – Indicators a – o

PREK/PRIMARY

Standard 4 Knowledge of effective practices

- Identify developmentally appropriate practices that guide effective instruction.
- Identify strategies for short- and long-term planning to set instructional goals in alignment with standards for developing teacher objectives.
- Identify strategies for designing appropriate objectives and developing and implementing lesson plans.

- g. Identify activities that enrich and extend active learning through the selection and use of developmentally and age-appropriate instructional materials.
- h. identify methods for grouping
- j. Identify characteristics of an integrated curriculum.
- l. Identify methods of observing, extending, facilitating play
- m. Identify ways to adapt and organize space, equipment, facilities, and materials to create an environment that supports early childhood curricula and the development of the whole child.

Standard 6 Knowledge of developmentally appropriate curriculum

- p. Identify strategies, including technology, for presenting social studies processes and concepts

Standard 7 Knowledge of the diverse needs of all children and their families

- a. Identify strategies to adapt curriculum for children with diverse needs.
- e. Identify programs, curricula, and activities that provide for the language needs of children and their families who have limited English proficiency.

SUNSHINE STATE STANDARDS

PreK-2 All subject areas with focus on integrating them with Social Studies

NAEYC/NCATE

Standard 1 Promoting child Development and Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple influences on children's development and learning to create environments that are healthy, respectful, supportive, and challenging for all children.

Standard 3 Observing, Documenting, and Assessing to Support Young Children and Families

Candidates know about and understand the goals, benefits, and use of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence children's development and learning.

Standard 4 Teaching and Learning

Candidates integrate their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for all young children.

Sub-Standard 4a. Connecting with children and families

Sub-Standard 4b. Using developmentally effective approaches

Sub-Standard 4c. Understanding content knowledge in early education

Sub-Standard 4d. Building meaningful curriculum

ESOL

STANDARD 1: Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree.

STANDARD 4: Use knowledge of cultural characteristics of Florida's ELL population to enhance instruction.

- 4.1 Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences
- 4.2 Adapt items from school curricula to cultural and linguistic differences.
- 4.3 Identify culture-specific features of content curricula.

STANDARD 5

STANDARD 6

STANDARD 13: Evaluate, design and employ instructional methods and techniques appropriate to learners' socialization and communication needs, based on knowledge of language as a social phenomenon.

13.1 Compare language acquisition of different age groups (e.g., elementary, secondary, and adult).

13.2 Differentiate between language proficiencies related to basic interpersonal communicative skills and cognitive academic language skills.

13.3 Apply ESOL strategies to specific learning styles.

13.4 Identify culture-specific features of content curricula.

13.7 Apply multi-sensory ESOL strategies for instructional purposes.

STANDARD 14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results.

14.1 Apply ethnolinguistic and cross-cultural knowledge to classroom management techniques.

14.2 Identify teacher behaviors that indicate sensitivity to cultural and linguistic differences.

14.3 Adapt items from school curricula to cultural and linguistic differences.

14.4 Identify cultural biases in commercial tests.

14.5 Design appropriate tests for determining placement and assessing progress and achievement of ELL students.

STANDARD 15: Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at elementary, middle and high school levels

15.1 Identify state-adopted ESOL curricular materials.

15.2 Demonstrate the ability to evaluate and select appropriate instructional materials for specific ESOL proficiency levels.

15.3 Identify characteristics unique to the evaluation of an ESOL text.

15.4 Identify appropriate instructional equipment for ESOL lessons (e.g., language masters, filmstrips, video cassettes, audio cassettes, and computers).

15.5 Identify characteristics to be considered when selecting printed media for ESOL classes.

15.6 Identify characteristics to be considered when selecting computer-assisted instructional materials for ESOL classes.

STANDARD 16: Design and implement effective unit plans and daily lesson plans which meet the needs of ESOL students within the context of the regular classroom.

Identify various ESOL programmatic models, such as pull-out and immersion

Adapt items from school curricula to cultural and linguistic differences.

Develop appropriate curricula for ESOL levels.

STANDARD 17: Evaluate, adapt, and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle, and high school levels.

