

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



Course Syllabus

Course Number: EEC 3212	Course Title: Math and Technology for the Young Child	Credits: 3	Semester Hours: 3
Department: Elementary Education & Prekindergarten/Primary Education			
Required Textbooks: <i>Early Childhood Mathematics</i> , Susan Sperry Smith, Fourth Edition, Pearson Publishers			
Office Location: GEC-B 200G	Office Phone: 599-3125	Email: nancy.fontaine@fam.u.edu	
Faculty Name: Nancy Fontaine, Ph.D. Associate Professor		Term/Year: Fall 08	
Office Hours: Mon, Wed 1:30 – 2:00, Tues, Thurs 9:00 – 2:00			

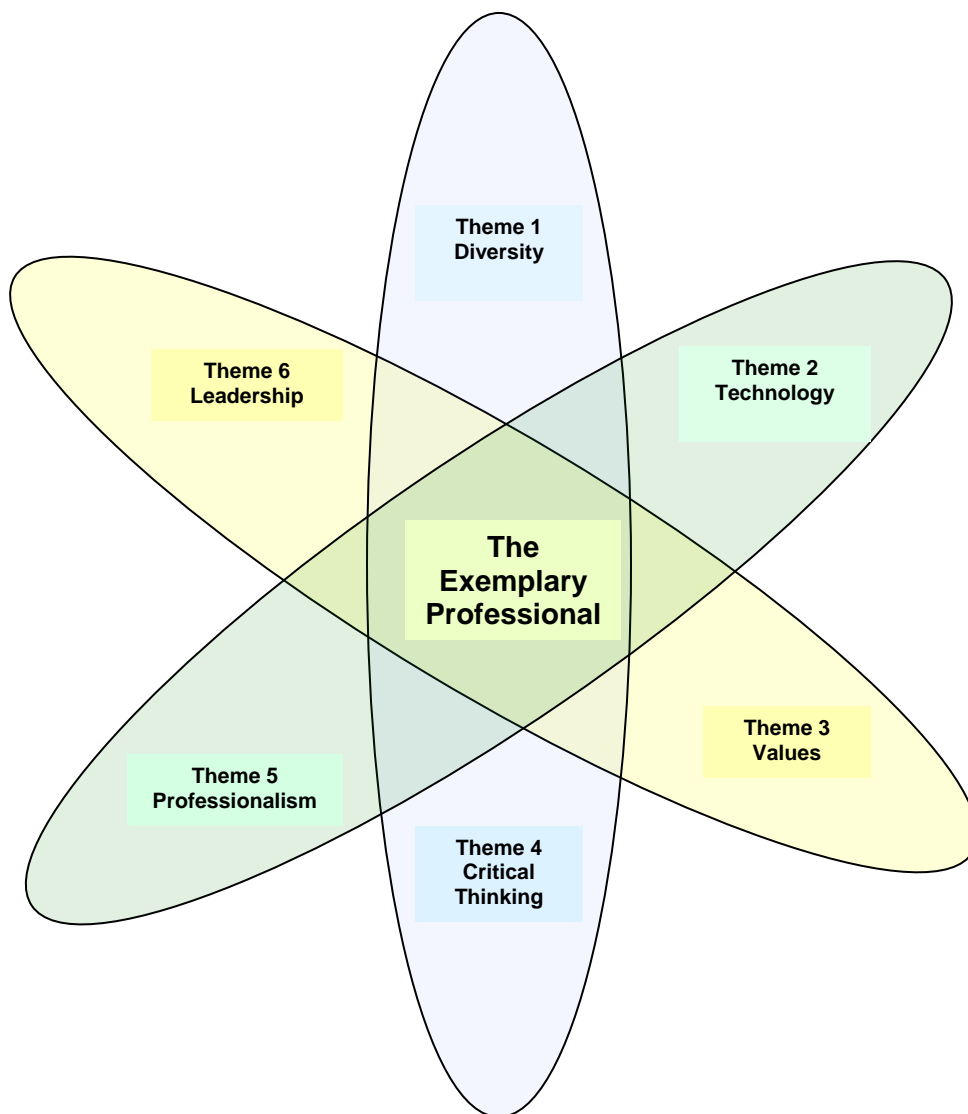
COURSE FOUNDATION

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.

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.

FIGURE 1 College of Education’s 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 DESCRIPTION and GOALS

This course will provide students with a knowledge base in regard to basic mathematics for children ages four through eight. Therefore, students will need to have adequate mathematics skills themselves. Through discussions, role playing, other simulations, field experience, and assignments students will become familiar with methods for teaching these math skills to children by planning and facilitating effective methodology. Students will also learn information to assist in identifying children who need remediation and methods for providing individualized instruction to meet the needs of all students including those in ESOL and ESE programs.

