

REPORT: AssignmentReport

| Course | LAE 6616 Trends in Lang Arts Inst | | | |
|--|--|---|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| ESOL student interview | Interview an ESOL student. Try to find out about your student's family background, school experiences, and experiences with or attitudes toward writing. Write a two page paper describing your student and his/her Level of English Language Proficiency and how it relates to written expression. What do you think should be done to meet the needs of this student in terms of instruction and support today? (teaching strategies) | AP-05, AP-07 | | |
| Personal writing | Completion of Writeaerobics (Thomason, 2003) Workouts #s 1-40— Complete assigned Writer's Notebook responses for each week in a Word document with the filename representing the numbers of the Workouts (i. e. Workouts # 1-3.) Place your Word document in your Dropbox on Blackboard. | AP-03, AP-06 | | |
| Portfolio | Candidates will collect class writing, handouts, notes, completed assignments and personnel writings in this portfolio. | AP-08 | | |
| Small Group Presentations | Students will work together in a group of two to three to review and present a research article from the course packet. Groups are also encouraged to provide other information in addition to their article on the same topic. | AP-08 | | |
| Theory to Practice Implementation | <p>The purpose of this assignment is to allow you to implement/utilize the knowledge being acquired concerning the writing process. You will engage in a project/process that will enhance your understanding of) writing itself (leads, dialogue, revision, editing, etc.). . .as well as writing pedagogy; 2) your own writing; and 3) the writing of students (if candidate is teaching at this time). This could be implementation of a new process in your classroom, a pilot study, an action research project, a case study, implementing (or a plan for implementing) the "classroom writer's workshops" in Writeaerobics with and documenting/reporting/presenting the results . . . you will need to decide what you need to do in your professional situation. However, you will need to receive professor approval before beginning this process by turning in a one page description of your "theory to practice" plan indicating:</p> <p>a. What you plan to do</p> <p>b. Why you plan to do it (the professional impact—Do not do something "just for this class" . . . make SURE it is something that will enhance you professionally . . .something you need to be doing anyway!</p> <p>c. Connection to this course—particularly how it will enhance your understanding of 1) writing itself (leads, dialogue, revision, editing, etc.). . .as well as writing pedagogy; 2) your own writing; 3) the writing of your students (if you are teaching at this time).</p> <p>d. Your "plan of action"/timeline</p> <p>e. How you plan to self assess/evaluate the success-- When you turn this assignment in you will need to be sure to design and complete a Self-Evaluation/Assessment of your project. You will post this to a "Theory to Practice Implementation" folder on Blackboard that only you and your professor will have access to.</p> <p>At the end of the semester, you will share your ""Theory to Practice Implementation" with the class by preparing and posting a "print presentation" that will synthesize/summarize important information/learning and enhance/enrich the knowledge/understanding of your classmates (and your professor). You will also explain how lessons and/or conferences were adapted to meet the needs of ESOL students.</p> | AP-02, AP-03, AP-05, AP-06, AP-07, AP-08, AP-10 | | |
| Writer's Workshop File | Students will develop a collection of ideas to use to teach a writing workshop for a particular grade level. The collection should include ideas for mini-lessons, conferencing, organization, and publishing. It should be put in a notebook or folder and organized with tabs and/or a Table of Contents. Students should also include brief reflections about why they chose the pieces that they did. | AP-08, AP-09 | | |
| Writer's Notebook | You will keep a writer's notebook. In this notebook, jot down ideas you have for your personal writing and connections on how you will teach writing. You will be expected to have at least four entries per week. | AP-03 | | |
| "Classic Text" review | Choose one process writing "classic" text and become the class expert. It is important that you have a knowledge of the various key researchers and theorists in process writing. You will choose one of the texts from the list provided, and read it and write a book review. You will post it to the Classic Text folder on Blackboard. Class members will post responses to | AP-08 | | |

your review.

Summary for Course: LAE 6616 Trends in Lang Arts Inst (8 Detail Records)

| Course | | EDG 6947 Internship & Classroom Research | | |
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| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Action Research | <p>The action research projects should include the following information:</p> <ul style="list-style-type: none"> •Abstract: This section is typically written last, but placed in front of your study. It is a summary of your proposal including your research question(s). •Introduction & Statement of Question(s) B This section explains your purpose for conducting this study and specifies your question. After reading this section, which is usually rather brief, one should understand the general background for your study and a context for it that leads to the statement of your research question (e.g., what happened to stimulate your interest in conducting the study?). •Literature review B This section discusses previous scholarship on the topic that relates to your research question(s). The purpose of the literature review is to position the proposed research within the broader literature of educational research. Your review should summarize what others have done and learned from their studies. •Participants and Setting B This section provides a description of the participants, community, school, and classroom where the inquiry took place. •Methodology - Explain what you did including the data you collected, the instruments you used (if relevant), and a description of how you analyzed your data •Findings B This section describes what you found out. Your data should be reported and discussed. What did you learn? •Conclusions and implications - How has this study impacted your teaching, your class, student, school, etc.? <p>The written research proposal should follow the American Psychological Association (APA) guidelines.</p> | AP-01, AP-03 | | |

Summary for Course: EDG 6947 Internship & Classroom Research (1 Detail Records)

| Course | | EDF 3604 Social Found of Education | | |
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| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Critique and evaluation of schooling | The candidate will write a class paper based on research. The candidate and the instructor will decide on the topic of the paper. The instructor will assess the paper based on the use of research and the development and support of a thesis. | AP-05 | | |
| Presentation of research | The candidate makes a presentation, either as an individual or in a group, that reflects the candidates research on a topic and a critique of that material in light of current educational policy and the social , political, or economic contexts where the policies are implemented. These presentations will vary from instructor to instructor. | AP-04 | | |
| Reflective writing about assigned reading materials | <p>The candidate writes a reflective essay on one of the assigned readings. Over the semester, the assignment consists of at least three essays. The product consists of the essays.</p> <p>(Only upload this assignment for ESOL Portfolio as specifiedbelow: if you discuss ESOL Policies and Practices in the document upload it only for ESOL Cluster #5 if you discuss cross cultural issues in the document upload it only for ESOL Cluster #2</p> | AP-04 | ESOL Cluster 2, ESOL Cluster 5 | |

Summary for Course: EDF 3604 Social Found of Education (3 Detail Records)

| Course | | RED 6545 Issues in Vocabulary and Word Study | | |
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| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Language Development | After reading and discussing Chapter 1: First Language Acquisition in Freeman & Freeman, the candidate will create a chart comparing the following views of language acquisition: Developmental psychology, sociology, anthropology, Education, and Linguistics. | AP-05, AP-07 | | |
| Phonemic Awareness | After reading Chapter 3: English Phonology and Chapter 4:Implications from Phonology for Teaching Reading and Teaching a Second Language in Freeman and Freeman, the candidate will find a current research article on phonemic awareness from a refereed journal and evaluate the study that is reported. The candidate will also discuss whether the study links phonemic awareness with comprehension or only with the ability to do phonemic awareness tasks. | AP-08 | | |
| Text Features | After reading and discussing Chapter 6: A linguistic perspective on phonics in Freeman and Freeman, the candidate will evaluate three children's books using a checklist of supportive text features to determine how supportive these texts are and to develop an understanding of the importance of selecting the appropriate materials for readers. | AP-04, AP-07, AP-08 | | |

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| Vocabulary Unit | Select and read two of the articles on vocabulary instruction posted in "Course Documents." Then using the information you have learned in this course and the articles, create a five-day vocabulary unit to use in your classroom. Be sure to include a pre and post-assessment and the daily lesson plans that you would use. Your lessons should include Sunshine State Standards, Objectives, the age group and stage of word study you are working with, the Materials, Procedures, and Evaluation. You should also include any accommodations you would recommend for your ESOL students and students with special needs including gifted students. Correct spelling and Standard English and grammar are a must. | AP-01, AP-07, AP-08, AP-10 |
| Word histories or etymologies. | After reading Chapter 5: English Orthography in Freeman and Freeman, the candidate will review a minimum of three web sites from a list given by the instructor that contain information on word histories and create a list of 15 interesting words. This list will be shared during a class discussion on etymologies and the importance of using this information in word study and vocabulary development. | AP-08 |
| Word Study Project | After Reading and Discussing Chapters 1-5 in Words Their Way by Bear et al., the candidate will assess an elementary student and a secondary student using the appropriate spelling inventory for each. The candidate will determine whether this student is in the Emergent, Beginning, Transitional, Intermediate, or Advanced stage of Word Study. Then the candidate will try out an appropriate word study activity with each student. In addition, the candidate will write a two-page paper describing the results of the assessment, the activity he/she selected, and discussing how valuable the information was. Candidates will also describe how they might use these inventories in their classrooms. | AP-07, AP-08, AP-10 |

Summary for Course: RED 6545 Issues in Vocabulary and Word Study (6 Detail Records)

| Course | | RED 6116 Current Trends in Elementary Reading Instruction | | |
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| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Classroom Environment Task (until sp07) | As a literacy teacher, creating a classroom environment that will support and enhance literacy learning is vitally important. Candidates will visit at least three classrooms at their grade level that they feel are good examples and take pictures of them using a digital camera. Candidates will also write a two page narrative describing the classroom environment and why they selected the classrooms. In addition, they will discuss the features and activities that make it most conducive to learning. When they have completed their papers, they will post both the paper and the photos. (until sp07) | AP-08, AP-09 | | |
| Comprehension Strategies | Comprehension strategies based on scientifically-based Reading research will be presented to the candidates. This information will include the following strategies: Directed-Reading Thinking Activity, Question-Answer Relationship, Reciprocal Teaching, and Repeated Readings. The candidate will select one strategy and implement it with a small group of secondary students. The candidate will then write a two-page narrative describing the strategy used, explaining why the strategy was chosen, and why the strategy was appropriate for his/her students. Any recommendations for changes to the activity for future use should also be included. | AP-04, AP-07, AP-08, AP-10 | | |
| ESOL student interview | Interview an ESOL student. (You may interview an adult if he/she immigrated to the United States within the last five years). Try to find out about your student's family background, school experiences, and experiences with or attitudes toward reading. Write a two page paper describing your student and his/her Level of English Language Proficiency. What do you think should be done to meet the needs of this student in terms of instruction and support today? | AP-05, AP-07 | | |
| Literacy and Technology | Research a minimum of five literacy web sites. The sites may be for either teachers or students. Write a brief critique of each site you visit, discussing how teachers or students might use these sites. Rate each site on a scale of one to five for usefulness and ease of use. Post your critiques under the Discussion Boards in Discussion 6 for your group. | AP-08, AP-12 | | |
| Motivation and Adolescent Literacy | One of the most critical issues that teachers who work with adolescents deal with is motivation. Find a refereed journal article (written in the last five years) that deals with motivation and develop an activity or a strategy that you would use to motivate adolescent learners in literacy. Write a two page paper describing your views about motivation and the activity or strategy that you would use. In your paper, discuss why you chose this particular strategy. Be sure to cite the article that you used to support your ideas using APA format. | AP-07, AP-08, AP-09 | | |
| National and State Accountability | Research the FLARE and Reading First web sites after reviewing the presentation on national and state landmark studies and policy decisions in reading. Investigate and report on the ways in which your school is monitoring the state system of school improvement and accountability as it relates to reading. | AP-06, AP-11 | | |
| Word Study Task | Information will be presented to the candidates on scientifically-based research in the areas of word work, vocabulary, and spelling. Strategies for differentiating instruction based on the needs of the learner will be shared. The candidate will select an appropriate strategy and implement it in his/her classroom with a small group of elementary school children. The candidate will write a two page narrative describing the strategy used, explaining why he/she chose the activity, and why the strategy was appropriate for his/her students. The candidate will also discuss any changes he/she would make if the strategy were used again. | AP-07, AP-08, AP-10 | | |

