

REPORT: AssignmentReport

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

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

Course		EDG 6947 Internship & Classroom Research		
Assignment Name	Assignment Description	AP	ESOL	FELS
Action Research	<p>The action research projects should include the following information:</p> <p>?Abstract: This section is typically written last, but placed in front of your study. It is a summary of your proposal including your research question(s).</p> <p>?Introduction & Statement of Question(s) B This section explains your purpose for conducting this study and specifies your question. After reading this section, which is usually rather brief, one should understand the general background for your study and a context for it that leads to the statement of your research question (e.g., what happened to stimulate your interest in conducting the study?).</p> <p>?Literature review B This section discusses previous scholarship on the topic that relates to your research question(s). The purpose of the literature review is to position the proposed research within the broader literature of educational research. Your review should summarize what others have done and learned from their studies.</p> <p>?Participants and Setting B This section provides a description of the participants, community, school, and classroom where the inquiry took place.</p> <p>?Methodology - Explain what you did including the data you collected, the instruments you used (if relevant), and a description of how you analyzed your data</p> <p>?Findings B This section describes what you found out. Your data should be reported and discussed. What did you learn?</p> <p>?Conclusions and implications - How has this study impacted your teaching, your class, student, school, etc.?</p> <p>The written research proposal should follow the American Psychological Association (APA) guidelines.</p>	AP-01, AP-03		
Summary for Course: EDG 6947 Internship & Classroom Research (1 Detail Records)				

Course		EDF 3604 Social Found of Education		
Assignment Name	Assignment Description	AP	ESOL	FELS
Critique and evaluation of schooling	The candidate will write a class paper based on research. The candidate and the instructor will decide on the topic of the paper. The instructor will assess the paper based on the use of research and the development and support of a thesis.	AP-05		
Presentation of research	The candidate makes a presentation, either as an individual or in a group, that reflects the candidates research on a topic and a critique of that material in light of current educational policy and the social , political, or economic contexts where the policies are implemented. These presentations will vary from instructor to instructor.	AP-04		
Reflective writing about assigned reading materials	<p>The candidate writes a reflective essay on one of the assigned readings. Over the semester, the assignment consists of at least three essays. The product consists of the essays.</p> <p>(Only upload this assignment for ESOL Portfolio as specifiedbelow:</p> <p>if you discuss ESOL Policies and Practices in the document upload it only for ESOL Cluster #5</p> <p>if you discuss cross cultural issues in the document upload it only for ESOL Cluster #2</p>	AP-04	ESOL Cluster 2, ESOL Cluster 5	
Summary for Course: EDF 3604 Social Found of Education (3 Detail Records)				

Course		RED 6545 Issues in Vocabulary and Word Study		
Assignment Name	Assignment Description	AP	ESOL	FELS
Language Development	After reading and discussing Chapter 1: First Language Acquisition in Freeman & Freeman, the candidate will create a chart comparing the following views of language acquisition: Developmental psychology, sociology, anthropology, Education, and Linguistics.	AP-05, AP-07		
Phonemic Awareness	After reading Chapter 3: English Phonology and Chapter 4:Implications from Phonology for Teaching Reading and Teaching a Second Language in Freeman and Freeman, the candidate will find a current research article on phonemic awareness from a refereed journal and evaluate the study that is reported. The candidate will also discuss whether the study links phonemic awareness with comprehension or only with the ability to do phonemic awareness tasks.	AP-08		
Text Features	After reading and discussing Chapter 6: A linguistic perspective on phonics in Freeman and Freeman, the candidate will evaluate three children?s books using a checklist of supportive text features to determine how supportive these texts are and to develop an understanding of the importance of selecting the appropriate materials for readers.	AP-04, AP-07, AP-08		
Vocabulary Unit	Select and read two of the articles on vocabulary instruction posted in ?Course Documents.? Then using the information you have learned in this course and the articles, create a five-day vocabulary unit to use in your classroom. Be sure to include a pre and post-assessment and the daily lesson plans that you would use. Your lessons should include Sunshine State Standards, Objectives, the age group and stage of word study you are working with, the Materials, Procedures, and Evaluation. You should also include any accommodations you would recommend for your ESOL students and students with special needs including gifted students. Correct spelling and Standard English and grammar are a must.	AP-01, AP-07, AP-08, AP-10		

Word histories or etymologies.	After reading Chapter 5: English Orthography in Freeman and Freeman, the candidate will review a minimum of three web sites from a list given by the instructor that contain information on word histories and create a list of 15 interesting words. This list will be shared during a class discussion on etymologies and the importance of using this information in word study and vocabulary development.	AP-08
Word Study Project	After Reading and Discussing Chapters 1-5 in Words Their Way by Bear et al., the candidate will assess an elementary student and a secondary student using the appropriate spelling inventory for each. The candidate will determine whether this student is in the Emergent, Beginning, Transitional, Intermediate, or Advanced stage of Word Study. Then the candidate will try out an appropriate word study activity with each student. In addition, the candidate will write a two-page paper describing the results of the assessment, the activity he/she selected, and discussing how valuable the information was. Candidates will also describe how they might use these inventories in their classrooms.	AP-07, AP-08, AP-10

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

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

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

Course		LAE 6315 Writing and Writers: Trends and Issues		
Assignment Name	Assignment Description	AP	ESOL	FELS
?Classic Text? review	Choose one process writing ?classic? text and become the class expert. It is important that you have a knowledge of the various key researchers and theorists in process writing. You will choose one of the texts from the list provided, and read it and write a book review. You will post it to the Classic Text folder on Blackboard. Class members will post responses to your review.	AP-08		
ESOL student interview Before Spring 09	Interview an ESOL student. Try to find out about your student's family background, school experiences, and experiences with or attitudes toward writing. Write a two page paper describing your student and his/her Level of English Language Proficiency and how it relates to written expression. What do you think should be done to meet the needs of this student in terms of instruction and support today? (teaching strategies) Before Spring 09	AP-05, AP-07		

Portfolio	Candidates will collect class writing, handouts, notes, completed assignments and personnel writings in this portfolio.	AP-08
Writer's Notebook	You will keep a writer's notebook. In this notebook, jot down ideas you have for your personal writing and connections on how you will teach writing. You will be expected to have at least four entries per week.	AP-03

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

Course	RED 6544 Cognition, Comprehension, and Content Area Reading			
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Assignment Name	Assignment Description	AP	ESOL	FELS
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ESOL Assignment	<p>Choose 4 comprehension teaching strategies presented in class, demonstrated by the instructor, or described in detail in one of the textbooks. Briefly describe the strategy and the cognitive processes it aims to develop. Explain how you might modify each strategy to use with ESOL students at the four stages of second language acquisition. If the strategy does not need to be modified for any of the stages of fluency, discuss why it is appropriate without modification. (50 points total)</p> <p>Each student will give a presentation on one comprehension teaching strategy and use class members as participants to model and carry out guided practice of that strategy. Find one article, book, or a passage in a book that describes in more detail the teaching strategy you select and its effects on student learning. A copy of this article will be turned in to the instructor on the day of the presentation. The presentation should include a discussion of the strategy and comprehension processes that strategy will promote. Begin your presentation with a PowerPoint or overheads to discuss the strategy. Then model the strategy. In order to model the strategy, you will select a text and make photocopies or provide copies of books, magazines, etc. for the class to use during the demonstration. The text can be fiction or nonfiction, poetry, a short story or section/ chapter of a novel, a newspaper, magazine, or internet article. The class will act as elementary, middle school, or high school students. Guided practice can be done individually or in small groups.</p>	AP-01, AP-03, AP-05, AP-08	ESOL Cluster 1, ESOL Cluster 3	
Presentation	<p>The presenter will prepare a handout for each class member following this suggested format: name of teaching strategy/activity, grade level, purpose, cognitive objectives, materials, procedure, modifications for ESOL students and different age groups, ways strategy can be integrated into content areas, and references. Submit the handout to the instructor in Blackboard's Digital Dropbox before giving the presentation. See additional sheets at end of syllabus for details about the format and assessment of the presentation. Presentations will each be about 20-30 minutes in length at the beginning of the designated class period.</p> <p>Following the presentation, the class will take photos with a digital camera of the different steps involved in your strategy instruction. These photos will be inserted into a PowerPoint presentation on your comprehension strategy. You may give a PowerPoint presentation during your initial presentation and modeling of the strategy, or you may create the PowerPoint after your presentation. PowerPoint presentations with added photos will be shown during the Final Exam period. (100 points for presentation and handout; 25 points for PowerPoint)</p>	AP-02, AP-04, AP-05, AP-08, AP-10		
Research paper on topic connected to comprehension	<p>An important goal of this course is to familiarize the student with the latest research findings and educational trends within the teaching of reading comprehension. Therefore, each student will be responsible for investigating specific research connected with the latest trends in reading comprehension. Articles used will need to be published between 1990 ? 2008 (earlier articles need to be checked with the instructor). Your search of the literature will take the form of a typed paper, double spaced, approximately 10 - 12 + pages and must be in APA style. This research paper will be submitted to the instructor on a designated date due. The student will be prepared to present the findings from the researched literature to a small group at the last class session.</p> <p>The resources needed for this assignment can be found within your text bibliography at the end of each chapter, articles from professional journals, and articles found on the Internet (be careful about on-line sources as they may not be published or are not from professional journals). A bibliography including a minimum of 8 references must be attached to your final paper. Three of the 8 references must be empirical research. Again, be sure that your paper and your bibliography are in APA style. Copies of all empirical articles must be included with your paper.</p>	AP-07, AP-08		

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

Course	RED 6540 Assessment in Literacy			
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Assignment Name	Assignment Description	AP	ESOL	FELS
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Administration of Tests	<p>Part 1: Administer the following tests to students at the appropriate age and reading levels: ?Early literacy assessments ? minimum of 5 different assessments, such as Marie Clay's Sand, alphabet knowledge, phonemic segmentation, and rhyming (You may administer all 5 assessments to one student or different tests to different students) ?Running Records ? minimum of 3 times administered (all to one student or one each to three students) ?Analytic Reading Inventory or a similar Individual Reading Inventory (IRI), including Word Lists, Passages, Miscue Analysis, Retellings, and Comprehension Questions to determine a student's independent, instructional and frustration levels (Please discuss with instructor if you want to administer an IRI other than the ARI) You should first administer the Word List to approximately determine independent, instructional, and frustration levels. Then</p>	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11		
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continue to administer reading passages until you reach the student's frustration level.
 Administer to 2 students total: a native English speaker and an English language learner.
 ?Three additional tests of your choice (assessments of vocabulary knowledge, phonics, spelling, fluency, word identification skills, writing, etc.)
 ?Administer 3 different assessments to an English language learner in addition to the IRI. You can administer early literacy assessments, running records, or any other three assessments, such as phonics or fluency assessments.
 ?A minimum of three of the assessments that you administer must be administered to secondary students.