17.1 Identify content-specific vocabulary.

17.2 Identify culture-specific features of content curricula.

17.3 Distinguish between ESOL and English language arts curricula.

17.4 List examples of realia that are designed to teach ELL students

17.5 Determine strategies for content area teachers to use with ELL students.

ACEI

- 2.e Social studies-Candidates know, understand, and use the major concepts and modes of inquiry from the social studies-the integrated study of history, geography, the social sciences, and other related areas -to promote elementary students' abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world.
- 3. INSTRUCTION
- 3.a Integrating and applying knowledge for instruction-Candidates plan and implement instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community
- 3.b Adaptation to diverse students--Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- 3.c Development of critical thinking, problem solving, performance skills--Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills
- 3.d Active engagement in learning--Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments
- 3.e Communication to foster collaboration-Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom
- 4 ASSESSMENT for instruction--Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

TEACHING METHODS

Lecture/discussion, individual and group presentation, guest presentations, cooperative learning, observation, technology, role-playing, field clinical experience.

FIELD EXPERIENCE

Pre-service teachers will complete a minimum of nine (9) hours of field experience by participating in a professional series of course work. The required coursework is designed to correlate with specific pre-professional accomplished practices.

COURSE SCHEDULE

Week 1

August 25

August 27 Course Introduction

August 29 Chapter 1 These Are Social Studies

Week 2

September 1 No Class Labor Day

September 3 Chapter 1 cont'd

September 5 Chapter 2 Planning to Teach

Week 3

September 8 Chapter 2 cont'd

“Social Studies in Today’s EC Curricula,” *Young Children* September 2005, pp. 12-18

September 10 Chapter 3 Celebrating Diversity, **Assignment 1 DUE**

September 12 Chapter 3 cont'd FL Consent Decree and other Issues with ESL

Week 4

September 15 Chapter 3 cont'd ESL

*Genishi, C. (2002). Young English language learners: Resources in the classroom. *Young Children* 57(4), 66-72.

September 17 Chapter 4 Resources for Learning

September 19 Chapter 4 cont'd

“Children’s Literature: A Window to Understanding Self and Others,” *Young Children* September 2005, pp. 20 - 28

Garcia, E. E. (1997). The education of Hispanics in early childhood: Of roots and wings. *Young Children*, 52(3)5-14

Week 5

September 22 Chapter 5 Self, Others, and Community: Social Skills

September 24 Chapter 5 cont'd

September 26 *Field Experience*

Week 6

September 29 Chapter 6 Attitudes and Values

October 1 Chapter 6 cont'd, **Community Lesson Plan DUE**

October 3 *Field Experience*

Week 7

October 6 Chapter 7 Thinking and Concept Formation

October 8 Chapter 7 cont'd, **Democracy Lesson Plan DUE**

October 10 *Field Experience*

Week 8

October 13 Chapter 8 Children’s Study of Time, Continuity, Change: History

October 15 Chapter 8 cont'd

October 17 “Rethinking Columbus,” **History Lesson Plan DUE**

Week 9

October 20 Chapter 9 People, Places, and Environments: Geography

October 22 Chapter 9 cont’d

October 24 *Field Experience*

Week 10

October 27 Chapter 9 cont’d, **Geography Lesson Plan DUE**

October 29 Chapter 10 Production, Distribution, Consumption: Economics

October 31 *Field Experience*

Week 11

November 3 “Real, Practical, and Natural Classroom Activities ideas from Young Children,”
September 2005 issue, pp. 36, 37, 42

November 5 “Learning about the World Around Us,” Young Children September 5 issues, pp
50 – 57, **Consumer Lesson Plan DUE**

November 7 *Field Experience*

Week 12

November 10 Cultural Unit Presentation: China

November 12 Cultural Unit Presentation: Vietnam

November 14 *Field Experience*

Week 13

November 17 Cultural Unit Presentation: Ukraine

November 19 Cultural Unit Presentation: India

November 21 *Field Experience*

Week 14

November 24 Cultural Unit Presentation: Mexico

November 26 Thanksgiving

November 28 Thanksgiving

Week 15

December 1 Cultural Unit Presentation: Peru

December 3 Cultural Unit Presentation: The South (US)

December 5 Wrap Up

Finals Week

December 8 – 12

ASSIGNMENTS

Assignment 1

Standards Notebook

10 points

Go online and print out the National Council for Social Studies Standards and the Florida Sunshine State Standards for Social Studies for children up through third grade. Put them in a two-part subdivided resource notebook.

