

Florida Agricultural and Mechanical University

Professional Education Unit
Tallahassee, Florida 32307



COURSE SYLLABUS

Course Number: ESE 5215	Course Title: Secondary School Curriculum
Prerequisite(s):	
Course Credit: 3	Course Hours: 5:30-8pm Friday
College: College of Education	Required Text(s):
Department: Secondary Education & Foundations	Supplies:
Faculty Name: Tony Manson	Term and Year: Summer 2010
	Place and Time:
Office Location: GEC 200D	Telephone:
	e-mail: tony.manson@famu.edu

Office Hours	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Course Description

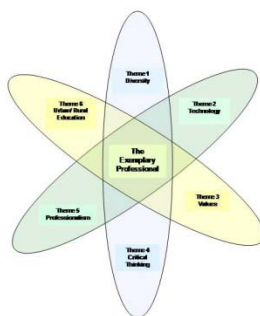
In keeping with the Unit's conceptual framework, this course will focus on assisting teachers to attain teacher competences. An examination will be made of processes by which student learner outcomes in secondary education may be attained.

Course Purpose

- The goal of this course is to prepare exemplary professionals who are able to enter the educational institutions of the world armed with knowledge, skills, and dispositions that will facilitate appropriate school opportunities for all students.
- Inquiry is the organizing theme used in this course to (a) facilitate teaching and learning, (b) develop process skills expertise, (c) learn about learning, coaching, and career analysis.
- This course explores current issues and trends affecting the dignity, self-worth and worth of others in the elementary school. Students taking this course will have knowledge of the issues impacting career education in order to facilitate appropriate career choices.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term "exemplary" refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework



Diversity Considerations

- This course reflects the Professional Unit's goal to develop exemplary professionals who can function effectively in a culturally diverse society and who demonstrate commitment to improving educational practice in culturally diverse and differing ability contexts. This course is also aligned with ESOL standards. Students taking this course, who need accommodations to facilitate their own learning should contact the professor for arrangements.

Technology Considerations

- Technology will be used in this course, to include the use of PowerPoint presentations and web assisted technology, to deliver instruction, assess student work, provide assignments and provide discussion groups. Topical focus will include use of technology to teaching and attainment of career goals.

DIVERSITY

- CF 1
- Through this focal area, the FAMU professional education candidate will:

CF: 1.1 (K)	Understand diverse backgrounds of individuals.	F: 5,6,7	I: 3
CF: 1.2 (S,D)	Acquire the skills & dispositions to understand & support diverse student learning.	F: 5,7	I: 3,8
CF: 1.3 (S,D)	Accept and foster diversity.	F: 5,6	I: 3,8
CF: 1.4 (S)	Practice strategies such as: acceptance, tolerance, mediation & resolution.	F: 5,6	I: 3
CF: 1.5 (K, S)	Establish a comfortable environment in which all students can learn.	F: 5, 7, 9, 10	I: 5

TECHNOLOGY

- CF 2
- Through this focal area, the FAMU professional education candidate will:

CF: 2.1 (S)	Use of available technology and software to support student learning.	F: 4,12	I: 6
CF: 2.2 (S)	Use technology to manage, evaluate and improve instruction.	F: 1,4,10 12	I: 6,7
CF: 2.4 (K)	Understand fundamental concepts in technology.	F: 2,12	I: 6
CF: 2.5 (S)	Use fundamental concepts in technology.	F: 12	I: 6
CF: 2.7 (S)	Facilitate the use of technology by students.	F: 4,12	I: 6

VALUES

•CF3

•Through this focal area, the FAMU professional education candidate will:

CF: 3.1 (S)	Work with colleagues in a professional manner.	F: 6	I: 2,5
CF: 3.2 (S)	Interact with students, families and other stakeholders in a manner that reflects ethical and moral standards.	F:11,6	I: 9,10
CF: 3.3 (S,D)	Show respect for varied (groups) talents and perspectives.	F: 5,6	I: 3
CF: 3.4(D)	Be committed to individual excellence.	F: 3,9	I: 5,9
CF: 3.5(D)	Recognize the importance of peer relationships in establishing a climate for learning.	F: 7,2	I: 5,10

CRITICAL THINKING

•CF4

•Through this focal area, the FAMU professional education candidate will:

CF: 4.1 (K)	Understand a variety of instructional/professional strategies to encourage student development of critical thinking and performance.	F:4,7	I: 4
CF: 4.2 (S)	Use a variety of instructional/professional strategies to encourage students' development of critical thinking and performance.	F:2,7	I: 4
CF: 4.3 (D)	Value critical thinking and self-directed learning as habits of mind.	F: 4	I: 1,4
CF: 4.4 (K)	Acquire performance assessment techniques and strategies that measure higher order thinking skills of student.	F:1,4	I: 1,8
CF: 4.5 (S)	Demonstrate the use of higher order thinking skills.	F: 8	I: 4

PROFESSIONALISM

• CF 5

• Through this focal area, the FAMU professional education candidate will:

CF: 5.1 (K)	Know the content	F: 8	I: 1
CF: 5.2 (S)	Use the appropriate pedagogy to provide all students with the opportunity to learn.	F:7,9	I: 7
CF: 5.3 (D)	Demonstrate commitment to professional growth & development.	F:3,7	I: 9
CF: 5.4 (K,S)	Use major concepts, principles, theories & research related to the development of children and adults.	F: 7	I: 2
CF: 5.5 (S)	Construct learning opportunities that support student development & acquisition of knowledge & motivation.	F: 7	I: 5
CF: 5.6 (S)	Display effective verbal & non-verbal communication techniques to foster valuable interaction in the classroom.	F: 2	I: 6
CF: 5.7 (S,D)	Display appropriate code of conduct including dress, language, and respective behavior.	F: 9	I:5,9

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URBAN/RURAL EDUCATION

•CF6

•Through this focal area, the FAMU professional education candidate will:

CF: 6.2 (S,D)	Be able to work in school settings that focus on rural/urban context with opportunities and challenges that these environments provide.	F: 11	I: 3
CF: 6.3 (K)	Understand the conditions of both rural and urban students and families.	F: 5, 11	I: 2,3
CF: 6.4 (S)	Communicate effectively with students' parents and the community.	F: 5,11	I: 6

Overall Goals of the Course

This course explores current issues and trends affecting the dignity, self-worth and worth of others in the elementary school. Students taking this course will have knowledge of the issues impacting career education in order to facilitate appropriate career choices.

Specific Behavioral Objectives

MATRIX FOR ASSESSMENT

Course Objective	How Objective is Presented	How Objective is Assessed
1. Students will identify, examine and report on issues and trends that influence the curriculum in the elementary schools.	Objective is presented through lecture, assigned readings, class discussions, simulations.	Objective is assessed through student's development of reports of issues and trends in the elementary schools.
2. Students will practice techniques of data collection while gathering information about specific curriculum options in order to make curricula decisions.	Objective is presented through lecture, assigned readings, class discussions, computer simulations, recordings.	Objective is assessed through student's development of appropriate curricula and rationale for development based on gathered data.
3. Students will research, discuss and reflect on what constitutes "best practice" in various professional opportunities within the elementary school.	Objective is presented through lecture, assigned readings, class discussions, computer simulations, videos, and recordings.	Objective is assessed through student's development of reports on "best practice" in various professional opportunities within the elementary school.
4. Students will research and reflect on best practices in education and the elementary school.	Content presented via use of technology.	Objective is assessed through student use of appropriate technologies to present researched issues/practices in career education and the elementary school.

National and State Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Professional Organization/Learned Society Standards

Florida Educator Accomplished Practices (FEAPs)

Florida Teacher Certification Examination (FTCE) Subject Area Examination (SAE) Competencies and

Skills

Behavioral Objectives

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The following course objectives include Conceptual Framework and Florida Educator Accomplished Practice principles addressed during this course. For further details refer to the Course Schedule (and/or appendices). Upon completion of this course, students will be able to:

- Identify current issues in the field of education and develop positions and solutions. (CF-5; FEAP-3)
- Develop an understanding of education in a social context with emphasis on social movements, culture, governance and law. (CF-1; FEAP-5)
- Develop an understanding of teaching as a profession and the role of the teacher (CF-5; FEAP-3, 7)
- Develop an understanding of the fluid nature of curriculum and curriculum development with emphasis on technology, diversity, and instructional strategies. (CF-5; FEAP- 8, 11)
- Demonstrate mastery of computer software applications and use of proper grammar by preparing written and oral assignments. (CF-2; FEAP-2, 12)
- Demonstrate oral, written, and grammatical skills through presentations, classroom participation, interactions with peers and professional educators, and attending seminars. (CF-5; FEAP-2)
- Become knowledgeable of the Professional Code of Ethics for teachers, Florida Educators Accomplished Practices, and Generic Competencies and Skills. (CF-3; FEAP-6)

Skill Acquisition

Within the specific objectives, students should be able to:

- Identify valid and reliable assessments.
- Identify statistical terminology used in assessment.
- Compare and contrast varied types of educational assessments.
- Understand the importance of the FAMU College of Education Conceptual Framework and its relationship to the Florida Educator Accomplished Practices in becoming Exemplary Professional educators.