Part 2:
 Keep a Reflection Log for each of the assessments that you administer. Include anecdotal notes and observations. Discuss what you learned from administering each test. Explain why you chose the three additional tests. Reflections can be handwritten. Make sure that you keep your records stored safely and preserve the confidentiality of the students you assess.

Part 3:
 Analyze and interpret the students' responses to determine strengths and challenges in their literacy development. Write a typed summary of your findings and conclusions. You may hand write the Reflection Log and other discussions.
 Turn in copies of test scoring sheets with your Reflection Log and summary of findings.

A Teacher's Guide to Standardized Reading Tests by Calkins, Montgomery, and Santman will serve as a focus for class discussions on standardized reading tests. Readings will cover a span of 3 weeks.

Reflections on Standardized Reading Tests

Part 1:
 For the assigned reading for each week, 1) write a short summary of key points from each chapter and 2) add personal reflections. These notes/reflections can be handwritten and can be 1 or 2 pages long for each chapter. Bring your notes to each class session. See class schedule for dates of assigned readings.

AP-01,
 AP-02,
 AP-03,
 AP-04,
 AP-06,
 AP-07,
 AP-08,
 AP-09,
 AP-10, AP-11

Part 2:
 After the completion of discussions on standardized testing, plan instructional strategies you will use in the future to prepare your students for standardized tests like FCAT. Outline the strategies you would like to try. Do not prepare lesson plans.

Assemble your chapter notes with a brief write-up of your instructional plans and submit to instructor.

Collect copies of tests and/or information about tests used in your school at different grade levels and bring to class on the date specified. Working together in class, we will begin the written part of the assignment.

Class activity and Writeup:

Part 1:
 ?Fold a sheet of paper in half and on the left-hand side of the paper make a list of all the tests you and others in your small group collected.
 ?Put an asterisk after those tests that you are currently using in your own classroom.
 ?On the right-hand side of the paper briefly write the purpose of each test or what the test is used for in your school or other schools of class members. Indicate the type of assessment ? standardized, informal, authentic, etc.

AP-01,
 AP-02,
 AP-03,
 AP-04,
 AP-07, AP-08

Research Project: Assessments in Your School

If you are not currently teaching, interview a classroom teacher and principal about the assessments used in their school. Take notes and bring your notes to class.
 Part A will be done in class and can be handwritten.

Part 2:
 ?On a second sheet of paper, discuss your experience with any of these tests. What tests do you prefer? What tests are most helpful to you, and why are they helpful? What tests do not provide sufficient information to aid your teaching and why?

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

Course RED 6846 Practicum in Reading

Assignment Name	Assignment Description	AP	ESOL	FELS
Case study of a K-12 student's literacy learning	This course is designed to provide guided experience in developing and implementing literacy assessment plans, diagnosing student literacy development, and planning and carrying out appropriate instruction to advance students in their learning of the various components of reading and writing. You will focus on one student in your class whom you would like to work with during the semester. If you are not currently teaching, you will work with one student in a class where you are volunteering as a literacy tutor. The student you select for this project should be a struggling reader (in some way at risk) or may be representative of the majority of students in the class and the teaching challenges that you face. You will: 1. Develop an assessment plan to determine the student's strengths and challenges in reading and writing 2. Administer the assessments 3. Observe the student's interactions during literacy events in the classroom 4. Diagnose the student's literacy development 5. Plan instructional strategies and select material to effectively work with the student 6. Instruct the student	AP-01, AP-02, AP-03, AP-04, AP-08, AP-10, AP-11		

Technology Use Survey	Develop a survey of technology use and administer it to your students, parents, other teachers, or members of a professional group. The survey will be developed as an in-class project. Questions will be related to a) availability of hardware and software (Equity and Access), b) knowledge and skills related to technology, c) current instructional practices using technology, d) perceived needs, e) immediate and long-term goals related to technology, . Summarize the findings of your survey in a short report (1-2 pages). Include a table/s to report data, but don't just submit a table without a written report.	AP-05, AP-12
WebQuest Project	Candidates will create a WebQuest for use in their classroom. In class they will view examples of outstanding WebQuests to use as models. They will work on their WebQuest development in class. Each will create his/her own unique WebQuest, but they may work together for ideas and technical assistance. They will choose a theme for their WebQuest that fits into literacy or content area instruction. They will identify which of the Sunshine State Standards are addressed by the Web Quest. At completion, WebQuests will be posted on internet. (50 points)	AP-03, AP-08, AP-12

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

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

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

Course		FLE 5145 Language Princ, Acq. and Teac		
Assignment Name	Assignment Description	AP	ESOL	FELS
Article Critiques.	Read, summarize, and critically analyze three articles on a topic related to the course content. For each article write a reaction paper that is 3-5 double-spaced pages, including the full citation (using American Psychological Association 6th edition format for citations), a brief summary of the main points, and your critical analysis (reaction).	AP-05	ESOL Cluster 2, ESOL Cluster 5	
ELL Interlingual (Cross-linguistic) Case Study. Parts 1 and 2.	The candidate performs a linguistic analysis of an ELL student. The candidate observes and interviews the student, records the interview, and transcribes the interview for analysis of the student's interlingual (cross-linguistic) phonetics, phonology, morphology, semantics, syntax, discourse, pragmatics, sociocultural competence, and literacy (reading, & writing) abilities.	AP-05	ESOL Cluster 1, ESOL Cluster 3	
LEP Analysis: Part I until Fall09	A case study of a student's language development, including the areas of phonetics, phonology, morphology, semantics, and syntax.	AP-01, AP-05, AP-07	ESOL Cluster 1, ESOL Cluster 3	
LEP Analysis: Part II until Fall09	A case study of a student's language development, including the areas of discourse, pragmatics, socio-cultural competence, and literacy.	AP-01, AP-05, AP-07	ESOL Cluster 1, ESOL Cluster 3	
Lesson Plan Preparation.	The candidate completes a lesson appropriate for the inclusion of ESOL child based on the Case Study.	AP-05, AP-10	ESOL Cluster 1, ESOL Cluster 3, ESOL Cluster 5	
PowerPoint Presentation.	Create a PowerPoint presentation (10-15 slides) synthesizing your three article critiques.	AP-12	ESOL Cluster 2, ESOL Cluster 5	
Quizes	Quizes	AP-05	ESOL Cluster 4, ESOL Cluster 5	

Summary for Course: FLE 5145 Language Princ, Acq. and Teac (7 Detail Records)

Course		EDF 6120 Child Development		
Assignment Name	Assignment Description	AP	ESOL	FELS
	The candidate identifies problems in a case study and applies motivational theories to reduce the problems.			
Case study on classroom management and motivation	The candidate will identify the range of problems embedded in a case study, review the assigned readings concerning management of student conduct and motivation, and devise a plan to deal with the problems presented in the case. The final product will be a written analysis of the problems embedded in the case and prescribed strategies that will be used to deal with the problems. The candidate applies developmental theories to teaching strategies.	AP-02, AP-09		
Developmentally appropriate teaching strategies	The candidate applies developmental theories to their strategies by identifying two strategies that they could apply in your classroom for each of the following six areas based on the relevant theories covered in this course: cognitive development (e.g., Piaget, Vygotsky); development of aspects of information processing model (e.g., attention, working memory, long-term memory); development of intelligence (e.g., Gardner, Sternberg, Spearman); personal and emotional development (e.g., Erickson); development of motivation and self-regulation (e.g., Bandura, Schunk, Pintrich, Deci, Eccles, Dweck); and moral development (e.g., Kohlberg, Gilligan).	AP-07		
Summary for Course: EDF 6120 Child Development (2 Detail Records)				

Course		EEX 6051 Creating Positive Learning Environments for Students with Disabilities		
Assignment Name	Assignment Description	AP	ESOL	FELS
Classroom Management Plan	Develop a classroom management plan for your own classroom. The components listed below must be included in this plan. Your plan must be written in a narrative format, utilizing the following subheadings: Your philosophy on classroom management, Overall Class Plan, How you will involve the students, What you will do about individual challenges, How you will determine and document social and/or behavioral progress both class-wide and individually, How you will accommodate ESOL students and families, incorporation of multicultural context, How you will involve the home...	AP-09		
Family Involvement Plan / Presentation #2	Each student must prepare a detailed plan for involving parents within the context of their classroom. This plan must be specific and include elements of the following: ?Methods of communication ?Issues of confidentiality ?Conferencing with families ?Bringing families into your class ?Address diversity of families (educational, cultural, religious, form) ?Special problems (homeless, violence, disability, substance abuse) ?Must include a reference page (APA style) Although the presentation of your plan will be informal; you must provide your colleagues with a one-page handout of your key ideas	AP-05, AP-11		
Family/Parent Interview Before Summer 08	Interview a parent (or other significant family member) of a student with disabilities. The interview questions and responses must be typed. The interview questions will be established in class (at least ten questions). Additionally, you may add more questions to the interview. After completing the interview, type up a summary of what you learned about the family's perspective of dealing with a child with disabilities. Additional findings and insights should also be included by trying to place yourself in the shoes of this family member. Before Summer 08	AP-02		
Lesson Plan Upload	Lesson Plan Upload	AP-10		
Teacher Interview	Interview a teacher of students with disabilities. The interview questions and responses must be typed. The interview questions will be established in class (at least 10 questions). Additionally, you may add more questions to the interview. After completing the interview, type a reflective summary of what you learned about teaching students with disabilities (approximately two to three pages). This reflective summary must include components such as skills needed, characteristics needed, behaviors needed, values needed, and materials needed by the special education teacher in order for her/his students to be successful. Additional findings and insights should also be included.	AP-11		
Teacher Work Sample/Unit Plan	Presentation from Results of the Interview Based on the above interview and summary, create a presentation which will enable the other students in the class to learn from your interview findings. What do teachers need to know and how can you as a beginning teacher ensure that you possess the skills needed, the characteristics needed, the behaviors needed, the values needed, and the materials needed by a teacher in order for their students to be successful? Additional findings and should also be included. Students will begin the development of a teacher work sample with a mini unit infused to include: contextual factors, learning goals, assessment plan and an instruction design component. Must include accommodations for students with disabilities and those whose first language is not English	AP-01, AP-10		
Summary for Course: EEX 6051 Creating Positive Learning Environments for Students with Disabilities (6 Detail Records)				