Competencies	
• FAEP	8
• PreK-Primary	4
• Sunshine State Standards	All Social Studies
• NAEYC/NCATE	1, 4
• ESOL	5, 16, 17
• ACEI	2, 3, 4

Assignment 2

Lesson Plans

20 points

Students will prepare five developmentally appropriate social studies lesson in the following areas: Young Historian; Young Geographers; Young Consumers; Community, and Democracy. Use the lesson plan format you are given in class.

Competencies	
• FAEP	1 2,4,5,7,8,9, 10
• PreK-Primary	4,6,7
• Sunshine State Standards	All Social Studies
• NAEYC/NCATE	1, 3, 4
• ESOL	1,4,5, 6,14 – 17
• ACEI	2, 3, 4
• CF	1, 3

Assignment 3

Cultural Resource Manual

40 points

Students will develop a Cultural Resource Manual to use in the classroom. It must have the following components and be well designed, neat, attractive, comprehensive, and appropriately formatted. The components to include are: a listing of at least 20 web addresses that provide you with information about your topic; some terms in the native language of the country (numbers 1-10, color words, and typical objects in a classroom words, words for teacher and child) maps, pictures, charts, etc; a summary of the history of the country; factual data about the geography, weather, economics, food production, imports and exports, the people, famous individuals (heroes, heroines), folk tales; references for at least 10 children's books, story CDs, musical CDs, movies, etc about the country including the citation (title, author, publisher) and a short summary and appropriate grade level; 10 activity lesson plans to facilitate with a classroom (your choice of grade level); any stories, folk tales, myths, songs, lullabies, recipes, or craft ideas from the country. You will be asked to demonstrate in class one two activity from your manual and give a comprehensive presentation in regard to the contents of your manual

Competencies	
• FAEP	1,2, 4, 5,7,8, 9, 10
• PreK-Primary	4,6,7
• Sunshine State Standards	All Social Studies
• NAEYC/NCATE	1,3, 4
• ESOL	1, 4, 5, 6, 14 – 17
• ACEI	2,3,4
• CF	1

Assignment 4

Field Experience Logs

30 points

Students will be responsible for writing a daily self-reflection about their field experience. They must include the following for each entry: what was learned about the social studies lesson taught, what was learned about working with students that are having difficulty, how can you apply a philosophy of educating young children to teaching social studies.

Competencies	
• FAEP	1, 2,4,5,7,8,9, 10
• PreK-Primary	4,6,7
• Sunshine State Standards	All Social Studies
• NAEYC/NCATE	1, 3, 4
• ESOL	1,4, 5, 6 14 – 18
• ACEI	2, 3, 4
• CF	1, 3

RUBRIC for Grading Artifact Assignments

Artifact	U	M	A	F
Standards Notebook	Notebook has few standards, and are not easily identified through the format of the notebook. (less than 6 points)	Notebook contains some standards, yet are not easily identified through the format of the notebook (6 points)	Notebook contains most standards within both sections, and may not be not easily identified through the format of the notebook (8 points)	Notebook contains all standards within all two sets of standards and are easily identified through the format of the notebook (9 – 10 points)
Lesson Plans	Lesson plans include only one of the five requirements (1 point)	Lesson plans include only two of the five requirements (2 points)	Lesson plans include only three of the five requirements (3-4 points)	Lesson plans include all five requirements: follow the designated format, include all components, are user friendly, are comprehensive, and target all children (5 points)
Cultural Resource Manual	Cultural Resource Manual only contains less than half of the required components and most artifacts are not useful and are	Cultural Resource Manual only contains half of the required components and some artifacts are useful and high quality (24 – 27	Cultural Resource Manual contains most of the required components and most artifacts are useful and high quality (28 – 35	Cultural Resource Manual contains all of the required components and all artifacts are useful and high quality (36 – 40 points)

	of low quality (less than 24 points)	points)	points)	
Field Experience Log	Logs include few days and have no attempt at comprehensive self reflection (less than 12 pts)	Logs include few days and/or are not comprehensive (13-12 points)	Logs reflect some days and include an attempt at a comprehensive self reflection (14-17 points)	Logs reflect all 9 days and include a comprehensive self-reflection of: <i>what was taught, who was taught and the teaching philosophy application</i> (18-20 points)

