



EDEC 3530 - Diagnosis, Assessment, and Evaluation of Young Children

I. Course Information

Course: EDEC 3530 - Diagnosis, Assessment, and Evaluation of Young Children

Semester Credit Hours: 3.0

Course CRN and Section: 22856 - OL1

Semester and Year: Fall 2017

Course Start and End Dates: 08/21/2017 - 10/15/2017

II. Instructor Information

Professor: Mary Brown Kuhman

Email:

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	08/21/2017 - 10/15/2017		On-line Course	-

IV. Course Description

Catalog Description

Students in this course will be introduced to a philosophic overview of the assessment process, including transdisciplinary assessment teams and provisions for appropriate information gathering techniques- formal and informal-which include the construction, selection, interpretation, and evaluation of diagnostic instruments. The role of technology in testing, record maintenance, and composition of IEP/IFPS will be discussed/modeled. In addition to class meetings, a minimum of 10 hours of observation and participation in a clinical setting is required. Prerequisite: ECA 0203. Frequency: Every Fall and Winter.

Course Rationale:

The rationale for this course stems from the need to provide candidates with knowledge about the role of assessment as part of the teaching and learning process. It is also based on the need to provide future early childhood educators with knowledge about developmentally appropriate assessment strategies.

V. Course Objectives / Learning Outcomes

- 1) Investigate assessment practices at local school districts and programs.
- 2) Conduct assessment activities with a sample of children.
- 3) Identify the role and purpose of observations.
- 4) Identify appropriate assessment instruments for young children.
- 5) Define the ethical responsibilities entailed in the assessment process.

OBJECTIVES FOR THE COURSE

1. Review the historical background of measurement and evaluation in early

- childhood education and identify different types of measurement with young children. (FPPSAC: 2.1, 4.1) FEAP a.4 assessment; InTASC: Assessment, Content Knowledge; NAEYC: Assessment 3a)
2. Identify the principles for effective and developmentally appropriate assessment including ethical responsibilities based on the position statements and recommendations from national organizations (NAEYC, SECA, ACEI). (FPPSAC: 3.1, 3.2) FEAP: b1 Continuous Improvement, a.4 Assessment, b.2 Ethics; InTASC: Assessment, Ethics)
 3. Discuss the elements of standardized test design and the characteristics of dependable tests. (FPPSAC:8.1; 8.3) FEAP: Assessment, Planning; InTASC Assessment, ; NAEYC: Assessment 3a)
 4. Identify the features of informal measures of evaluating children, including observation, checklists and rating scales, classroom and teacher-designed tests and assessments and performance-based evaluation. (FPPSAC:8.2) FEAP a.4 assessment; InTASC: Assessment; NAEYC: Assessment 3a, 3b)
 5. Discuss procedures for accurately establishing, maintaining, and using formal and informal student records. (FPPSAC: 8.2) FEAP/INTASC: Assessment, Planning,; NAEYC: Assessment 3b)
 6. Interpret formal and informal assessment data to make instructional decisions about the needs of all children including those with diverse and linguistic needs. (FPPSAC:8.3, 7.5, 7.1) FEAP: b.4 Assessment; InTASC Assessment, Planning; NAEYC: Assessment)
 7. Identify the purposes of performance assessments such as portfolios and informal strategies that serve as the foundation for reporting children's progress. (FPPSAC:8.2, 8.4) FEAP: a.4 Assessment, a.1 Planning; InTASC: Assessment, Content Knowledge; NAEYC: Assessment)
 8. Discuss the role and influence of culture and atypical development as related to the testing of special needs, linguistic and culturally diverse students. (FPPSAC: 1.5, 1.7, 7.1, 7.4) FEAP: a.1 Planning, a.4 Assessment, a.2d Learning environment (diversity); InTASC: Learner differences, Assessment, Planning,; NAEYC: Child Development 1b; Assessment 3a)
 9. Identify procedures for effective family and parent conferences and/or home visits. (FPPSAC: 8.5; FEAP: a.1 Planning, a.4 Assessment/InTASC: Assessment, Planning,; NAEYC: Assessment, Families 2b)
 10. Identify ways to develop assessment activities based on the objectives planned by the teacher. (FPPSAC: 8.1, 4.5; FEAP: a.4 Assessment; InTASC: Assessment, Planning, Content Knowledge; NAEYC: Assessment 3.1)

LEGEND FOR FRAMEWORK AND OBJECTIVES

InTASC = Interstate New Teacher Assessment and Support Consortium Standards

FEAP = Florida Educator Accomplished Practices

FPPESAC = Florida Prekindergarten/Primary Education, Age Three through Grade Three Subject Area Competencies

NAEYC =Teacher Preparation Standards from the National Association for the Education of Young Children

Competencies and Skills Required for Teacher Certification in Florida:

General

Subject Areas

PKP = Prekindergarten/Primary PK-3

VI. Materials and Resources

Book Url: [NSU Book Store](#)

Course Required Texts and Materials:

Clay, M. (2000). *No shoes.[test of concepts of print]*. NH: Heinemann.

Clay, M. (2012). *Observation survey of early literacy achievement*. (2nd. ed.). NH: Heinemann.

National Association for the Education of Young Children. (2003). *Complete Position Statement. Curriculum, assessment, and program evaluation*. Available at: <http://www.naeyc.org/positionstatements>

Wortham, S, and Hardin, B. (2015). *Assessment in early childhood education*. (7th ed.) Englewood Cliffs. NJ: Merrill/Prentice Hall.

Course Supplemental Materials:

American Psychological Association (APA). (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author

VII. Course Requirements

1. **Required Technology:** Each NSU student must acquire a working NSU email address for enrollment in all courses, whether instruction is live or online. To open an NSU email, go to <http://www.nova.edu/resources/nsuidentity.html>.
2. **A headset with a microphone is also required for participation in interactive online sessions.**

Required Technology:

Each teacher candidate must acquire a working NSU email address for enrollment in all courses, whether or not instruction is live or online. To open an NSU email, go to <http://www.nova.edu/resources/nsuidentity.html>.

Online students: Each teacher candidate must use the appropriate programs/files when taking online or blended courses in order to ensure that the instructor can open and grade written work: Microsoft Word, PDF, and JPG. For candidates in online courses, a headset with a microphone is also required to participate in online chats.

VIII. Course Schedule and Topic Outline

Course Schedule:

The *field experiences* for this course will encompass 10 or more hours of your time. You are expected to observe and/or work with students in an educational or virtual setting, logging a minimum of ten hours. Specific activities must be completed during the field experiences. These activities are described in the assignments section of this syllabus. The due dates for the field experiences assignments are listed in the course schedule. It is mandated that each student participates, minimally, in 10 hours of classroom student involvement.

→ Security Clearance Needed for Field and Clinical Experiences in All Courses ←

Nova Southeastern University requires candidates who need to fulfill a clinical or field experience, internship, practicum course requirement in an educational setting to complete the security clearance processes of the school, local school district, and state. The requirement of a clinical experience may include a background check, drug testing, fingerprinting, etc. For information on these requirements, policies, and procedures, please refer to **Obtaining Security Clearance** (<http://www.fischlerschool.nova.edu/gtep/Obtaining-Security-Clearance>) at the **Office of Placement Services** (<http://www.schoolofed.nova.edu/undergraduate/clinic/index.html>).

Information on the Florida requirements for **Background Screening Requirements** is provided at http://www.fldoe.org/edstandards/background_screening.asp.

Additional information on ethical standards for teachers of Florida is provided online at the **Office of Professional Practices** (<http://www.fldoe.org/edstandards/>).

Placements for Field Experience Course Requirements

Directions for Requesting a Field Placement

If a field experience/field-based capstone is required and placement in a school is needed for this course, **contact the Office of Placement Services** at 954-262-7910 (1-800-986-3223, ext. 27910) to arrange your placement within a school in any given school district (and to get assistance with security clearance). Certain requirements must be met, and they vary from district to district. Further information is available at: http://www.schoolofed.nova.edu/gtep/field_experience_dex.html

Important! Placements take time to coordinate. Contact this office as soon as possible.

Reporting Your Field Placement

Everyone completing a field experience is required to report their field experience location. Once you have completed your field experience, please access <http://apps.fse.nova.edu/placement/m/place mentform.aspx> to report your placement information.

The *pre-assignments* for this course are as follows. These pre-assignments must be completed prior to the first class session to prepare you for the discussions that will be held. A quiz covering this material may be scheduled.

Pre-assignment:

- o **Download and review your course syllabus**
- o **Read Chapter 1 from Wortham and Hardin for Week 1; Be ready for discussion.**

Week	TOPIC	PREPARATORY ASSIGNMENTS
One	<ul style="list-style-type: none"> • Definition of assessment • Evolution of measurement and testing <ul style="list-style-type: none"> o Implications of PL 94-142 in assessment of young children • Current trends in assessment in early education • Assessment of culturally diverse children • Course requirements • COMPLETE and submit the course contract (See Appendix) 	<p>Read: Wortham and Hardin – Chapters 1-2; NAEYC Position Statement on Assessment http://www.naeyc.org/positionstatements</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is assessment? • Why is assessment important in early childhood? • What has the child study movement contributed to understanding young children's development?
Two	<ul style="list-style-type: none"> • Issues in testing and assessment <ul style="list-style-type: none"> o Appropriate selection o Avoiding bias in testing o Accommodations for children with special needs o Involvement of families • Norm- and Criterion-Referenced Tests • Psychological Tests for infants and Children • Informal Evaluation Strategies 	<p>Wortham and Hardin - Chapter 2, 3& 4;</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> o What are the goals of assessment in early childhood education? o What are the main purposes of testing? o What are some of the key issues in testing and assessment of young children?