COURSE OBJECTIVES

Identify strategies for presenting mathematical concepts leading to proficiency in computation, problem solving, and logical reasoning

Plan and facilitate effective, motivating, and appropriate lesson plans that encompass the Sunshine State Standard competencies

Formally and informally assess student performance based on lessons and activities facilitated with students

Accommodate lessons and activities to students' abilities, special needs, gender, language, and culture

Communicate effectively with students by showing respect and appreciation of diversity

The Academic Learning Compact for this and other PreK/Primary courses can be found at:
<http://www.famu.edu/index.cfm?a=Assessment&p=ALCs2006-2007>

COURSE COMPETENCIES

Conceptual Framework

Diversity, Technology, Critical Thinking

INTASC

1 Subject Matter, 2 Student Learning, 3 Diversity, 4 Instruction, 7 Planning Instruction, 8 Assessment

National Association for the Education of Young Children

Standard 1 Child Development and Learning

Standard 4 Teaching and Learning

National Council of Teachers of Mathematics

All Standards for PreK – 3rd grade students

Florida Accomplished Practices

1. Assessment – Indicators e, g, j
2. Communication – Indicators a – i
4. Critical Thinking – Indicators a – j
5. Diversity – Indicators a – f, h, k, l
7. Human Development and Learning – Indicators a – f
8. Content – Indicators a – e
- 9 Learning Environment – Indicators a – q
10. Planning – Indicators a – o
12. Technology – Indicators b, d – k

ESOL

Standard 4: Use knowledge of the cultural characteristics of Florida’s LEP population to enhance instruction

Standard 5: Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second language acquisition processes

Standard 6: Apply current and effective ESOL teaching methodologies in planning and delivering instruction to LEP students

Standard 14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, 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

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

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

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

Florida Sunshine State Standards (Subject Area)

All Math and Technology Standards for PreK – 3rd grade

Florida Prekindergarten/Primary Education

- 1 Knowledge of child growth and development
2. Knowledge of foundations
3. Knowledge of research, standards, and trends
4. Knowledge of effective practices
6. Knowledge of developmentally appropriate practices
- 7 Knowledge of diversity
11. Knowledge of mathematics

ACEI

- Standard 3 Child Development
- Standard 4 Learning and Teaching
- Standard 5 Lab Experiences

SCHEDULE

August 27, 29	Introduction to Course Chapter 1 Foundations, Myths, and Standards
September 1	Labor Day, No Class
September 3	Chapter 1 cont'd.
September 5	Standards Notebook DUE
September 8, 10, 12	Chapter 2 Planning for Success
September 15, 17	Chapter 3 Assessment
September 19	<i>Special Field Experience</i>
September 22, 24	Chapter 4 Language of Math
September 26	<i>Field Experience</i>
September 29, October 1	Chapter 5 Early Math Concepts
October 3	<i>Field Experience</i>
October 6	Math Exam
October 8	Early Math Concepts Lesson Plan DUE
October 10	<i>Field Experience</i>

October 13	Chapter 6 Developing Number Sense
October 15	Chapter 6 cont'd
October 17	Number Sense Lesson Plan DUE , Chapter 7 Place Value
October 20	Place Value Lesson Plan DUE , Chapter 7 cont'd. Chapter 8 Data Analysis
October 22	Chapter 8 cont'd
October 24	<i>Field Experience</i>
October 27	Data Analysis Lesson Plan DUE
October 29	Chapter 9 Early Algebra
October 31	<i>Field Experience</i>
November 3	Early Algebra Lesson Plan DUE , Chapter 10 Addition & Subtraction
November 5	Chapter 10 cont'd
November 7	<i>Field Experience</i>
November 10	Addition & Subtraction Lesson Plan DUE , Chapter 11 Multiplication & Division
November 12	Chapter 11 cont'd
November 14	<i>Field Experience</i>
November 17	Multiplication & Division Lesson Plan DUE , Chapter 12 Geometry
November 19	Chapter 12 cont'd
November 21	<i>Field Experience</i>
November 24	Geometry Lesson Plan DUE , Chapter 13 Measurement
November 26, 28	Thanksgiving Break, No Class
December 1	Measurement Lesson Plan DUE , Chapter 14 Thematic Units
December 3	Curriculum Review/Presentations DUE
December 5	Software/Website Presentations DUE Field Experience Logs DUE

Assignments

Standards Notebook

20 points

Go online and print out the National Mathematics Education Standards, the National Technology Standards and the Florida Sunshine State Standards for Mathematics and Technology for children up through third grade. Put them in a four-part subdivided resource notebook.

