

MINUTES
School of Education Meeting
November 3, 2010

Meeting commenced at 2:00 PM

In attendance: Dr. Erin Harrel, Professor Joyce Rollins, Dr. Martin Tawil, Professor Elaine Schaeffer, Professor Mary Robertson, Dr. William Dwyer and Dr. Regina Miller.

Exempt: Professor Elysha O'Brien and Dr. Christy Duda

- I. ESOL Presentation – Dr. Eileen DeLuca presented the materials for the ESOL course being offered to faculty members that need it.

- II. Internship Decisions
 - a. Professor Rollins stated that some of the teacher candidates will be finishing their internship this Friday. She also stated that there are a few teaching positions open in Lee County and some of our teacher candidates may be asked to fill them – in particular Scott Hall.
 - b. Dr. Harrel stated that the State of Florida Department of Education requires a minimum of ten weeks for a teaching internship and the School of Education provides for sixteen weeks. She asked if the group would support a student who is offered a job prior to the internship being completed.
 - c. Dr. Tawil stated that a teacher candidate needs support and supervision beyond ten weeks.
 - d. Dr. Dwyer asked if students could be reviewed on a case by case basis.
 - e. Dr. Harrel stated that a policy and a procedure for appeal from the sixteen week internship need to be developed. Dr. Harrel also stated that teacher candidates will need to be informed in writing of the statute governing student teaching (1002.33 4(a)), and the students will need to acknowledge receipt of the information.
 - f. Dr. Harrel stated that students that are offered teaching positions before their internship is completed will need to file an appeal and have it reviewed by a committee. Dr. Harrel suggested that the committee be comprised of Professor Rollins, Dr. Duda, Dr. Tawil and one non-School of Education member.

- III. FACTE Update
 - a. Dr. Harrel stated that she recently attended the annual FACTE Conference in Orlando, Florida.
 - b. Dr. Harrel stated that a great deal of information was shared at the conference and one important piece of information was the proposed change in the FEAP's which will go to a vote by the Board of Governors on December 17th.

- IV. FEAP's
 - a. Dr. Harrel distributed the draft for the proposed revision of the FEAP's, the current FEAP's, and the FEAP's adopted by the School of Education.
 - b. Dr. Harrel stated that the State FEAP's are **the definition** and must be given in its entirety. The FEAP's for the School of Education need indicators (i.e., ways to measure the intent of each FEAP).

- c. Dr. Tawil stated that he will begin to introduce the FEAP's in his Special Topics classes and cover them thoroughly so that students become familiar.
 - d. Dr. Harrel stated that school districts will be required to change their FEAP's once the State FEAP's are approved. Dr. Harrel also stated that the School of Education may host a workshop with the area school districts.
 - e. Dr. Harrel asked everyone to review the proposed State FEAP's and make suggestions for revisions to the School of Education FEAP's.
- V. Internship Ceremony
- a. Dr. Harrel stated that the School of Education would be having its first Internship Ceremony, for the December graduates, on December 3rd. She stated that it would begin at 6:00/6:30 PM in Rush Auditorium and be followed by the KDE Graduation Reception
 - b. Dr. Harrel stated that the graduates will be presented with their honors chords and possibly pins.
 - c. Dr. Harrel stated that Professor Rollins will be one of the speakers and it would be nice if one of the mentor teachers would speak as well as one of the teacher candidates.
 - d. Professor Rollins stated that KDE will sponsor the reception and two new traditions are being started this semester: the interns that are graduating next semester will host the reception and a poster will be made for each graduate so that students can sign them
 - e. Professor Robertson stated that it would be nice if the School of Education graduates could have their pictures taken and framed much like the Nursing graduates.
 - f. Professor Rollins stated that there will be thirty five graduates.
 - g. Dr. Harrel stated that ideas and suggestions are welcome.

The meeting concluded at 4:00 PM.

Minutes submitted by Barbara Miley

FEAP # 1 – Quality of Instruction

- a. Designs lessons utilizing appropriate activities and assessments to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development and cultural heritage.
- b. Conducts engaging differentiated instruction through the use of questioning techniques, varied instructional strategies, using appropriate resources including technology and data driven assessments that demonstrate fair and equitable treatment of students.

FEAP #2 – Knowledge of Subject Matter

- a. Conveys knowledge of subject matter in a manner that engages students in meaningful learning.
- b. Plans, modifies and selects appropriate material based on diverse student needs and/or relevant data.

FEAP #3 – Continuous Improvement

- a. Shows evidence of reflection and improvement in her/his performance in teaching/learning activities through a variety of means including short and long term personal and professional goals.
- b. Works as a reflective practitioner and develops the skills to recognize problems, research solutions, interpret data and evaluate outcomes.

FEAP # 4 – Learning Environments

- a. Recognizes students learning styles and cultural and linguistic diversity by organizing and creating a safe, flexible and inclusive learning environment.
- b. Connects students to learning activities through current assistive technologies in a open supportive climate.