Three Week	<ul style="list-style-type: none"> • Role and purpose of standardized tests • Choosing and evaluating Tests 	<p>Wortham and Hardin- Chapter 2, 3 & 4; NAEYC Position Statement on Assessment</p> <p>PREPARATORY ASSIGNMENTS</p> <p>Read Wortham and Hardin- Chapter 2, 3 & 4; NAEYC Position Statement on Assessment</p> <p>Cooperative groups- review samples of testing tools</p> <p>Statement on Assessment – http://www.naeyc.org/positionstatements</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> ○ What is the role of standardized tests? ○ Name at least three standardized tests used with children ages 3-8 <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is assessment important in early childhood? • Why is assessment important in early childhood? • What are the advantages of using standardized tests? • What has the child movement contributed to understanding young children's development?
One	<ul style="list-style-type: none"> • Selecting appropriate testing instruments for young children • Evaluation of measurement and testing • Testing and culturally and linguistically diverse children • Implications of early assessment of young children • Advantages and Disadvantages of Standardized Tests • Current trends in assessment in early education • Norm-Referenced & Criterion Referenced Tests • Assessment of culturally diverse children • Course requirements • Completing the concepts of print test (Clay, 2000): Demonstration 	<p>Wortham and Hardin- Chapter 2, 3 & 4; children who are culturally and linguistically diverse?</p> <p>Discussion questions:</p> <p>Wortham and Hardin- Chapter 5</p> <p>○ What are the goals of assessment in early childhood education?</p> <p>○ What are the purposes and role of informal assessment?</p> <p>○ What are some types of informal assessment typically used in the classroom?</p> <p>○ What are the key characteristics of good observations?</p>
Two	<ul style="list-style-type: none"> • Issues in testing and assessment <ul style="list-style-type: none"> ○ Appropriate selection ○ Avoiding bias in testing ○ Accommodations for children with special needs • Using informal assessment: Role and purpose of families • Involvement of families • Norm-Referenced & Criterion Referenced Tests • Psychological Tests for young children • Psychological Tests for good infants and children • Informal Assessment of Strategies <ul style="list-style-type: none"> ○ Communicating and involving families in the assessment process 	<p>Wortham and Hardin- Chapter 2, 3 & 4; children who are culturally and linguistically diverse?</p> <p>Discussion questions:</p> <p>Wortham and Hardin- Chapter 5</p> <p>○ What are the goals of assessment in early childhood education?</p> <p>○ What are the purposes and role of informal assessment?</p> <p>○ What are some types of informal assessment typically used in the classroom?</p> <p>○ What are the key characteristics of good observations?</p>
Four	<ul style="list-style-type: none"> • Issues in testing and assessment <ul style="list-style-type: none"> ○ Appropriate selection ○ Avoiding bias in testing ○ Accommodations for children with special needs • Using informal assessment: Role and purpose of families • Involvement of families • Norm-Referenced & Criterion Referenced Tests • Psychological Tests for young children • Psychological Tests for good infants and children • Informal Assessment of Strategies <ul style="list-style-type: none"> ○ Communicating and involving families in the assessment process 	<p>Wortham and Hardin- Chapter 2, 3 & 4; children who are culturally and linguistically diverse?</p> <p>Discussion questions:</p> <p>Wortham and Hardin- Chapter 5</p> <p>○ What are the goals of assessment in early childhood education?</p> <p>○ What are the purposes and role of informal assessment?</p> <p>○ What are some types of informal assessment typically used in the classroom?</p> <p>○ What are the key characteristics of good observations?</p>
Five	<ul style="list-style-type: none"> • Criteria for selection of informal assessment tools • Role and purpose of standardized tests • Choosing and evaluating Tests • Using checklist and rating scales • Selecting appropriate testing instruments for young children • Using informal assessment to identify progress: Sunshine State Standards • Testing and culturally and linguistically diverse children • Record-keeping strategies • Advantages and Disadvantages of Standardized Tests • Communicating and involving families in the assessment process • Norm-Referenced & Criterion Referenced Tests: <ul style="list-style-type: none"> ○ Using the concepts of print test (Clay, 2000): Demonstration 	<p>Wortham and Hardin- Chapter 6</p> <p>Cooperative groups- Create checklists/rating scales as directed and compare values</p> <p>Cooperative groups- review samples of testing tools</p> <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What criteria should be kept in mind when using informal assessment tools? • What is the role of standardized tests? • Name at least three standardized tests used with children ages 3-8. • What are the advantages of using checklists and rating scales? • What are the

Six Week	TOPIC	Wortham and Hardin - Chapters 7 & 9: PREPARATORY ASSIGNMENTS
One	<ul style="list-style-type: none"> Using Portfolios: Advantages and Disadvantages Evolution of measurement and testing Selecting the content for portfolios Implications of the content in assessment of young children Record-keeping strategies Communicating and involving families in the assessment process Current trends in assessment in early education Assessment of culturally diverse children Course requirements COMPLETE and submit the course contract (See Appendix) 	<p>Read: Wortham and Hardin – Chapter 7: NAECYC Position Statement on Assessment</p> <ul style="list-style-type: none"> What is the role of portfolios in assessment? What should be included in a portfolio? What are some of the strategies to communicate progress with families? What is assessment? <p>Discussion questions:</p> <ul style="list-style-type: none"> Why is assessment important in early childhood? Florida Department of Education- VPK assessments: http://www.floridaeearlylearning.com/providers/provider_menu/vpk_assessment.aspx What has the child study movement contributed to understanding young children's development?
Seven	<ul style="list-style-type: none"> Using the test manual: Information about validity and reliability State comprehensive exams: The FCAT: Description of role and purposes State assessments for four year-olds in the Voluntary Prekindergarten program Discussion about role of assessment to identify outcomes related to Sunshine State Standards Issues in testing and assessment Appropriate selection <ul style="list-style-type: none"> Avoiding bias in testing Accommodations for children with special needs Involvement of families Norm- and Criterion-Referenced Tests Psychological Tests for infants and Children Informal Evaluation Strategies 	<p>Wortham and Hardin - Chapter 2, 3 & 4:</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> Why is it important to know about test validity and reliability? What is the role of assessment and testing in the curriculum? What are the goals of assessment in early childhood education? What are the goals of your state comprehensive testing? What are the main purposes of testing? What types of testing activities are used with children ages 3-8 in your state? What are some of the key issues in testing and assessment of young children? <p>Wortham, and Hardin Chapter 10</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> What are some effective ways to engage families in assessment activities? What are the characteristics of an effective parent-teacher conference?
Two	<ul style="list-style-type: none"> Reporting Test Results and progress to families Planning effective parent conferences Future Trends in Assessment and Evaluation Role of Teachers in assessment process 	<p>Wortham and Hardin - Chapter 10</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> What are some effective ways to engage families in assessment activities? What are the characteristics of an effective parent-teacher conference?
Eight	<ul style="list-style-type: none"> Role and purpose of standardized tests Choosing and evaluating Tests Selecting appropriate testing instruments for young children Testing and culturally and linguistically diverse children: Key considerations Advantages and Disadvantages of Standardized Tests Norm-Referenced & Criterion Referenced Tests 	<p>Wortham and Hardin- Read Chapter 4: NAECYC Position Statement on Assessment</p> <p>Cooperative groups – review samples of testing tools</p> <p>Discussion questions:</p> <ul style="list-style-type: none"> What is the role of standardized tests? Name at least three standardized tests used with children ages 3-8. What are the
Three	<ul style="list-style-type: none"> Using the concepts of print test (Clay, 2000): Demonstration 	

Topic Outline: See Course Schedule

IX. Instructional Methods

The primary methods of instruction used in this course are:

1. Current pertinent assigned readings
2. lecture
3. varied media exposure

4. research presentations
5. discussion/debate
6. cooperative learning activities
7. written synthesis of information through the use of journals/portfolios/projects
8. modeling

Integrated field experiences:

1. assigned observations with discussions and independent conclusions
2. assigned interviews with discussions and independent conclusions
3. community based projects

X. Assignments



DESCRIPTION OF ASSIGNMENTS AND THEIR RUBRICS

Assignment 1: Report on Assessment and Testing Practices - 25 points
DUE WEEK 4 FEAP# a.4 Assessment; b.2 Ethics; NAEYC #3 Assessment;
#6 Becoming a professional; #7 Field Experiences

The purpose of this assignment is to explore current assessment practices in your school district/state. You will need to do the following:

1. In consultation with your instructor, identify and interview **three (3)** early childhood educators. Choose early educators that teach different age groups. Be sure to contact them in advance to schedule the interviews. Use the following questions for your interviews:
 - a. *What is your view on the role of assessment in early childhood education?*
 - b. *How do you keep track of the children's progress? What procedures do you follow to establish and maintain children's records?*
 - c. *What kind of assessment activities and instruments do you use in your classroom?*
 - d. *How do you keep families informed about their children's progress?*
 - e. *How do you maintain confidentiality of the children's assessment results?*
2. Report your findings in writing and include the following:
 - - Introduction
 - Provide a definition of assessment based on your readings. Be sure to document your statements.
 - Comments from the interviews-
 - Provide details about the responses from the interviews for each question. Include a brief description about each of the teachers interviewed (age group they teach, type of program)
 - *Procedures for keeping track of keep track of the children's progress*
 - *Suggestions to keep families informed about their children's progress*
 - *Ways to maintain confidentiality of assessment results*

- Role of assessment in early childhood
 - Brief description about the need for measurement and evaluation in early childhood education
 - Describe the role and need for assessment based on your readings and findings from the interviews
 - Definition of standardized and informal testing. Include one example for each gathered from the interviews
- - Personal reflections
 - What did you learn about assessment from the interviews?
 - In what ways the findings from the interviews and readings help in getting an understanding about the role of assessment?
 - What are your personal views about assessment?