Summary for Course: RED 6116 Current Trends in Elementary Reading Instruction (7 Detail Records)

| Course | | LAE 6315 Writing and Writers: Trends and Issues | | |
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| Assignment Name | Assignment Description | AP | ESOL | FELS |
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| ESOL student interview Before Spring 09 | Interview an ESOL student. Try to find out about your student's family background, school experiences, and experiences with or attitudes toward writing. Write a two page paper describing your student and his/her Level of English Language Proficiency and how it relates to written expression. What do you think should be done to meet the needs of this student in terms of instruction and support today? (teaching strategies) Before Spring 09 | AP-05, AP-07 | | |
| Portfolio | Candidates will collect class writing, handouts, notes, completed assignments and personnel writings in this portfolio. | | AP-08 | |
| Writer's Notebook | You will keep a writer's notebook. In this notebook, jot down ideas you have for your personal writing and connections on how you will teach writing. You will be expected to have at least four entries per week. | | AP-03 | |
| "Classic Text" review | Choose one process writing "classic" text and become the class expert. It is important that you have a knowledge of the various key researchers and theorists in process writing. You will choose one of the texts from the list provided, and read it and write a book review. You will post it to the Classic Text folder on Blackboard. Class members will post responses to your review. | | AP-08 | |

Summary for Course: LAE 6315 Writing and Writers: Trends and Issues (4 Detail Records)

Course RED 6544 Cognition, Comprehension, and Content Area Reading

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|---|---|-------------------------------------|---|-----------------|
| ESOL Assignment | Choose 4 comprehension teaching strategies presented in class, demonstrated by the instructor, or described in detail in one of the textbooks. Briefly describe the strategy and the cognitive processes it aims to develop. Explain how you might modify each strategy to use with ESOL students at the four stages of second language acquisition. If the strategy does not need to be modified for any of the stages of fluency, discuss why it is appropriate without modification. (50 points total) | AP-01, AP-03, AP-05, AP-08 | ESOL Cluster 1, ESOL Cluster 3 | |
| Presentation | Each student will give a presentation on one comprehension teaching strategy and use class members as participants to model and carry out guided practice of that strategy. Find one article, book, or a passage in a book that describes in more detail the teaching strategy you select and its effects on student learning. A copy of this article will be turned in to the instructor on the day of the presentation. The presentation should include a discussion of the strategy and comprehension processes that strategy will promote. Begin your presentation with a PowerPoint or overheads to discuss the strategy. Then model the strategy. In order to model the strategy, you will select a text and make photocopies or provide copies of books, magazines, etc. for the class to use during the demonstration. The text can be fiction or nonfiction, poetry, a short story or section/ chapter of a novel, a newspaper, magazine, or internet article. The class will act as elementary, middle school, or high school students. Guided practice can be done individually or in small groups. | | AP-02, AP-04, AP-05, AP-08, AP-10 | |
| Research paper on topic connected to comprehension | Following the presentation, the class will take photos with a digital camera of the different steps involved in your strategy instruction. These photos will be inserted into a PowerPoint presentation on your comprehension strategy. You may give a PowerPoint presentation during your initial presentation and modeling of the strategy, or you may create the PowerPoint after your presentation. PowerPoint presentations with added photos will be shown during the Final Exam period. (100 points for presentation and handout; 25 points for PowerPoint) An important goal of this course is to familiarize the student with the latest research findings and educational trends within the teaching of reading comprehension. Therefore, each student will be responsible for investigating specific research connected with the latest trends in reading comprehension. Articles used will need to be published between 1990 - 2008 (earlier articles need to be checked with the instructor). Your search of the literature will take the form of a typed paper, double spaced, approximately 10 - 12 + pages and must be in APA style. This research paper will be submitted to the instructor on a designated date due. The student will be prepared to present the findings from the researched literature to a small group at the last class session. | | | AP-07, AP-08 |
| | The resources needed for this assignment can be found within your text bibliography at the end of each chapter, articles from professional journals, and articles found on the Internet (be careful about on-line sources as they may not be published or are not from professional journals). A bibliography including a minimum of 8 references must be attached to your final paper. Three of the 8 references must be empirical research. Again, be sure that your paper and your bibliography are in APA style. Copies of all empirical articles must be included with your paper. | | | |

Summary for Course: RED 6544 Cognition, Comprehension, and Content Area Reading (3 Detail Records)

| Course | RED 6540 Assessment in Literacy | | | |
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| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Administration of Tests | <p>Part 1: Administer the following tests to students at the appropriate age and reading levels: <ul style="list-style-type: none"> •Early literacy assessments – minimum of 5 different assessments, such as Marie Clay’s Sand, alphabet knowledge, phonemic segmentation, and rhyming (You may administer all 5 assessments to one student or different tests to different students) <ul style="list-style-type: none"> •Running Records – minimum of 3 times administered (all to one student or one each to three students) •Analytic Reading Inventory or a similar Individual Reading Inventory (IRI), including Word Lists, Passages, Miscue Analysis, Retellings, and Comprehension Questions to determine a student’s independent, instructional and frustration levels (Please discuss with instructor if you want to administer an IRI other than the ARI) You should first administer the Word List to approximately determine independent, instructional, and frustration levels. Then continue to administer reading passages until you reach the student’s frustration level. Administer to 2 students total: a native English speaker and an English language learner. <ul style="list-style-type: none"> •Three additional tests of your choice (assessments of vocabulary knowledge, phonics, spelling, fluency, word identification skills, writing, etc.) •Administer 3 different assessments to an English language learner in addition to the IRI. You can administer early literacy assessments, running records, or any other three assessments, such as phonics or fluency assessments. •A minimum of three of the assessments that you administer must be administered to secondary students. </p> | | | |
| | <p>Part 2: Keep a Reflection Log for each of the assessments that you administer. Include anecdotal notes and observations. Discuss what you learned from administering each test. Explain why you chose the three additional tests. Reflections can be handwritten. Make sure that you keep your records stored safely and preserve the confidentiality of the students you assess.</p> | | | AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11 |
| | <p>Part 3: Analyze and interpret the students’ responses to determine strengths and challenges in their literacy development. Write a typed summary of your findings and conclusions. You may hand write the Reflection Log and other discussions. Turn in copies of test scoring sheets with your Reflection Log and summary of findings.</p> <p>A Teacher’s Guide to Standardized Reading Tests by Calkins, Montgomery, and Santman will serve as a focus for class discussions on standardized reading tests. Readings will cover a span of 3 weeks.</p> | | | |
| Reflections on Standardized Reading Tests | <p>Part 1: For the assigned reading for each week, 1) write a short summary of key points from each chapter and 2) add personal reflections. These notes/reflections can be handwritten and can be 1 or 2 pages long for each chapter. Bring your notes to each class session. See class schedule for dates of assigned readings.</p> | | | AP-01, AP-02, AP-03, AP-04, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11 |
| | <p>Part 2: After the completion of discussions on standardized testing, plan instructional strategies you will use in the future to prepare your students for standardized tests like FCAT. Outline the strategies you would like to try. Do not prepare lesson plans.</p> | | | |
| | <p>Assemble your chapter notes with a brief write-up of your instructional plans and submit to instructor.</p> <p>Collect copies of tests and/or information about tests used in your school at different grade levels and bring to class on the date specified. Working together in class, we will begin the written part of the assignment.</p> <p>Class activity and Writeup:</p> | | | |
| Research Project: Assessments in Your School | <p>Part 1: <ul style="list-style-type: none"> •Fold a sheet of paper in half and on the left-hand side of the paper make a list of all the tests you and others in your small group collected. •Put an asterisk after those tests that you are currently using in your own classroom. •On the right-hand side of the paper briefly write the purpose of each test or what the test is used for in your school or other schools of class members. Indicate the type of assessment – standardized, informal, authentic, etc. </p> | | | AP-01, AP-02, AP-03, AP-04, AP-07, AP-08 |
| | <p>If you are not currently teaching, interview a classroom teacher and principal about the assessments used in their school. Take notes and bring your notes to class. Part A will be done in class and can be handwritten.</p> | | | |
| | <p>Part 2: <ul style="list-style-type: none"> •On a second sheet of paper, discuss your experience with any of these tests. What tests do you prefer? What tests are most helpful to you, and why are they helpful? What tests do not provide sufficient information to aid your teaching and </p> | | | |

Summary for Course: RED 6540 Assessment in Literacy (3 Detail Records)

| Course | | RED 6846 Practicum in Reading | | |
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| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Case study of a K-12 student's literacy learning | <p>This course is designed to provide guided experience in developing and implementing literacy assessment plans, diagnosing student literacy development, and planning and carrying out appropriate instruction to advance students in their learning of the various components of reading and writing. You will focus on one student in your class whom you would like to work with during the semester. If you are not currently teaching, you will work with one student in a class where you are volunteering as a literacy tutor. The student you select for this project should be a struggling reader (in some way at risk) or may be representative of the majority of students in the class and the teaching challenges that you face. You will:</p> <ol style="list-style-type: none"> 1. Develop an assessment plan to determine the student's strengths and challenges in reading and writing 2. Administer the assessments 3. Observe the student's interactions during literacy events in the classroom 4. Diagnose the student's literacy development 5. Plan instructional strategies and select material to effectively work with the student 6. Instruct the student 7. Administer ongoing assessments and modify instruction if necessary 8. Make recommendations for continuing instruction and communicate with parents about the assessments and the curriculum chosen. <p>You will work with this student one-on-one, in small groups of children, and/or in whole class activities on at least 20 different occasions during the semester. Your goal will be to develop and implement an instructional plan that will help the student be successful. As you work with this student, you will write anecdotal notes, observations, reflections, inspirations, etc. in a reflection log. You will also develop short lesson plans that list a) the goals for each session and b) the activities and materials you will use. From your notes in your reflection log, you will write a case study report on the student. (See Rhodes & Shanklin, <i>Windows Into Literacy</i>, pp. x-xiv for a sample case study.) Student work should be kept in a folder/s, and items will be selected for inclusion in a student literacy portfolio. The student can assist you in assembling the final portfolio. It is important to be organized and keep careful records.</p> | | | |
| Case Study Report | <p>From your notes in your reflection log, write a case study report on your student, the assessment plan and instructional strategies you used, and the student's progress in literacy development over the semester. You may follow the example of the case study in Rhodes and Shanklin, pp. x to xiv, or you may develop your own format for the report. One class period will be devoted to peer editing rough drafts. You will give a class presentation on the case study report and the student literacy portfolio at the end of the semester.</p> | AP-02, AP-03, AP-07, AP-08 | | |
| Reflection Log | <p>Gather information on your focal student and record in a log or journal. Include anecdotal notes, observations, initial ideas for diagnosis, and general reflections. You may handwrite your notes. Determine the most efficient way for you to record your notes. Your textbook, Rhodes and Shanklin - <i>Windows into Literacy</i>, has some ideas. Your reflection log should be neatly organized. Submit to the instructor with your case study report.</p> | AP-02, AP-03, AP-07, AP-08 | | |
| Student Literacy Portfolio | <p>As you work with your student, keep the student's written productions in a folder or in separate folders for different types of work (word work, comprehension practice activities, writings, etc.). Select samples of student work to put in a portfolio to assess student progress over the semester. You will have opportunities to bring your folders and student literacy portfolio to class and work in groups to develop a final portfolio. You will give a class presentation on your student literacy portfolio and case study report at the end of the semester.</p> | AP-01, AP-08, AP-10 | | |

Summary for Course: RED 6846 Practicum in Reading (4 Detail Records)

| Course | | RED 6449 Literacy and Technology | | |
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| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Literacy and Technology Journal | <p>Keep a journal of reflections on your developing technology skills, and collect ideas you find interesting from your textbooks, websites, and other sources. Some suggestions for topics/items to include in your journal are a) reflections on readings, b) ideas for technology use, c) notes on technology projects you are working on, d) inspirations, e) problems or concerns, and f) accomplishments. Make entries in your journal or add material at least 3 times a week, and date each entry. Your journal can be handwritten or typed.</p> <p>Design and carry out a classroom or community-based literacy project involving technology. The textbook <i>Innovative Approaches to Literacy Education</i> (Karchmer, Mallette, Kara-Soteriou, and Leu, Jr., 2005) is a collection of essays on award-winning technology projects. Read through this book to get ideas for a project that you can do in your own</p> | AP-03, AP-12 | | |