National, State, and PEU Standards Addressed in the Course

Interstate New Teacher Assessment and Support Consortium (INTASC) Standards

Below are the appropriate Interstate New Teacher Assessment and Support Consortium (INTASC) Standards addressed in this course.

Standard 1: Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Standard 8: Assessment

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

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Standard 9: Reflection and Professional Development

The teacher is a reflective practitioner who continually evaluates the effects of her/his choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Florida Educator Accomplished Practices (FEAP)

Below are the appropriate Florida Educator Accomplished Practices addressed in this course.

1. ASSESSMENT

- 1.PRE.a** Analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.
- 1.PRE.d** Identifies students' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.
- 1.PRE.e** Employs traditional and alternative assessment strategies in determining students' mastery of specified outcomes.
- 1.PRE.f** Guides students in developing and maintaining individual portfolios.
- 1.PRE.h** Provides opportunities for students to assess their own work and progress. Assists students in designing individual plans for reaching the next performance level.
- 1.PRE.i** Communicates individual student progress in student, parent, and staff conferences.

4. CRITICAL THINKING

- 4.PRE.a** Provides opportunities for students to learn higher-order thinking skills.
- 4.PRE.j** Uses technology and other appropriate tools in the learning environment.

8. KNOWLEDGE OF SUBJECT MATTER

- 8.1** The 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.
- 8.PRE.c** Uses the materials and technologies of the subject field in developing learning activities for students.

12. TECHNOLOGY

- 12.1** The 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.
- 12.PRE.e** Uses technology in lesson and material preparation.
- 12.PRE.f** Identifies technology productivity tools to assist with management of student learning.

EDE 5930 addresses the following competencies and skills of the National Council for the Accreditation of Teacher Education (NCATE), Interstate School Leadership Licensure Consortium (ISLLC), Florida Educational Leadership Core Curriculum (FELE), and Florida Principal Competencies (FPC).

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Topical Outline**Tentative Course Schedule**

CLASS MEETING	TOPIC	READINGS & ASSIGNMENTS
Week 1	Introductions, orientation to course, expectations and method of operation	
Week 2	Introduction to curriculum and schools	
Week 3	Academic learning through our awareness and exploration	
Week 4	The development of the middle schools/high schools	
Week 5	Theory of teaching and learning programs and its uses in the classroom	
Week 6	Language/Bilingual barriers and their Development	
Week 7	Diversity Issues and Schools	
Week 8	In-service Trainings for Teachers	
Week 9	District Funding	
Week 10	Understanding Yourself and Others in the Schools	
Week 11	Role of the teacher/administrator	
Week 12	Accommodations Needed for successful exploration and development of curriculum	
Week 13-	Presentation of Student Projects (School and Professional Development of school curriculum)	

Teaching Methods

Individual and group reports Demonstrations Lectures Discussions

Course Evaluation**Course Policies and Guidelines**

- Specific Course Requirements
 - Punctual and regular class attendance
 - Regular participation in on-going classroom discussion and activities
 - Satisfactory performance on quizzes and examinations
 - Satisfactory completion of individual and group projects
 - Completion of assigned readings and reflections
- Attendance
 - Students are permitted one excused absence.
- Assignments will be graded based on correctness of content, language usage and neatness. All assignments must be typed.

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Grading

	<u>Maximum Points:</u>	<u>Due Dates:</u>
PARTICIPATION/ATTENDANCE	50	
PRESENTATION	100	
Semester Project	100	

Total Maximum Points **250**

Course Policies

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.

Americans With Disabilities Act

Students with disabilities and those who need special academic accommodations should register with the Center for Disability Access and Resources (CeDAR). The Center is located at 667 Ardelia Court, and the phone number is 850-599-3180. Upon registering with CeDAR, please see me and provide a copy of the letter indicating the type of accommodation needed. This should be done during the first two weeks of class.