Rubric:

Element	Not met	Met	Exceeded
<i>Introduction and definition of assessment (3 points)</i>	Insufficient or no introduction and definition of assessment was included	Student included an introduction and definition of assessment	Student included a detailed introduction and definition of assessment
<i>Interviews with three early childhood educators (3 points)</i>	One or no interviews of early childhood educators were conducted.	Student conducted at least two interviews with early childhood educators working with different age groups.	Student selected and conducted three interviews with early childhood educators working with different age groups.
<i>Assessment activities and instruments (3 points)</i>	Insufficient or no comments were provided about the assessment activities and instruments used based on the interviews	Students provided comments about the assessment activities and instruments used based on the interviews	Students provided ample and detailed comments about the assessment activities and instruments used based on the interviews
<i>Confidentiality of information (3 points)</i>	Insufficient or no comments were provided about ways to maintain confidentiality based on the interviews	Students provided comments about ways to maintain confidentiality based on the interviews	Students provided ample and detailed comments about ways to maintain confidentiality based on the interviews

Element	Not met	Met	Exceeded
<i>Role and need for assessment in early childhood education (3 points)</i>	Insufficient or no description was provided about the role and need for assessment in early childhood education	Student described provides a description about the role and need for assessment in early childhood education.	Student provided a detailed description about the role and need for assessment in early childhood education.
<i>Family conferences(3 points)</i>	Insufficient or no description was provided about ways to inform family about their children's progress based on findings from interviews	Student described provides a description about ways to inform family about their children's progress based on findings from interviews	Student provided a detailed description about ways to inform family about their children's progress based on findings from interviews
<i>Personal reflections on role of assessment and on findings from interviews (3 points)</i>	Insufficient or no reflections were included on the role of assessment and about findings from interviews	Student included reflections on the role of assessment and about findings from interviews.	Student included detailed reflections on the role of assessment and about findings from interviews.
Total: 25 points			

Assignment 2: Assignment for Critical Task (Ethics)- Reflections on Ethics Key Assessment – Observation, Discussion, and Reflection on an Ethical Issue - Code of Ethics and Case Study (Value: 20 points; DUE WEEK 5)

In this assignment you will review and analyze a case study. You will then reflect on the situation presented and examine the issues from the perspective of ethical behavior. Begin by reading the case study and complete the activities that follow.

Case Study

Rosie is a six year-old with a captivating smile. In her first grade classroom she is a popular child who is always eager to help her friends. She has, however, been struggling with her reading skills. Concerned about her progress, Rosie's Mom called and made an appointment to meet with the teacher, Ms. Ellison. During the meeting, Ms. Ellison showed Rosie's Mom some of her work and told her that she was performing below her age level. "I am afraid that she has a learning disability and that we will need to have her referred for evaluation", said the teacher. "Please sign here and you will be notified later about the results" she added without any further explanation. Looking at her watch, Ms. Ellison then got up and said: "It was nice to meet you" ending the meeting. Puzzled by her behavior, Rosie's Mom looked at her and left. As she was leaving another parent stopped her and asked her about the meeting. She said, "I am more confused than ever and all I want is to know how I can

help my child.”

Task

1. Read and summarize the codes of ethics for the following (FEAP **b.6.2.a**/InTASC 9f.p, 9j.k, 9o.d):

A. National – National Education Association

NEA: Code of Ethics of the Education Profession

<http://www.nea.org/aboutnea/code.html>

B. State (Locate your state’s code of ethics. Examples are provided below.)

Florida – *Code of Ethics and Principles of Professional Conduct*

<http://www.firn.edu/doe/dpe/publications/ethics.pdf>

Nevada – *Code of Ethical Standards*

<http://www.leg.state.nv.us/nrs/NRS-281.html#NRS281Sec481>

NRS 281.481 (General requirements; exceptions,

<http://www.leg.state.nv.us/nrs/NRS-281.html#NRS281Sec481>) – NRS 281.551

(Commission authorized to impose civil penalties...)

<http://www.leg.state.nv.us/nrs/NRS-281.html#NRS281Sec551>)

C. Professional Code of Ethics

National Association for the Education of Young Children. Code of ethical behavior and responsibility. <http://www.naeyc.org> (See position statements)

2. Describe the behavior of the teacher within the context of these three codes of ethics (FEAP **b.6.2.b**/InTASC 9f.p, 9j.k, 9o.d). Which codes were in question? What were the behaviors that were violated?

3. Describe the action that the teacher need to take to correct this behavior (FEAP **b.6.2.c** /InTASC 9f.p, 9j.k, 9o.d).

4. Respond to the following questions based on an analysis and understanding of your state’s policy on ethical conduct **OR** Florida’s Policy on Ethical Conduct of Instructional Personnel and School Administrators

(<http://www.fldoe.org/edstandards/pdfs/SamplePolicy.pdf>) (FEAP **b.6.2.d**/InTASC 9f.p, 9j.k, 9o.d):

a. Who or what is the educator’s primary concern?

b. How can the educator strive to achieve and sustain the highest degree of ethical conduct?

c. What are the types of behaviors (e.g., bullying, child abuse, etc) that the educator should report to administration?

d. What are the reasons for suspension of a professional?

5. Reflect on the application of this case study to your program/school responsibilities. What must you do to avoid this type of professional and ethical conflict in the future (FEAP **b.6.2.e**/InTASC 9e.p, 9i.k, 9m.d)?

6. Identify three additional resources for use by those in your profession who wish to avoid professional and ethical conflicts (FEAP **b.6.2.f**/InTASC 9e.p, 9i.k, 9m.d).

7. Based on your analysis of the information found on your state's DOE website for Policy on Ethical Conduct (Example: Florida's Policy on Ethical Conduct of Instructional Personnel and School Administrators/<http://www.fldoe.org/edstandards/pdfs/SamplePolicy.pdf>), describe the consequences of the teachers' unethical practices in the selected case study (FEAP b.6.2.g/InTASC 9o.d).

Grading Rubric

Assignment 3 in EDEC 3530 supports the pre-professional development of: ·Accomplished Practice b.6 – Continuous Improvement, Responsibility and Ethics: Ethics/ ·InTASC Model Core Teaching Standard 9: Professional Learning and Ethical Practice ·NCATE Unit standard 1g. Professional Dispositions for All Candidates; ·Florida Subject Matter Competency: Prekindergarten/Primary 2.7; 2.4, 2.5			
Element	Not Met	Met	Exceeded
Summarizes the Code of Ethics (FEAP b.6.2.a/InTASC 9f.p, 9j.k, 9o.d) (2 points)	The candidate did not read and summarize the national, state, and professional codes of ethics.	The candidate read and summarized the national, state, and professional codes of ethics.	The candidate read, summarized and demonstrated use of the national, state, and professional codes of ethics.
Summarizes the Ethics Case Study (FEAP b.6.2.b/InTASC 9f.p, 9j.k, 9o.d) (3 points)	The candidate could not describe the case study within the context of the codes of ethics.	The candidate described the case study within the context of the codes of ethics.	The candidate described the case study within the context of the codes of ethics and frequently demonstrated ethical behavior.
Develops a Behavior Action Plan (FEAP b.6.2.c/InTASC 9f.p, 9j.k, 9o.d). (3 points)	The candidate did not describe an appropriate plan of action to correct the behavior described in the case study.	The candidate described an appropriate plan of action to correct the behavior described in the case study.	The candidate described an appropriate plan of action to correct the behavior described in the case study and provided additional plans of action.
Understands the State's Policy on Ethical Conduct (FEAP b.6.2.d/InTASC 9f.p, 9j.k, 9o.d) (3 points)	The candidate did not respond correctly to the focal questions demonstrating an understanding of state's policy on ethical conduct.	The candidate responded correctly to the focal questions demonstrating an understanding of state's policy on ethical conduct.	The candidate responded correctly to the focal questions, giving appropriate references and/or examples demonstrating a clear understanding of state's policy on ethical conduct.

Assignment 3 in EDEC 3530 supports the pre-professional development of: ·Accomplished Practice b.6 – Continuous Improvement, Responsibility and Ethics: Ethics/ ·InTASC Model Core Teaching Standard 9: Professional Learning and Ethical Practice ·NCATE Unit standard 1g. Professional Dispositions for All Candidates; ·Florida Subject Matter Competency: Prekindergarten/Primary 2.7; 2.4, 2.5			
Element	Not Met	Met	Exceeded
Reflects on Ethical Behavior (FEAP b.6.2.e/InTASC 9e.p, 9i.k, 9m.d) (4 points)	The candidate did not propose activities that will prevent this type of behavior.	The candidate proposed activities that will prevent this type of behavior.	The candidate proposed and demonstrated activities that will prevent this type of behavior.
Identifies Resources on Ethics (FEAP b.6.2.f/InTASC 9e.p, 9i.k, 9m.d) (3 points)	The candidate did not identify and reference three professional resources on ethics.	The candidate identified and referenced three professional resources on ethics.	The candidate identified and referenced more than three professional resources on ethics.
Describes Consequences of Unethical Practices (FEAP b.6.2.g/InTASC 9o.d) (4 points)	The candidate did not describe the consequences (e.g., potential loss of job, fine, etc.) of the educators' unethical practices based on the state's policy on ethical conduct.	The candidate described the consequences (e.g., potential loss of job, fine, etc.) of the educators' unethical practices based on the state's policy on ethical conduct.	The candidate described the consequences (e.g., potential loss of job, fine, etc.) of the educators' unethical practices based on the state's policy on ethical conduct, providing appropriate references and examples.