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| Literacy and Technology Project | classroom or a community venue, such as the public library, a child development center, or an after-school center. When you have completed your project, write a paper to describe your project and the outcome of the project. You can use the essays in the above book as models. Also, explore journals and other publications for teachers, online and print, and find a publication that you think is appropriate to publish your paper. As you write your paper, follow the guidelines of the journal/publication, including number of pages or words for article length. Follow APA format if required by the publication. Present your project at the end of the semester. Develop a PowerPoint presentation to summarize your project and outcomes. | AP-09, AP-12 |
| Presentation on Technology | Give a presentation in class on one of the technology and literacy topics determined by the class. Create a PowerPoint presentation to show how you use that particular hardware, software, technical/ multimedia device, or digital equipment in the classroom or how you address that topic/issue in your classroom or educational setting. If you are reporting on digital equipment, such as a digital camera or digital tape recorder, demonstrate its use to the class. | AP-12 |
| Software Program/Internet Site Presentation and Evaluation | As a group, we will develop an evaluation form to use to evaluate software and internet programs. Select a software/internet program to evaluate individually. Work through the software/ internet program, then evaluate it by filling in the evaluation form. In class, give a brief demonstration and discussion of the software/internet program. Discuss the appropriateness of the site and how one ensures children's safety in the use of such sites. | AP-08, AP-12 |
| Teacher Web Page or Classroom Website | Set up a teacher or classroom website. Specifics will be provided in class. | AP-12 |
| Technology Plan | Develop a personal technology plan. You will be provided a sample plan and a PowerPoint template with an outline of the main elements you should include in your technology plan. You can change the background of the PowerPoint template or add any advanced elements to your PowerPoint that you would like. In your technology plan, include sections on a) personal resources, such as technology skills, b) hardware and software available in your classroom, school, and home, c) technology support in your school and community, including who is in charge of ensuring safety and access; d) and your plan of action for further developing technology skills and using technology in your classroom or other educational setting. | AP-03, AP-12 |
| Technology use paper | Candidates will identify a software package, program, or multimedia technology that they consider appropriate for use in their classrooms. They will write a short paper describing when, how, and with which students they would use it. | AP-09, AP-12 |
| Technology Use Survey | Develop a survey of technology use and administer it to your students, parents, other teachers, or members of a professional group. The survey will be developed as an in-class project. Questions will be related to a) availability of hardware and software (Equity and Access), b) knowledge and skills related to technology, c) current instructional practices using technology, d) perceived needs, e) immediate and long-term goals related to technology, . Summarize the findings of your survey in a short report (1-2 pages). Include a table/s to report data, but don't just submit a table without a written report. | AP-05, AP-12 |
| WebQuest Project | Candidates will create a WebQuest for use in their classroom. In class they will view examples of outstanding WebQuests to use as models. They will work on their WebQuest development in class. Each will create his/her own unique WebQuest, but they may work together for ideas and technical assistance. They will choose a theme for their WebQuest that fits into literacy or content area instruction. They will identify which of the Sunshine State Standards are addressed by the Web Quest. At completion, WebQuests will be posted on internet. (50 points) | AP-03, AP-08, AP-12 |

Summary for Course: RED 6449 Literacy and Technology (9 Detail Records)

| Course | | EDG 6935 Seminar in Curriculum Research | | |
|------------------------------------|---|--|-------------|-------------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Individual Research Project | Candidates will conduct an action research study. As part of this investigation, the candidate will frame a research question and sub-questions, review the professional literature, design a research study, collect and analyze data, discuss the findings, and report the study in a professional paper, using APA format. In addition, candidates will present the research to the academic community at USF St. Petersburg, using a poster session format. | AP-08, AP-12 | | |
| Research Journal | Candidates will keep a research journal where they reflect on topics discussed in class and ideals related to their research project. This research journal will be shared in class each week, and submitted as part of the candidate's portfolio at the end of the semester. | AP-03, AP-08 | | |
| Research Portfolio | Candidates will organize the writing they have done for the class and all the material they have collected for the research project into a research portfolio. Include notes taken from discussions conducted by the instructor and articles downloaded or copied directly from journals. Candidates may add anything they have used to the portfolio. Some items may be only cited as they could be electronic and too large to copy and include. | AP-08, AP-12 | | |
| Research Presentation | At the end of the semester, you will present your research project, findings, and reflections to the general public in the form of a Poster Presentation. Students receiving their Masters Degree in Reading will make a formal presentation to students and interested faculty as this research project will take the place of their Comprehensive Exams. | AP-08, AP-11, AP-12 | | |

Summary for Course: EDG 6935 Seminar in Curriculum Research (4 Detail Records)

| Course | | FLE 5145 Language Princ, Acq. and Teac | | |
|------------------------------|--|---|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| LEP Analysis: Part I | A case study of a student's language development, including the areas of phonetics, phonology, morphology, semantics, and syntax. | AP-01, AP-05, AP-07 | | |
| LEP Analysis: Part II | A case study of a student's language development, including the areas of discourse, pragmatics, socio-cultural competence, and literacy. | AP-01, AP-05, AP-07 | | |

Summary for Course: FLE 5145 Language Princ, Acq. and Teac (2 Detail Records)

| Course | | EDF 6120 Child Development | | |
|--|--|-----------------------------------|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| | The candidate identifies problems in a case study and applies motivational theories to reduce the problems. | | | |
| Case study on classroom management and motivation | The candidate will identify the range of problems embedded in a case study, review the assigned readings concerning management of student conduct and motivation, and devise a plan to deal with the problems presented in the case. The final product will be a written analysis of the problems embedded in the case and prescribed strategies that will be used to deal with the problems. | AP-02, AP-09 | | |
| | The candidate applies developmental theories to teaching strategies. | | | |
| Developmentally appropriate teaching strategies | The candidate applies developmental theories to their strategies by identifying two strategies that they could apply in your classroom for each of the following six areas based on the relevant theories covered in this course: cognitive development (e.g., Piaget, Vygotsky); development of aspects of information processing model (e.g., attention, working memory, long-term memory); development of intelligence (e.g., Gardner, Sternberg, Spearman); personal and emotional development (e.g., Erickson); development of motivation and self-regulation (e.g., Bandura, Schunk, Pintrich, Deci, Eccles, Dweck); and moral development (e.g., Kohlberg, Gilligan). | AP-07 | | |

Summary for Course: EDF 6120 Child Development (2 Detail Records)

| Course | | EEX 6051 Creating Positive Learning Environments for Students with Disabilities | | |
|--|--|--|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Classroom Management Plan | Develop a classroom management plan for your own classroom. The components listed below must be included in this plan. Your plan must be written in a narrative format, utilizing the following subheadings: Your philosophy on classroom management, Overall Class Plan, How you will involve the students, What you will do about individual challenges, How you will determine and document social and/or behavioral progress both class-wide and individually, How you will accommodate ESOL students and families, incorporation of multicultural context, How you will involve the home... | AP-09 | | |
| Family Involvement Plan / Presentation #2 | Each student must prepare a detailed plan for involving parents within the context of their classroom. This plan must be specific and include elements of the following: <ul style="list-style-type: none"> •Methods of communication •Issues of confidentiality •Conferencing with families •Bringing families into your class •Address diversity of families (educational, cultural, religious, form) •Special problems (homeless, violence, disability, substance abuse) •Must include a reference page (APA style) Although the presentation of your plan will be informal; you must provide your colleagues with a one-page handout of your key ideas | AP-05, AP-11 | | |
| Family/Parent Interview Before Summer 08 | Interview a parent (or other significant family member) of a student with disabilities. The interview questions and responses must be typed. The interview questions will be established in class (at least ten questions). Additionally, you may add more questions to the interview. After completing the interview, type up a summary of what you learned about the family's perspective of dealing with a child with disabilities. Additional findings and insights should also be included by trying to place yourself in the shoes of this family member. Before Summer 08 | AP-02 | | |
| Lesson Plan Upload | Lesson Plan Upload | AP-10 | | |

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|--------------------------------------|--|-----------------|
| Teacher Interview | Interview a teacher of students with disabilities. The interview questions and responses must be typed. The interview questions will be established in class (at least 10 questions). Additionally, you may add more questions to the interview. After completing the interview, type a reflective summary of what you learned about teaching students with disabilities (approximately two to three pages). This reflective summary must include components such as skills needed, characteristics needed, behaviors needed, values needed, and materials needed by the special education teacher in order for her/his students to be successful. Additional findings and insights should also be included. | AP-11 |
| | Presentation from Results of the Interview Based on the above interview and summary, create a presentation which will enable the other students in the class to learn from your interview findings. What do teachers need to know and how can you as a beginning teacher ensure that you possess the skills needed, the characteristics needed, the behaviors needed, the values needed, and the materials needed by a teacher in order for their students to be successful? Additional findings and should also be included. | |
| Teacher Work Sample/Unit Plan | Students will begin the development of a teacher work sample with a mini unit infused to include: contextual factors, learning goals, assessment plan and an instruction design component. Must include accommodations for students with disabilities and those whose first language is not English | AP-01, AP-10 |

Summary for Course: EEX 6051 Creating Positive Learning Environments for Students with Disabilities (6 Detail Records)

| Course | EDG 6947 Internship and Classroom Research | | | |
|------------------------|--|-----------------|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Action Research | <p>The action research projects should include the following information: ?Abstract: This section is typically written last, but placed in front of your study. It is a summary of your proposal including your research question(s). ?Introduction & Statement of Question(s) B This section explains your purpose for conducting this study and specifies your question. After reading this section, which is usually rather brief, one should understand the general background for your study and a context for it that leads to the statement of your research question (e.g., what happened to stimulate your interest in conducting the study?). ?Literature review B This section discusses previous scholarship on the topic that relates to your research question(s). The purpose of the literature review is to position the proposed research within the broader literature of educational research. Your review should summarize what others have done and learned from their studies. ?Participants and Setting B This section provides a description of the participants, community, school, and classroom where the inquiry took place. ?Methodology - Explain what you did including the data you collected, the instruments you used (if relevant), and a description of how you analyzed your data ?Findings B This section describes what you found out. Your data should be reported and discussed. What did you learn? ?Conclusions and implications - How has this study impacted your teaching, your class, student, school, etc.? The written research proposal should follow the American Psychological Association (APA) guidelines.</p> | AP-01, AP-03 | | |

Summary for Course: EDG 6947 Internship and Classroom Research (1 Detail Records)

| Course | RED 6247 Supervision in Literacy | | | |
|---|--|---------------------------|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Clinical Practice and Reflection | The candidate will conduct a clinical observation cycle, inducting a pre-observation conference, an observation, and a post observation conference. Ideally the principal would accompany the candidate in this experience. The candidate may videotape the conference with school permission, analyze and critique the experience based on best practice outlined in course materials, district policies and procedures and relevant professional literature. The candidate may assist the teacher in incorporating strategies that support the learning of all students and, following the Florida Code of Ethics, encourages students' independent actions and does not restrain a student from the pursuit of learning. There must be evidence of all this in the written reflection. The candidate will submit a 5-7 page paper detailing the Pre-Observation, Observation and Post-Observation, Self-Analysis and Critique all placed in an organized and labeled packet with artifacts. The artifacts should be labeled to indicate their purpose and function, and organized to represent the process. | AP-02, AP-06, AP-08 | | |
| Observations of Tapes | The candidate will observe/assess 6 tapes of actual classroom teaching and will write up a complete report including the Pre-Observation conference, the actual Observation of the classroom activity, and the Post-Observation Conference. | AP-07, AP-09 | | |
| Philosophy of Education/Professional Development | The candidate will complete a Personal Educational Philosophy Platform. This will reflect personal knowledge and attitudes about teaching children and include a Professional Development Plan as a teacher. This will include your planned activities personally and professionally for both learning and publishing projects/studies to be initiated. | AP-03, AP-08 | | |
| Professional Teacher | The candidate will assess current supervisory practice in a school setting looking at best practices as outlined in current research and professional literature and current Florida requirements regarding the state system of School Improvement | | | |

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|---|---|---------------------------|
| Handbook on Classroom Practices and Professional Development | and Accountability. Particular attention will be paid to planning, direct personal support, teacher assistance, and professional development to promote student achievement. The candidate will prepare a report of the assessment conducted. The report should include a brief description of the setting, the process used to conduct the assessment, the results of the data gathering process, an analysis of the findings, and recommendations based on the candidates knowledge of best practice. | AP-01, AP-07, AP-08 |
| Reflective Practice | Each week at the end of each class session the candidate will reflect (in writing) on the class discussions and how, if at all, their understandings of concepts related to supervising instruction are developing. Emphasize how the class discussions, practices, readings and assignments are modifying your perception on the value and practice of classroom observations and professional development as a way of improving the learning of all children. | AP-03 |