GRADING

Grades will be earned based on the following criteria:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Below 60%

POLICIES

The administration and faculty of the FAMU College of Education have a responsibility to guide and support students in their learning and early opportunities to become exemplary professionals in knowledge, skill, and disposition. The Prekindergarten/Primary Education Program and Elementary Education Program and their courses have been developed based on the College of Education Conceptual Framework, and national and state standards and competencies. All Program aspects are continually revised to reflect current trends, issues, and requirements for professional educators.

A positive disposition is critical for high ethical and professional behavior. A willing and cooperative attitude is required for optimal learning. The following guidelines and rules are provided for your reference to guide you, a student, in making decisions regarding your academic career. Your instructors and advisors will continue to reinforce these dispositional requirements for all students.

- While the Department encourages communication of diverse values and beliefs, respect for others must be maintained. This requirement includes verbal and non-verbal respect for all faculty, administration and staff. Take care with how you address other students and your instructors. Be courteous and treat others how you would want to be treated. Respect should also be shown to the traditional and practical value of the content and methods presented in courses, assignments, and field experience
- Attendance is required for the classes in which you are enrolled. The University and College allows you to be absent in three hours of class time. If there are emergency situations, a note should be provided by a physician, pastor, or individual in a leadership position appropriate to the situation. Attendance also means being on time for classes. If you are late to class, you are officially, not in attendance.
- To ensure that you are appropriately completing your course of study, you will need to meet with your advisor at least once per semester.

- Complete your assignments on time and with the appropriate and required information. Complete your assignments with pride as a professional education student.
- When out in field experience, students should represent FAMU, the College, and the Programs in a respectable manner. Attendance, respect, and professional attitude and dress are required. Your behavior and disposition seriously reflect on the quality of our University, College, and Programs.
- Plagiarism (copying work from another source, such as a student or off the Internet) is not allowed. In addition, turning on assignments that have already been turned in as another course assignment is not acceptable. This is self-plagiarizing.
- Written and oral communication is essential for success as an individual in the society, the community, and in the world of work. Faculty instructors will assist students in obtaining a working knowledge and skill in grammar, spelling, punctuation, non-verbal communication required for professional. Assistance may include, but not be limited to required visits to the Writing Center, rewriting and revising assignments, individualized instruction, online tutoring programs, in class role plays, self videotaping.
- Faculty also will be identifying and working with students who may need assistance in areas that are assessed formally through instruments such as the CLAST and FTCE. Assistance may include required enrollment in test preparation courses, additional or different assignments, and online tutoring programs.
- Cell phones are to be completely turned off during classes. Putting them on vibrate is not permitted. It is extremely disturbing to the instructor and other class mates. Check your messages on breaks between or during class.
- To properly assist in the preparation of your technology education, you are required to purchase and utilize the Live Text software. This resource must be purchased in your first semester of taking education coursework. All College of Education faculties are also required to use Live Text. All course syllabi will be posted on Live Text. You will be using this soft ware to post your assignments and collaborate with instructors and your student peers. These assignments will be used to work towards completion of your electronic portfolio. This document is required to be completed during your student internship.
- Beginning fall semester 2008, all students participating in field experience must show evidence of having current liability insurance. Fortunately, many of your professional organizations, such as the National Council of Mathematics Teachers, and the National Association for the Education of Young Children (NAEYC) offer low cost liability insurance to its student members. The COE faculty and administration strongly recommend that you take advantage of this opportunity to become a member and get involved in your student level organization.
- In addition to proof of liability insurance, you will need to have no criminal background record. Therefore, students are required to be fingerprinted before they are allowed to participate in field experience or internships. This process is coordinated through the Office of Student Teaching and the local school district.