Additional Resources on Ethics for Florida Educators:

- Discipline against Educator Licenses
<http://www.myfloridateacher.com/discipline/summary.aspx>
- Education Practices Commission Notices
http://www.fldoe.org/edstandards/Education_Practices.asp
- Investigative Resources <http://www.fldoe.org/edstandards/investigate.asp>
- Mandatory Report of Child Abuse/ Florida Statute
http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0000-0099/0039/Sections/0039.201.html
- Office of Professional Practices
http://www.fldoe.org/edstandards/resources_for_teachers.asp
- Office of Professional Standards <http://www.fldoe.org/edstandards/>

Assignment 3: Focused Observation Strategies - 20 points DUE WEEK 6
FEAP# a.4 Assessment; NAEYC #3 Assessment, #4 Teaching and learning, #7
Field Experiences

Identify three children of different age groups (toddlers, preschoolers and primary-age) and conduct three (3) observations. Observations will be focused on cognitive, socio-emotional or physical development. At least one of the children must be an English language learner (ELL).

For each observation, use a different strategy. Select and use **three** of the following strategies: *anecdotal records, running records, time sampling and event sampling checklists*. Use an adaptation of the sample observation form from Wortham - Chapter 5, Figure 5.5 for each of the three-(3) observations.

Write a two-page commentary describing the use of each of these different strategies. Describe the pros and cons of each one and identify the one that you considered more effective. Include a personal reflection about the use of observation strategies to assess children. Be sure to include copies of the three observation forms used in your report.

**** Complete the demographical data form and the verification forms located in the appendix section of the syllabus (Appendix D).**

Rubric:

Element	Not Met	Met	Exceeded
Selects three subjects and conducts three observations (6 point)	Insufficient or no selection of subjects and of observations	Student selected three subjects, conducted three observations, and provided details about each one.	Student appropriately selected three subjects, conducted three observations, and provided rich details about each one.
Copies of observation forms reflects use of three different observation strategies (3 points)	Copies of observations missing or fewer than three submitted and show inadequate use or no use of three observation strategies	Copies of the observations submitted by student show use of three different observation strategies	Copies of the observations submitted by student show appropriate use three different observation strategies
Written report on the use of three observation strategies (5 points)	Student did not provide or adequately provided a written report with on each observation	Student provided a well thought- out written report with rich details on each observation	Student provided a well thought- out written report with rich details on each observation

Element	Not Met	Met	Exceeded
Comments on benefits and disadvantages of observation strategies (4 points)	Student provided insufficient or no comments on the benefits and advantages of observations strategies	Student provided comments on the benefits and advantages of observations strategies	Student provided detailed comments on the benefits and advantages of observations strategies
Reflection and comments on use of observation as assessment strategy (2 point)	Insufficient or no comments were provided on the use of observations as an assessment strategy	Student provided comments on the benefits and advantages of observations strategies	Student provided detailed and rich comments on the use of observations as an assessment strategy
Total: 20 points			

Assignment 4: Field Experience: Using testing instruments (30 points)
DUE WEEK 7 (FEAP#a.4 Assessment, b2 Ethics; NAEYC # 1 Child Development; # 3 Assessment; #4 Teaching and learning; #7 Field Experiences)

In this activity you will be implementing Use the *No shoes* test and administer, score and interpret the results about their knowledge of concepts of print. You will need to do the following:

C.

- Select three children ages 4-6 year-olds. One of the children must be an ELL child.
- Before administering the test, read the manual (Clay, 2000) and review the purposes for the test, scoring procedures and guidelines for analysis of results.
- Administer the test to each child and score their results using the form in the text.
- Analyze results for each child and provide suggestions for activities to support the children's literacy needs based on the results. Be specific.
- Provide suggestions on how to communicate the results to families.
- Write a two-three page typed summary of the differences between the three experiences regarding the following:

D.

- administration,
 - child performance,
 - attention span and interest of the child
 - cooperation,
 - comprehension and
 - general testing circumstance.

E.

- Reflect on the experience and provide comments on how:
 - the testing activity contributes to your knowledge about assessment of young children.
 - the experience contributed to learning about the purposes and goals

- of the process of assessment
- iii. the activity helped you to identify ways to maintain confidentiality

Rubric:

Element	Not Met	Met	Exceeded
Selects and conducts three assessments (6 point)	Insufficient or no selection of subjects and of observations was presented	Student selected three subjects, conducted three observations, and provided details about each one.	Student appropriately selected three subjects, conducted three observations, and provided rich details about each one.
Analysis of test results (10 points)	Insufficient or no analysis of findings was provided	Student reviewed the findings and provides an analysis of the results for each child	Student reviewed the findings and provides detailed and rich analysis of the results for each child
Suggestions for interventions (6 point)	Insufficient or no suggestions to support children's needs were provided or those provided are not clearly based on the results.	Student provided suggestions to support children's needs that are clearly based on the results.	Student provides detailed suggestions to support children's needs that are clearly based on the results.
Written summary report on testing experiences (5 points)	Insufficient or no written summary was provided	Student provided written summary report summarizing testing sessions that addressed most of the points as identified in the assignment	Student provided written summary report with rich and detailed summarizing testing sessions that addressed all the points as identified in the assignment
Reflective statement (3 points)	Insufficient or no reflections were included on how the experience contributed to knowledge on assessment	Student included reflections on how the experience contributed to knowledge	Student included detailed reflections on how the experience contributed to knowledge on assessment
Total: 30			

**** Complete the demographical data form and the verification forms located in the appendix section of the syllabus (Appendix D).**

Assignment 5: Field Experiences: Assessments and Observations (5 points, Due week 8) (FEAP: # a.4Assessment; #b.1 continuing Improvement; NAEYC: #3 Assessment; #4 Teaching and learning; #7 Field Experiences)

This course requires 10 hours of clinical experiences. Complete the following activities at your assigned observation setting:

1. Observe three children and complete an observation form for each child. For each, note either the physical, cognitive, social, and linguistic characteristics. Use the form in the appendix section to complete your observations. provide comments about the children's characteristics based on your observations
2. Interview the teacher and find out about ways to effectively use and maintain portfolios to assess children's progress. Locate information about the contents of portfolios for young children. Provide a written summary about the recommended artifacts to include and their purpose.
3. Interview a teacher or school professional and identify the procedures and legal requirements to conduct family conferences and home visits regarding the assessment and development of their children.
4. Locate information about the current assessment instruments used with children ages 0-4 attending Early Head Start, Head Start or state funded Prekindergarten programs. Prepare a description about the purpose of each assessment tool. Present your findings in a two-three page long report.

Rubric:

Element	Not Met	Met	Exceeded
Observations on developmental domains (1 points)	Insufficient or no observations were conducted and comments were insufficient or missing.	Student conducted three observations focused on developmental domains and provided comments on findings	Student conducted three observations focused on developmental domains and provided rich and detailed comments on findings
Interviews with teachers on portfolio process (1point)	Student provided insufficient or no comments about the interviews with teachers on portfolio process	Student provided comments about the interviews with teachers on portfolio process	Student provided rich and detailed comments about the interviews with teachers on portfolio process

Element	Not Met	Met	Exceeded
Interviews with teachers on family conference and home visit process (1point)	Student provided insufficient or no comments about the interviews with teachers on process to plan and implement conferences with families and home visits	Student provided comments about the interviews with teachers on process to plan and implement conferences with families and home visits	Student provided rich and detailed comments about the interviews with teachers on the process to plan and implement conferences with families and home visits
Review of portfolio contents (1 point)	Insufficient or no summary was provided on the contents and role of a portfolio	Student provided a summary based on the on the contents and role of a portfolio	Student provided a rich summary based on the on the contents and role of a portfolio
Information on current assessment tools (1point)	Insufficient or no information was provided on current testing tools used for children ages 0-4	Student located information on current testing tools used for children ages 0-4	Student located rich and detailed information on current testing tools used for children ages 0-4
Total: 5 points			

XI. Assessments

See Assignments

XII. Grading Criteria

Guidelines – The requirements for each assignment are outlined in detail in this syllabus and attachments. Please follow the guidelines carefully in order to receive full credit.

B. Plagiarism – Teacher candidates will submit all major written assignments into *Turnitin* and then correct their work for plagiarism before submitting their assignments to their instructor. **Please note that if you plagiarize, you will earn a grade of F on the assignment. If you plagiarize a second time, you will earn a grade of F on the assignment and in the course. The instructor will report all instances of plagiarism to the administration.**

C.American Standard English (ASE) – All written work must be submitted in professional form. American Standard English grammar and mechanics is required. Please pay particular attention to correct spelling, capitalization, punctuation, grammar, and sentence and paragraph structure. All assignments must be submitted using Microsoft Word, be error free, and grammatically correct.