Summary for Course: RED 6247 Supervision in Literacy (5 Detail Records)

| Course | | RED 4310 Reading & Learning to Read | | |
|--|--|--|-----------------------------------|-------------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| ESOL Article Reflection | ESOL Article Reflection | | ESOL Cluster 2, ESOL Cluster 3 | |
| ESOL Website Activity | ESOL Website Activity | | ESOL Cluster 3 | |
| Guided Reading Lesson | Guided Reading Lesson | | ESOL Cluster 3 | |
| Individual Assessment Project | <p>Length/Duration/Number of Hours: two to three hours Place/grade level: K-2 Type of setting (any K-2 setting) Description: It is important for pre service teachers not only to learn about reading instruction and assessment, but to be able to practice assessing and instructing students. To fulfill this requirement, (1) you will select one student ages 5 to 7 and administer 5 reading/writing assessments including a running record and a dictation survey. (We will cover this in class.) (2) You will analyze the results and diagnose your student's strengths and areas of need. (3) You will summarize the results and create a folder that includes the assessments you administered, all of your student's work, your summary and a typed narrative with your suggestions for future instruction for your student.</p> | AP-01, AP-05, AP-08, AP-10 | ESOL Cluster 3 | |
| Lesson Plan on Word Recognition or Vocabulary | <p>Length/Duration/Number of Hours: one hour Place/grade level: K-2 Type of setting (any K-2 setting) Description: Develop and Implement a lesson plan for teaching either word recognition or vocabulary in a primary classroom that requires the use of instructional strategies that support the acquisition of word recognition skills and reading fluency. Include a rationale telling how the lesson meets the needs of ESOL students with varying levels of language proficiency, gifted students, and children with disabilities. Include samples of K-2 students' work.</p> | AP-03, AP-05, AP-07, AP-08, AP-10 | ESOL Cluster 2 | |
| Read Aloud and Response | <p>Length/Duration/Number of Hours: one hour Place/grade level: K-2 Type of setting (any K-2 setting) Description: The student will: 1. Select a picture book or big book to use for a read aloud with a group of children. Golden books, Sesame Street, and Disney books are not acceptable. Books must be appropriate for 5 to 8 year olds and must be an example of quality literature. 2. Think of one activity that could be done with the book as an extension and try it (if extension included phonemic awareness or phonics; RC 2.A.B, 5.4). 3. Write a reflection of his/her experience. Discuss the book read and tell why it was selected. Describe the literacy concepts focused on, the activities and the children's responses. Answer the following questions: Would you use this book again and what procedures do you think you would continue? Finally, discuss how this lesson would support LEP students at varying levels of language proficiency, children with special needs and gifted students. Include samples of K-2 students' work in the packet.</p> | AP-03, AP-05, AP-07, AP-08, AP-10 | ESOL Cluster 3 | |
| Shared Reading Writing Lesson | <p>Develop and implement a Shared Reading or Writing lesson in a primary classroom. Include in write-up a rationale telling how the lesson meets the needs of ESOL learners, gifted students & students with special needs.</p> <p>The candidate will develop and implement a lesson plan for teaching word recognition, vocabulary, or writing in a primary classroom that requires the use of instructional strategies that support the acquisition of word recognition skills and reading fluency. The format of the lesson will be discussed in class. The candidate will include a rationale telling how the lesson meets the needs of ESOL learners, gifted students and children with special needs.</p> | AP-01, AP-05, AP-07, AP-08, AP-10 | ESOL Cluster 3 | |

Summary for Course: RED 4310 Reading & Learning to Read (7 Detail Records)

| Course | | MAE 4310 Teaching Elem School Math I | | |
|--|---|---|---|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Diagnose student knowledge of story problem | Students who select this outside assignment will interview students at CPES, diagnosing their strengths & weaknesses with basic story problems. | AP-01, AP-04, AP-08 | | |
| ESOL Article Reflection | ESOL Article Reflection | | ESOL Cluster 1, ESOL Cluster 2 | |
| Lesson Plan | Student who select this outside assignment will construct a mathematics lesson plan based on the student interview above. Only upload this document for ESOL Portfolio, if you have modified the assignment for the ESOL students. | AP-08, AP-09, AP-10 | ESOL Cluster 1, ESOL Cluster 2 | |

Summary for Course: MAE 4310 Teaching Elem School Math I (3 Detail Records)

| Course | | EEX 4070 Integrating Exceptional Students in the Regular Classroom | | |
|--|--|---|-------------------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Classroom management plan. (until sp07) | Candidate will create an effective learning environment which has techniques and strategies to do so including some that provide opportunities for student input into the process through the creation of a classroom management plan that requires accommodation for all exceptionalities. The candidate will include in the learning environment plan the techniques used to involve the students, recognize cognitive, linguistic, and affective needs of individual students and arrange learning environments and activities to meet those needs, provide opportunities for students to be accountable for their own behavior, and arrange and manage the physical environment to facilitate learning outcomes. (until sp07) | AP-09 | | |
| ESOL Article Reflection | ESOL Article Reflection | | ESOL Cluster 4 | |
| Observation & reflection of student who receives special education services | Candidate will shadow a student who receives special education services. Candidate will observe student throughout one day and record minute by minute the observable behaviors of the student. Upon completion of the activity the candidate will write a reflection of which analyzes the student's learning needs and which accommodates differences. The written documentation of the shadowing activity will include assessment data that identifies student strengths and weaknesses, interpret data from informal assessment procedure, and identify potentially disruptive student behavior. | AP-01, AP-03 | | |
| Reflection of a multidisciplinary or family conference | Candidate will attend a multidisciplinary or family conference and write a reflection regarding best practices observed. The candidate will focus on effective communication strategies including accommodations for exceptionalities. Candidate will document date, setting, participants in attendance and length of the meeting. | AP-02, AP-03 | | |

Summary for Course: EEX 4070 Integrating Exceptional Students in the Regular Classroom (4 Detail Records)

| Course | | EDE 4301 Classroom Management, Safety, Ethics, School Law | | |
|---------------------------------------|---|--|-------------------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Classroom Management Plan | The candidate will elaborate her/his Classroom Management Plan to be modified during Level II Internship/Graduate Practicum, and implemented during Final Internship. The product is the completed written plan that will include the classroom environment, class rules and consequences for controlling behavior in the classroom, strategies to prevent misbehavior, and the roles for your support team. In addition, candidates will explain how particular theorists in classroom discipline influenced their plan. | AP-05, AP-07, AP-09, AP-10 | ESOL Cluster 2 | |
| Discipline Model Presentations | Students will work in cooperative groups to research and prepare a lesson on a prominent discipline system. Each group will be given a summary of a different discipline system and together the group will prepare a lesson that will include the concepts given to them by the instructor. Each student in the group will research the assigned discipline model separately. Time will be given at the end of two class sessions to share their research and develop a lesson plan that each will teach. Groups will be redistributed in Jigsaw fashion and each student will teach the discipline system to the new group. All students will take notes from each lesson and groups will be evaluated on the results from the test at the end on the | AP-08 | | |

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| | session. | | | |
| ESOL Article (optional) | ESOL Article | | | ESOL Cluster 1 |
| Interdisciplinary Unit Plan | Each student will plan and design a unit of study for the grade level of their choice. This unit will include 6 lessons on a specific content area such as science, social studies etc. Each lesson must include modifications for ESOL students at all levels of the language acquisition. | AP-01, AP-04, AP-07, AP-08, AP-10 | | ESOL Cluster 1 |
| Paper on Ethics | Each student will complete a review of the literature (minimum of 3 articles) from professional refereed journals on our Education Code of Ethics. The paper will consist of a summary of each article and a discussion on how you will relate this code of ethics to your teaching in an elementary classroom. The paper must include a list of references and include copies of the reviewed articles . | AP-06 | | |
| Peer Teaching | Candidates will work in pairs to research a prominent discipline system including who the theorist is, principles of the system, strengths, and practical applications of the system. The candidates will demonstrate teaching ability by teaching the discipline system to their peers. (before Spring07) | AP-02, AP-03, AP-07, AP-08, AP-10 | | |
| Visit Holocaust Museum (before sp07) | The student will tour the Holocaust Museum and examine the materials, media, etc. on display. The student will write a reflection paper summarizing their reactions to the artifacts and how this might impact their classroom teaching. | AP-04, AP-05 | | ESOL Cluster 2 |
| Visit Multicultural Center (before sp07) | The student will visit the Pinellas County Multicultural Center and examine ESOL and multicultural materials, media, etc. The student will write a paper describing what they saw at the center and how they might use these resources in their classrooms. | AP-04, AP-05 | | ESOL Cluster 2 |

Summary for Course: EDE 4301 Classroom Management, Safety, Ethics, School Law (8 Detail Records)

Course EDF 4430 Measurement for Teachers

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|--|--|--------------|----------------|------|
| Analysis of Classroom Test Results | Analysis of Classroom Test Results | AP-03 | | |
| Analysis of Standardized Test Report Before Spring09 | Analysis of Standardized Test Report Before Spring09 | AP-01 | | |
| Analysis of test items for cultural bias. Before Spring09 | Analysis of test items for cultural bias. Before Spring09 | AP-05 | ESOL Cluster 2 | |
| Electronic Grade Book | Electronic Grade Book | AP-12 | | |
| Portfolio Plan | Portfolio Plan | AP-10 | | |
| Reaction paper on ESOL reading | Reaction paper on ESOL reading | AP-08 | ESOL Cluster 1 | |
| Test Analysis, including biased items. | Test Analysis, including biased items. | AP-05, AP-06 | ESOL Cluster 2 | |
| Unit Assessment Plan | Unit Assessment Plan | AP-01, AP-10 | | |
| Unit Test Before Spring09 | The candidate creates a unit assessment instrument, based on a test map that includes the objectives assessed. Objectives must include both knowledge and higher order thinking skills. The candidate reflects on the quality of work, including what he/she learned and what he/she still needs to know about assessment. The final product includes a test map, the test, the key and scoring criteria and the reflection. | AP-08 | ESOL Cluster 1 | |
| | Only upload this document for ESOL Portfolio, if you have modified the assignment for the ESOL Language Levels. Before Spring09 | | | |

Summary for Course: EDF 4430 Measurement for Teachers (9 Detail Records)

Course MAE 4326 Teaching Elementary School Math II

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|---|--|---|------|------|
| Function machine project | The candidate reviews the literature on function machines, and designs a working model of one. The candidate then writes a lesson plan for using their machine with 1-5 students, and implements their lesson plan with a group of students. | AP-02, AP-04, AP-07, AP-08, AP-09, AP-10, AP-12 | | |
| Individual assessments that includes some embedded performance tasks. | The candidate completes individual assessments including some performance tasks that require specific content knowledge in the areas of measurement, geometry and spatial sense, algebraic thinking, and data analysis and probability. The specific tasks vary from instructor to instructor. Tasks include determining area and circumference of a geometric figure; collecting, displaying, and interpreting data; relating patterns and functions to algebraic equations | AP-01, AP-08, AP-12 | | |
| Lesson plans conducted in classrooms with ESOL accommodations and reflections/journals | During the course there will be ongoing assignments in the form of lessons, activities, reflections, and journals. If possible these lessons/activities could be conducted in classroom situations. | AP-03, AP-04, AP-10 | | |

Summary for Course: MAE 4326 Teaching Elementary School Math II (3 Detail Records)