Course		EDG 6947 Internship and Classroom Research		
Assignment Name	Assignment Description	AP	ESOL	FELS
Action Research	<p>The action research projects should include the following information:</p> <p>?Abstract: This section is typically written last, but placed in front of your study. It is a summary of your proposal including your research question(s).</p> <p>?Introduction & Statement of Question(s) B This section explains your purpose for conducting this study and specifies your question. After reading this section, which is usually rather brief, one should understand the general background for your study and a context for it that leads to the statement of your research question (e.g., what happened to stimulate your interest in conducting the study?).</p> <p>?Literature review B This section discusses previous scholarship on the topic that relates to your research question(s). The purpose of the literature review is to position the proposed research within the broader literature of educational research. Your review should summarize what others have done and learned from their studies.</p> <p>?Participants and Setting B This section provides a description of the participants, community, school, and classroom where the inquiry took place.</p> <p>?Methodology - Explain what you did including the data you collected, the instruments you used (if relevant), and a description of how you analyzed your data</p> <p>?Findings B This section describes what you found out. Your data should be reported and discussed. What did you learn?</p> <p>?Conclusions and implications - How has this study impacted your teaching, your class, student, school, etc.?</p> <p>The written research proposal should follow the American Psychological Association (APA) guidelines.</p>	AP-01, AP-03		
Summary for Course: EDG 6947 Internship and Classroom Research (1 Detail Records)				

Course		RED 6247 Supervision in Literacy		
Assignment Name	Assignment Description	AP	ESOL	FELS
Clinical Practice and Reflection	<p>The candidate will conduct a clinical observation cycle, including a pre-observation conference, an observation, and a post observation conference. Ideally the principal would accompany the candidate in this experience. The candidate may videotape the conference with school permission, analyze and critique the experience based on best practice outlined in course materials, district policies and procedures and relevant professional literature. The candidate may assist the teacher in incorporating strategies that support the learning of all students and, following the Florida Code of Ethics, encourages students? independent actions and does not restrain a student from the pursuit of learning. There must be evidence of all this in the written reflection. The candidate will submit a 5-7 page paper detailing the Pre-Observation, Observation and Post-Observation, Self-Analysis and Critique all placed in an organized and labeled packet with artifacts. The artifacts should be labeled to indicate their purpose and function, and organized to represent the process.</p>	AP-02, AP-06, AP-08		
Observations of Tapes	<p>The candidate will observe/assess 6 tapes of actual classroom teaching and will write up a complete report including the Pre-Observation conference, the actual Observation of the classroom activity, and the Post-Observation Conference.</p>	AP-07, AP-09		
Philosophy of Education/Professional Development	<p>The candidate will complete a Personal Educational Philosophy Platform. This will reflect personal knowledge and attitudes about teaching children and include a Professional Development Plan as a teacher. This will include your planned activities personally and professionally for both learning and publishing projects/studies to be initiated.</p>	AP-03, AP-08		
Professional Teacher Handbook on Classroom Practices and Professional Development	<p>The candidate will assess current supervisory practice in a school setting looking at best practices as outlined in current research and professional literature and current Florida requirements regarding the state system of School Improvement and Accountability. Particular attention will be paid to planning, direct personal support, teacher assistance, and professional development to promote student achievement. The candidate will prepare a report of the assessment conducted. The report should include a brief description of the setting, the process used to conduct the assessment, the results of the data gathering process, an analysis of the findings, and recommendations based on the candidates knowledge of best practice.</p>	AP-01, AP-07, AP-08		
Reflective Practice	<p>Each week at the end of each class session the candidate will reflect (in writing) on the class discussions and how, if at all, their understandings of concepts related to supervising instruction are developing. Emphasize how the class discussions, practices, readings and assignments are modifying your perception on the value and practice of classroom observations and professional development as a way of improving the learning of all children.</p>	AP-03		
Summary for Course: RED 6247 Supervision in Literacy (5 Detail Records)				

Course		RED 4310 Reading & Learning to Read		
Assignment Name	Assignment Description	AP	ESOL	FELS
ESOL Article Reflection	ESOL Article Reflection		ESOL Cluster 2, ESOL Cluster 3	
ESOL Website Activity	ESOL Website Activity		ESOL Cluster 3	
Guided Reading Lesson	Guided Reading Lesson		ESOL Cluster 3	

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

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

Course MAE 4310 Teaching Elem School Math I

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

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

Course EEX 4070 Integrating Exceptional Students in the Regular Classroom

Assignment Name	Assignment Description	AP	ESOL	FELS
Classroom management plan. (until sp07)	Candidate will create an effective learning environment which has techniques and strategies to do so including some that provide opportunities for student input into the process through the creation of a classroom management plan that requires accommodation for all exceptionalities. The candidate will include in the learning environment plan the techniques used to involve the students, recognize cognitive, linguistic, and affective needs of individual students and arrange learning environments and activities to meet those needs, provide opportunities for students to be accountable for their own behavior, and arrange and manage the physical	AP-09		

environment to facilitate learning outcomes. (until sp07)

ESOL Article Reflection	ESOL Article Reflection		ESOL Cluster 4
Observation & reflection of student who receives special education services	Candidate will shadow a student who receives special education services. Candidate will observe student throughout one day and record minute by minute the observable behaviors of the student. Upon completion of the activity the candidate will write a reflection of which analyzes the student's learning needs and which accommodates differences. The written documentation of the shadowing activity will include assessment data that identifies student strengths and weaknesses, interpret data from informal assessment procedure, and identify potentially disruptive student behavior.	AP-01, AP-03	
Reflection of a multidisciplinary or family conference	Candidate will attend a multidisciplinary or family conference and write a reflection regarding best practices observed. The candidate will focus on effective communication strategies including accommodations for exceptionalities. Candidate will document date, setting, participants in attendance and length of the meeting.	AP-02, AP-03	

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

Course		EDE 4301 Classroom Management, Safety, Ethics, School Law		
Assignment Name	Assignment Description	AP	ESOL	FELS
Classroom Management Plan	The candidate will elaborate her/his Classroom Management Plan to be modified during Level II Internship/Graduate Practicum, and implemented during Final Internship. The product is the completed written plan that will include the classroom environment, class rules and consequences for controlling behavior in the classroom, strategies to prevent misbehavior, and the roles for your support team. In addition, candidates will explain how particular theorists in classroom discipline influenced their plan.	AP-05, AP-07, AP-09, AP-10	ESOL Cluster 2	
Discipline Model Presentations	Students will work in cooperative groups to research and prepare a lesson on a prominent discipline system. Each group will be given a summary of a different discipline system and together the group will prepare a lesson that will include the concepts given to them by the instructor. Each student in the group will research the assigned discipline model separately. Time will be given at the end of two class sessions to share their research and develop a lesson plan that each will teach. Groups will be redistributed in Jigsaw fashion and each student will teach the discipline system to the new group. All students will take notes from each lesson and groups will be evaluated on the results from the test at the end on the session.	AP-08		
ESOL Article (optional)	ESOL Article		ESOL Cluster 1	
Interdisciplinary Unit Plan	Each student will plan and design a unit of study for the grade level of their choice. This unit will include 6 lessons on a specific content area such as science, social studies etc. Each lesson must include modifications for ESOL students at all levels of the language acquisition.	AP-01, AP-04, AP-07, AP-08, AP-10	ESOL Cluster 1	
Paper on Ethics	Each student will complete a review of the literature (minimum of 3 articles) from professional refereed journals on our Education Code of Ethics. The paper will consist of a summary of each article and a discussion on how you will relate this code of ethics to your teaching in an elementary classroom. The paper must include a list of references and include copies of the reviewed articles .	AP-06		
Peer Teaching	Candidates will work in pairs to research a prominent discipline system including who the theorist is, principles of the system, strengths, and practical applications of the system. The candidates will demonstrate teaching ability by teaching the discipline system to their peers. (before Spring07)	AP-02, AP-03, AP-07, AP-08, AP-10		
Visit Holocaust Museum (before sp07)	The student will tour the Holocaust Museum and examine the materials, media, etc. on display. The student will write a reflection paper summarizing their reactions to the artifacts and how this might impact their classroom teaching.	AP-04, AP-05	ESOL Cluster 2	
Visit Multicultural Center (before sp07)	The student will visit the Pinellas County Multicultural Center and examine ESOL and multicultural materials, media, etc. The student will write a paper describing what they saw at the center and how they might use these resources in their classrooms.	AP-04, AP-05	ESOL Cluster 2	

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

Course		EDF 4430 Measurement for Teachers		
Assignment Name	Assignment Description	AP	ESOL	FELS
Analysis of Classroom Test Results	Analysis of Classroom Test Results	AP-03		
Analysis of Standardized Test Report Before Spring09	Analysis of Standardized Test Report Before Spring09	AP-01		
Analysis of test items for cultural bias. Before Spring09	Analysis of test items for cultural bias. Before Spring09	AP-05	ESOL Cluster 2	

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

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

Course		MAE 4326 Teaching Elementary School Math II		
Assignment Name	Assignment Description	AP	ESOL	FELS
Function machine project	The candidate reviews the literature on function machines, and designs a working model of one. The candidate then writes a lesson plan for using their machine with 1-5 students, and implements their lesson plan with a group of students.	AP-02, AP-04, AP-07, AP-08, AP-09, AP-10, AP-12		
Individual assessments that includes some embedded performance tasks.	The candidate completes individual assessments including some performance tasks that require specific content knowledge in the areas of measurement, geometry and spatial sense, algebraic thinking, and data analysis and probability. The specific tasks vary from instructor to instructor. Tasks include determining area and circumference of a geometric figure; collecting, displaying, and interpreting data; relating patterns and functions to algebraic equations	AP-01, AP-08, AP-12		
Lesson plans conducted in classrooms with ESOL accommodations and reflections/journals	During the course there will be ongoing assignments in the form of lessons, activities, reflections, and journals. If possible these lessons/activities could be conducted in classroom situations.	AP-03, AP-04, AP-10		

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

Course		SCE 4310 Teaching Elementary Science		
Assignment Name	Assignment Description	AP	ESOL	FELS
Class presentation of an inquired-based lesson to whole class	Lesson must include hands-on activities with total class participation. Lesson must be well planned and written up in CTC lesson plan format. Lesson should include visuals and use of technology with appropriate voice projection and clear communication. Questions within the lesson must be higher order and used to motivate the scientific inquiry in class. A key element for the presentation is to demonstrate the modifications made for students with special needs and the different stages of language acquisition. of ESOL students.	AP-02, AP-04, AP-05, AP-10, AP-12		
Culturally Relevant Lesson	Modification of an activity into a ?culturally relevant? lesson. You will develop a description of the lesson; provide copies of the modified lesson, and the necessary materials to carry out the lesson. The lesson must include materials used, classroom climate, what assessments you will use and how the lesson will be modified to accommodate ESOL students at different stages of language acquisition. Be sure there is a list of sources used to prepare the lesson and connect the lesson to the Sunshine State Standards for science.	AP-01, AP-04, AP-06, AP-07, AP-08, AP-10	ESOL Cluster 1, ESOL Cluster 2	
Current Science Topics and Events Review	A selection of science-related events and topics reported on in the media. Reflecting on these items as they relate to the elementary science classroom will be the major task of this assignment.	AP-02, AP-04, AP-10		
Design a health instructional learning experience.	The candidate will submit a written plan that will include the components of a safe and healthy classroom, learning environment, health services that a teacher must provide, and innovative instruction that models a healthy lifestyle.	AP-08, AP-10		
ESOL Article Reflection	ESOL Article Reflection		ESOL Cluster 1, ESOL Cluster 2	
Final Paper	Synthesizing of ideas about elementary science teaching and learning.	AP-01, AP-02, AP-03,	ESOL Cluster 1, ESOL Cluster 2	

		AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	
Science Lesson Plan	Develop an inquired-based lesson plan that actively engages and motivates students in learning science. The lesson must include actual questions you intend to use to stimulate creative and critical thinking, descriptions of hands-on activities, and grouping of students. The lesson must include materials used, classroom climate, what assessments you will use and how the lesson will be modified to accommodate ESOL students at different stages of language acquisition. Be sure there is a list of sources used to prepare the lesson and connect the lesson to Sunshine State Standards.	AP-01, AP-04, AP-07, AP-08, AP-10	ESOL Cluster 1, ESOL Cluster 2
Science Photo Autobiography	This is a visual and text-based piece of work that reflects your science experiences from elementary school, middle/junior school, high school and college.	AP-02, AP-03, AP-09, AP-10, AP-11	
Science Teaching Philosophy	Create a paper that requires you to think about what kind of teacher of science you would like to become. Include the various approaches you might use and how they connect with the Sunshine State Standards. Include how you might set up your classroom environment to reflect your philosophy. Your philosophy must reflect your knowledge of the National Science Education Standards and the AAAS Benchmarks.	AP-08	
Science through Children?s Literature Synopsis	Selection of a storybook and creation of at least three possible questions for class discussion. You will also write and submit a short summary critique of the book, explaining why you chose the book and what science concepts it teaches and how it addresses or does not address ESOL students? needs. Suggest strategies for adapting the book for ESOL students.	AP-02, AP-04, AP-05, AP-10, AP-12	ESOL Cluster 1, ESOL Cluster 2

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

Course SSE 4313 Teaching Elementary Social Studies

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

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

Course EDG 4909 ESOL Practicum

Assignment Name	Assignment Description	AP	ESOL	FELS
Documentation of Accommodations	The candidate documents the adaptations s/he made while teaching to meet the individual needs of one or more LEP students. The product is a folder containing a description of resources used, annotated copies of lesson plans and assessment instruments, and other information as appropriate.	AP-05		
ESOL Modified Lesson Plan	ESOL Modified Lesson Plan - 1 lesson plan modified for ESOL students.	AP-10	ESOL Cluster 1, ESOL Cluster 2	
ESOL Specific Lesson Plan	Lesson Plan for Classroom of ESOL students.		ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4	

Evaluations of Video-Taped Teaching	The candidate produces two videos of a 30-minute lesson, one language arts and one in another content area (selected from math, science or social studies). The candidate evaluates her/his performance, and obtains an external evaluation from a peer or mentor. The product is the tape along with the candidate's summary and reflections of the ESOL Performance Standards s/he demonstrated.	AP-02, AP-03, AP-08, AP-09	
Lesson Plans for LEP Students	The candidate creates ten original lesson plans with ESOL modifications for a minimum of two weeks of instruction. Lessons are created for students with various levels of English proficiency and include modifications for objectives, procedures and assessments. Instructional plans are linked to the Sunshine State Standards. The product is the set of ten lessons and their delivery in the classroom.	AP-01, AP-05, AP-08, AP-09, AP-10	
School ESOL Evaluation	School ESOL Evaluation		ESOL Cluster 5
Teacher Evaluation Form	Teacher Evaluation Form		ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3

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

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

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

Course	FLE 5345 Theory and Practice of Teaching ELLs K-12			
Assignment Name	Assignment Description	AP	ESOL	FELS
Article Critiques.	Read, summarize, and critically analyze three articles on a topic related to the course content. For each article write a reaction paper that is 3-5 double-spaced pages, including the full citation (using American Psychological Association 6th edition format for citations), a brief summary of the main points, and your critical analysis (reaction). The candidate completes the following tasks:		ESOL Cluster 2, ESOL Cluster 5	
Cultural Awareness Task	Conduct a Cultural Interview with an adult whose native/first language is not English and whose native/first culture is not the United States, using questions specified in course materials; Complete a Cultural Self-Analysis, answering specified questions about her/himself and culture.	AP-05, AP-11	ESOL Cluster 2	
ESOL- Modified Lesson Plan	The Candidate selects a content-based lesson plan appropriate to her/his subject of interest and modifies the selected lesson for students at ALL LEVELS of English proficiency, including content, linguistic, and cultural objectives	AP-05, AP-08, AP-10	ESOL Cluster 1, ESOL Cluster 3, ESOL Cluster 5	
Language Learning Interview	The candidate asks an English language learner about her/his experience learning English. The product is a one-page paper that includes the questions and responses. Some suggested questions: What has helped you most in learning English? What can teachers do to help the English language learner more? What do you wish the teacher would not do? What advice would you give to other English language learners	AP-05, AP-11	ESOL Cluster 2	

LEP Policies and Practice - Copy Of Quiz	LEP Policies and Practice - Copy Of Quiz. These will be available on Blackboard. Quizzes benefit you since these questions will be on the midterm and final exams. Quiz 7 can be used towards ESOL Cluster 5; save a copy.	AP-05	ESOL Cluster 4, ESOL Cluster 5
Lesson Plan Assignment	The candidate will prepare a lesson plan of a teaching method that is appropriate for English language learners.	AP-10	ESOL Cluster 1, ESOL Cluster 3, ESOL Cluster 5
PowerPoint Presentation.	Create a PowerPoint presentation (10-15 slides) synthesizing your three article critiques.	AP-12	ESOL Cluster 2, ESOL Cluster 5
Reflection Article Discussions.	You will choose one article per section (lecture). The articles will be posted in Blackboard. Please choose from the provided section. You will write approximately 2 pages (500 word) reflection on how the information presented in the article affects your teaching, particularly teaching of students who are English Language Learners (ELLs).	AP-05	ESOL Cluster 2, ESOL Cluster 5
Reflection on Overall Field Experiences	The candidate will produce a one-page typed reflection expressing what was experienced and learned during the field assignment.	AP-03	ESOL Cluster 1, ESOL Cluster 3, ESOL Cluster 5
Solom Test	The candidate will record an interview with an English language learner and will use the language sample to evaluate the student's English comprehension, fluency, vocabulary (semantics), pronunciation (phonology), and grammar (syntax), and interaction skills (pragmatics) using the SOLOM matrix with descriptors.	AP-05	ESOL Cluster 3

Summary for Course: FLE 5345 Theory and Practice of Teaching ELLs K-12 (10 Detail Records)

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

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

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

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

Course		LAE 4414 Teaching Literature in the Elementary School, Grades K-6		
Assignment Name	Assignment Description	AP	ESOL	FELS
Activity Presentation	The candidate will develop a presentation to be graded by his/her peers demonstrating knowledge about selecting suitable literature to meet the cognitive, social, and emotional growth and development of children including L1 and L2 English speakers.	AP-08, AP-10	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3	
Article Reflection related to Reading	The candidate will plan and develop an activity to be presented in class and evaluated by peers. This activity will include explanations on suitable literature that would meet the needs of the diversity in the classroom and accommodations for L1 and Ls English speakers. The candidate will write a written reflection for the following topics: 1) A reflection on a class demonstration about selecting suitable literature to meet the cognitive, social, linguistic, and emotional growth and development of children including L1 and L2 English speakers. 2) A reflection upon an assigned reading and lecture on how to select, adapt, and use instructional techniques, strategies, and response modes to enhance knowledge and appreciation of literature, both in print and non-print materials, to meet individual needs and learning styles of diverse children. 3) Reflection on assigned reading and classroom discussion about selecting literature to develop children?s understanding of and respect for diverse cultures.	AP-03, AP-05, AP-08	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3	
Critique a current research article	The candidate will write a two-page reflection directly related to the readings and classroom presentation and discussion. The reflection must include an introduction explaining the topic followed by thoughts about the topic and how it applies to his/her own teaching. The candidate will critique a current research article relating to children?s literature that reflects diversity across cultures.	AP-05	ESOL Cluster 2	
ESOL Activity (Online Course)	The candidate will select an article of choice, preferably a current study, Candidate will critique, summarize and write reactions to article. ESOL ACTIVITY Read Crossing Borders: Multicultural Literature in the Classroom http://www.ncele.gwu.edu/pubs/jeilms/vo15/crossing.htm Summarize the article giving the three major points. Discuss how you will use this information in your own teaching. (150 word minimum)	AP-05	ESOL Cluster 1	
ESOL Activity (ONLINE course) for Education Majors	ESOL Activity for Education Majors: Go to the following Web site and summarize your findings. http://teacher.scholastic.com/products/instructor.multicultural.htm Once you have summarized your findings, what is your overall opinion if the advice concerning the selection of multicultural books that was given by the following 5 authors? Joseph Bruchac, Gary Soto, Floyd Cooper, Patricia Polacco, and Yumi Heo;(150 word minimum)	AP-05	ESOL Cluster 1	
Lesson Plan	The candidate will write lesson plans demonstrating knowledge of the following topics: 1) selecting suitable literature to meet the cognitive, social, linguistic, and emotional growth and development of children including L1 and L2 English speakers. 2) Selecting, adapting, and using instructional techniques, strategies, and response modes to enhance knowledge and appreciation of literature, both in print and non-print materials, to meet individual needs and learning styles of diverse children. 3) Selecting literature to develop children?s understanding of and respect for diverse cultures. 4) Using literature to enhance learning across content areas. The candidate will demonstrate an understanding of the course content by designing three lesson plans which incorporate the topics of the three reflection papers. The lessons will include the appropriate targeted audience, tied to Sunshine State Standards, follow CTC format and include modifications for ESOL students at various levels of language proficiency.	AP-05, AP-08, AP-10	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3	

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

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

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

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

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

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

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

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

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

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

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

Course		EEX 4221 Educational Assessment of Exceptional Students		
Assignment Name	Assignment Description	AP	ESOL	FELS
Assessment Case Study	The candidate will, in consultation with the cooperating teacher, select a P-12 child to assess. This assessment will include a variety of formal and informal measures in the following areas: ability, general academics, social/emotional, and adaptive behavior. In addition, the candidate must also conduct a classroom observation of the student, review pertinent school records and interview the teacher. The final product will be a comprehensive written report.	AP-01, AP-06	ESOL Cluster 4, ESOL Cluster 5	