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References

Education Bibliography

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RESEARCH PAPER
Rubric

	Exemplary 4	Acceptable 3	Marginal 2	Unacceptable 1	Score
1. Purpose	The writer's central purpose or argument is readily apparent to the reader	The writing has a clear purpose or argument, but may digress from it	The central purpose or argument is not consistently clear throughout the paper	The purpose or argument is generally unclear.	
2. Thinking and Communication	Demonstrates in-depth understanding and insight into the issue(s) under discussion, through careful analysis and reflection. Ideas are developed and expressed fully and clearly, using many appropriate examples, reasons, details, or explanations. Examines the issue from three or more perspectives	Demonstrates a general understanding of the topic. Ideas are generally expressed clearly through adequate use of examples, reasons, details, or explanations. Examines the issues from more than one perspective.	Demonstrates some understanding of the topic, but with limited analysis and reflection. Ideas are not expressed clearly and examples, reasons, details, and explanations are lacking. Examines the issue from a single perspective.	Demonstrates little understanding of the topic. Ideas are not expressed clearly or supported by examples, reasons, details, and explanations. No interpretation and analysis of the material.	

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	Exemplary 4	Acceptable 3	Marginal 2	Unacceptable 1	Score
3. Sentence Structure	Sentences are well phrased and varied in length and structure. They flow smoothly from one to another	Sentences are well phrased and there is some variety in length and structure. The flow from sentence to sentence is generally smooth	Some sentences are awkwardly constructed so that the reader is occasionally distracted	Errors in sentence structure are frequent enough to be a major distraction to the reader	
4. Grammar, Spelling, (punctuation, capitalization, etc.	The writing is free or almost free of errors	There are occasional errors, but they don't represent a major distraction or obscure meaning.	The writing has many errors The reader is distracted by them.	There are many errors. The reader is confused.	
5. Word Choice	Word choice is consistently precise and accurate	Word choice is generally good. The writer often goes beyond the generic word to find one more precise and effective.	Word choice is merely adequate, and the range of words is limited. Some words are used inappropriately.	Many words are used inappropriately, confusing the reader	

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Rubric for Research Articles

Criteria	Favorable (100 points)	Acceptable (75 points)	Marginal (60 points)	Unacceptable
Content	Establishes and maintains clear focus, evidence of distinctive voice and/or appropriate tone; depth and complexity of ideas supported by rich, engaging, and/or pertinent details, evidence of analysis, reflection, and insight; use of references indicate substantial research; careful and/or suitable organization; variety of sentence structure and length; precise and/or rich language.	Focused on a purpose; evidence of voice and/or suitable tone; depth of idea development support by elaborated, relevant details; use of references indicate ample research; logical organization; controlled and varied sentence structure; acceptable, effective language; few errors in grammar or format relative to length and complexity.	An attempt to establish and maintain purpose and communicate it; minimal idea development, limited and/or unrelated details; few references; random or weak organization; incorrect or lack of topic and/or transition sentences; incorrect and/or ineffective wording and/or sentence structure; errors in grammar and format (e.g., punctuation, capitalization, headings).	Very limited demonstration of comprehension of assignment, material extremely vague, unclear progression of ideas discernable
Organization	Introduction to topic, purpose is stated clearly, content is orderly, flows well, examples given,	Introduction not stated clearly, purpose is somewhat wark, paper not well organized, content is not orderly, confusing, text does not flow well	No introduction, no clear indication of research aim, content difficult to understand, cannot follow what has been written	Apparent misunderstanding of assignment, topic, approved not developed
Language/Mechanics	Follows standard rules of grammar, no grammar or spelling errors,	Misspellings, poor grammar in several places, not double	Numerous misspellings and poor grammar throughout, not	Too frequent errors in spelling grammar, word choice,

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	double spaced, easy to read	spaces, somewhat difficult to read	double spaced, difficult to read	punctuation ,totally distracts and makes reading difficult
Presentation	Comprehensible, neat, typed, headings and subheadings clearly indicated, margins consistently set, no fancy fonts or type	Fairly comprehensible, somewhat neat, some headings and subheadings, margins not consistent throughout, different fonts or type used	Not comprehensible, not neat, no headings and subheadings, inconsistent margins, distracting fonts or type used	Student (s) showed little evidence of thoughtful research. Product does not effectively communicate research findings. Not comprehensible.
Internet Sources	Used more than eight credible sties/sources	Used 5-7 credible sites/sources	Used fewer than five credible sites/sources	Less than 2 internet sites/sources, some references not APA
Additional Research Materials	Used more than three credible sources	Used three credible sources	Used fewer than three credible sources	No documentation of library resources
Acknowledgement of Sources	Referred to all sources; compliance with APA style; bibliography available	Referred to 75% of sources; complied with APA style somewhat; bibliography available	Referred to less than 75% of sources, not in compliance with APA style; no bibliography	
Critical Analysis	Student's critically analyzed the information collected and drew appropriate conclusions and inventive conclusions supported by evidence. Voice of the student is demonstrated clearly.	Student's product shows good effort was made in analyzing the evidence collected.	Student's conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student's conclusions simply involved restating information. Conclusions were not supported by evidence.