Competencies	
• CF	Diversity
• FEAP	8
• PreK-Primary	4, 7
• Sunshine State Standards	All Mathematics and Technology
• NAEYC/NCATE	4
• ESOL	
• ACEI	4

Lesson Plans

10 points each, total 90 points

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.

Competencies	
• CF	Diversity, Critical Thinking
• FAEP	1, 4, 5, 6, 7, 8, 9, 10
• PreK-Primary	1, 4, 6, 7, 11
• Sunshine State Standards	All Mathematics and Technology
• NAEYC/NCATE	1, 4
• ESOL	4, 5, 6, 14, 16
• ACEI	3, 4

Curriculum Review & Presentation

30 points

Identify a mathematics curriculum used within a local elementary school that serves typical children and those children in ESOL and ESE programs. Review the teacher manuals for kindergarten, first, second, and third grades. Observe the curriculum being used in at least five class 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.

Competencies	
• CF	Diversity, Critical Thinking
• FEAP	1, 4, 5, 8
• PreK-Primary	4, 6, 11
• Sunshine State Standards	All Math and Tech
• NAEYC/NCATE	1, 4
• ESOL	15, 16, 17
• ACEI	3, 4

Software Review & Presentation

30 points

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 to you in class. You are required to actually spend time using the software/website and, then, present the program to the class.

• CF	Diversity, Critical Thinking, Technology
• FEAP	1, 4, 5, 8, 12
• PreK-Primary	4, 6, 7
• Sunshine State Standards	All Mathematics and Technology
• NAEYC/NCATE	1, 4
• ESOL	15, 16, 17
• ACEI	3, 4

Field Experience Logs

30 points

You will be responsible for writing a daily self-reflection about your field experience. You must include the following for each entry: what I learned about the math 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 math.

Competencies	
• CF	Professionalism
• FEAP	4, 5
• PreK-Primary	4, 7
• Sunshine State Standards	All Mathematics and Technology
• NAEYC/NCATE	1
• ESOL	4, 5, 6, 14, 16
• ACEI	3. 4. 5

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 12 points)	Notebook contains some standards, yet are not easily identified through the format of the notebook (12-14 points)	Notebook contains most standards within all four sections, and may not be not easily identified through the format of the notebook (15-17 points)	Notebook contains all standards within all four sets of standards and are easily identified through the format of the notebook (18 – 20 points)
Lesson Plans	Lesson plans include only one of the five requirements (less than 7 points)	Lesson plans include only two of the five requirements (7 points)	Lesson plans include only three of the five requirements (8 points)	Lesson plans include all five requirements: <i>follow the designated format, include all components, are user friendly, are comprehensive, and target all children</i> (9-10 points)

Software/ Website Review/ Presentation	Software/website is reviewed and presented using few of the required assessment fields and the presentation is not comprehensive (less than 18 pts)	Software/website is reviewed using some of the required assessment fields and the presentation is not comprehensive (18-21 points)	Software/website is reviewed using most of the required assessment fields and the presentation is not comprehensive (22-26 points)	Software/website program is reviewed using all of the required assessment fields and the presentation is comprehensive (27-30 points)
Curriculum Review/ Presentation	Curriculum is reviewed and presented using few of the required assessment fields and the presentation is not comprehensive (less than 18 pts)	Curriculum is reviewed using some of the required assessment fields and the presentation is not comprehensive (18-21 points)	Curriculum is reviewed using most of the required assessment fields and the presentation is not comprehensive (22-26 points)	Curriculum is reviewed using all of the required assessment fields and the presentation is comprehensive (27-30 points)
Field Experience Log	Logs include few days and have no attempt at comprehensive self reflection (less than 18 pts)	Logs include few days and/or are not comprehensive (18-21 points)	Logs reflect some days and include an attempt at a comprehensive self reflection (22-26 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> (27-30 points)

Grading

Scoring will be as follows:

Rating of 5	180 – 200	A
Rating of 4	160 – 179	B
Rating of 3	140 – 159	C
Rating of 2	120 – 139	D
Rating of 1	Below 120	F