Dispositions

As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student's file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student's department chair. The severity of the behavioral deficiency will influence the chairperson's handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.)

Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Academic Honor Policy

The University's Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct- Regulation 2.012 section, beginning on page 55-56.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

Lesson Plan Format

Objective

Standards

Materials

Time Length

Grade Level

Anticipatory Set (Motivating Introduction)

Lesson Directions

Critical Thinking Questions

Assessment

Accommodations for ESOL and ESE

References

- Briody, J. & McGarry, K. (2005). Using social stories to ease children's transitions. *Young Children* 60:5, 38-42.
- Chard, S. C. (1998). *The project approach*. New York: Scholastic.
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- Florida Department of Education. *Subject Matter Content Standards for Florida's Teachers*. Florida Standards Commission, Tallahassee, Florida: January, 2000.
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Web Sites

Awesome Library Social Studies-
www.awesomelibrary.org/classroom/social_studies/social_studies.html

Geography Network-www.geographynetwork.com

National Council for the Social Studies-www.ncss.org

Scholastic for Teachers-<http://teacher.scholastic.com>

Teaching Tolerance, an Internet resource of the Southern Poverty Law Center-
www.tolerance.org

Graphic Organizers <http://www.educplace.com/graphicorganizer/>

Accomplished Practices <http://www.coedu.usf.edu/ap/>

www.fldoe.org/dpe/publications/preprofessional4-99.pdf

SSS and Grade Level Expectations

<http://www.firn.edu/doe/curric/prek12/frame2.htm>

Social Studies Resources

<http://www.firn.edu/doe/curriculum/socials/programs.html>

ESOL INFUSED PREK/ PRIMARY EDUCATION COURSE SYLLABI ADDENDUM
EEC 3215 Social Studies and the Young Child
Dr. Nancy Fontaine

Standards/ Course Objectives	Description of Assignment	Assessment Rubric					Course
		Level 1	Level 2	Level 3	Level 4	Level 5	
<p>Standard 4: Use knowledge of the cultural characteristics of Florida's LEP population to enhance instruction</p> <p>Standard 5: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes</p> <p>Standard 6: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students</p> <p>Standard 14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity,</p>	<p>Lesson Plans - Students are to develop 9 lesson plans for the following topics: early math concepts, number sense, place value, graphing or probability, early algebra, addition or subtraction, multiplication or division, geometry, and measurement. A lesson plan format will be provided. Students will need to take into account children in the classroom who are in ESOL and ESE programs. This needs to be included on each lesson plan.</p> <p><i>Field Experience Log</i> - Students will be responsible for writing a daily self-reflection about your field experience in a school that serves a</p>	<p>LEVEL 1</p> <p>Lesson plans include only one of the five requirements</p> <p>Logs include few days and have no attempt at comprehensive self reflection</p>	<p>LEVEL 2</p> <p>Lesson plans include only 2 of the 5 requirements</p> <p>Logs include few days and/or are not comprehensive</p>	<p>LEVEL 3</p> <p>Lesson plans include only three of the five requirements</p> <p>Logs reflect some days and include an attempt at a comprehensive self reflection</p>	<p>LEVEL 4</p> <p>Lesson plans include only four of the five requirements</p> <p>Logs reflect most days and include a comprehensive self-reflection</p>	<p>LEVEL 5</p> <p>Lesson plans include all five requirements: <i>follow the designated format, include all components, are user friendly, are comprehensive and target all children</i></p> <p>Logs reflect all 10 days and include a comprehensive self-reflection of: <i>what was taught, who was taught and</i></p>	<p>EEC 3215</p>