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Rubric for Group Project Presentation

Criteria	Favorable	Acceptable	Marginal	Unacceptable
Content	Relates to topic; knowledgeable; geared to audience; engages audience, raises or invites questions, and stimulates curiosity; well-informed, informative; valuable information; factual	Relates topic; informative; valuable information; minimally engages audience, raises or invites questions, and stimulates curiosity; factual	Relates topic; informative; valuable information; marginally engages audience, raises or invites questions, and stimulates little curiosity from audience; factual.	Topic unrelated; information of little or no value; fails to engage audience, raise or invite questions, and stimulate curiosity; not factual
Presentation Style	Comprehensible; met needs of audience; voice, gestures, eye contact, grammar were strong; group members are appropriately dressed; members answer audience questions; end with effective final presentation; members not dependent on notes	Comprehensible most of the time; voice, gestures, eye contact, and grammar were adequate; group members not dressed appropriately; members answer some audience questions; end with mediocre final presentation; members depend on notes somewhat	Organization somewhat unclear; varying vocal qualities, gestures, members too dependent on notes with resultant minimal eye contact, grammatical errors during presentation; some group members' attire distracts from presentation; members can't answer some important audience questions; ends with no final statement	Unclear organization; weak vocal qualities, gestures, eye contact, and grammar during presentation; group members' attire distracts from presentation; members do not answer audience questions; ends with no final presentation; members depend almost fully on notes
Group Dynamics	Entire group was present; role of each member was clear and essential to the project; input was effective; group members were cooperative	Entire group was present; each member gave input; each member was cooperative	All group member(s) present but input given by one or a few members. Group members were uncooperative	Group member(s) absent; input given by one or a few members; group members were uncooperative
Visual Aids and Equipment	Appropriate to presentation; effective; suitable; and educational	Understandable; some reference made to visual aids during presentation	Barely readable posters and materials; limited handout	Unreadable; no reference made to visual aids during

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			information, limited reference made to visual aids during presentation. Power Point too wordy.	presentation
Language/Mechanics	Follows standard rules of grammar, no grammar or spelling errors, double spaced, easy to read	Misspellings, poor grammar in several places, not double spaces, somewhat difficult to read	Several misspellings and limited poor grammar throughout, not double spaced, difficult to read	Numerous misspellings and poor grammar throughout, not double spaced, difficult to read
Internet Sources	Used more than three credible sites/sources. Included books and periodicals as well.	Used three credible sites/sources	Used sites/sources that were not credible	Used fewer than three sites/sources; sources not credible
Additional Research Materials	Used more than five credible sources	Used five credible sources	Used no books or professional journals in research	Used fewer than five sources; sources not credible
Acknowledgement of Sources	Referred to all sources; compliance with APA style; bibliography available	Referred to 75% of sources; complied with APA style somewhat; bibliography available	Referred to less than 75% of sources, not in compliance with APA style; no bibliography	Referred to less than 60% of sources, not in compliance with APA style; no bibliography; bibliography not alphabetized.
Technology/Technical Aspects (especially PowerPoint)	Good instructional design principle is evident (especially in any sound effects and transitions); content readable (large font size, legible colors); uses multimedia (e.g., sound and video); uses several graphics; graphics support or elaborate on content	Uses small number of graphics; good transition between slides; slides show bullet points, not the entire text of the presentation; content is readable; graphics support or elaborate on content reasonably well	Content is not wordy and not easily readable, uses small number of slides; text has several grammar or spelling errors; graphics distract from content	Content is not very readable, uses small number of slides; text has grammar or spelling errors; graphics distract from or do not support or elaborate on content

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The Five Core Propositions

This policy set forth our vision for accomplished teaching. The Five Core Propositions form the foundation and frame the rich amalgam of knowledge, skills, dispositions and beliefs that characterize National Board Certified Teachers (NBCTs).