Course SCE 4310 Teaching Elementary Science

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|--|---|---|---|------|
| Class presentation of an inquired-based lesson to whole class | Lesson must include hands-on activities with total class participation. Lesson must be well planned and written up in CTC lesson plan format. Lesson should include visuals and use of technology with appropriate voice projection and clear communication. Questions within the lesson must be higher order and used to motivate the scientific inquiry in class. A key element for the presentation is to demonstrate the modifications made for students with special needs and the different stages of language acquisition. of ESOL students. | AP-02, AP-04, AP-05, AP-10, AP-12 | | |
| Culturally Relevant Lesson | Modification of an activity into a "culturally relevant" lesson. You will develop a description of the lesson; provide copies of the modified lesson, and the necessary materials to carry out the lesson. The lesson must include materials used, classroom climate, what assessments you will use and how the lesson will be modified to accommodate ESOL students at different stages of language acquisition. Be sure there is a list of sources used to prepare the lesson and connect the lesson to the Sunshine State Standards for science. | AP-01, AP-04, AP-06, AP-07, AP-08, AP-10 | ESOL Cluster 1, ESOL Cluster 2 | |
| Current Science Topics and Events Review | A selection of science-related events and topics reported on in the media. Reflecting on these items as they relate to the elementary science classroom will be the major task of this assignment. | AP-02, AP-04, AP-10 | | |
| Design a health instructional learning experience. | The candidate will submit a written plan that will include the components of a safe and healthy classroom, learning environment, health services that a teacher must provide, and innovative instruction that models a healthy lifestyle. | AP-08, AP-10 | | |
| ESOL Article Reflection | ESOL Article Reflection | | ESOL Cluster 1, ESOL Cluster 2 | |
| Final Paper | Synthesizing of ideas about elementary science teaching and learning. | AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12 | ESOL Cluster 1, ESOL Cluster 2 | |
| Science Lesson Plan | Develop an inquired-based lesson plan that actively engages and motivates students in learning science. The lesson must include actual questions you intend to use to stimulate creative and critical thinking, descriptions of hands-on activities, and grouping of students. The lesson must include materials used, classroom climate, what assessments you will use and | AP-01, AP-04, AP-07, | ESOL Cluster 1, ESOL | |

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| | how the lesson will be modified to accommodate ESOL students at different stages of language acquisition. Be sure there is a list of sources used to prepare the lesson and connect the lesson to Sunshine State Standards. | AP-08, AP-10 | Cluster 2 |
| Science Photo Autobiography | This is a visual and text-based piece of work that reflects your science experiences from elementary school, middle/junior school, high school and college. | AP-02, AP-03, AP-09, AP-10, AP-11 | |
| Science Teaching Philosophy | Create a paper that requires you to think about what kind of teacher of science you would like to become. Include the various approaches you might use and how they connect with the Sunshine State Standards. Include how you might set up your classroom environment to reflect your philosophy. Your philosophy must reflect your knowledge of the National Science Education Standards and the AAAS Benchmarks. | AP-08 | |
| Science through Children's Literature Synopsis | Selection of a storybook and creation of at least three possible questions for class discussion. You will also write and submit a short summary critique of the book, explaining why you chose the book and what science concepts it teaches and how it addresses or does not address ESOL students' needs. Suggest strategies for adapting the book for ESOL students. | AP-02, AP-04, AP-05, AP-10, AP-12 | ESOL Cluster 1, ESOL Cluster 2 |

Summary for Course: SCE 4310 Teaching Elementary Science (10 Detail Records)

| Course | | SSE 4313 Teaching Elementary Social Studies | | |
|---|--|--|--------------------------------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Analysis of an article on teaching LEP students | The candidate will choose the article or research study of choice, summarize and analyze. The article must be published within last 5 years and contain strategies (best practices) for LEP students. Web sites can be used to download articles. Summary analysis and reference must be in APA style and will be shared in class groups. | AP-05 | ESOL Cluster 1, ESOL Cluster 2 | |
| Content tests in social studies | Candidate is tested on knowledge of the content he/she will be expected to teach. Tests may be in the form of quizzes, unit tests, semester exam. Content of the tests will sample the content to determine if the candidate has the knowledge needed to teach the Elementary (K-6) content standards, as articulated in the Competencies and Skills Required for Teacher Certification in Florida. | AP-08 | | |
| Lessons for teaching Social Science and Critical Thinking/Problem Solving. | The candidate develops a set of social science lessons that demonstrate knowledge of both social science (history, geography, government/civics, and economics) and the teaching of critical thinking/problem solving. The candidate will demonstrate knowledge of the field of social science through both the lessons and a reflection on the structure of the lesson. The product consists of the lesson plans and the reflection that critiques the lesson for self-improvement. Lesson must include use of technology and special modifications for ESOL students at all four stages of language acquisition. | AP-03, AP-04, AP-08, AP-12 | ESOL Cluster 1, ESOL Cluster 2 | |

Summary for Course: SSE 4313 Teaching Elementary Social Studies (3 Detail Records)

| Course | | EDG 4909 ESOL Practicum | | |
|--|---|--------------------------------|--|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Documentation of Accommodations | The candidate documents the adaptations s/he made while teaching to meet the individual needs of one or more LEP students. The product is a folder containing a description of resources used, annotated copies of lesson plans and assessment instruments, and other information as appropriate. | AP-05 | | |
| ESOL Modified Lesson Plan | ESOL Modified Lesson Plan - 1 lesson plan modified for ESOL students. | AP-10 | ESOL Cluster 1, ESOL Cluster 2 | |
| ESOL Specific Lesson Plan | Lesson Plan for Classroom of ESOL students. | | ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4 | |
| Evaluations of Video- | The candidate produces two videos of a 30-minute lesson, one language arts and one in another content area (selected from math, science or social studies). The candidate evaluates her/his performance, and obtains an external evaluation | AP-02, AP-03, | | |

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| Taped Teaching | from a peer or mentor. The product is the tape along with the candidate's summary and reflections of the ESOL Performance Standards s/he demonstrated. | AP-08, AP-09 |
| Lesson Plans for LEP Students | The candidate creates ten original lesson plans with ESOL modifications for a minimum of two weeks of instruction. Lessons are created for students with various levels of English proficiency and include modifications for objectives, procedures and assessments. Instructional plans are linked to the Sunshine State Standards. The product is the set of ten lessons and their delivery in the classroom. | AP-01, AP-05, AP-08, AP-09, AP-10 |
| School ESOL Evaluation | School ESOL Evaluation | ESOL Cluster 5 |
| Teacher Evaluation Form | Teacher Evaluation Form | ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3 |

Summary for Course: EDG 4909 ESOL Practicum (7 Detail Records)

| Course | | EDE 4223 Creat Exp in Art/Music | | |
|---|--|--|-------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Art and Music Resource Portfolio | The candidate develops a resource portfolio of materials for teaching the fine arts. The portfolio contains teaching materials and strategies as well as a performance unit integrating the arts with the science, math, language arts, and/or social studies. The product consists of the materials and strategies file and the complete unit plan. | AP-08 | | |
| ESOL article reflection | ESOL article reflection | | AP-05 | |
| Lesson to Teach Creative Thinking in Art, Drama, and Music | The candidate develops a lesson or lessons on facilitating students' use of creative thinking skills in either art, music or drama. The product consists of the lesson plan(s) and the assessment instrument. | AP-04, AP-08 | | |
| Lessons w/integrated arts activities | There are 5 required lessons to be designed by each student. The lessons must be typed according to the EATS lesson model and include a graphic organizer. ***When uploading this assignment, please merge all 5 lesson plans into ONE WORD document. | | AP-10 | |
| Performance Tasks in Art and Music | The candidate completes a series of tasks that require them to show they have the knowledge and skills needed to teach art and music in an elementary context. These tasks are focused on basic levels of communication in art and music. Among others tasks, they would be required to identify developmentally appropriate singing techniques, elements of music, principles of design, and appropriate uses of art materials and tools. These tasks will vary from instructor to instructor but a common scoring instrument will be used. | AP-08 | | |

Summary for Course: EDE 4223 Creat Exp in Art/Music (5 Detail Records)

| Course | | FLE 5345 Theory and Practice of Teaching ELLs K-12 | | |
|-----------------------------------|---|---|---|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Case study on ESOL Student | The candidate identifies problems in a case study and applies knowledge of Culture, Second Language Acquisition theory, ESOL methods, and ESOL assessment to proposing a new instructional plan for the classroom case student | AP-01, AP-04, AP-05, AP-11 | ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 4 | |
| Case study on ESOL Student | The candidate identifies problems in a case study and applies knowledge of Culture, Second Language Acquisition theory, ESOL methods, and ESOL assessment to proposing a new instructional plan for the classroom case student. | AP-01, AP-04, AP-05, AP-11 | ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 4 | |
| | The candidate completes the following tasks: | | | |
| | Conduct a Cultural Interview with an adult whose native/first language is not English and whose native/first culture is not | | | |

| | | | |
|------------------------------------|---|---|---|
| | the United States, using questions specified in course materials; | | |
| Cultural Awareness Task | Complete a Cultural Self-Analysis, answering specified questions about her/himself and culture. The product is a reflective report in which the candidate constructs meaning from the three tasks in ways that support learning with regard to the APs and ESOL Performance Standards. | AP-05, AP-11 | ESOL Cluster 2 |
| ESOL- Modified Lesson Plan | The Candidate selects a content-based lesson plan appropriate to her/his subject of interest and modifies the selected lesson for students at ALL LEVELS of English proficiency, including content, linguistic, and cultural objectives | AP-01, AP-05, AP-07, AP-10, AP-12 | ESOL Cluster 1, ESOL Cluster 2 |
| Language Learning Interview | The candidate asks an English language learner about her/his experience learning English. The product is a one-page paper that includes the questions and responses. Some suggested questions: What has helped you most in learning English? What can teachers do to help the English language learner more? What do you wish the teacher would not do? What advice would you give to other English language learners | AP-05, AP-11 | ESOL Cluster 2 |

Summary for Course: FLE 5345 Theory and Practice of Teaching ELLs K-12 (5 Detail Records)

| Course | | RED 4511 Linking Literacy Assessmt/Instr | | |
|---|---|---|-------------------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Critique/Evaluate Standardized Reading Tests | Pre-teachers will work in cooperative groups to compare differences between standardized achievement tests, survey tests and diagnostic tests. They will identify cultural biases and/or specific items not sensitive to linguistic differences. They will discuss the differences between informal and formal assessments and the appropriate use of both types of assessment. They will list special strategies to use when administering standardized tests to ESOL students. They will learn how to provide families with meaningful data on students progress in relation to standardized test scores. | AP-01, AP-05, AP-11 | ESOL Cluster 3 | |
| ESOL Research Project | ESOL Research Project | | ESOL Cluster 3 | |
| ESOL Website Activity | ESOL Website Activity | | ESOL Cluster 3 | |
| Individual Assessment Project | The pre-teacher will administer a battery of reading assessments to an intermediate student and evaluate the results. This battery will include an attitude/learning styles survey, informal reading inventory and two reading assessments of choice. The pre-teacher will evaluate the results from these assessments by producing a diagnostic matrix followed with instructional goals determined from the diagnosis. | AP-01, AP-05, AP-08, AP-10 | ESOL Cluster 3 | |
| | Only upload this document for ESOL Portfolio, if you have completed the assignment with an ESOL student. | | | |
| Lesson Plan Preparation and Implementation | The pre-teacher will develop a reading vocabulary lesson that will include a creative/motivational activity that gives students the opportunity to communicate and interact in small groups challenging their critical thinking. This lesson could be used with students grades 3-6 to increase their reading vocabulary. A rationale must be included explaining how this activity uses all modalities, and would be effective with ESOL learners, students with special needs and gifted students. The pre-teacher will select two stages of ESOL language acquisition. (1,3) or (2, 4) The criteria for each chosen stage must be explained and must include the strategies used with the activity that would accommodate an ESOL student at that stage of language acquisition. | AP-02, AP-04, AP-05, AP-10 | ESOL Cluster 3 | |
| Writing Mini Lesson Plan with Modifications | Writing Lesson Plan with Modifications | | ESOL Cluster 3 | |

Summary for Course: RED 4511 Linking Literacy Assessmt/Instr (6 Detail Records)

| Course | | EDG 4012 INTRODUCTION TO STANDARDS-BASED EDUCATION | | |
|------------------------------------|--|---|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Lesson Plan Upload for AP10 | Upload a lesson plan/s from any of the courses you have taken so far to your e-Portfolio | AP-10 | | |

Summary for Course: EDG 4012 INTRODUCTION TO STANDARDS-BASED EDUCATION (1 Detail Records)

| Course | | LAE 4414 Teaching Literature in the Elementary School, Grades K-6 | | |
|---------------|--|--|--|--|
|---------------|--|--|--|--|