<p>socioeconomic status, and religion on the results Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary, middle, and high school levels</p> <p>Standard 15: Evaluate, select, and employ appropriate instructional materials, media, and technology for ESOL at the elementary, middle, and high school levels</p> <p>Standard 16: Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom</p> <p>Standard 17: Evaluate, adapt, and employ appropriate</p>	<p>diverse population, including those in ESOL and ESE programs. Students must include the following for each entry: what I learned about the lesson taught, what I learned about working with students that are having difficulty, how I can apply my philosophy of educating young children to teaching the subject area.</p> <p>Curriculum Review - Students will identify a curriculum used within a local elementary school that serves children, including those in ESOL or ESE programs. Review the teacher manuals for kindergarten, first, second, and third grades. Observe the curriculum being used in at least five class</p>	<p>Curriculum is reviewed and presented using few of the required assessment fields and the presentation is not comprehensive</p>	<p>Curriculum is reviewed using some of the required assessment fields and the presentation is not comprehensive</p>	<p>Curriculum is reviewed using most of the required assessment fields and the presentation is not comprehensive</p>	<p>Curriculum is reviewed using most of the required assessment fields and the presentation is comprehensive</p>	<p><i>the teaching philosophy application</i></p> <p>Curriculum is reviewed using all of the required assessment fields and the presentation is comprehensive</p>	
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<p>instructional materials, media, and technology for ESOL in the content areas at the elementary, middle, and high school levels.</p> <p>Course Objectives: Identify strategies for presenting social studies concepts leading to proficiency</p> <p>Plan and facilitate effective, motivating, and appropriate lesson plans that encompass the Sunshine State Standard competencies</p> <p>Formally and informally assess student performance based on lessons and activities facilitated with students</p> <p>Accommodate lessons and activities to students' abilities,</p>	<p>sessions. Write up your review using the format given to you in class. Be sure to review the curriculum in terms of typically developing children, as well as those in ESL and ESE programs. You will present your review of the curriculum to the class.</p> <p>Software/ Website Review – Students will review at least five mathematical software/ website programs that are appropriate for not only typically developing children in a classroom, but also children who are in ESL and ESE programs. A reviewer’s form will be provided in class. Students are required to actually spend time using the</p>	<p>Software/website is reviewed and presented using few of the required assessment fields and the presentation is not comprehensive</p> <p>Cultural Resource</p>	<p>Software/website is reviewed using some of the required assessment fields and the presentation is not comprehensive</p> <p>Cultural Resource</p>	<p>Software/website is reviewed using most of the required assessment fields and the presentation is not comprehensive</p> <p>Cultural Resource Manual</p>	<p>Software/website is reviewed using most of the required assessment fields and the presentation is comprehensive</p> <p>Cultural Resource Manual</p>	<p>Software/website program is reviewed using all of the required assessment fields and the presentation is comprehensive</p> <p>Resource Manual</p>	
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<p>special needs, gender, language, and culture</p> <p>Communicate effectively with students by showing respect and appreciation of diversity</p>	<p>software/ website and, then, present the program to the class.</p> <p><i>Cultural Resource Manual -</i> The manual must have the following components and be well designed, neat, attractive, comprehensive, and appropriately formatted. The components to include are: a listing of at least 20 web addresses that provide you with information about your topic; some terms in the native language of the country (numbers 1-10, color words, and typical objects in a classroom words, words for teacher and child) maps, pictures, charts, etc; a summary of the history of the country; factual data about the geography, weather, economics, food production, imports</p>	<p>Manual only contains less than half of the required components and most artifacts are not useful and are of low quality</p>	<p>Manual only contains half of the required components and some artifacts are useful and high quality</p>	<p>contains most of the required components and most artifacts are useful and high quality</p>	<p>contains all of the required components and most artifacts are useful and high quality</p>	<p>contains all of the required components and all artifacts are useful and high quality</p>	
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	<p>and exports, the people, famous individuals; references for at least 10 children's books, story CDs, musical CDs, movies, etc about the country including the citation (title, author, publisher) and a short summary and appropriate grade level; 10 activity lesson plans to facilitate with a classroom (your choice of grade level); any stories, folk tales, myths, songs, lullabies, recipes, or craft ideas from the country. You will be asked to demonstrate in class at least two activities from your manual.</p>						
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**College of Education
Student Professional Dispositions
Fall 2009**