D.American Psychological Association Manual – All assignments must be completed using the style delineated in the *Publication Manual of the American Psychological Association* (APA). Please pay close attention to the format for: spacing, margins, title page, numbering of pages, headings, and references pages. Cite support from the literature in the field for the concepts and ideas you present in your assignment by paraphrasing and/or quoting and providing a reference for each new work cited (i.e., one-to-one correspondence). At the end of your assignment, include references pages using the correct APA format for the works paraphrased and/or quoted. Please note: a page or paragraph number is required for all citations in your work for this course (APA, 2010, p. 170). Review chapters six and seven in the *APA Manual* to insure that you are correctly paraphrasing and/or quoting and referencing works cited. All instructors will review the use of APA style during the first week of each course.

E.Grading of Assignments – The instructor reserves the right to refuse to read and/or correct an assignment that does not meet professional form using ASE and APA style standards.

F.Assignments Not Meeting Standards – The instructor refers teacher candidates who are having difficulty with reading the course content and/or writing assignments to meet ASE and APA standards to the Office of Tutoring and Testing for remediation. For critical tasks/key assessments that do not meet standards, the instructor works directly with the teacher candidate to remediate the work.

G.Synchronous Online Sessions – Instructors provide live online sessions to students to discuss course content, review assignment requirements, and give students an opportunity to ask questions. It is recommended that students attend the sessions. To accommodate teacher candidates' needs, these sessions will use a variety of media and will be recorded and posted for later access.

H. Late Assignments – Late assignments are NOT accepted.

I.Grading Rubrics – Rubrics for all assignments are located in the Appendixes.

J.Grading Scale – A list of the course requirements and the grade scale follow. Quality points are used to calculate the grade point average across programs in FCE.

Final Course Grade:

Grading Scale:

B.S./A.A.

Letter Grade	Percentage		Letter Grade	
A	94-100		C	
A-	90-93		C-	
B+	87-89		D+	
B	83-86		D	
B-	80-82		F	
C+	77-79			

H. Course Assignments and their percentage of the final grade

Assignment	%	Due Week #
Report on assessment	25	4
Case study	25	5
Observations	20	6
Testing session	25	7
Field experiences	5	8
Total:	100	

Letter Grade	Percentage	Quality Points	Letter Grade	Percentage	Quality Points
A	94-100	C	73 -76		
A-	90 -93	3.75	C-	70 -72	1.75
B+	87 -89	3.50	D+	67 -69	1.50

B	83 -86	3.00	D	60 -66	1.00
B-	80 -82	2.75	F	0 -59	No Credit
C+	77 -79	2.50			

XIII. Course Policies

CLASS POLICIES

Refer to the class policies attached to this syllabus.

A. Guidelines – The requirements for each assignment are outlined in detail in this syllabus and attachments. Please follow the guidelines carefully in order to receive full credit.

B. Plagiarism – Teacher candidates will submit all major written assignments into *Turnitin* and then correct their work for plagiarism before submitting their assignments to their instructor. **Please note that if you plagiarize, you will earn a grade of F on the assignment. If you plagiarize a second time, you will earn a grade of F on the assignment and in the course. The instructor will report all instances of plagiarism to the associate dean of UTEP.**

C. American Standard English (ASE) – All written work must be submitted in professional form. American Standard English grammar and mechanics is required. Please pay particular attention to correct spelling, capitalization, punctuation, grammar, and sentence and paragraph structure. All assignments must be submitted using Microsoft Word, be error free, and grammatically correct.

D. American Psychological Association Manual – All assignments must be completed using the style delineated in the *Publication Manual of the American Psychological Association* (APA). Please pay close attention to the format for: spacing, margins, title page, numbering of pages, headings, and references pages. Cite support from the literature in the field for the concepts and ideas you present in your assignment by paraphrasing and/or quoting and providing a reference for each new work cited (i.e., one-to-one correspondence). At the end of your assignment, include references pages using the correct APA format for the works paraphrased and/or quoted. Please note: a page or paragraph number is required for all citations in your work for this course (APA, 2010, p. 170). Review chapters six and seven in the *APA Manual* to insure that you are correctly paraphrasing and/or quoting and referencing works cited. All instructors will review the use of APA style during the first week of each course.

E. Grading of Assignments – The instructor reserves the right to refuse to read and/or correct an assignment that does not meet professional form using ASE and APA style standards.

F. Assignments Not Meeting Standards – The instructor refers teacher candidates who are having difficulty with reading the course content and/or writing assignments to meet ASE and APA standards to the Office of Tutoring and Testing for remediation. For critical tasks/key assessments that do not meet standards, the instructor works directly with the teacher candidate to remediate the work.

G. Synchronous Online Sessions – Teacher candidates enrolled in online course sections are required to attend a minimum of one Collaborate session conducted by the instructor.

H. Late Assignments – Late assignments are NOT accepted.

I. Grading Rubrics – Rubrics for all assignments are located in the Assignments section.

J. Grading Scale – A list of the course requirements and the grade scale follow.

XIV. University Policies

A. Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute

academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online <http://education.nova.edu/students/current-students/studentcataloghandbook.html>. The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment. (See Academic Honesty Standards.)
5. **Conspiracy to commit academic dishonesty:** assisting others to commit acts of academic misconduct
6. **Misrepresentation:** intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery:** offering of goods, services, property or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials:** examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of academic misconduct is determined in a course, any student initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time.

Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred.* If a charge of plagiarism is determined in a course, any student initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a

determination of plagiarism that results in an "F" for the course. **All students are entitled to due process pursuant to Fischler College of Education policies and procedures.**

C. Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedure for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at

<http://www.nova.edu/disabilityservices/index.html>, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the **FCE Catalog and Student Handbook** is available

<http://education.nova.edu/students/current-students/studentcataloghandbook.html>. This document provides extensive information on University and FCE policies, regulations and procedures.

Students should visit <http://www.nova.edu/academic-affairs/nsu-syllabus-policy.html> to access additional required college-wide policies. It is your responsibility to access and carefully read these policies to ensure you are fully informed. As a student in this class, you are obligated to follow these college-wide policies in addition to the policies established by your instructor.

The following policies are described on this website:

- Academic misconduct
- Last day to withdraw
- Email policy
- Student course evaluations
- Student responsibility to register
- Student responsibility for course prerequisites

Academic Resources

Nova Southeastern University offers a variety of resources that may aid in student success. Among these resources are:

Accommodations for students with documented disabilities: For more information about ADA policy, services, and procedures, students may call the Office of Student Disability Services at 954-262-7189 or visit <http://www.nova.edu/disabilityservices>.

Tutoring and testing center:

Students are encouraged to use the free, individualized tutoring services offered by the Tutoring and Testing Center (TTC). TTC provides a supportive atmosphere in which tutors and students work collaboratively on improving students' writing, math and/or science skills. <http://www.nova.edu/tutoring-testing/index.html>

XV. Appendix/Appendices

Field Experiences Information

COURSE: EDEC 3530 Diagnosis, Assessment and Evaluation of Young Children

What are field experiences?

Field experiences are more than what are typically known as field experiences. In field experiences, NSU students, known as teacher candidates, may observe and/or work with children in a school setting. They require the student to observe and/or work with children in a school and/or virtual setting plus reflect on new knowledge that occurs from those experiences. The teacher candidate is asked to apply information learned in course work and think reflectively about the field experiences to develop the skills of an effective practitioner.

II. What are the general requirements?

It is mandated that all education majors in state approved initial teacher preparation programs participate in a planned series of field experiences as an integral part of their training. NSU requires a minimum of ten hours of field experiences for each major education course. Underlying this commitment is the philosophy that field experiences enable teacher candidates to apply theory and practice in actual classrooms and/or virtual settings while acquiring the competencies necessary for successful teaching.

All teacher candidates, including non-education majors and certification teacher candidates, are responsible for completing all field experiences procedures and will be required to use and submit all required field experiences documents.

III. What are the requirements for this course?

For this course, each teacher candidate is expected to observe and work with children in an educational setting for a minimum of ten hours. Specific activities must be completed during the field experiences. These activities fall into these categories:

Observe three children and complete an observation form for each child. For each, note either the physical, cognitive, social, and linguistic characteristics. Use the form in the appendix section to complete your observations. Provide comments about the children's characteristics based on your observations

Interview the teacher and find out about ways to effectively use and maintain portfolios to assess children's progress.

Interview a teacher or school professional and identify the procedures and legal requirements to conduct family conferences and home visits regarding the assessment and development of their children.

Locate information about the current assessment instruments used with children ages 0-4 attending Early Head Start, Head Start or state funded Prekindergarten programs. Prepare a description about the purpose of each assessment tool. Present your findings in a two-three page long report.

Please see the Appendixes for further details and forms specific to this course. The due dates for the field experiences assignments are listed in the syllabus Calendar.

III. If this course requires a Field Experience, your placement must be coordinated through the **Office of Placement Services 800-986-3223 ext. 27900 / 954-262-7900.** The placement

process is coordinated through University and County officials only. Direct school contact is not permitted without prior approval from this office. Information is available at <http://www.fischlerschool.nova.edu/current-students/how-to-get-a-field-placement>.