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|---|--|---------------------------|---|------|
| Activity Presentation | The candidate will develop a presentation to be graded by his/her peers demonstrating knowledge about selecting suitable literature to meet the cognitive, social, and emotional growth and development of children including L1 and L2 English speakers. | AP-08, AP-10 | ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3 | |
| | The candidate will plan and develop an activity to be presented in class and evaluated by peers. This activity will include explanations on suitable literature that would meet the needs of the diversity in the classroom and accommodations for L1 and Ls English speakers. | | | |
| Article Reflection related to Reading | The candidate will write a written reflection for the following topics: 1) A reflection on a class demonstration about selecting suitable literature to meet the cognitive, social, linguistic, and emotional growth and development of children including L1 and L2 English speakers. 2) A reflection upon an assigned reading and lecture on how to select, adapt, and use instructional techniques, strategies, and response modes to enhance knowledge and appreciation of literature, both in print and non-print materials, to meet individual needs and learning styles of diverse children. 3) Reflection on assigned reading and classroom discussion about selecting literature to develop children?s understanding of and respect for diverse cultures. | AP-03, AP-05, AP-08 | ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3 | |
| | The candidate will write a two-page reflection directly related to the readings and classroom presentation and discussion. The reflection must include an introduction explaining the topic followed by thoughts about the topic and how it applies to his/her own teaching. | | | |
| Critique a current research article | The candidate will critique a current research article relating to children?s literature that reflects diversity across cultures. | AP-05 | ESOL Cluster 2 | |
| | The candidate will select an article of choice, preferably a current study, Candidate will critique, summarize and write reactions to article. | | | |
| ESOL Activity (Online Course) | ESOL ACTIVITY Read Crossing Borders: Multicultural Literature in the Classroom http://www.ncela.gwu.edu/pubs/jeilms/vo15/crossing.htm Summarize the article giving the three major points. Discuss how you will use this information in your own teaching. (150 word minimum) | AP-05 | ESOL Cluster 1 | |
| ESOL Activity (ONLINE course) for Education Majors | ESOL Activity for Education Majors: Go to the following Web site and summarize your findings. http://teacher.scholastic.com/products/instructor.multicultural.htm Once you have summarized your findings, what is your overall opinion if the advice concerning the selection of multicultural books that was given by the following 5 authors? Joseph Bruchac, Gary Soto, Floyd Cooper, Patricia Polacco, and Yumi Heo;(150 word minimum) | AP-05 | ESOL Cluster 1 | |
| Lesson Plan | The candidate will write lesson plans demonstrating knowledge of the following topics: 1) selecting suitable literature to meet the cognitive, social, linguistic, and emotional growth and development of children including L1 and L2 English speakers. 2) Selecting, adapting, and using instructional techniques, strategies, and response modes to enhance knowledge and appreciation of literature, both in print and non-print materials, to meet individual needs and learning styles of diverse children. 3) Selecting literature to develop children?s understanding of and respect for diverse cultures. 4) Using literature to enhance learning across content areas. | AP-05, AP-08, AP-10 | ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3 | |
| | The candidate will demonstrate an understanding of the course content by designing three lesson plans which incorporate the topics of the three reflection papers. The lessons will include the appropriate targeted audience, tied to Sunshine State Standards, follow CTC format and include modifications for ESOL students at various levels of language proficiency. | | | |

Summary for Course: LAE 4414 Teaching Literature in the Elementary School, Grades K-6 (6 Detail Records)

| Course | | EDF 3122 Learning/Developing Child | | |
|--|---|---|-------------------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Graphic Organizer of ESOL Article | Graphic Organizer of ESOL Article | | ESOL Cluster 3 | |
| Lesson Plan Analysis | The candidate will analyze a lesson plan and discuss how it is consistent and inconsistent with learning and development theories and how it includes methods and specific instruction appropriate for ESOL students at each stage of language acquisition. | AP-07 | | |
| Motivation Cases Study | The candidate will identify classroom practices in a case study that are consistent or inconsistent with current motivation theories and explain why they are not consistent. | AP-09, AP-10 | | |
| Overextension & Overgeneralization Assignment | Overextension & Overgeneralization Assignment | | ESOL Cluster 3 | |

Summary for Course: EDF 3122 Learning/Developing Child (4 Detail Records)

| Course | | EDE 4941 Childhood Education Internship Level I | | |
|---|--------------------------------------|--|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Lesson Plan Update for CDN Portfolio | Lesson Plan Update for CDN Portfolio | AP-10 | | |

Summary for Course: EDE 4941 Childhood Education Internship Level I (1 Detail Records)

| Course | | EDF 2005 Introduction to Ed/Field Exp | | |
|------------------------------|--|--|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Paraphrasing of SLO?s | Students are offered bonus points for putting all eight SLO?s in language they understood. | | | |

Summary for Course: EDF 2005 Introduction to Ed/Field Exp (1 Detail Records)

| Course | | EEX 4742 Narrative Perspectives on Exceptionality: Cultural and Ethical Issues | | |
|---|---|---|---|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Case Study Responses | Two short position papers that respond to selected teaching cases involving ethical dilemmas related to special education. Details will be provided in a separate assignment packet and discussed later in class. (500 words each). You may upload the case study concerning the migrant worker's child for ESOL Portfolio. | AP-05, AP-06 | ESOL Cluster 2, ESOL Cluster 4 | |
| Code of Ethics Essay Before Spring09 | Using the Council for Exceptional Children (CEC) Code of Ethics, you will select one of the principles and write an essay that addresses specific points. The Code of Ethics and the points to be addressed are provided in the assignment packet and will be discussed later in class (750 words) Before Spring09 | AP-06 | | |
| Fictional Character Review | A written analysis of a main character who has disabilities. The assignment guidelines and a list of selected stories and books are included in the assignment packet. Books not on the selected list may be used with prior approval by the instructor. (1,000 words) | AP-06 | | |
| Final Paper | This require an assessment of ethical dilemmas created by situations encountered by individuals with disabilities as portrayed in movies viewed in class or in the print media (1,750 words) | AP-06 | | |
| Reaction/Reflection Journal | Journal entries will include reactions to material covered in class, in the readings, or in current news or popular media. You are encouraged to reflect upon these experiences using an ethical perspective or multicultural frame of reference. You are also encouraged to include your ideas that may be prompted by your reflections. (1,500 words) | AP-06 | | |

Summary for Course: EEX 4742 Narrative Perspectives on Exceptionality: Cultural and Ethical Issues (5 Detail Records)

| Course | | EEX 4054 Persp Learn/Behavioral Diff | | |
|---|--|---|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Comprehensive lesson plan | Comprehensive lesson plan designed for an individual with learning or behavior disorders, and based on a Sunshine State Standard. The candidate develops a lesson that demonstrates the ability to teach using adaptations or modeling and demonstration tactics that would be appropriate for a learner with a learning or behavior disorder. This lesson is a group project and involves all components outlined as necessary by the Florida Department of Education Bureau of Instructional Support and Community Services. | AP-10 | | |
| Prepare and give a direct instruction (Presentation) | This is a field based assignment in which a student teaches a school age learner using the direct, continuous, and daily measurement strategies of precision teaching. This is a major course task involving a comprehensive written report. Charted learner performance data, and learner work samples. The pre service teacher must show evidence of making data based decisions during the course of the project and reflect on what could have been changed to improve the outcome. The results are shared as a presentation in class. | AP-07 | | |

Summary for Course: EEX 4054 Persp Learn/Behavioral Diff (2 Detail Records)

| Course | | EEX 4221 Educational Assessment of Exceptional Students | | |
|---------------|--|--|--|--|
|---------------|--|--|--|--|

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|------------------------------|---|-----------------|---|------|
| Assessment Case Study | The candidate will, in consultation with the cooperating teacher, select a P-12 child to assess. This assessment will include a variety of formal and informal measures in the following areas: ability, general academics, social/emotional, and adaptive behavior. In addition, the candidate must also conduct a classroom observation of the student, review pertinent school records and interview the teacher. The final product will be a comprehensive written report. Only upload this document for ESOL Portfolio, if you have selected an ESOL student for this assignment. | AP-01, AP-06 | ESOL Cluster 4, ESOL Cluster 5 | |
| ESOL article review | The candidate will read and review a journal article related to ESE/ESOL students and issues surrounding assessment and placement. For the final product, the candidate will write a review of this article including the relevancy of it for special education teachers. | AP-01 | ESOL Cluster 4, ESOL Cluster 5 | |

Summary for Course: EEX 4221 Educational Assessment of Exceptional Students (2 Detail Records)

Course EEX 4243 Education of Exceptional Adolescents and Adults

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|------------------------|---|-----------------|-------------------|------|
| Transition Plan | Transition Plan (to be completed as a group project) ? Using a case study provided by the instructor, you will develop a transition plan that includes all seven transition components. Only upload this document for ESOL Portfolio, if you have modified the assignment for the ESOL students with special students. | AP-04, AP-10 | ESOL Cluster 4 | |

Summary for Course: EEX 4243 Education of Exceptional Adolescents and Adults (1 Detail Records)

Course EEX 4604 Behavior Management Sp. Needs/At Rsk Students

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|--|--|---------------------------|-------------------|------|
| Behavior Recording and Intervention Project | Semester length project requires: defining challenging behavior, developing direct observational system with repeated measures graphic display, analyzing class room environmental influences, developing intervention and generalization plan, and reflecting on outcomes. (additionally intervention description must provide evidence of sensitivity to linguistic differences) Only upload this document for ESOL Portfolio, if you have modified the assignment for the ESOL students. | AP-01, AP-02, AP-09 | ESOL Cluster 4 | |
| Case study on classroom management and motivation | The candidate identifies problems in a case study and applies motivational theories to reduce the problems. Only upload this document for ESOL Portfolio, if you have modified the assignment for the ESOL students. | | ESOL Cluster 4 | |
| Designing a data collection and display system | The candidate completes a series of tasks, related to the initial steps in building a behavior management system for use with a learner with behavioral challenges. These tasks include stating the rationale for and defining a target student and behavior. For the target behavior a measurement, recording, data display and environmental analysis strategy is produced. Only upload this document for ESOL Portfolio, if you have modified the assignment for the ESOL students. | AP-01, AP-09 | ESOL Cluster 4 | |
| ESOL Article Reflection | Students' reflection on article related to ESOL students with special needs. | | ESOL Cluster 4 | |

Summary for Course: EEX 4604 Behavior Management Sp. Needs/At Rsk Students (4 Detail Records)

Course EEX 4846 Clinical Teaching in Special Education

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|--------------------------------|--|------------------|-------------------|------|
| ESOL Article Reflection | ESOL Article Reflection on ESOL students with special needs. | | ESOL Cluster 4 | |
| Writing Lesson Plans | Based upon the course topics to date and the course session on lesson plans, each student will prepare three original lesson plans. The format for the lesson plans will be provided to students as a component of the course session on preparing lesson plans. | AP-05, AP-07, | ESOL Cluster 4 | |

Summary for Course: EEX 4846 Clinical Teaching in Special Education (2 Detail Records)

| Course | | EMR 4011 Introduction to Mental Retardation | | |
|---|---|--|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Case Study | You will be given a short case study to review. Your assignment will be to extract specific information regarding the student's eligibility for programs, characteristics and recommendations for interventions. | AP-01, AP-11 | | |
| Interview: Beliefs and Expectations regarding mental retardation | In this assignment you will be asked to interview a person about their expectations for individuals with mental retardation. The person you choose to interview could be a parent, brother/sister, friend or co-worker, but they should not be someone who regularly serves persons with disabilities in their job. This report should be a minimum of 4 ? 5 typed pages in length. | AP-06, AP-08 | | |
| Volunteer and Observation | All students must observe in at least one classroom specifically designed for teaching students with mental retardation. This observation must be for a minimum of 10 hours over the course of the semester. The student will then type a three-page summary documenting the observational experience. An additional one page personal reflection on the experience is also required, e.g. what you learned, insights, etc. During observations please be sure to make note of children whose families may have limited English Proficiency in order to meet ESOL 5 and 25. | AP-06, AP-08, AP-11, AP-12 | | |