Candidate's Name: _____ Student ID: _____ Program Area: _____

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable		
	4	3	2	1		
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely or never</i> and <i>inappropriately or superficially</i> demonstrates indicators of performance.		
Professionalism : The Teacher Candidate demonstrates professionalism (Please use a ✓ to indicate level of performance.)			Outcome			
			F (4)	A (3)	M (2)	U (1)
<ul style="list-style-type: none"> • Acts as a high quality representative of FAMU’s College of Education • Does not exceed three unexcused absences, per university catalog 2009-2010 • Is in class or field experience site at or before specified time, per Registrar • Attends class, field experiences, meetings • Uses appropriate dress and grooming • Turns off cell phone, puts it away, and avoids checking or making text messages • Completes assignments on or before due date • Emotional Management <ul style="list-style-type: none"> ○ Handles feeling appropriately ○ Reacts reasonably to situations ○ Finds a healthy balance between emotions ○ Accepts responsibility for self and choices • Demonstrates the appropriate use of personal technology during class • Follows established protocol and procedures and policies • Is attentive in class, participates in discussions, completes assignments in a timely manner • Makes choices which demonstrates a commitment to teaching 						

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	3	2	1
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely or never</i> and <i>inappropriately or superficially</i> demonstrates indicators of performance.

Effective Communication: The Teacher Candidate demonstrates effective communication skills (Please use a ✓ to indicate level of performance.)	Outcome			
	F (4)	A (3)	M (2)	U (1)
<ul style="list-style-type: none"> • Uses standard English language in various settings • Has written work that is generally error free (spelling, punctuation, grammar) • Uses appropriate tone of voice for the setting • Clearly articulates concepts (avoids words such as you know, um, uh-uh, and okay) • Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity) • Avoids confrontational behavior • Is willing to use a variety of technology communication tools • Works professionally with peers, colleagues, and supervisors or administrators 				

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	3	2	1
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely or never</i> and <i>inappropriately or superficially</i> demonstrates indicators of performance.

Respectful Behavior: The Teacher Candidate demonstrates respectful behavior (Please use a ✓ to indicate level of performance.)	Outcome			
	F (4)	A (3)	M (2)	U (1)
<ul style="list-style-type: none"> • Considers opinions of others with an open mind (respects diversity) • Listens to others in a variety of settings • Provides equitable learning opportunities for all • Considers background interests and attitudes • Reacts reasonably to situations (avoids verbal confrontational behavior) 				

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	3	2	1
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely or never</i> and <i>inappropriately or superficially</i> demonstrates indicators of performance.
Ethical Behavior: The Teacher Candidate demonstrates ethical behavior (Please use a ✓ to indicate level of performance.)				Outcome
				F (4)
				A (3)
				M (2)
				U (1)
<ul style="list-style-type: none"> • Demonstrates academic honesty <ul style="list-style-type: none"> ○ Avoids plagiarizing • Demonstrate honesty inside and outside of the classroom • Demonstrates trustworthiness • Understands the importance of professional code of ethics • Advocates fairness • Maintains standards of confidentiality for all information obtained on others 				
Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable
	4	3	2	1
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely or never</i> and <i>inappropriately or superficially</i> demonstrates indicators of performance.
Reflective Behavior: The Teacher Candidate demonstrates reflective behavior (Please use a ✓ to indicate level of performance.)				Outcome
				F (4)
				A (3)
				M (2)
				U (1)
<ul style="list-style-type: none"> • Accepts feedback and suggestions, and incorporates in subsequent practice in various settings • Demonstrates accurate self-analysis regarding ones strengths and weaknesses • Evaluates the effect of his/her choices and actions on self and others • Accepts feedback in a mature, positive, and proactive manner • Realizes that learning is an on-going process • Persists in helping ALL children become successful 				

• Appreciates and values human diversity				
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**College of Education
Student Professional Dispositions
Fall 2009**