FEAP #5—Assessment

- a. Analyzes learning needs and uses a variety of techniques to accommodate differences and varying levels of knowledge.
- b. Interprets data from various informal and standardized assessment procedures to make instructional decisions.

FEAP #6 – Communication

- a. Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.

- b. Promotes high expectations for all learners through positive support, encouragement, and appropriate and immediate feedback.

FEAP #7 – Ethics

- a. Makes reasonable effort to protect students from conditions harmful to learning and/or the student's mental and/or physical health and/or safety.
- b. Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

Florida Educator Accomplished Practices
Draft 2 Revised

Quality of Instruction
Knowledge of Subject Matter
Continuous Improvement
Learning Environment
Assessment
Communication
Professional Responsibility and Ethical Conduct

#1 Quality of Instruction

The effective educator consistently:

- models and promotes the importance of education and academic achievement to all students
- aligns instruction with state-adopted standards at the appropriate level of rigor;
- plans and designs lessons to achieve student mastery;
- selects appropriate strategies to be used as formative assessments to monitor learning;
- uses diagnostic student data to design instruction;
- develops learning experiences that require students to demonstrate a variety of relevant skills and competencies;
- appropriately sequences lessons and concepts to ensure coherence and required prior knowledge;
- uses higher-order questioning techniques;
- uses varied instructional strategies and resources, including appropriate technology, to teach for student understanding;
- delivers engaging, challenging, and relevant lessons;
- differentiates instruction based on an assessment of student learning needs and a recognition of individual differences in students;
- respects and embraces students' cultural and family background;
- demonstrates behaviors that are consistent with fairness and equity;
- utilizes student feedback to monitor instructional needs.

#2 Knowledge of Subject Matter

The effective educator consistently:

- demonstrates deep and comprehensive knowledge of the subject taught;
- identifies and modifies instruction to respond to gaps in students' subject matter knowledge
- provides instruction to address preconceptions or misconceptions;
- designs and modifies instruction to deepen students' understanding of content area and advance student learning;
- selects and sequences engaging, relevant, standards-based content, and then designs and teaches lessons that are relevant to students' learning needs;
- relates and integrates the subject matter with other disciplines during instruction

#3 Continuous Improvement

The effective educator consistently:

- engages in targeted professional growth opportunities and reflective practices;
- uses a variety of data, independently and in collaboration with colleagues, to evaluate learning outcomes and to adjust planning and practice;
- designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- examines and uses data-informed research to improve instruction and student achievement;
- implements knowledge and skills learned in professional development in the teaching and learning process.

#4 Learning Environment

The effective educator consistently:

- creates safe, organized, flexible, inclusive, collaborative, student-centered learning environments;
- organizes, allocates, and manages the resources of time, space, and attention to engage students in learning actively and equitably;
- engages students in learning through a climate of openness, inquiry, and support;
- integrates learning activities that incorporate current information and communication technologies;
- adapts learning environment to accommodate the differing needs and diversity of students;
- utilizes current and emerging assistive technologies that enable students to achieve their educational goals;
- creates and maintains an atmosphere of respect for all areas of diversity.

#5 Assessment

The effective educator consistently:

- analyzes and uses data from multiple assessments and measures to diagnose students' learning needs, inform instruction based on those needs, and drive the learning process;
- designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);
- employs technology to organize and integrate assessment information.

#6 Communication

The effective educator consistently:

- conveys high expectations;
- supports, encourages, and provides immediate and specific feedback to students to promote student achievement;
- models and teaches clear, acceptable oral and written communication skills;
- utilizes current and emerging assistive technologies to ensure all students can participate in high-quality communication interactions;
- fosters two-way communication with students and parent/caregiver(s); and
- collaborates with the home, school, and larger communities to support student learning and continuous improvement.

#7 Professional Responsibility and Ethical Conduct

The effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C, by fulfilling the expected obligations to students, the public and the education profession.

EDUCATOR ACCOMPLISHED PRACTICES

1. ASSESSMENT
2. COMMUNICATION
3. CONTINUOUS IMPROVEMENT
4. CRITICAL THINKING
5. DIVERSITY
6. ETHICS
7. HUMAN DEVELOPMENT & LEARNING
8. KNOWLEDGE OF SUBJECT MATTER
9. LEARNING ENVIRONMENTS
10. PLANNING
11. ROLE OF THE TEACHER
12. TECHNOLOGY (Revised 9-4-03)

ACCOMPLISHED PRACTICE #1 - ASSESSMENT

PREPROFESSIONAL: The preprofessional teacher collects and uses data gathered from a variety of sources. These sources include both traditional and alternate assessment strategies. Furthermore, the teacher can identify and match the students' instructional plans with their cognitive, social, linguistic, cultural, emotional, and physical needs.