Summary for Course: EMR 4011 Introduction to Mental Retardation (3 Detail Records)

| Course | | FLE 4316 Language Principles and Acquisition | | |
|--|--|---|---|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| ELL Case Study | The candidate performs a linguistic analysis for an LEP student, working as an individual or in pairs. For each category of the analysis, the candidate defines student issues; describes current methods, strategies and modifications; and suggests ways to help the student. The product is the analysis. | AP-03, AP-04, AP-08 | ESOL Cluster 2, ESOL Cluster 3 | |
| ESOL Integration Portfolio with Summary Reflections | The candidate will include samples of all ESOL standards with reflections for final Portfolio. | | | |
| LEP linguistic analysis | The candidate performs a linguistic analysis for an LEP student, working as an individual or in pairs. For each category of the analysis, the candidate defines student issues; describes current methods, strategies and modifications; and suggests ways to help the student. The product is the analysis. | AP-03, AP-04, AP-08 | | |
| Lesson plan preparation | The candidate completes a lesson appropriate for the inclusion of ESOL children. | AP-10 | ESOL Cluster 1, ESOL Cluster 3, ESOL Cluster 5 | |

Summary for Course: FLE 4316 Language Principles and Acquisition (4 Detail Records)

| Course | | FLE 4317 Teaching Students with Limited English Proficiency K-12 | | |
|---------------------------------|--|---|-------------------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Cultural Awareness Task | The candidate completes the following tasks: Conduct a Cultural Interview with an adult whose native/first language is not English and whose native/first culture is not the United States, using questions specified in course materials; Complete a Cultural Self-Analysis, answering specified questions about her/himself and culture. The product is a reflective report in which the candidate constructs meaning from the three tasks in ways that support learning with regard to the APs and ESOL Performance Standards. | AP-05, AP-11 | ESOL Cluster 2 | |
| Lesson Plan Modification | The candidate will select a K-12 lesson plan for native speakers found on the Web and modify it for LEP students at all levels of proficiency. The lesson plan must be content-based, appropriate to the candidate's subject of interest. | AP-05, AP-08, AP-10 | ESOL Cluster 1 | |
| Reflection on Over-All | The candidate will produce a one-page typed reflection expressing what was experienced and learned during the field | | | |

| | | | | |
|-------------------------|--------------------------|-------|------|-----------|
| Field Experience | assignment. | AP-03 | | |
| SOLOM | Analyze language sample. | | ESOL | Cluster 3 |

Summary for Course: FLE 4317 Teaching Students with Limited English Proficiency K-12 (4 Detail Records)

Course LAE 4314 Teaching Writing in the Elementary School, Grades K-6

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|--------------------------------------|---|---|---|------|
| Abstracted Bibliography | Pre-teachers will read selected articles related to the teaching of writing and the language arts with special emphasis on the ESOL learner. You will summarize each article and write a conclusion statement reflecting on the teaching strategies and other interesting points you found useful for your own teaching repertoire. | AP-05, AP-08 | ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3 | |
| Assessment of writing samples | Pre-teachers will demonstrate their knowledge and skill in analyzing the writings of L1 and L2 learners. The task involves five (5) samples of student writing. The product will be the analysis and a completed chart. | AP-01, AP-08 | ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3 | |
| Group Projects | Pre-teachers will work in small groups to develop a team teaching presentation. Each group will demonstrate the ability to plan and sequence a notebook of lesson plans and activities related to the presentation. | AP-01, AP-07, AP-08, AP-10, AP-11 | | |
| Writing Lesson Plan | Writing Lesson Plan | AP-10 | ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3 | |

Summary for Course: LAE 4314 Teaching Writing in the Elementary School, Grades K-6 (4 Detail Records)

Course MAE 6117 Teaching Mathematics in Special Education Programs

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|--------------------------------|--|-----------------|------|------|
| Culminating lesson plan | The candidate develops a lesson that demonstrates the ability to teach mathematical problem solving or algebraic thinking effectively. The candidate will write/modify objectives for the lesson, describe alternative instructional strategies, include the use of manipulatives or other instructional tools, anticipate student responses to the problem, describe how to assess student thinking, and include ESOL modifications. The product consists of the lesson objectives, the procedure for conducting the lesson (including alternative strategies), the materials necessary, the anticipated student reaction, and the analysis of anticipated student responses. | AP-10 | | |
| Individual assessments | The candidate completes a series of tasks, including some performance tasks, that require specific content knowledge in the areas of numbers, numeration, operations, estimation, and problem solving. The specific performance tasks vary from instructor to instructor. Performance tasks include such things as assessing pre-number concepts, demonstrating the use of base-ten blocks to perform operations, identifying keys in using a calculator as a visual aid to counting, and so forth. This form of assessment also includes non-performance tasks?traditional measures. | AP-04, AP-08 | | |

Summary for Course: MAE 6117 Teaching Mathematics in Special Education Programs (2 Detail Records)

Course RED 4310 Early Literacy Learning (until sp07)

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|------------------------------|---|-------|------|------|
| ESOL Website Activity | Find website with lesson plans for improving oral language skills or word work, vocabulary building in second language learners of English. Develop your own lesson plan based on website plan. Type 1-2 page explanation of when and how you could use the lesson in your teaching and the level of language fluency for which the lesson appropriate. | AP-05 | | |

| | | |
|--------------------------------------|--|---------------------------|
| Guided Rading Lesson | Plan and implement a guided Reading Lesson with a small group of elementary students. Student will include a written rationale for how the lesson meets the needs of ESOL students. | AP-05, AP-08 |
| Individual Assessment Project | Select one student and administer 5 reading/writing assessments. Analyze and write 1 to 2 page summary of the results. | AP-01, AP-07, AP-08 |
| Shared Reading Writing Lesson | Develop and implement a Shared Reading or Writing lesson in a primary classroom. Include in write-up a rationale telling how the lesson meets the needs of ESOL learners, gifted students & students with special needs. | AP-05, AP-08 |

Summary for Course: RED 4310 Early Literacy Learning (until sp07) (4 Detail Records)

Course RED 5147 Foundations of Developmental Reading

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|---|--|---------------------------|------|------|
| Fluency Assignment | Students will read LaBerge and Samuels' article on Repeated Readings and will work with one K-12 student on the repeated reading process. Students will write a two page narrative describing the process and the importance of fluency in reading. Students will also discuss how they implemented repeated readings with their K-12 student. | AP-07, AP-08 | | |
| Individual Assessment Project | It is important for preservice teachers not only to learn about reading instruction and assessment, but to be able to practice them with students. To fulfill this requirement, you will select one student ages 5 to 7 and administer 5 reading/writing assessments including a running record and dictation survey. | AP-01, AP-05, AP-07 | | |
| Read Aloud | Select a picture book or big book to do a read aloud with a group of children. Think of one activity you could do with the book as an extension and try it. Golden books, Sesame Street, and Disney books are not acceptable. Books must be appropriate for 5 to 7 years olds. Write a reflection of your experience. Discuss the book you read and tell why you selected it. Discuss the children you read to and the literacy concepts you focused on. Describe your activities. Share the children's responses. Would you use this book again and what procedures do you think you would continue? Finally, discuss how this lesson would support LEP students, children with special needs, and gifted students. | AP-08, AP-10 | | |
| Reflective Journal | Students will keep a reflective journal on their weekly readings, class discussions and learning experiences. The journal will be collected every 3 weeks with feedback. | AP-05, AP-07, AP-08 | | |
| Word Recognition or Vocabulary Lesson Plan | Students will develop a lesson plan for teaching word recognition or vocabulary in a primary classroom. The CTC lesson plan format should be used. Students will also include a rationale telling how the lesson meets the needs of ESOL learners, gifted students and children with special needs. | AP-07, AP-08, AP-10 | | |
| Write a Mini ? Lesson | Students will observe a writing workshop at a particular grade level and write a two ? page narrative discussing the format of the workshop and the mini ? lesson that was taught. Students will also include information on how the teacher accommodated the needs of all learners including ESOL, gifted learners, and learners with special needs. | AP-08 | | |

Summary for Course: RED 5147 Foundations of Developmental Reading (6 Detail Records)

Course Student's Own Selection

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|--------------------------------|--|---|---|------|
| Student's Own Selection | This assignment can be selected from any course and used for any Accomplished Practices. | AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12 | ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5 | |

Summary for Course: Student's Own Selection (1 Detail Records)

Course EME 2040 Introduction to Educational Technology

| Assignment Name | Assignment Description | AP | ESOL | FELS |
|-----------------|------------------------|----|------|------|
|-----------------|------------------------|----|------|------|

| | | |
|---------------------------------------|---|-------|
| Educational Website Evaluation | Students will choose an Educational Website and review using a template/rubric | AP-12 |
| Gradebook with Excel | Students will Create a GradeBook using Excel. If you are uploading this artifact for your portfolio, you MUST upload the excel file you created during the course which automatically calculate grades. Do not submit a PDF printout format or a scanned document since the printout will not show your ability to use formulas, calculations in excel. | AP-12 |
| Technology Lesson Plan | This is a lesson plan assignment focuses on Integrating Technology into Classroom. For this assignment, you need to not only include the lesson plan but also the resource file(s) you created for it (excel, word, access, powerpoint, webquest etc.) | AP-12 |
| WebQuest Assignment | Students will create a WebQuest of their own and publish it on the web. | AP-12 |

Summary for Course: EME 2040 Introduction to Educational Technology (4 Detail Records)

| Course | | RED 5240 Foundations of Differentiated Reading Instruction | | |
|--------------------------------|---|---|-------------------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Assessment Project | It is important for teachers not only to learn about reading instruction and assessment, but to be able to practice them with students. To fulfill this requirement, you will select one student and administer FOUR reading / writing assessments chosen from those assessments modeled in this course. Use pseudonyms to ensure the confidentiality of your students. You will analyze the results, write out a diagnosis and list the instructional strategies that could be used to remedy any weaknesses. Be prepared to share your results with your group. All assessments and student work must be included with your diagnosis and summary in a folder and given to your instructor at the assigned date. Within your summary of the experience explain how these assessments could be modified to use with ESOL learners and children with special needs. | AP-01, AP-05, AP-07, AP-10 | ESOL Cluster 3 | |
| Comprehension Activity | Students will be placed in groups and each group will plan and present to the class a comprehension activity. This activity must be suited for primary or intermediate children and include special elements for ESOL and children with special needs. Each group will write up their activity in the form of a hand out to be copied and given to each member of the class. The group will teach the activity to the class as if they were the elementary children. All visuals and manipulatives and technology used for the activity will be made by the group to be used by the participants. | AP-07, AP-08, AP-12 | ESOL Cluster 3 | |
| Vocabulary Lesson Plan | Students will develop a lesson plan for teaching vocabulary. The CTC lesson plan format should be used. This lesson needs to be creative and of high interest to the children and include activities that would meet the needs of all children including ESOL learners at varying stages of second language acquisition and children with special needs. | AP-07, AP-08 | ESOL Cluster 3 | |
| Word Recognition Lesson | Students will develop a lesson plan for teaching some type of word recognition skill. The CTC lesson plan format should be used. Students will include in the lesson specific activities that would meet the needs of all children including ESOL learners at varying stages of second language acquisition and children with special needs. | AP-07, AP-08, AP-10 | ESOL Cluster 3 | |

Summary for Course: RED 5240 Foundations of Differentiated Reading Instruction (4 Detail Records)

| Course | | LAE 6316 Trends in Literature in a Diverse Society | | |
|--|---|---|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Analysis of an article on teaching multicultural literature (optional assignment) | The candidate will choose an article or research study on multicultural literature, summarize and analyze and write a reaction to the content. The article must be published within the last 5 years and contain strategies (best practices) for ESOL students. Web sites can be used to download articles. Summary analysis and reference must be in APA style and will be shared in class. | AP-05 | | |
| Content tests in Trends in Literature in a Diverse Society | Candidate is tested on knowledge of the content he/she will be expected to teach. Tests may be in the form of quizzes, unit tests, semester exams. Content of the tests will sample the content to determine if the candidate has the knowledge needed to teach the Elementary (K-6) Sunshine State Standards, as also articulated in the Competencies and Skills Required for Teacher Certification in Florida. | AP-05, AP-08 | | |
| Dramatize a selected story from a multicultural book | In self-selected groups, candidates will select an author of multicultural books. They will research the author's work, choose one of the author's books and prepare to dramatize the story for the class. The dramatization should be based on strategies for ESOL students at the pre-production and early production levels. The candidates will indicate the area of development their strategy facilitates for the ESOL student and will include the appropriate Sunshine State Standards. | AP-02, AP-04, AP-05 | | |
| Literature Anthology | Create an anthology of multicultural books that will help you teach about cultural diversity and help your students appreciate diverse cultures. Select five cultures and for each culture five different genres (e.g. historical fiction, poetry, folktales, fables, etc.) for use at both the primary and intermediate levels. Review each of the books, a total of twenty-five. For each book give a bibliographic listing, genre, culture represented, the characteristics of each culture represented and similarities and differences to mainstream US culture. | AP-05, AP-08 | | |