ESOL article review	Only upload this document for ESOL Portfolio, if you have selected an ESOL student for this assignment. The candidate will read and review a journal article related to ESE/ESOL students and issues surrounding assessment and placement. For the final product, the candidate will write a review of this article including the relevancy of it for special education teachers.	AP-01	ESOL Cluster 4, ESOL Cluster 5
Summary for Course: EEX 4221 Educational Assessment of Exceptional Students (2 Detail Records)			
Course	EEX 4243 Education of Exceptional Adolescents and Adults		
Assignment Name	Assignment Description	AP	ESOL FELS
Transition Plan	Transition Plan (to be completed as a group project) ? Using a case study provided by the instructor, you will develop a transition plan that includes all seven transition components. Only upload this document for ESOL Portfolio, if you have modified the assignment for the ESOL students with special students.	AP-04, AP-10	ESOL Cluster 4
Summary for Course: EEX 4243 Education of Exceptional Adolescents and Adults (1 Detail Records)			
Course	EEX 4604 Behavior Management Sp. Needs/At Rsk Students		
Assignment Name	Assignment Description	AP	ESOL FELS
Behavior Recording and Intervention Project	Semester length project requires: defining challenging behavior, developing direct observational system with repeated measures graphic display, analyzing class room environmental influences, developing intervention and generalization plan, and reflecting on outcomes. (additionally intervention description must provide evidence of sensitivity to linguistic differences) Only upload this document for ESOL Portfolio, if you have modified the assignment for the ESOL students.	AP-01, AP-02, AP-09	ESOL Cluster 4
Case study on classroom management and motivation	The candidate identifies problems in a case study and applies motivational theories to reduce the problems. Only upload this document for ESOL Portfolio, if you have modified the assignment for the ESOL students.		ESOL Cluster 4
Designing a data collection and display system	The candidate completes a series of tasks, related to the initial steps in building a behavior management system for use with a learner with behavioral challenges. These tasks include stating the rationale for and defining a target student and behavior. For the target behavior a measurement, recording, data display and environmental analysis strategy is produced. Only upload this document for ESOL Portfolio, if you have modified the assignment for the ESOL students.	AP-01, AP-09	ESOL Cluster 4
ESOL Article Reflection	Students' reflection on article related to ESOL students with special needs.		ESOL Cluster 4
Summary for Course: EEX 4604 Behavior Management Sp. Needs/At Rsk Students (4 Detail Records)			
Course	EEX 4846 Clinical Teaching in Special Education		
Assignment Name	Assignment Description	AP	ESOL FELS
ESOL Article Reflection	ESOL Article Reflection on ESOL students with special needs.		ESOL Cluster 4
Writing Lesson Plans	Based upon the course topics to date and the course session on lesson plans, each student will prepare three original lesson plans. The format for the lesson plans will be provided to students as a component of the course session on preparing lesson plans. Only upload this document for ESOL Portfolio, if you have modified the assignment for the ESOL students with special needs.	AP-05, AP-07, AP-10	ESOL Cluster 4
Summary for Course: EEX 4846 Clinical Teaching in Special Education (2 Detail Records)			
Course	EMR 4011 Introduction to Mental Retardation		
Assignment Name	Assignment Description	AP	ESOL FELS
Case Study	You will be given a short case study to review. Your assignment will be to extract specific information regarding the student's eligibility for programs, characteristics and recommendations for interventions.	AP-01, AP-11	

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

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

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

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

Course		FLE 4317 Teaching Students with Limited English Proficiency K-12		
Assignment Name	Assignment Description	AP	ESOL	FELS
	The candidate completes the following tasks:			
Cultural Awareness Task	Conduct a Cultural Interview with an adult whose native/first language is not English and whose native/first culture is not the United States, using questions specified in course materials; Complete a Cultural Self-Analysis, answering specified questions about her/himself and culture.	AP-05, AP-11	ESOL Cluster 2	
LEP Policies and Practice - Copy Of Quiz	LEP Policies and Practice - Copy Of Quiz	AP-05	ESOL Cluster 4, ESOL Cluster 5	
Lesson Plan Modification	The candidate will select a K-12 lesson plan for native speakers found on the Web and modify it for LEP students at all levels of proficiency. The lesson plan must be content-based, appropriate to the candidate's subject of interest.	AP-05, AP-08, AP-10	ESOL Cluster 1, ESOL Cluster 3, ESOL Cluster 5	
Reflection on Over-All Field Experience	The candidate will produce a one-page typed reflection expressing what was experienced and learned during the field assignment.	AP-03	ESOL Cluster 1, ESOL Cluster 3, ESOL Cluster 5	
SOLOM	Analyze language sample.	AP-05	ESOL Cluster 3	

Summary for Course: FLE 4317 Teaching Students with Limited English Proficiency K-12 (5 Detail Records)

Course		LAE 4314 Teaching Writing in the Elementary School, Grades K-6		
Assignment Name	Assignment Description	AP	ESOL	FELS

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

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

Course MAE 6117 Teaching Mathematics in Special Education Programs

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

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

Course RED 4310 Early Literacy Learning (until sp07)

Assignment Name	Assignment Description	AP	ESOL	FELS
ESOL Website Activitiy	Find website with lesson plans for improving oral language skills or word work, vocabulary building in second language learners of English. Develop your own lesson plan based on website plan. Type 1-2 page explanation of when and how you could use the lesson in your teaching and the level of language fluency for which the lesson appropriate.	AP-05		
Guided Rading Lesson	Plan and implement a guided Reading Lesson with a small group of elementary students. Student will include a written rationale for how the lesson meets the needs of ESOL students.	AP-05, AP-08		
Individual Assessment Project	Select one studentand administer 5 reading/writing assessments. Analyze and write 1 to 2 page summary of the results.	AP-01, AP-07, AP-08		
Shared Reading Writing Lesson	Develop and implement a Shared Reading or Writing lesson in a primary classroom. Include in write-up a rationale telling how the lesson meets the needs of ESOL learners, gifted students & students with special needs.	AP-05, AP-08		

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

Course RED 5147 Foundations of Developmental Reading

Assignment Name	Assignment Description	AP	ESOL	FELS
Fluency Assignment	Students will read LaBerge and Samuels' article on Repeated Readings and will work with one K-12 student on the repeated reading process. Students will write a two page narrative describing the process and the importance of fluency in reading. Students will also discuss how they implemented repeated readings with their K-12 student.	AP-07, AP-08		

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

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

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

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

Course	EME 2040 Introduction to Educational Technology			
Assignment Name	Assignment Description	AP	ESOL	FELS
Educational Website Evaluation	Students will choose an Educational Website and review using a template/rubric	AP-12		
Gradebook with Excel	Students will Create a GradeBook using Excel. If you are uploading this artifact for your portfolio, you MUST upload the excel file you created during the course which automatically calculate grades. Do not submit a PDF printout format or a scanned document since the printout will not show your ability to use formulas, calculations in excel.	AP-12		
Technology Lesson Plan	This is a lesson plan assignment focuses on Integrating Technology into Classroom. For this assignment, you need to not only include the lesson plan but also the resource file(s) you created for it (excel, word, access, powerpoint, webquest etc.)	AP-12		
WebQuest Assignment	Students will create a WebQuest of their own and publish it on the web.	AP-12		

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

Course	RED 5240 Foundations of Differentiated Reading Instruction			
Assignment Name	Assignment Description	AP	ESOL	FELS
Assessment Project	It is important for teachers not only to learn about reading instruction and assessment, but to be able to practice them with students. To fulfill this requirement, you will select one student and administer FOUR reading / writing assessments chosen from those assessments modeled in this course. Use pseudonyms to ensure the confidentiality of your students. You will analyze the results, write out a diagnosis and list the instructional strategies that could be used to remedy any weaknesses. Be prepared to share your results with your group. All assessments and student work must be included with your diagnosis and summary in a folder and given to your instructor at the assigned date. Within your summary of the experience explain how these assessments could be modified to use with ESOL learners and children with special needs.	AP-01, AP-05, AP-07, AP-10	ESOL Cluster 3	

Comprehension Activity	Students will be placed in groups and each group will plan and present to the class a comprehension activity. This activity must be suited for primary or intermediate children and include special elements for ESOL and children with special needs. Each group will write up their activity in the form of a hand out to be copied and given to each member of the class. The group will teach the activity to the class as if they were the elementary children. All visuals and manipulatives and technology used for the activity will be made by the group to be used by the participants.	AP-07, AP-08, AP-12	ESOL Cluster 3
Vocabulary Lesson Plan	Students will develop a lesson plan for teaching vocabulary. The CTC lesson plan format should be used. This lesson needs to be creative and of high interest to the children and include activities that would meet the needs of all children including ESOL learners at varying stages of second language acquisition and children with special needs.	AP-07, AP-08	ESOL Cluster 3
Word Recognition Lesson	Students will develop a lesson plan for teaching some type of word recognition skill. The CTC lesson plan format should be used. Students will include in the lesson specific activities that would meet the needs of all children including ESOL learners at varying stages of second language acquisition and children with special needs.	AP-07, AP-08, AP-10	ESOL Cluster 3

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

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

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

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

with this information will be provided).
5. Review the cumulative record of your case study child.

Teacher Work Sample

You will review and reflect upon the components of the teacher work sample you completed during the Summer MAT course. You will have the opportunity to reflect upon your experience and revise elements of the work sample. Additionally, you will complete two further components of the teacher work sample.

AP-05

Summary for Course: EEX 6225 Developing Individualized Education Programs for Students with Disabilities (6 Detail Records)

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

Summary for Course: EEX 6247 Implementing and Evaluating Programs for Students with Disabilities (4 Detail Records)

Course		HLP 4722 Health and PE for the Child		
Assignment Name	Assignment Description	AP	ESOL	FELS
Activity 2: Family Involvement	<p>Purpose: Involvement of parents or caregivers has been determined to be an important factor in improving the education process. Research has confirmed that family involvement can have a positive effect on student achievement as well as positively influencing health-risk reduction efforts. Family involvement activities can serve many purposes, including imparting new knowledge, practicing skills, and creating an opportunity for values to be discussed. The purpose of this activity is for you to create an opportunity for families of your students to learn together about a health-related issue.</p> <p>Activity: Select one of the healthy behavior outcomes for mental and emotional health and use that outcome as your guide for developing a family involvement activity. Create, find, or adapt one creative teaching strategy for including family in addressing your selected healthy behavior outcome. Prepare a family letter or assignment sheet including specific instructions for completing the assignment. Specify the behavior outcome, grade, and national (or state) health education standard performance indicator or benchmark being addressed. The activity should focus on engaging the family in working on the healthy behavior outcome in a creative way.</p>			
		AP-05, AP-09, AP-11		
	Artifact: Create a family letter or assignment sheet in ready-to-use format, including all necessary information and resources for the family to successfully accomplish the task. Attach your reflection.			
	Reflection: What did you learn from creating this family involvement opportunity? How do you plan to engage families of your students in your classroom? How do you plan to engage families in the learning process? What do you hope to accomplish from family involvement activities? How might family involvement activities for health be different from those for other subject areas? Support your responses.			
Activity 3: Planning for Controversy: Informing and Engaging Parents	<p>Purpose: Health topics such as sexuality are often associated with controversy about the content and issues being addressed and about the parameters for implementing the curriculum. The best way to avoid or limit controversy is to plan for it. Given that some parents are apprehensive about their children participating in the sexuality/family life unit in health class, the potential for controversy is very real. This activity will aid you in considering controversial issues related to teaching sexuality education and preparing an approach to potentially decrease the controversy.</p>			
		AP-05, AP-07, AP-11		
	Activity: Review the strategies recommended in your text for managing controversy related to health education, specifically sexuality education (Chapter 4). Review a local school district policy regarding sexuality/family life education requirements.			
	Artifact: Prepare a letter to parents/guardians informing them of your upcoming unit on sexuality/family life. Apply the			

strategies recommended in the text for managing controversy in your letter. Attach your reflection.