Security Clearance must be obtained---and be current---pursuant to your district's requirements, **BEFORE placements can be requested.**

→ Security Clearance Needed for Field and Clinical Experiences in All Courses ←
<p>Nova Southeastern University requires candidates who need to fulfill a clinical or field experience, internship, practicum course requirement in an educational setting to complete the security clearance processes of the school, local school district, and state.</p> <p>The requirement of a clinical experience may include a background check, drug testing, fingerprinting, etc. For information on these requirements, policies, and procedures, please refer to Obtaining Security Clearance (http://www.fischlerschool.nova.edu/gtep/Obtaining-Security-Clearance) at the Office of Placement Services (http://www.fischlerschool.nova.edu/current-students/office-of-placement-services).</p> <p>Information on the Florida requirements for Background Screening Requirements is provided at http://www.fldoe.org/edstandards/background_screening.asp.</p> <p>Additional information on ethical standards for teachers of Florida is provided online at the Office of Professional Practices (http://www.fldoe.org/edstandards/).</p>

Placements for Field Experience Course Requirements and for Applied Professional Experience, Field-Based Project, Reading Practicum, and Internship/Externship Capstone Courses
Directions for Requesting a Field Placement
<p>If a field experience is required and placement in a school is needed for this course, contact the Office of Placement Services at 954-262-7910 (1-800-986-3223, ext. 27910) to arrange your placement within a school in any given school district (and to get assistance with security clearance). Certain requirements must be met, and they vary from district to district. Further information is available at: http://www.schoolofed.nova.edu/gtep/field_experience/index.html.</p> <p>Important! Placements take time to coordinate. Contact this office as soon as possible.</p> <p>Once You Have Your Placement:</p>
Report Demographic Information about Field Experience or Capstone Site
<p>Students completing field experiences and field-based capstones must submit the demographic information about their site in the ASSESS system at http://fischlerschool.nova.edu/ASSESS. The directions for doing so are provided in Appendix A [indicate where you have included these directions].</p>
Report Your Field Placement Location
<p>Everyone completing a field experience or practicum is required to report their field experience location. Once you have completed your field experience, please access http://apps.fse.nova.edu/place/mentform/placementform.aspx to report your placement information.</p>

NOTE: Field experiences are a required part of this course. Failure to complete the minimum ten hours of field experiences as specified here and in the accompanying assignments and forms may result in an incomplete grade for this course.

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Appendix E

Undergraduate Teacher Education Programs' Policies

A. Attendance

As a teacher candidate in this course, you are expected to model the behavior of a professional teacher. Tardiness/absenteeism is not acceptable. Teacher candidates are expected to actively participate in class discussions and to have assignments completed as required on the calendar of weekly requirements. Teacher candidates enrolled in an online course must log into the course regularly to demonstrate active participation.

If illness occurs or an emergency arises, the teacher candidate is responsible for contacting the instructor of the course within one week of the absence. The teacher candidate is responsible for the academic consequences of absences from class, including but not limited to: obtaining class notes and/or handouts from a classmate and, with permission from the instructor of the course, making up any missed work or assignments. **B. Code of Ethics**

As a teacher candidate in this program you will have many opportunities to practice the Teacher Code of Ethics in your state. Please refer to the following websites for more information.

Florida:

Florida Department of Education. (2005). *Code of ethics – Education profession*. Retrieved from http://www.fldoe.org/edstandards/code_of_ethics.asp

Nevada:

Title 23 - Public Officers and Employees. (n.d.). *Code of ethical standards*. Retrieved from <http://www.leg.state.nv.us/nrs/NRS-281.html#NRS281Sec481>

C. Academic Misconduct

Please refer to the Undergraduate Students Catalog for information on Conduct, Academic Honesty, and Integrity. In particular, teacher candidates must tend to the following.

The university is an academic community and expects its students to manifest a commitment to academic integrity through rigid observance of standards for academic honesty. The university can function properly only when its members adhere to clearly established goals and values. Accordingly, the academic standards are designed to ensure that the principles of academic honesty are upheld.

The following acts violate the academic honesty standards.

1. Cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise
2. Fabrication: intentional and unauthorized falsification or invention of any information or citation in an academic exercise
3. Facilitating Academic Dishonesty: intentionally or knowingly helping or attempting to help another to violate any provision of this code
4. Plagiarism: the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment

Students are expected to submit tests and assignments that they have completed without aid or assistance from other sources. Using sources to provide information without giving credit to the original source is dishonest. Students should avoid any impropriety or the appearance thereof in taking examinations or completing work in pursuance of their educational goals. Students are expected to comply with the following academic standards.

1. Original Work

Assignments such as course preparations, exams, texts, projects, term papers, practicum, etc., must be the original work of the student. Original work may include the thoughts and words of another author. Entire thoughts or words of another author should be identified using quotation marks. At all times, students are expected to comply with the university and/or program center's recognized form and style manual and accepted citation practice and policy.

Work is not original when it has been submitted previously by the author or by anyone else for academic credit. Work is not original when it has been copied or partially copied from any other source, including another student, unless such copying is acknowledged by the person submitting the work for the credit at

the time the work is being submitted, or unless copying, sharing, or joint authorship is an express part of the assignment. Exams and tests are original work when no unauthorized aid is given, received, or used before or during the course of the examination, re-examination, and/or remediation.

2. Referencing the Works of Another Author

All academic work submitted for credit or as partial fulfillment of course requirements must adhere to each program center's specific accepted reference manuals and rules of documentation. Standards of scholarship require that the writer give proper acknowledgment when the thoughts and words of another author are used. Students must acquire a style manual approved by their center and become familiar with accepted scholarly and editorial practice in their program. Students' work must comport with the adopted citation manual for their particular center.

At Nova Southeastern University, it is plagiarism to represent another person's work, words, or ideas as one's own without use of a center-recognized method of citation. Deviating from center standards (see above) is considered plagiarism at Nova Southeastern University.

3. Tendering of Information

All academic work must be the original work of the student. Knowingly giving or allowing one's work to be copied, giving out exam questions or answers, or releasing or selling term papers is prohibited.

4. Acts Prohibited

Students should avoid any impropriety or the appearance thereof, in taking examinations or completing work in pursuance of their educational goals. Violations of academic responsibility include, but are not limited to the following.

- Plagiarism
- Any form of cheating
- Conspiracy to commit academic dishonesty
- Misrepresentation
- Bribery in an attempt to gain an academic advantage
- Forging or altering documents or credentials
- Knowingly furnishing false information to the institution

Students in violation will be subjected to disciplinary action.

5. Additional Matters of Ethical Concern

Where circumstances are such as to place students in positions of power over university personnel, inside or outside the institution, students should avoid any reasonable suspicion that they have used that power for personal benefit or in a capricious or arbitrary manner.

D. Writing across the Curriculum (WAC)

Policy for Undergraduate Teacher Education Program

Each undergraduate course in the Abraham S. Fischler School of Education and Human Services includes written assignments, in the language of instruction, that make up at least 25% of the final course grade.

Each course must contain at least eight (8) pages (approximately 2000 words) of writing, with faculty providing feedback on these assignments. Written assignments can include, but are not limited to: essays, summaries, memos, lesson plans, journal entries, lab reports, project proposals, progress reports, case studies, and project reviews.

Writing Remediation

While it is the teacher candidate's responsible to demonstrate professional command of the English language, both spoken and written, it is the responsibility of the instructor to score assignments based on both content and writing skills and refer students lacking skills for remediation. For any teacher candidate who demonstrates weaknesses in writing, the instructor recommends that the candidate make an appointment at the Office of Academic Services to receive assistance in strengthening the area of weakness. It is the teacher candidate's responsibility to follow up on the recommendation from the instructor, make the appointment at the Office of Academic Services, remediate whatever area(s) need to be strengthened, and report back to the instructor of the course about how the remediation is progressing.

E. Americans with Disabilities Act

Please refer to the Undergraduate Student Catalog for information on this topic.

F. FCAT Application and Preparation

The Florida Comprehensive Assessment Test (FACT) is part of Florida's effort to improve teaching and learning. The purpose of the FCAT is to assess student achievement based on the Sunshine State Standards (SSS), and results are used to compare student achievement across the state of Florida. (For more information about the FCAT, please see <http://fcat.fldoe.org/>) As you learn the content of this course, consider methods for integrating Bloom's Taxonomy to foster thinking processes in the students with whom you work, who can then apply these thinking techniques in preparation for the FCAT.

G. Last Day to Withdraw from Course

Students/teacher candidates may initiate a withdrawal from a course after the first two weeks from the start of the course. Students may withdraw from a course with no financial refund or credit up until the end of the week following the halfway point of the semester or term, depending on the course length. For example, students may withdraw up until the end of the fifth week of a term for an 8-week course or up until the end of the ninth week of a semester for a 16-week course. For exact dates, please refer to the *Academic Calendars* section of the Undergraduate Student Catalog. For further assistance, contact your Academic Advisor.

H. Course/Instructor Evaluation

Course evaluations facilitate the collection of feedback from students/teacher candidates about their classes—how they feel about course content, instructors' effectiveness, appropriateness of textbook selection, and other aspects. All evaluations are confidential and anonymous. Students are urged to be honest and constructive in their remarks. The course evaluation process is conducted completely online. Students must have an NSU email account to access the course evaluation website. Students/teacher candidates may fill out online course evaluations beginning 14 days prior to the start of the session, term, or semester's exam week. Evaluations remain open to students for seven days.

I. Portfolio Remediation

It is the responsibility of the institution preparing teacher candidates to assure that the candidates have successfully demonstrated all of the required standards dictated by a state department of education prior to degree conferral. Course critical task(s)/key assessment(s) placed in the Portfolio provide a vehicle for teacher candidates to demonstrate that they meet or exceed these required standards. (See http://www.nova.edu/~karpj/making_a_portfolio.htm for information about the Portfolio.) The instructor scores each critical task/key assessment using the scoring rubric provided. A teacher candidate who earns a grade of C+ or lower on a critical task/key assessment, must remediate the task with the course instructor.