Summary for Course: LAE 6316 Trends in Literature in a Diverse Society (4 Detail Records)

| Course | | EEX 6225 Developing Individualized Education Programs for Students with Disabilities | | |
|---|--|---|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Article Review | Read one of the assigned articles related to ESE/ESOL Complete a 2 to 3 page review of the article. A list of ESE/ESOL articles that can be used is located on Blackboard under "course assignments." The review is to be submitted online. The article review should be completed in APA format. | AP-05 | | |
| Assessment Case Study | The assignments listed above will supply the information needed to complete this case study. In addition to the above information, your report must include a compilation of your findings and recommendations for this child. Your grade will be based upon how the information you gathered increased your understanding of the child's strengths and needs. | AP-01, AP-06 | | |
| Group Reports | Each group will consist of at least two students and the group will complete four reports during the term. Each group will select a topic from the assigned chapters and complete a five-page report regarding that topic. Topics are noted below. The report must follow APA format and should include a minimum of three references. Please give serious consideration to the grading rubric provided when completing each report. | AP-07, AP-10, AP-12 | | |
| Mentor Logs | Engage in phone or e-mail contact a minimum of one time per week with your mentor partner. Complete your Program Log. Participation in online mentoring at www.matdiscussion.org will add to your score on this assignment. Make copies of your dialog to turn in. The out of class assignments will be directly related to the case study and allow you to practice what you have learned in class. These assignments include: | AP-02, AP-10, AP-11 | | |
| Out-of-Class Assignments | 1.Determine screening and assessment procedures used in your school. 2.Select target child for case study in consultation with other teachers. Interview teacher(s) about case study child and his/her needs to gain information and generate questions that you would like to address through your case study. 3.Conduct class observation of case study child. 4.Interview and assess your case study child, both formally and informally. (You will be using several instruments. A handout with this information will be provided). 5.Review the cumulative record of your case study child. | AP-01, AP-06 | | |
| Teacher Work Sample | You will review and reflect upon the components of the teacher work sample you completed during the Summer MAT course. You will have the opportunity to reflect upon your experience and revise elements of the work sample. Additionally, you will complete two further components of the teacher work sample. | AP-05 | | |
| Summary for Course: EEX 6225 Developing Individualized Education Programs for Students with Disabilities (6 Detail Records) | | | | |

| Course | | EEX 6247 Implementing and Evaluating Programs for Students with Disabilities | | |
|---|--|---|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| 4. Transition Assessment (TPI) | Each student will complete a transition assessment with an actual student. The assignment will be explained in detail in a face-to-face class meeting. This assignment will consist of a minimum of five parts, which are as follows: 1.TPI - Student Form 2.TPI - School Form 3.TPI - Profile & Further Assessment Recommendations Form 4.Planning Notes Form 5.Present Levels of Performance & Selected Goals | AP-01, AP-07 | | |
| Article Review / ESOL | Read an article related to ESE/ESOL and transition. I will provide a copy of the article for you. Complete a 2 to 3 page review of the article. The review is to be submitted online using the digital dropbox. The article review should be completed in APA format. | AP-05 | | |
| Behavior Change Project | Will involve increasing an appropriate behavior that may not be part of the child's behavioral repertoire or may be occurring too infrequently. These assignments should be completed in a classroom setting. These assignments will require approximately 15 visits of undetermined length to allow the student to collect the necessary data. | AP-01, AP-02, AP-05, AP-06, AP-09 | | |
| Report | Each student will complete a five page paper in APA style on the following topic: What are some of the characteristics of elementary, middle, and high school students and what transition goals should typically be pursued during each period? The assignment should include at least three references to literature other than the textbook. | AP-04 | | |
| Summary for Course: EEX 6247 Implementing and Evaluating Programs for Students with Disabilities (4 Detail Records) | | | | |

| Course | HLP 4722 Health and PE for the Child | | | |
|---|--|----|------|----------------------------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| Activity 2: Family Involvement | <p>Purpose: Involvement of parents or caregivers has been determined to be an important factor in improving the education process. Research has confirmed that family involvement can have a positive effect on student achievement as well as positively influencing health-risk reduction efforts. Family involvement activities can serve many purposes, including imparting new knowledge, practicing skills, and creating an opportunity for values to be discussed. The purpose of this activity is for you to create an opportunity for families of your students to learn together about a health-related issue.</p> <p>Activity: Select one of the healthy behavior outcomes for mental and emotional health and use that outcome as your guide for developing a family involvement activity. Create, find, or adapt one creative teaching strategy for including family in addressing your selected healthy behavior outcome. Prepare a family letter or assignment sheet including specific instructions for completing the assignment. Specify the behavior outcome, grade, and national (or state) health education standard performance indicator or benchmark being addressed. The activity should focus on engaging the family in working on the healthy behavior outcome in a creative way.</p> | | | |
| | <p>Artifact: Create a family letter or assignment sheet in ready-to-use format, including all necessary information and resources for the family to successfully accomplish the task. Attach your reflection.</p> <p>Reflection: What did you learn from creating this family involvement opportunity? How do you plan to engage families of your students in your classroom? How do you plan to engage families in the learning process? What do you hope to accomplish from family involvement activities? How might family involvement activities for health be different from those for other subject areas? Support your responses.</p> | | | |
| | <p>Purpose: Health topics such as sexuality are often associated with controversy about the content and issues being addressed and about the parameters for implementing the curriculum. The best way to avoid or limit controversy is to plan for it. Given that some parents are apprehensive about their children participating in the sexuality/family life unit in health class, the potential for controversy is very real. This activity will aid you in considering controversial issues related to teaching sexuality education and preparing an approach to potentially decrease the controversy.</p> | | | |
| Activity 3: Planning for Controversy: Informing and Engaging Parents | <p>Activity: Review the strategies recommended in your text for managing controversy related to health education, specifically sexuality education (Chapter 4). Review a local school district policy regarding sexuality/family life education requirements.</p> | | | AP-05, AP-07, AP-11 |
| | <p>Artifact: Prepare a letter to parents/guardians informing them of your upcoming unit on sexuality/family life. Apply the strategies recommended in the text for managing controversy in your letter. Attach your reflection.</p> <p>Reflection: What did you learn from this activity? How can you apply the strategies you used for managing controversy to other health topics? Will these same strategies help reduce controversy in other subject areas in your curriculum? Are the strategies for school leaders and teachers offered by the text authors realistic and appropriate for managing controversy? How will controversy impact what you do in your classroom? Support your response.</p> | | | |
| | <p>Purpose: There are a variety of important skills students should learn related to preventing violence; however, the appropriate skills and content vary significantly by grade level. Teachers need to learn how to use research, information on best practices, and students' needs and interests to determine when, what, and how much of certain concepts will be taught. Developing a scope and sequence regarding a specific skill or content area is important for any content area.</p> | | | |
| Activity 4: A Scope and Sequence for Preventing Violence | <p>Activity: Review the following information in your text:</p> <ul style="list-style-type: none"> • Table 10-3: School Health Policies and Programs Study 2000 Data Related to Preventing Violence • The section on "Guidelines for Classroom Applications," with specific attention on the "Healthy Behavior Outcomes" (p. 292) • Teacher's Toolbox 10.5: Developmentally Appropriate Concepts and Skills for Preventing Violence | | | AP-06, AP-09, AP-10, AP-11 |
| | <p>Artifact: Create a scope and sequence chart for either grades K-2, 3-5, or 6-8 specifying concepts, skills, and standards that should be taught in a unit on preventing violence for each grade level (e.g., kindergarten, first, second).</p> <p>Reflection: What did you learn from this activity? How and why did you select the concepts, skills, and standards that you included in your scope and sequence chart? What did you learn about teaching health from this activity? Which concepts and skills do you believe are most important for students to successfully prevent violence?</p> | | | |
| | <p>Purpose: Teachers often say that the demands of standardized testing are so high that it is difficult to find time in the curriculum for non-tested subjects such as health. One way to continue to make health a part of the curriculum is through integration. Children's literature is an excellent opportunity to help students develop critical language skills while at the same time making critical health connections. The purpose of this activity is to give you the opportunity to teach health education through literature.</p> | | | |

Activity: Choose one children’s literature book; for ideas, refer to those listed in your text (a combined listing of all the books in the text can be found on this website). Review the book and identify the health message contained in the story. Develop a learning activity that supports the health message of the book and actively engages students in further learning about the selected topic.

Artifact: Prepare a handout in a user-friendly format (with your reflection attached) that could be distributed to other teachers. Include the following information about the book you reviewed:

- Title
- Author
- Description of the story
- The developmental appropriateness of the book (with a rationale)
- The health message contained in the book
- Any potential concerns you might have about using this book in your classroom
- The national or state health education standard performance indicator or benchmark being addressed
- A thorough description of an interactive, hands-on learning activity that reinforces the health message
- A section on how you could modify the learning activity for ESL students

AP-04,
AP-05,
AP-07,
AP-08,
AP-09

Activity 5: Using Children’s Literature to Teach about Grief and Loss

Reflection: What did you learn from this activity? How realistic is it for you to integrate health instruction into other subject areas? Do you believe it is possible for instruction to be as effective when integrated into other subject areas as it is when taught as its own subject? What are some issues you need to consider when modifying lessons for learners with diverse needs? Support your responses.

Purpose: The Coordinated School Health Program (CSHP) is a current health initiative being adopted by schools in their efforts to maximize resources and improve child health. Interviewing an individual involved with a component of the CSHP will provide insight into current health concerns and demonstrate the importance of groups working together to address these concerns. Additionally, this interview will provide the opportunity for you to reflect on how the classroom teacher can interact with the components of the CSHP to enhance student health.

Activity: Schedule an interview with an individual representing one of the components of the CSHP, preferably someone representing a component about which you are unfamiliar. Develop a set of interview questions that will help you learn about this component of the CSHP, the responsibilities of the individual being interviewed as they relate to the CSHP, and current health issues of concern.

Possible school professionals to interview include:

- School safety specialist
- School administrator (for example, principal; assistant principal; or director of health, physical education, and athletics)
- School food service director
- School nurse
- School mental health professional (counselor, social worker, psychologist)
- Person in charge of buildings and grounds, maintenance, and/or construction (job title may vary)

AP-08,
AP-09,
AP-11

Activity I: Coordinated School Health Program (CSHP) Interview

Potential interview topics:

- Qualifications and experience/background
- Professional interests
- Health-related job responsibilities, specifically in terms of components of the CSHP
- Current status of the CSHP within their district
- Current student health problems or issues in the school or school corporation
- Specific activities her or his school or corporation is taking to address identified student health problems
- Major job challenges
- Major job rewards/satisfaction

Artifact: Prepare a summary of your interview and a reflection response to the interview. Include basic information about the interview (location, date), the interview questions you asked, a review or evaluation of the information you learned about the interviewee, the current health needs of students, and the coordinated school health program.

Summary for Course: HLP 4722 Health and PE for the Child (5 Detail Records)

| Course | EEX 4011 Foundations of Special Ed | | | |
|------------------------------|---|---------------------------|------|------|
| Assignment Name | Assignment Description | AP | ESOL | FELS |
| ESE Teacher Interview | Conduct comprehensive interview with an ESE Teacher. Report what was learned and reflect on how that affects one's own professional outlook | AP-03, AP-05, AP-11 | | |
| Report on Volunteer | Write out and report on 30 hour volunteer ESE activities in schools. | AP-05, | | |

Summary for Course: EEX 4011 Foundations of Special Ed (2 Detail Records)

Grand Total (224 Detail Records)