Reflection: What did you learn from this activity? How can you apply the strategies you used for managing controversy to other health topics? Will these same strategies help reduce controversy in other subject areas in your curriculum? Are the strategies for school leaders and teachers offered by the text authors realistic and appropriate for managing controversy? How will controversy impact what you do in your classroom? Support your response.

Purpose: There are a variety of important skills students should learn related to preventing violence; however, the appropriate skills and content vary significantly by grade level. Teachers need to learn how to use research, information on best practices, and students' needs and interests to determine when, what, and how much of certain concepts will be taught. Developing a scope and sequence regarding a specific skill or content area is important for any content area.

Activity: Review the following information in your text:

? Table 10-3: School Health Policies and Programs Study 2000 Data Related to Preventing Violence

? The section on ?Guidelines for Classroom Applications,? with specific attention on the ?Healthy Behavior Outcomes? (p. 292)

? Teacher's Toolbox 10.5: Developmentally Appropriate Concepts and Skills for Preventing Violence

AP-06,
AP-09,
AP-10, AP-11

Activity 4: A Scope and Sequence for Preventing Violence

Artifact: Create a scope and sequence chart for either grades K-2, 3-5, or 6-8 specifying concepts, skills, and standards that should be taught in a unit on preventing violence for each grade level (e.g., kindergarten, first, second).

Reflection: What did you learn from this activity? How and why did you select the concepts, skills, and standards that you included in your scope and sequence chart? What did you learn about teaching health from this activity? Which concepts and skills do you believe are most important for students to successfully prevent violence?

Purpose: Teachers often say that the demands of standardized testing are so high that it is difficult to find time in the curriculum for non-tested subjects such as health. One way to continue to make health a part of the curriculum is through integration. Children's literature is an excellent opportunity to help students develop critical language skills while at the same time making critical health connections. The purpose of this activity is to give you the opportunity to teach health education through literature.

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

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

? Title

? Author

? Description of the story

? The developmental appropriateness of the book (with a rationale)

? The health message contained in the book

? Any potential concerns you might have about using this book in your classroom

? The national or state health education standard performance indicator or benchmark being addressed

? A thorough description of an interactive, hands-on learning activity that reinforces the health message

? A section on how you could modify the learning activity for ESL students

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

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

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

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

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

Possible school professionals to interview include:

? School safety specialist

? School administrator (for example, principal; assistant principal; or director of health, physical education, and athletics)

? School food service director

? School nurse

? School mental health professional (counselor, social worker, psychologist)

? Person in charge of buildings and grounds, maintenance, and/or construction (job title may vary)

Potential interview topics:

AP-08,
AP-09, AP-11

Activity I: Coordinated School Health Program (CSHP) Interview

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

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

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

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

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

Course		-New Program Course- SCE 4313 Science for All Students		
Assignment Name	Assignment Description	AP	ESOL	FELS
Culturally Relevant Lesson:	You will modify an activity to develop a ?culturally relevant? lesson. You will develop a description of the lesson; provide copies of the modified lesson, and the necessary materials to carry out the lesson. The lesson must include materials used, classroom climate, what assessments you will use and how the lesson will be modified to accommodate ESOL students at different stages of language acquisition. Be sure there is a list of sources used to prepare the lesson and connect the lesson to Sunshine State Standards.	AP-01, AP-04, AP-06, AP-07, AP-08, AP-10	ESOL Cluster 1	
Current Science Topics and Events Review	You will keep track of science-related events and topics reported on in the media. Reflecting on these items as they relate to the elementary science classroom will be the major task of this assignment.	AP-02, AP-04, AP-10		
Final Paper	For your final exam, you will synthesize in a final paper your ideas about elementary science teaching and learning. We will discuss at a later date how you wish to organize your paper. This paper will be due on the day scheduled for the final exam.	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12		
Science Photo Autobiography	You will put together a visual and text-based piece of work that reflects your science experiences from elementary school, middle/junior school, high school and college.	AP-02, AP-03, AP-09, AP-10, AP-11		
Science through Children?s Literature	You will select a storybook and create at least three possible questions for class discussion. You will also write and submit a short summary critique of the book, explaining why you chose the book and what science concepts it teaches and how it addresses or does not address ESOL students? needs. Suggest strategies for adapting the book for ESOL students.	AP-02, AP-04, AP-05, AP-10, AP-12	ESOL Cluster 1	
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10,	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5	

Summary for Course: -New Program Course- **SCE 4313 Science for All Students** (6 Detail Records)

Course		-New Program Course- EEX 3751 Enhancing Family Involvement		
Assignment Name	Assignment Description	AP	ESOL	FELS
	Provide experience and practice in interpreting and modifying interpersonal communication skills to improve opportunities for collaboration among professional colleagues, paraprofessionals including bilingual assistants, administrators, and/or parents, including ELL parents and guardians. Type of setting (urban, self-contained classroom, etc.)			
Collaboration Project	Te following components should be included in your project paper. Use this as your format, with the following as headings. Type of Project (e.g., Communication-Related) Description of Problem Identification of Target Person (pseudonyms, not real names) Goals and Objectives Description of Plan Intervention Evaluation Procedures Data Analysis Project Review/Conclusions	AP-06	ESOL Cluster 1, ESOL Cluster 3	
Family Involvement Plan	Each student must prepare a detailed plan for involving parents within the context of their classroom.	AP-06, AP-11		
Listening to Families Interview	Each student will identify a family with a member having exceptionality and arrange an opportunity to listen to their family story: (Note: You must secure written permission from the family for their participation in this activity.)	AP-05, AP-06, AP-07, AP-11		
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5	

Summary for Course: -New Program Course- **EEX 3751 Enhancing Family Involvement** (4 Detail Records)

Course		-New Program Course- EDG 4909 Integrated Art, Music, and P. E.		
Assignment Name	Assignment Description	AP	ESOL	FELS
Class Presentation	Class presentations that focus on health screenings and frequently observed health, bullying, violence prevention, and developmental problems of elementary aged children including those with special needs and ELL students.	AP-02, AP-04, AP-05, AP-06, AP-07, AP-08, AP-12	ESOL Cluster 4	
Create a melody	Create a musical instrument that can be played using recycled materials and create a melody or rhythmic ?song? using that instrument.	AP-08		
Group project	Divided into groups, teacher education candidates will research and analyze the Health Curriculum of a school district and the requirements in Sunshine State Standards with special attention to students with special needs and ELL students. To present their work, candidates will create visual displays illustrating their analysis and research and will write a summary of their findings. Visual display will be exhibited in class and summary will be available through Blackboard to other candidates.	AP-02, AP-08, AP-09, AP-12	ESOL Cluster 4	
Lesson Plan	Create a lesson plan that incorporates the elements of art or music integrated with math, science, language arts, or social studies that includes activities for elementary aged children and identifies the elements of art or music being taught. Make sure this lesson plan contains modifications for special needs students and ELL students.	AP-08, AP-10, AP-12	ESOL Cluster 4	
Reflection Paper	Teacher candidates will write a reflection paper on the Clancy and Hruska article that includes additional sources from the internet. In this 3-5 page paper, candidates will address why the Florida Consent Decree was necessary and how this kind of policy addresses the emotional well being and development of ELLs.	AP-04	ESOL Cluster 4	

Resource Notebook	Students will develop a resource notebook containing art, music, and movement goals, values, concepts, historical and cultural influences, materials, strategies, activities, and assessment techniques for the elementary classroom. The entries containing historical and cultural influences, materials, strategies, and assessment techniques must be annotated with a brief explanation of why you selected the artifact for your notebook. Annotations are to reflect content knowledge?for example the reason that you selected an assessment tool. This notebook is intended to help you integrate art, music, and movement into your classroom curriculum after you become a teacher.	AP-01, AP-04, AP-05, AP-08, AP-09
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12 ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5

Summary for Course: -New Program Course- **EDG 4909 Integrated Art, Music, and P. E.** (7 Detail Records)

Course -New Program Course- RED 4351 Literacy, Literature, and Social Studies

Assignment Name	Assignment Description	AP	ESOL	FELS
Battery of Assessments Project	The candidate will administer a battery of reading assessments to an intermediate student and evaluate the results. This battery will include an attitude/learning styles survey, informal reading inventory and two reading assessments of choice. The candidate will evaluate the results from these assessments by producing a diagnostic matrix followed with instructional goals determined from the diagnosis.	AP-01, AP-03, AP-07, AP-10		
Content tests and quizzes	The candidates will take and pass with a 70% or higher tests and quizzes to assess their knowledge of the Social Science content needed to teach the Elementary (K-6) content standards, as articulated in the Competencies and Skills Required for Teacher Certification in Florida	AP-08		
Diagnosis of reading and writing problems from case studies.	Using case studies supplied by the instructor, students will identify reading and writing problems in a short paper.	AP-01		
Lesson Plan Preparation and Implementation	The candidate will develop and implement a reading vocabulary lesson that will include a creative/motivational activity that gives students the opportunity to communicate and interact in small groups challenging their critical thinking. This lesson will be used with student?s grades 3-12 to increase their reading vocabulary. A rationale must be included explaining how this activity uses all modalities, and would be effective with ESOL learners, students with special needs and gifted students. The candidate will select two students with ESOL language acquisition. (1, 3) or (2, 4). The criteria for each chosen stage must be explained and must include the strategies used with the activity that would accommodate an ESOL student at those stages of language acquisition.	AP-02, AP-04, AP-05, AP-10	ESOL Cluster 1	
Lesson Plans for teaching Social Science and Critical thinking/Problem Solving	The candidate develops a set of social science lessons that demonstrate knowledge of both social science (history, geography, government/civics, and economics) and the teaching of critical thinking/problem solving. The product consists of the lesson plans and the reflections after teaching the lessons to elementary students. Lesson must include use of technology and specific modifications for ESOL and special needs students.	AP-03, AP-04, AP-08, AP-10, AP-12		
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5	
Thematic Unit	The candidate will develop a thematic unit integrating Social Science, Literature, Reading and Writing including modifications for ESOL students at varying levels of language proficiency.	AP-04, AP-08, AP-10		
Unit/Lesson Plans for students with disabilities.	The candidate will develop a week long unit/lesson plans in either reading or social science based on a Case Study of a student with a disability. The unit/lesson plans must include use of appropriate technology and the following components (ESE 61.7) a) Application of IFSP/IEP/ITP objectives b) accommodations and or modifications as appropriate c) differentiated grouping as appropriate d) involvement of the family as appropriate	AP-06, AP-08, AP-10, AP-11		