Policies

Student Professional Conduct and Disposition

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

Curriculum Review Guidelines

Curriculum Title

Publisher

Grade Levels

Materials Included

Ease/Difficulties in Use for Teacher

Ease/Difficulties in Use for Students

Level of Keeping Students' Interest

Ease/Difficulties in Use for Remediation

Ease/Difficulties in Use for Students in ESOL or ESE

Clarity of Graphic Displays

Ease/Difficulties in Use of Assessment Instruments

Respect for Diversity

Recommendations for Revisions

Software/Website Review Guidelines

Software Title/Website Address

Publisher/Company

Grade Levels

Ease/Difficulties in Use for Teacher

Ease/Difficulties in Use for Students

Level of Keeping Students' Interest

Ease/Difficulties in Use for Remediation

Ease/Difficulties in Use for Students in ESOL or ESE

Clarity of Graphic Displays

Respect for Diversity

Recommendations for Revision

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, socioeconomic status, and religion on the results Evaluate, select, and employ appropriate</p>	<p><i>Lesson Plans -</i> 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. Any accommodations that need to be made must be included and reflect a thorough understanding of the ESOL and ESE populations. This needs to be included on each lesson plan.</p>	<p>LEVEL 1 Lesson plans include only one of the five requirements</p>	<p>LEVEL 2 Lesson plans include only 2 of the 5 requirements</p>	<p>LEVEL 3 Lesson plans include only three of the five requirements</p>	<p>LEVEL 4 Lesson plans include only four of the five requirements</p>	<p>LEVEL 5 Lesson plans include all five requirements: <i>follow the designated format, include all components, are user friendly, are comprehensive and target all children, particularly those in ESOL or ESE programs</i></p>	<p>EEC 3212</p>

<p>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 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</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 diverse population, including those in ESOL and ESE programs. Students must include the following for each entry: what I learned about the lesson I taught, what I learned about working with students that are having difficulty, how I can apply my</p>	<p>Logs include few days and have no attempt at comprehensive self reflection</p>	<p>Logs include few days and/or are not comprehensive</p>	<p>Logs reflect some days and include an attempt at a comprehensive self reflection</p>	<p>Logs reflect most days and include a comprehensive self-reflection</p>	<p>Logs reflect all 10 days and include a comprehensive self-reflection of: <i>what was taught, who was taught and the teaching philosophy application</i></p>	

<p>planning and delivering instruction to LEP students</p> <p>Standard 14: Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, 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 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>philosophy of educating young children to teaching the subject area. Remember that you need to provide information about your experience with the effectiveness of lessons with ESOL and ESE populations. Include any accommodations that you would recommend.</p>						
<p>Standard 15: Evaluate, select, and employ appropriate instructional</p>	<p><i>Curriculum Review -</i> Students will identify a math curriculum used within a local</p>	<p>Curriculum is reviewed and presented</p>	<p>Curriculum is reviewed using some</p>	<p>Curriculum is reviewed using most</p>	<p>Curriculum is reviewed using most</p>	<p>Curriculum is reviewed using all of the</p>	

<p>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 instructional materials, media, and technology for ESOL in the content areas at the elementary, middle, and high school levels.</p>	<p>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 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. Reflect what you know about these populations and how well the curriculum serves them. You will present your review of the curriculum to the class.</p>	<p>using few of the required assessment fields and the presentation is not comprehensive</p>	<p>of the required assessment fields and the presentation is not comprehensive</p>	<p>of the required assessment fields and the presentation is not comprehensive</p>	<p>of the required assessment fields and the presentation is comprehensive</p>	<p>required assessment fields and the presentation is comprehensive and reflective of all required information</p>	
<p>Standard 15: Evaluate, select, and employ appropriate instructional materials, media, and technology for</p>	<p><i>Software/Website Review</i> – Students will review at least five mathematical software/website programs that are</p>	<p>Software/website is reviewed and presented using few of the required</p>	<p>Software/website is reviewed using some of the</p>	<p>Software/website is reviewed using most of the</p>	<p>Software/website is reviewed using most of the</p>	<p>Software/website program is reviewed using all of the required</p>	

<p>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 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 mathematical concepts leading to proficiency in computation,</p>	<p>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 software/website and, then, present the program to the class. You are to assess the program or website in terms of how it meets and does not meet the needs of students in a classroom, including those in ESOL and ESE programs</p>	<p>assessment fields and the presentation is not comprehensive</p>	<p>required assessment fields and the presentation is not comprehensive</p>	<p>required assessment fields and the presentation is not comprehensive</p>	<p>required assessment fields and the presentation is comprehensive</p>	<p>assessment fields and the presentation is comprehensive in including all required parts</p>	
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<p>problem solving, and logical reasoning</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, special needs, gender, language, and culture</p> <p>Communicate effectively with students by showing respect and appreciation of diversity</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			
<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 			F (4)	A (3)	M (2)	U (1)

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
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	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 							