Candidate's Name: _____ **Student ID:** _____ **Program Area:** _____

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable		
	4	3	2	1		
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely or never</i> and <i>inappropriately or superficially</i> demonstrates indicators of performance.		
Professionalism : The Teacher Candidate demonstrates professionalism (Please use a ✓ to indicate level of performance.)			Outcome			
			F (4)	A (3)	M (2)	U (1)
<ul style="list-style-type: none"> • Acts as a high quality representative of FAMU’s College of Education • Does not exceed three unexcused absences, per university catalog 2009-2010 • Is in class or field experience site at or before specified time, per Registrar • Attends class, field experiences, meetings • Uses appropriate dress and grooming • Turns off cell phone, puts it away, and avoids checking or making text messages • Completes assignments on or before due date • Emotional Management <ul style="list-style-type: none"> ○ Handles feeling appropriately ○ Reacts reasonably to situations ○ Finds a healthy balance between emotions ○ Accepts responsibility for self and choices • Demonstrates the appropriate use of personal technology during class • Follows established protocol and procedures and policies 						

<ul style="list-style-type: none"> • Is attentive in class, participates in discussions, completes assignments in a timely manner • Makes choices which demonstrates a commitment to teaching 								
Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable				
	4	3	2	1				
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely or never</i> and <i>inappropriately or superficially</i> demonstrates indicators of performance.				
Effective Communication: The Teacher Candidate demonstrates effective communication skills (Please use a ✓ to indicate level of performance.)					Outcome			
					F (4)	A (3)	M (2)	U (1)
<ul style="list-style-type: none"> • Uses standard English language in various settings • Has written work that is generally error free (spelling, punctuation, grammar) • Uses appropriate tone of voice for the setting • Clearly articulates concepts (avoids words such as you know, um, uh-uh, and okay) • Models appropriate respectful communication that is not demeaning or harmful (avoids loud outbursts and profanity) • Avoids confrontational behavior • Is willing to use a variety of technology communication tools • Works professionally with peers, colleagues, and supervisors or administrators 								
Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable				
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	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely or never</i> and <i>inappropriately or superficially</i> demonstrates indicators of performance.				
Respectful Behavior: The Teacher Candidate demonstrates respectful behavior (Please use a ✓ to indicate level of performance.)					Outcome			
					F (4)	A (3)	M (2)	U (1)
<ul style="list-style-type: none"> • Considers opinions of others with an open mind (respects diversity) 								

Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable				
	4	3	2	1				
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely or never</i> and <i>inappropriately or superficially</i> demonstrates indicators of performance.				
Ethical Behavior: The Teacher Candidate demonstrates ethical behavior (Please use a ✓ to indicate level of performance.)					Outcome			
					F (4)	A (3)	M (2)	U (1)
<ul style="list-style-type: none"> • Demonstrates academic honesty <ul style="list-style-type: none"> ○ Avoids plagiarizing • Demonstrate honesty inside and outside of the classroom • Demonstrates trustworthiness • Understands the importance of professional code of ethics • Advocates fairness • Maintains standards of confidentiality for all information obtained on others 								
Criteria for rating	Favorable	Acceptable	Marginal	Unacceptable				
	4	3	2	1				
	The candidate <i>consistently</i> and <i>thoroughly</i> demonstrates indicators of performance. (90–100 %)	The candidate <i>usually</i> and <i>extensively</i> demonstrates indicators of performance. (89-80%)	The candidate <i>sometimes</i> and <i>adequately</i> demonstrates indicators of performance. (79-70%)	The candidate <i>rarely or never</i> and <i>inappropriately or superficially</i> demonstrates indicators of performance.				
Reflective Behavior: The Teacher Candidate demonstrates reflective behavior (Please use a ✓ to indicate level of performance.)					Outcome			
					F (4)	A (3)	M (2)	U (1)
<ul style="list-style-type: none"> • Accepts feedback and suggestions, and incorporates in subsequent practice in various settings 								

<ul style="list-style-type: none"> • Demonstrates accurate self-analysis regarding ones strengths and weaknesses 				
<ul style="list-style-type: none"> • Evaluates the effect of his/her choices and actions on self and others 				
<ul style="list-style-type: none"> • Accepts feedback in a mature, positive, and proactive manner 				
<ul style="list-style-type: none"> • Realizes that learning is an on-going process 				
<ul style="list-style-type: none"> • Persists in helping ALL children become successful 				
<ul style="list-style-type: none"> • Appreciates and values human diversity 				