Summary for Course: -New Program Course- **RED 4351 Literacy, Literature, and Social Studies** (8 Detail Records)

Course		-New Program Course- EEX 4764 Instructional and Adaptive Technology		
Assignment Name	Assignment Description	AP	ESOL	FELS
Case Study	You will be given a short case study to review. Your assignment will be to extract specific information regarding the student's eligibility for programs, characteristics and recommendations for interventions (including ELL issues). This case study will be posted on Blackboard along with questions to which you must respond.	AP-02, AP-08	ESOL Cluster 3	
Communication Software/technology Analysis	You will be expected to select an assistive or augmentative technology which has been designed for students with communication disabilities. You will complete an evaluation of the product and develop a training packet/ presentation to teach to a classroom teacher or other professionals working with students who display limited communication skills.	AP-02, AP-11, AP-12		
Interview	In this assignment you will be asked to interview a person regarding his/her expectations for individuals with mental retardation. The person you choose to interview could be a parent, brother/sister, friend or co-worker, but they should not be someone who regularly serves persons with disabilities in their job. More details about this assignment, including sample questions, will be posted on Blackboard. This report should be a minimum of 3 typed pages in length.	AP-05		
Observations/Reflections	All students must observe in at least one classroom specifically designed for teaching students with mental retardation. This observation must be for a minimum of 20 hours over the course of the semester. The student will then type a three-page summary documenting the observational experience. An additional one page personal reflection on the experience is also required, e.g. what you learned, insights, etc. During observations please be sure to make note of children whose families may have limited English Proficiency in order to meet ESOL 25.	AP-05	ESOL Cluster 4	
Software Evaluation	You will be expected to select software packages which have been designed for: 1) students with disabilities and 2) English language learners. You will complete the evaluation forms and develop a brief Power Point presentation on the software tools	AP-12	ESOL Cluster 3	
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5	
Teaching with Technology	You will be expected to plan, design and implement a developmentally appropriate learning opportunity that utilizes technology-enhanced instructional strategies that support the needs of diverse learners, including individuals with moderate to severe disabilities and English language learners.	AP-08, AP-12	ESOL Cluster 3	
Web Site Search	In this assignment you will be required to find the web site of a person with mental retardation or the parent of a child with mental retardation. Once you have found the website and reviewed its content you must submit a two page typed paper which includes answers to questions that will be generated by class discussion.	AP-12		

Summary for Course: -New Program Course- **EEX 4764 Instructional and Adaptive Technology** (8 Detail Records)

Course		-New Program Course- EDG 4909 Measurement and Assessment		
Assignment Name	Assignment Description	AP	ESOL	FELS
3. Assessment Case Study for ESOL student:	The assignments listed above will supply the information needed to complete this case study. It must be submitted in a typed report and placed along with your field notes, protocols, etc in a pocket folder. In addition to the above information, your report must include a compilation of your findings and recommendations for this child. Your grade will be based upon how the information you gathered increased your understanding of the child's strengths and needs. Examples of case studies will be provided in class. You will also be making a brief presentation of this case study to your groups.	AP-05, AP-07		
Assessment Case Study of ESE Student:	In this activity the candidate will complete a comprehensive educational assessment of an ESE child at your internship school. This student may be in any grade, K ? 8.	AP-01, AP-02, AP-11		
Assessment Case Study of General Education Students	In this activity the candidate will administer, score and interpret various types of assessment instruments.	AP-01		
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07,	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster	

		AP-08, AP-09, AP-10, AP-11, AP-12	5	
Tests Project	Students, working in small groups, will review a variety of formal and informal assessments, norm referenced and criterion-referenced tests, and write a critique of each assessment they review. Assessments will be reviewed based on a variety of criteria. (e.g., appropriate use, validity and reliability, use with ESE, ESOL, and General Education students, etc.). A variety of assessments from all disciplines or content areas need to be used for this project. Students will be given information and a rubric by the instructor prior to this assignment.	AP-01, AP-06, AP-12	ESOL Cluster 3	

Summary for Course: -New Program Course- **EDG 4909 Measurement and Assessment** (5 Detail Records)

Course -New Program Course- EEX 4012 Foundations of Special Education

Assignment Name	Assignment Description	AP	ESOL	FELS
Critique three pieces of literature	Candidate will critique three pieces of literature that claim to teach respect, ethical ideas or present social justice issues related to ESE students using a rubric based on Huck et al., Chapter 1.	AP-06		
Develop a plan for inclusion in a literacy setting	Detail the teaching strategies used with a rationale on why these strategies would be successful for the children with special needs.	AP-08		
IEP Annual Goals and Short-term objectives	Students should complete IEP Annual Goals and Short-term objectives after reading a teaching case of a student with an identified disability.	AP-05		
Multidisciplinary or family conference	Candidate will attend a multidisciplinary or family conference and write a reflection regarding best practices observed.	AP-02, AP-03, AP-09, AP-11		
Observations in settings for individuals with disabilities.	The student will conduct observations for 5 to 10 hours in 3 or more settings serving individuals with special needs. Settings may be non-school related. At least one setting should serve persons with severe disabilities.	AP-05		
Shadow a student	Candidate will shadow a student who receives special education services. Candidate will observe student throughout one day and record minute by minute the observable behaviors of the student. Upon completion of the activity the candidate will write a reflection of which analyzes the student's learning needs and which accommodates differences.	AP-01, AP-03		
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5	
Teaching Case Responses	Two short position papers that respond to selected teaching cases involving ethical dilemmas related to special education. Details will be provided in a separate assignment packet and discussed later in class. One case will present a situation involving a child of migrant farm workers who may have limited English proficiency. Read the Baca & Harris and the Lozano-Rodriguez & Castellano articles. Refer to these articles in your case study response (for later use in your ESOL portfolios).	AP-06, AP-11	ESOL Cluster 5	
Using the Council for Exceptional Children (CEC) Code of Ethics	You will select one of the principles and write an essay that addresses specific points. The Code of Ethics and the points to be addressed are provided in the assignment packet and will be discussed later in class.	AP-06		
Volunteer assignment in the public schools.	Perform 20 to 25 hours of volunteering with an individual, small or large group of individuals with special needs in a special education classroom. A volunteer log is kept and a written report on the experience is produced as well as a presentation.	AP-08		

Summary for Course: -New Program Course- **EEX 4012 Foundations of Special Education** (10 Detail Records)

Course -New Program Course- EDG 4909 Instructional Design and Classroom Management

Assignment Name	Assignment Description	AP	ESOL	FELS
Behavior Change Project	This project will involve increasing an appropriate behavior that may not be part of the child's behavioral repertoire or may be occurring too infrequently. These assignments should be completed in a classroom setting. These assignments will require approximately 15 visits of undetermined length to allow the student to collect the necessary data.	AP-01, AP-02, AP-05, AP-06, AP-11		

Classroom Management Plan	Develop a classroom management plan for your own classroom. The components listed below must be included in this plan. Your plan must be written in a narrative format.	AP-02, AP-09, AP-10	ESOL Cluster 1
Ethics Paper	Ethics Paper / Ethics Worksheet	AP-06	
Lesson Plan	Students will design a lesson plan	AP-10	
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5

Summary for Course: -New Program Course- **EDG 4909 Instructional Design and Classroom Management** (5 Detail Records)

Course		-New Program Course- EDG 3943 Integrated Clinical Experience K-5		
Assignment Name	Assignment Description	AP	ESOL	FELS
5. Human Development & Learning	Become familiar with the students in your classes. Learn their names, background information, unique interests and needs.	AP-07		
9. Professional Development Plan	In cooperation with your university supervisor develop three professional goals on which you would like to work this semester.	AP-03, AP-06		
Assessment	Create a preliminary design of an assessment that includes modification of instruction based on learner needs	AP-01		
ESE Survey	Complete the ESE survey/interview with your cooperating teacher	AP-02, AP-05, AP-11		
ESOL Survey	Complete the ESOL survey/interview with your cooperating teacher.	AP-02, AP-05	ESOL Cluster 2	
Lesson Plans	Plan and submit five formal lessons plans of lessons taught during the internship experience.	AP-08, AP-09, AP-10	ESOL Cluster 1	
Reflective Log	Complete a weekly reflective journal of internship experiences.	AP-02, AP-03, AP-06, AP-11		
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5	
Technology	Create an alias or shortcut navigational tool for a website appropriate for your classroom.	AP-12		

Summary for Course: -New Program Course- **EDG 3943 Integrated Clinical Experience K-5** (9 Detail Records)

Course		-New Program Course- EDG 4909 Integrated Clinical Experience 6-12		
Assignment Name	Assignment Description	AP	ESOL	FELS
8. Professional Development Plan	The candidate completes a professional development commensurate with his/her needs. The candidate will attend one of the districts in-service training events summarize and reflect on this experience.	AP-03		
Classroom Management Plan	Develop and implement (with Cooperating Teacher approval) a classroom management plan specific to the needs of your intern classroom	AP-05, AP-07, AP-09, AP-11		

Family Involvement Plan	Develop a plan that deals specifically with: how to facilitate involvement of families in your classroom.	AP-02, AP-05, AP-06, AP-11	
Strategy Project	This is a semester long project in which the teacher collects strategies and materials to promote critical/creative thinking and problem solving and annotates each strategy regarding how it was/will be used in teaching. The product is the file of annotated strategies and materials. These strategies need to include reading strategies in decoding, fluency, vocabulary. Critical thinking and comprehension.	AP-04, AP-10, AP-12	
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5
Taxonomy Project	The candidate develops a set of questions for objectives classified according to Bloom's Taxonomy of Cognitive Skills, uses them in the lesson, and analyzes the results. The final product submitted includes both the lesson/questioning plan and the report	AP-10	
Transition Plan	The candidate will participate in a transition plan meeting; summarize and reflect on this experience.	AP-11	
Unit Plan	The candidate develops a unit plan and the specific lesson plans for one week. The final product is divided into two parts: the unit plan and the weekly plan and lessons. The candidate teaches the unit and reflects on its success, suggesting improvements for the next iteration of the unit. This unit plan needs to include teaching reading skills in comprehension, metacognition, vocabulary, and modifications for ESE and LEP students.	AP-01, AP-03, AP-10	ESOL Cluster 1
Video of Teaching	The candidate produces a video of a 30-minute lesson, evaluates his/her performance, and obtains an external evaluation from a peer or mentor on the Tape. The product is the tape and the self and peer assessments along with the candidate are summary of what he/she learned.	AP-08	

Summary for Course: -New Program Course- **EDG 4909 Integrated Clinical Experience 6-12** (9 Detail Records)