Proposition 1: Teachers are Committed to Students and Their Learning

- NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.
- They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.
- NBCTs understand how students develop and learn.
- They respect the cultural and family differences students bring to their classroom.
- They are concerned with their students' self-concept, their motivation and the effects of learning on peer relationships.
- NBCTs are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

- NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.
- They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.
- They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

- NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.
- They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.
- NBCTs know how to assess the progress of individual students as well as the class as a whole.
- They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

F=Florida Educator Accomplished Practices Standards (FEAPS)

I=Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

(K)=Knowledge **(S)** Skill **(D)**=Disposition

Approved/Revised 10/30/07

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

- NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.
- They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.
- They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

- NBCTs collaborate with others to improve student learning.
- They are leaders and actively know how to seek and build partnerships with community groups and businesses.
- They work with other professionals on instructional policy, curriculum development and staff development.
- They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
- They know how to work collaboratively with parents to engage them productively in the work of the school.

College of Education
Advanced Student Professional Dispositions
Spring 2011

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

Criteria for	Favorable	Acceptable	Marginal	Unacceptable
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rating	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 ✓ mark to indicate level of performance.)			Outcome			
			F (4)	A (3)	M (2)	U (1)
Punctuality						
• Does not exceed three unexcused absences, per university catalog 2009-2010						
• In class at or before specified time, per Registrar						
• Attends class, field experiences, meetings						
• Appropriate dress and grooming						
• Completes assignments on or before due date						
• Emotional Management						
○ Handles feeling appropriately						
○ Reacts reasonably to situations						
○ Finds a healthy balance between emotions						
• Demonstrates the appropriate use of personal technology during class						
• Follows established protocol and procedures						
• Follows established procedures and policies						
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 ✓ mark to indicate level of performance.)			Outcome			
			F (4)	A (3)	M (2)	U (1)
• Uses standard English language in various settings						
• 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						

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 ✓ mark 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 ✓ mark 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 				
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				Outcome
				F
				A
				M
				U

(Please use a ✓ mark to indicate level of performance.)	(4)	(3)	(2)	(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 				

Success Comes From the HEART

By [David Ginsburg](#) on February 20, 2011 9:19 AM | [No Comments](#) | [No Recommendations](#)

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Success often has as much or more to do with people's thoughts and actions as it does their abilities. I noticed this in academics, business, and sports before becoming a teacher, and tried to convince students of this after becoming a teacher. One way I did this was by telling them that success comes from the heart. I even came up with an acronym where each letter in heart represented a belief or work habit common among successful people: hope, effort, attitude, resourcefulness, and teamwork--which I posted in my classroom as an equation:

Success = **H**ope + **E**ffort + **A**ttitude + **R**esourcefulness + **T**eamwork

Pretty inspirational, right? Wrong. The problem with pitching rhetoric like this at urban youth is that they're more likely to find it infuriating than inspiring. Once, in fact, as I delivered my "you too can go to college and be successful" speech, a student stood up and yelled, "F--- you!"

My H.E.A.R.T. acronym never riled students quite like that. But it didn't light a fire under them either. And really, how could any saying that included the word "hope" have inspired my students? Students who, as one boy put it, "see a dead body at least once a week." Students who, for reason upon tragic reason, saw life as a short-term venture and thus had little or no capacity for envisioning any future, let alone a bright one.

No, hope for disadvantaged black kids would never come from a privileged white former business executive preaching optimism. Not this one anyway. Nor would students put forth more effort or adopt a winning attitude just because I was there exhorting them to do so. Ditto for resourcefulness and teamwork.

In short, it wasn't enough for me to espouse keys to success. Students would have to experience them. I, therefore, would have to create a classroom where my actions, more so than my words, helped students make connections

between what *they* believed and did (or didn't believe and didn't do) and the results they got (or didn't get). In other words, see personal success (and failure) as something they had more control over than I or other influences did.

In this respect, even though it was never inspirational for my students, H.E.A.R.T. was indeed transformational for me as a teacher. In particular, it provided me a framework for developing classroom policies and practices that promoted self-serving behaviors in students rather than self-defeating ones (see my last post, [Education Reform Key: Stop Enabling Students' Self-Defeating Behavior](#)).

I've shared some of those policies and practices in previous posts, and will share more in future ones. Policies and practices you may want to take to heart--especially if, like me, you believe we as educators must teach students what it takes to be successful in order for them to be successful.

Student Acknowledgment and Understanding

I, _____, acknowledge receipt of a syllabus and the course schedule for Dr. Manson's EDE 5930 class for Spring Semester _____ at Florida A&M University.

I understand it is my responsibility to read, know and abide by the requirements stated in this syllabus.

I understand I should see or call the professor as soon as any problems occur during the term.

Student signature: _____

Student ID # _____

Date: _____