Portfolios are reviewed by an assigned, full-time faculty member at three points in the program; the teacher candidate enrolls in Benchmark III, IV, and V courses to facilitate these Portfolio Reviews. At each review point, the candidate's strengths are acknowledged and weaknesses must be remediated. Remediation, as a result of the Portfolio Reviews, may include such activities as, but are not limited to: retaking an identified course, completing an additional assignment that focuses on specific weakness, and/or testing. Remediation activities are prescribed by the fulltime faculty member reviewing the Portfolio. The full-time faculty member serves as a guide to the teacher candidate through the needed remediation activities. It is the responsibility of the teacher candidate to accept the critical feedback in a professional manner, participate in the remediation process with a positive attitude, honor deadlines, and incorporate the additional information gained from the remediation activities into future artifacts/evidences/experiences. This process, in essence, is an example of "continuous improvement" (FEAP #3). Furthermore, this process is critical in the development of a successful professional teaching repertoire.

If remediation needs to occur as a result of the initial Portfolio Review, a deadline for completion will be established by the faculty member reviewing the Portfolio and the teacher candidate. However, remediation must be successfully completed prior to the second time the Portfolio is reviewed. If remediation needs to occur as a result of the second Portfolio Review, successful remediation must have been completed prior to clinical practice (i.e., Internship) placement. If remediation needs to occur as a result of the final Portfolio Review, successful remediation must be completed prior to completion of the clinical practice.

Hence, the teacher candidate's Portfolio containing the critical tasks/key assessments serves as evidence that the candidate has met the expected level of competency for the INTASC Principles/Florida Educator Accomplished Practices, and the Competencies and Skills Required for Teacher Certification in Florida.

Revised 2010

Appendix F

Lesson Plan Template

Teacher Candidate Directions: Complete the tables below. Complete each of the sections for your lesson plan by adding the appropriate information.

I. General Information

Name	Date
School	Teacher's Name
Age/Grade Level	Subject Area
Lesson Title	Length of Time and Date(s)

II. Contextual Background

Are diverse students present?	Yes	No
Number of female students		
Number of male students		
Number of limited English proficient students		
Number of exceptional student education students		

III. Instructional Resources and Materials

What are the resources (i.e., teaching materials, textbooks, websites, etc.) I will use to plan this lesson? List the resources on the references page at the end of the Lesson Plan.

IV. Anticipatory Set

How can I relate what I will be teaching to students' prior knowledge? How will I motivate the students to learn? What stories or experiences can I share to promote students' understanding?

V. Content/Standards/Grade Level Expectations

What is the subject area and topic? What is expected at the grade level I am teaching? What are the applicable standards (e.g., [Sunshine State Standards](#) or applicable state academic standards) I will use for this content? What are the Big Ideas/Themes/Competencies, Benchmarks, and Common Core Standard(s) as applicable?

VI. Goal(s)

What is the big picture? How does this lesson fit in with prior and future lessons? Goals are broad and long-term.

VII. Objective(s)

What do I want the students to learn by the end of the lesson? Include objectives that promote continuous intellectual (e.g., critical thinking and problem solving), social, emotional, and physical development of each student as applicable. Use verbs that are behavioral and observable.

VIII. Accommodations

What specific strategies will I use for my students with diverse needs (i.e., ESE, ESOL, DOP, gifted and remedial) teaching this lesson? What multi-sensory strategies, content-based vocabulary, and suitable assessment instruments will I use?

IX. Instruction/Input

What methods, activities, materials, and integrated technologies do I need to share with my students to assist them in meeting the objectives? How will I chunk the content into “digestible bites” for the students?

X. Proactive Classroom Management Planning

What will I do to optimize classroom management to prevent potential problems? What teacher and student strategies will I use that are specific to this particular lesson?

XI. Monitoring

How will I monitor students’ learning during the lesson? What am I doing to check for understanding and extend students’ thinking?

XII. Assessment

How will I determine that the students learned what I wanted them to learn based on the objective(s)? Is the assessment formative or summative? Is the assessment traditional or alternative?

XIII. Closure

How will I involve students in a review of the lesson? How will I promote students’ learning connections to future lessons (e.g., homework, family activities)?

XIV. Reflections

What aspects of the lesson were successful? What aspects of the lesson could be improved?

To be completed after lesson has been taught

XV. References

What were all of the instructional resources, materials, texts, websites, etc. that I used to plan this lesson? Use APA format to list the references at the end of the Lesson Plan.

Classroom Management Strategies for Lesson Plan Integration

I. Teacher Behaviors

A. Classroom Management

1. Assertiveness (Canter & Canter, 1996) – Deliver lessons clearly, with confidence and enthusiasm. Demonstrate consistency in expectations and enforcement of rules and consequences.
2. Avoid satiation (Kounin, 1977) – Avoid student boredom from too much time spent on one topic or activity.
3. Group alert (Kounin, 1977; FPMS, 2002) – Develop and implement a system to obtain students' attention and heighten awareness of expectations.
4. Momentum (Kounin, 1977) – Conduct even transitions among tasks in a lesson and transitions between lessons. Opening and close lessons well.
5. Overlapping (Kounin, 1977; FPMS, 2002) – Demonstrate that you can instruct one group of students while also supervising and assisting students who work independently.
6. Smoothness (Kounin, 1977; FPMS, 2002) – Run lessons well, with even progress, and without disruptions.
7. Student accountability (Kounin, 1977; Arends, 2004) – Hold students responsible for their learning by regularly calling on them and keeping them actively involved in the lesson.
8. Withitness (Kounin, 1977; FPMS, 2004) – Demonstrate that you know what is happening in your classroom at all times by scanning the classroom for observation of students' behavior. Have "eyes in the back of your head."

B. Praise and Encouragement

- 1. Praise is used with students to promote academic achievement (FPMS, 2002), while encouragement is used promote social and emotional growth (Charles, 2002; Edwards, 2000).**
- 2. Specific praise (FPMS, 2002) and positive repetitions (Canter & Canter, 1992) – Identify the student by name, deliver the praise or positive comment, and describe the specific academic behavior or action that should be repeated. (e.g., "Juanita, Great, you have the correct answer! I like the way that you lined up your numbers when you added your math problem.)**
- 3. Age appropriate praise (Canter, 1992) or low-key praise (FPMS, 2002) – Provide praise that is acceptable to the age/grade level of the students. The praise may need to be quite or low-key.**
- 4. Authentic praise (FPMS, 2002) or genuine praise (Canter, 1992) – Deliver praise in a way that students know it comes from your heart; it's meaningful.**
- 5. Conditional praise (FPMS, 2002) – Deliver the praise after the**

specific behavior has been accomplished; thus, it is based on a condition being met.

6. Proximity praise (Canter, 1992) or praise for compliance (FPMS, 2002) – Identify the student by name, deliver the praise or positive comment, and describe the specific behavior or action that should be repeated so that the whole class can hear and comply with the behavior.

7. Encouragement (Dreikurs, 1972) – Encouraging statements imply respect and confidence in the student. Phrase the encouragement statement so that it is student centered and simultaneously encourages repetition of the action or behavior and the student's self-confidence. (e.g., "You cleaned up your materials on time. It helps us all get to lunch on time.")

8. Ripple effect (Kounin, 1977) – One student's poor behavior can cause others to misbehave, so misbehavior must be stopped promptly.

9. Teacher control of group praise (FPMS, 2002) – Explain to the students how encouraging misbehaving students has a negative effect on the class.

II. Structuring Students' Behaviors

A. Rules

1. Rules are specific statements for observable student behavior written in positive terms that are few in number (Canter & Canter, 1996; Jones, 1987). They should be agreed upon, printed, and enforced with reasonable consequences. Never accept excuses for bad behavior (Glasser, 1969).

2. Explain the rules; give the rationale (Canter & Canter, 1996).

3. Teach the rules (Canter & Canter, 1992).

B. Routines

1. Routines are procedure for the classroom such as how to collect papers, how to line up for recess, how communication should be handled, etc. (Jones, 1987). (see Everston, Emmer, & Worsham for full discussion of types of routines and strategies)

C. Consequences

1. Logical consequences (Dreikurs, 1972) – The results that follow from behavior should directly follow the nature of the behavior and be appropriate for the behavior. For example, if you don't wear a coat and it is 40 degrees outside, the logical consequence is that you will be cold. Logical consequences applied in the classroom follow this principle.

2. Following the classroom rules brings learning, good grades, and other rewards, which are known as positive consequences (Canter & Canter, 1992). Poor behavior brings logical consequences such as finishing work at home or being excluded from other activities, which are known as negative consequences (Canter & Canter, 1992).

3. Students must have full knowledge of the consequences for behaviors in advance (Canter & Canter, 1992).

4. Natural consequences (Zirpoli, 2005) – Positive consequences for appropriate behavior may

naturally occur in the classroom and may not need to be structured with a token economy (e.g., well done work being hung on the bulletin board).

5. Discipline hierarchy (Canter & Canter, 1992) – Consequences must be listed in order, with each consequence becoming progressively more unpleasant. The range is typically one (e.g., verbal warning) to five (e.g., sent to the administrator) and includes a severe clause (e.g., sent to the administrator) to skip to for the most severe behavior.

6. Consistency – Be consistent in applying consequences. Use them every time students disrupt the class (Canter & Canter, 1992).