Course		-New Program Course- EDG 4909 Child and Adolescent Development		
Assignment Name	Assignment Description	AP	ESOL	FELS
Concept Map Activity	Use a graphic organizer to display the main points in a journal article about ESOL students' second language development.	AP-07	ESOL Cluster 3	
Developmentally Appropriate Teaching Strategies	The candidate applies developmental theories to their strategies by identifying two strategies that they could apply in your classroom for each of the following six areas based on the relevant theories covered in this course: cognitive development (e.g., Piaget, Vygotsky); development of aspects of information processing model (e.g., attention, working memory, long-term memory); development of intelligence (e.g., Gardner, Sternberg, Spearman); personal and emotional development (e.g., Erickson); development of motivation and self-regulation (e.g., Bandura, Schunk, Pintrich, Deci, Eccles, Dweck); and moral development (e.g., Kohlberg, Gilligan).	AP-07	ESOL Cluster 3	
Lessons Plan Analysis	The candidate will analyze a lesson plan and discuss how it is consistent and inconsistent with learning and development theories and how it includes methods and specific instruction appropriate for ESOL students at each stage of language acquisition	AP-07	ESOL Cluster 1	
Motivation Case Study	The candidate will identify classroom practices in a case study that are consistent or inconsistent with current motivation theories and explain why they are or are not consistent.	AP-09, AP-10		
Selecting developmentally appropriate materials	The candidate will bring in a variety of math, science, social studies, and reading materials and work in a small group to identify materials that are at the appropriate reading and interest level of their pupils including ESE and ESOL students. The candidate will be given criteria to use for this activity by the instructor.	AP-09, AP-10	ESOL Cluster 1	
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5	

Summary for Course: -New Program Course- **EDG 4909 Child and Adolescent Development** (6 Detail Records)

Course		-New Program Course- MAE 4314 Math for All Students		
Assignment Name	Assignment Description	AP	ESOL	FELS
Analysis of formative individual assessment data	Analysis of formative individual assessment data of third graders conceptualization and computation related to the four basic operations and each conceptual model of the operation.	AP-01, AP-07		
Culminating lesson plan related to problem solving in mathematics	The candidate develops a lesson that demonstrates the ability to teach mathematical problem solving effectively. The candidate will write/modify objectives for the lesson describe how content vocabulary will be introduced and taught, describe alternative instructional strategies, include the use of manipulative or other instructional tools, anticipate student responses to the problem, describe how to assess student thinking, and include ESOL modifications. The product consists of the lesson objectives, the procedure for conducting the lesson (including alternative strategies), the materials necessary, the anticipated student reaction, and the analysis of anticipated student responses.	AP-05	ESOL Cluster 1	
Develop and teach 2 math lessons within field experience.	Develop and teach 2 math lessons within field experience. Lesson and reflection due	AP-08, AP-10		
End of term paper	End of term paper on a topic the student is interested related to mathematics (e.g. function machines). Paper includes review of pertinent literature and plans for how to implement the idea with peers and students. (ESOL performance standards may be fulfilled depending on the topic the student chooses.)	AP-03		
Individual assessments	Individual assessments with some embedded performance tasks that include the use of manipulative, technology, and higher-order thinking.	AP-01, AP-04, AP-08, AP-12		
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5	

Summary for Course: -New Program Course- **MAE 4314 Math for All Students** (6 Detail Records)

Course		-New Program Course- EDG 4909 Writing Across the Curriculum		
Assignment Name	Assignment Description	AP	ESOL	FELS
Abstracted Bibliography	Pre-teachers will read selected articles related to the teaching of writing with special emphasis on the ESOL learner. The teacher will summarize each article and write a conclusion statement reflecting on the teaching strategies and other interesting points found useful for his/her own teaching repertoire.	AP-05, AP-08	ESOL Cluster 1	
Assessment of writing samples.	Pre service-teachers will demonstrate their knowledge and skill in analyzing writings including, L1 and L2 learners. The task involves five (5) samples of student writing. The product will be the analyzed using a rubric and a completed chart.	AP-01, AP-08	ESOL Cluster 1	
Group Projects	Pre-teachers will work in small groups to develop a team teaching presentation. Each group will demonstrate the ability to plan and sequence a notebook of lesson plans, and activities related to writing and the use of technology in writing. The presentation will also include linguistic and cultural issues for English language learners	AP-01, AP-07, AP-08, AP-10, AP-11, AP-12	ESOL Cluster 2	
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5	

Summary for Course: -New Program Course- **EDG 4909 Writing Across the Curriculum** (4 Detail Records)

Course		-New Program Course- EDF 3604 Social Foundations of Education		
Assignment Name	Assignment Description	AP	ESOL	FELS
Class Presentation of research	Presentation demonstrates an understanding of the role of the presenter as a source of education.	AP-02, AP-06, AP-09		
Legal issues related to ESOL	Critically analysis of legal issues related to ESOL (immigration and language policies) in the U.S. and Florida. Candidates are expected to analyze on-line material in either a short paper or a threaded discussion.	AP-05, AP-06, AP-08, AP-12	ESOL Cluster 5	
Reflective Papers	Analysis and Evaluation concerning the social, political, economic, and cultural ramifications of topics covered in the readings assigned for the class.	AP-02, AP-03, AP-06, AP-08	ESOL Cluster 2	
Research Paper	Critique and evaluate schooling in the context of racial, social, linguistic, cultural, exceptionality, and gender equity.	AP-04, AP-05	ESOL Cluster 2	
Review of two teaching cases	Review of two different case studies of students receiving services for special education. Candidates will compare the changes in the educational practices over time including philosophy, legal issues, service delivery, involvement of families, access to services, types of service delivery (instructional design, accommodations, modifications, technological)	AP-05		
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5	

Summary for Course: -New Program Course- **EDF 3604 Social Foundations of Education (6 Detail Records)**

Course		-New Program Course- RED 4348 Literacy Development		
Assignment Name	Assignment Description	AP	ESOL	FELS
5. Presentation on Selecting Appropriate Literature	The student will develop a presentation to be graded by his/her peers demonstrating knowledge about selecting suitable literature to meet the cognitive, social, and emotional growth and development of children including L1 and L2 English speakers and students with a wide range of disabilities	AP-12	ESOL Cluster 3, ESOL Cluster 4	
Assessment Project	It is important for pre service teachers not only to learn about reading instruction and assessment, but to be able to practice assessing and instructing students. To fulfill this requirement, (1) you will select one student ages 5 to 7 and administer 5 reading/writing assessments including a running record and a dictation survey. (We will cover this in class.) (2) You will analyze the results and diagnose your student?s strengths and areas of need. (3) You will summarize the results and create a folder that includes the assessments you administered, all of your student?s work, your summary and a typed narrative with your suggestions for future instruction for your student.	AP-01, AP-05, AP-08, AP-10		
Lesson Plan on Literature	Students will write a lesson plan that demonstrates knowledge of the following topics: 1). selecting suitable literature to meet the cognitive, social, and emotional growth and development of children including L1 and L2 English speakers. Selecting, adapting, and using instructional techniques, strategies, technology, and response modes to enhance knowledge and appreciation of literature, both in print and non-print materials, to meet individual needs and learning styles of diverse children, students learning English as a new language, and with a wide range of disabilities.	AP-05, AP-08, AP-09, AP-10, AP-12	ESOL Cluster 1, ESOL Cluster 2	
Lesson Plan on Word Recognition or Vocabulary	Develop and Implement a lesson plan for teaching either word recognition or vocabulary in a primary classroom that requires the use of instructional strategies that support the acquisition of word recognition skills and reading fluency. Include a rational telling how the lesson meets the needs of ESOL students with varying levels of language proficiency, gifted students, and children with disabilities. Include samples of K-2 students? work.	AP-03, AP-05, AP-07, AP-08, AP-10	ESOL Cluster 1, ESOL Cluster 2	
Read Aloud Project	1. Select a picture book or big book to use for a read aloud with a group of children. Golden books, Sesame Street, and Disney books are not acceptable. Books must be appropriate for 5 to 8 year olds and must be an example of quality literature. 2. Think of one activity that could be done with the book as an extension and try it (if extension included phonemic awareness or phonics; RC 2.A.B, 5.4). 3. Write a reflection of his/her experience. Discuss the book read and tell why it was selected. Describe the literacy concepts focused on, the activities and the children?s responses. Answer the following questions: Would you use this book again and what procedures do you think you would continue? Finally, discuss how this lesson would support LEP students at varying levels of language proficiency, children with special needs and gifted students. Include samples of K-2 students? work in the packet.	AP-03, AP-05, AP-07, AP-08, AP-10	ESOL Cluster 1, ESOL Cluster 2	

Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5
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Summary for Course: -New Program Course- **RED 4348 Literacy Development** (6 Detail Records)

Course -New Program Course- EDG 4934 Final Internship Seminar		AP	ESOL	FELS
Assignment Name	Assignment Description			
Presentation of Data and Results from Teacher Work Sample	Presentation of Data and Results from Teacher Work Sample	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5	
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03, AP-04, AP-05, AP-06, AP-07, AP-08, AP-09, AP-10, AP-11, AP-12	ESOL Cluster 1, ESOL Cluster 2, ESOL Cluster 3, ESOL Cluster 4, ESOL Cluster 5	

Summary for Course: -New Program Course- **EDG 4934 Final Internship Seminar** (2 Detail Records)

Course -New Program Course- EDG 4944 Integrated Final Internship		AP	ESOL	FELS
Assignment Name	Assignment Description			
7. Unit Plan/Teacher Work Sample	Candidate will develop a unit plan and or teacher work sample, which includes contextual frame, learning goals, instructional lessons, assessment of learning, reflection and self-evaluation	AP-01, AP-04, AP-06, AP-07, AP-08, AP-10		
9. Professional Development Plan	Candidates will complete a professional Development Plan to be implemented during their internship.	AP-03, AP-06		
Classroom Management Plan	Candidate will develop and implement a classroom management plan	AP-03, AP-05, AP-07, AP-09, AP-11		
Family Contacts	Candidate will keep a log documenting twenty family contacts.	AP-02, AP-11		
Intern Workshop	Candidates will develop an in-service training module or activity which they can leave behind at their schools.	AP-06		
Letter of Introduction.	At the start of the final internship experience, the candidate will write a letter of introduction to be sent to all of the students in his/her classroom.	AP-02, AP-11		
Student's Own Selection	Student's Own Selection: Any other assignments you completed in this course can be uploaded for up to three FEAPs and three ESOLs	AP-01, AP-02, AP-03,	ESOL Cluster 1, ESOL Cluster 2,	

AP-04,
AP-05,
AP-06,
AP-07,
AP-08,
AP-09,
AP-10,
AP-11, AP-12

ESOL Cluster
3, ESOL
Cluster 4,
ESOL Cluster
5

Teacher Website Candidate will create a website or webpage to use a communication tool with parents and students.

AP-11, AP-12

Video self-evaluation Candidate will videotape self teaching at two different times during the semester and complete the self-evaluation form.

AP-03,
AP-08,
AP-09,
AP-10,
AP-11, AP-12

Summary for Course: -New Program Course- **EDG 4944 Integrated Final Internship** (9 Detail Records)

Grand Total (345 Detail Records)