III. Handling Disruptive Behaviors (alphabetical order)

- A. Contingency contracting (Zirpoli, 2005) – The teacher and student develop a written contract for behavioral expectations and specify specific “target behaviors” (p. 211) and consequences.
- B. Functional assessment and Positive behavioral support (Zirpoli, 2005) – A detailed assessment and treatment plan required by the Individuals with Disabilities Act to assist students by altering settings and supporting students to increase their skills thereby helping them with behavioral challenges. (see Zirpoli for detailed explanation of assessment and classroom implementation)
- C. Mistaken goals (Dreikurs, Grunwald, & Pepper, 1998) – Students are motivated by goal behavior. Four of these goals in the classroom are: attention, power, revenge, and avoidance. These goals help explain student behavior and can be used to correct student misbehavior.
- D. Move in – Younger students who continue to disrupt need to be reminded of the choices they are making. Move in and use the discipline hierarchy (Canter & Canter, 1992).
- E. Move out – Older students who continue to disrupt need to be reminded of the choices they are making by moving out with them. Step outside the door and remind them of the next step in the discipline hierarchy (Canter & Canter, 1992).
- F. Physical proximity (Canter & Canter, 1992) or proximity control (Zirpoli, 2005) – Move closer to the student, remain calm, and clearly communicate expectations.
- G. Problem solve – Meet with the student one-to-one using guidelines provided by the Canthers (1993).
- H. Response Cost (Zirpoli, 2005) – Used with a token economy, the teacher removes tokens from the students for predetermined reasons which have been explained in advance.
- I. Stay calm – Take a deep breath if you need to; count to five. Use a steady, even tone of voice when speaking. (Canter & Canter, 1992)
- J. Time out (Zirpoli, 2005; Weinstein & Mignano, 2003) – There are many versions of time out; the type selected must match the needs of the student in order to be an effective intervention. The general definition of time out is to remove the student from the setting where there is positive reinforcement for a set period of time, and the student is returned contingent upon appropriate behavior. (see Zirpoli for full discussion of types of time out) The standard rule is not to exceed time out periods of more than one minute per year of age for the child, and never more than ten minutes.
- K. Token economy (Zirpoli, 2005) – Tokens, such as marks, points, stickers, etc., can be used to reinforce appropriate behaviors. These tokens are then redeemed for predetermined privileges or prizes at a specified time based on a preset schedule.
- L. Use a “desist” – Identify the student by name, identify the inappropriate behavior, tell the student to stop, identify the correct behavior (FPMS, 2002).
- M. Use the “look” – Gaze directly at the student; make eye contact that shows disapproval (Canter & Canter, 1992)
- N. Use the offender’s name – Use offending student(s)’ name: “I want everyone to read page 35, including Mary and Juanita.” (Canter & Canter, 1992)
- O. Use proximity praise (Canter & Canter, 1992)

IV. Caring Classroom (alphabetical order)

- A. Belonging (Dreikurs & Cassel, 1972) – Students need to feel that they belong in the class, are valued, and are members of the group.
- B. Greetings – Greet students at the door. Say something personal. (Canter & Canter, 1992; Wong, 1998)
- C. Interest inventory – Discover students’ interests with a survey. Use the information to help

build relationships with your students. (Canter & Canter, 1992)

D. Safety – Provide an environment where students feel safe, including the physical arrangement of furniture and space.

E. Send cards – Send get well cards to students who are ill (Canter & Canter, 1992).

F. Trust (Charles, 2002) – Build a caring relationship by standing by your word. Do what you say you are going to do and students will trust you.

V. Democratic Values

A. Democratic classroom (Dreikurs & Cassel, 1972) – You and students make important decisions about the rules, routines and consequences in the classroom. It is not permissiveness where students rule, but where the teacher guides and facilitates the students' development.

B. Multicultural classroom (Nieto, 2004) – You respect diversity in the classroom and hold high expectations for all learners.

C. Accommodate learners with modifications (Everston, Emmer, & Worsham, 2006) – You adapt explanations of rules and routines for special learners (e.g., English Speakers of Other Languages, Exceptional Education Students) and adapt application of them as directed (i.e., Individualized Educational Plans). (see Everston, Emmer, & Worsham for strategies)

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Acronyms and Special Education

Listed below are acronyms related to early intervention, education, and special education important to individuals with disabilities, their families, and educators.

AAC	Alternative Augmentative Communication		ERIC	Education Resource Information Center
ADA	Americans with Disabilities Act		ESD	Extended School Day
ADD	Attention Deficit Disorder		ESEA	Elementary and Secondary Education Act
ADHD	Attention Deficit Hyperactivity Disorder		ESOL	English for Speakers of Other Languages
AIP	Academic Improvement Plan		ESE	Exceptional Student Education
APE	Adaptive Physical Education		ESY	Extended School Year
ARNP	Advanced Registered Nurse Practitioner		FAPE	Free Appropriate Public Education required by IDEA
ASL	American Sign Language		FBA	Functional Behavioral Assessment
ATEN	Assistive Technology Education Network		FC	Facilitated Communication
AYP	Adequate Yearly Progress		FCAT	Florida Comprehensive Assessment Test
BEESS	Bureau of Exceptional Education and Student Services		FERPA	Family Educational Rights and Privacy Act
CA	Chronological Age		FDLERS	Florida Diagnostic and Learning Resources System
CAP	Corrective Action Plan		FEFP	Florida Education Finance Program
CAPD	Central Auditory Processing Disorder		FIRN	Florida Information Resource Network
CEC	Council for Exceptional Children		FSDB	Florida School for the Deaf and Blind
CF	Cystic Fibrosis		FTE	Full Time Equivalent
CFR	Code of Federal Regulations		H/H	Homebound / Hospitalized
CP	Cerebral Palsy		HI	Hearing Impaired
CMS	Children's Medical Services		HO	Hearing Officer
CNS	Central Nervous System		IAES	Interim Alternative Educational Setting
CP	Cerebral Palsy		IDEA	Individuals with Disabilities Education Act
CSPD	Comprehensive System of Personnel Development		IEP	Individualized Education Program
CST	Child Study Team		IFSP	Individualized Family Service Plan
DB	Deaf-Blind		LEA	Local Education Agency
DD	Developmental Delay		LD	Learning Disability
DOE	Department of Education		LEP	Limited English Proficiency
DSM	Diagnostic and Statistical Manual of Mental Disorders		LRE	Least Restrictive Environment
EH	Emotionally Handicapped		MA	Mental Age
EHA	Education of the Handicapped Act (now IDEA)		MD	Muscular Dystrophy
EI	Early Intervention		MD or MH	Multiple Disabilities or Multiply Handicapped

MPS	Minimum Performance Standard		TS	Tourette's Syndrome
MR	Mental Retardation		VE	Varying Exceptionalities
NCLB	No Child Left Behind		VI	Visual Impairment
NPRM	Notice of Proposed Rule Making		Voc Ed	Vocational Education
OCD	Obsessive-Compulsive Disorder		VR	Vocational Rehabilitation
OCR	Office of Civil Rights		YRE	Year-Round Education
ODD	Oppositional Defiant Disorder			
OHI	Other Health Impairment			
OI	Orthopedic Impairment			
O & M	Orientation and Mobility			
OT	Occupational Therapy			
PASS	Parallel Alternative Strategies for Students			
PI	Physically Impaired			
PBS	Positive Behavioral Supports			
PCA	Personal Care Attendant			
PDD	Pervasive Developmental Disorder			
Perkins Act	Carl Perkins Vocational and Applied Technology Education Act			
PLEP	Present Level of Educational Performance			
PP	Paraprofessional			
PT	Physical Therapy			
§	This symbol means "Section"			
SB	Spina Bifida			
Section 504	Section 504 of the Rehabilitation Act			
SED	Severely Emotionally Disturbed			
SLD	Specific Learning Disability			
S/L	Speech and Language Impaired			
S/L P	Speech/Language Pathologist			
SPOA	Specific Power of Attorney			
SSDI	Social Security Disability Income			
SSI	Supplemental Security Income			
TBI	Traumatic Brain Injury			

This resource was adapted from the Families and Advocates Partnership for Education (FAPE)

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Web site: www.fape.org ~ E-mail: fape@pacer.org / PACER Center FAPE-14

Appendix G

EDEC 3530
Teacher Candidate's Contract Form

Directions: Read, sign, and date this contract. Please submit it to your instructor as directed in the syllabus schedule for the first class.

As a teacher candidate, or a student in an Undergraduate Teacher Education Program course, I understand that I must comply with course requirements. I will read and study the assigned material and complete all course assignments in a timely manner. I will attend and participate in classes. I also will demonstrate the dispositions of an effective teacher. By signing this contract, I am acknowledging that I have read and understand the syllabus; and I have read and understand the Blackboard pages, if I am taking the course online. In addition, I understand that failure to comply with any of these course requirements could result in a failing grade in the course.

Further, I certify that I am the author of all of my assignments and that any assistance I received in their preparation is fully acknowledged and disclosed in the assignment. In my assignments, I have cited any sources, ideas, or words that I used and the date of the citation, in standard American Psychological Association format. I understand that all sources, ideas, or words must be cited, whether they are quoted directly or paraphrased. I also certify that all of my assignments were prepared by me specifically for this course.

Teacher Candidate's Signature
Candidate's Printed Name

Teacher

Date

Appendix H

Observation Form: Developmental Domains

Child's name _____ Age _____ (years, months) Date _____

Time observations started _____ Time ended _____

<p><i>Physical Characteristics (overall physical development; gross and fine motor skills)</i></p>	<p><i>Social and Emotional (interactions, responses to conflict)</i></p>
<p><i>Cognitive (problem solving, math concepts)</i></p>	<p><i>Language(oral expressions, communication strategies)</i></p>
<p><i>Comments/Notes</i></p>	

Course Syllabus Management Team
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