Indicators:

- a. Analyzes individuals' learning needs and practices techniques which accommodate differences, including linguistic and cultural differences.
- b. Identifies students' cognitive, social, linguistic, cultural, emotional, and physical needs in order to design individual and group instruction.
- c. Modifies instruction based upon assessed student performance.
- d. Interprets, with assistance, data from various informal and standardized assessment procedures.

ACCOMPLISHED PRACTICE #2 - COMMUNICATION

Preprofessional: The preprofessional teacher recognizes the need for effective communication in the classroom and is in the process of acquiring techniques which she/he will use in the classroom.

Indicators:

- a. Establishes positive interactions between the teacher and students that are focused upon learning.
- b. Practices strategies that support individual and group inquiry.
- c. Identifies communication techniques for use with colleagues, school/community specialists, administrators, and families, including families whose home language is not English.
- d. Develops short and long term personal and professional goals relating to communication.

ACCOMPLISHED PRACTICE #3 - CONTINUOUS IMPROVEMENT

PREPROFESSIONAL: The preprofessional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self reflection is one of the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teacher's continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.

Indicators:

- a. Participates in the design of a personal professional development plan to guide her/his own

improvement.

- b. Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.
- c. Works as a reflective practitioner and develops the skills to recognize problems, research solutions, and evaluate outcomes.
- d. Develops short and long term personal and professional goals relating to continuous professional development.

ACCOMPLISHED PRACTICE #4 - CRITICAL THINKING

Preprofessional: The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

Indicators:

- a. Identifies strategies, materials, and technologies which she/he will use to expand students' thinking abilities.
- b. Has strategies for utilizing discussions, group interactions, and writing to encourage student problem solving.
- c. Varies her/his role in the instructional process (instructor, coach, mentor, facilitator, audience, critic, etc.) in relation to the purposes of instruction and the students' needs, including linguistic needs.
- d. Demonstrates and models the use of higher-order thinking abilities.

ACCOMPLISHED PRACTICE #5 - DIVERSITY

Preprofessional: The preprofessional teacher establishes a comfortable environment which accepts and fosters diversity. The teacher must demonstrate knowledge and awareness of varied cultures and linguistic backgrounds. The teacher creates a climate of openness, inquiry, and support by practicing strategies such as acceptance, tolerance, resolution, and mediation.

Indicators:

- a. Accepts and values students from diverse cultures and linguistic backgrounds and treats all students equitably.
- b. Recognizes the cultural, linguistic and experiential diversity of students.
- c. Recognizes students' learning styles and cultural and linguistic diversity and provides for a range of activities.

- d. Analyzes and uses school, family, and community resources in instructional activities.

ACCOMPLISHED PRACTICE #6 - ETHICS

Preprofessional: Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Indicators:

- a. Makes reasonable effort to protect students from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
- b. Does not unreasonably deny a student access to diverse points of view.
- c. Takes reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
- d. Does not interfere with a colleague's right to exercise political or civil rights and responsibilities.

ACCOMPLISHED PRACTICE #7 - HUMAN DEVELOPMENT AND LEARNING

Preprofessional: Drawing upon well established human development/learning theories and concepts and a variety of information about students, the preprofessional teacher plans instructional activities.

Indicators:

- a. Recognizes developmental levels of students and identifies differences in a group of students.
- b. Communicates with students effectively by taking into account their developmental levels, linguistic development, cultural heritage, experiential background and interests.
- c. Varies activities to accommodate different student learning needs, developmental levels, experiential backgrounds, linguistic development, and cultural heritage.
- d. Recognizes learning theories, subject matter structure, curriculum development, student development, and first and second language acquisition processes.

ACCOMPLISHED PRACTICE #8 - KNOWLEDGE OF SUBJECT MATTER — *rewritten*

Preprofessional: The preprofessional teacher has a basic understanding of the subject field and is beginning to understand that the subject is linked to other disciplines and can be applied to real-world integrated settings. The teacher's repertoire of teaching skills includes a variety of means to assist student acquisition of new knowledge and skills using that knowledge.

Indicator:

- a. Communicates knowledge of subject matter in a manner that enables students to learn.
- b. Increases subject matter knowledge in order to integrate the learning activities.
- c. Uses the materials and technologies of the subject field in developing learning activities for students.
- d. Develops short and long term personal and professional goals relating to knowledge of subject matter.

ACCOMPLISHED PRACTICE #9 - LEARNING ENVIRONMENTS

Preprofessional: The preprofessional teacher understands the importance of setting up effective learning environments and has techniques and strategies to use to do so including some that provide opportunities for student input into the processes. The teacher understands that she/he will need a variety of techniques and work to increase his/her knowledge and skills.

Indicators:

- a. Applies the established rules and standards for behaviors consistently and equitably.
- b. Involves students in the management of learning environments including establishing rules and standards for behavior.
- c. Provides opportunities for students to be accountable for their own behavior.
- d. Uses learning time effectively, maintains instructional momentum, and makes effective use of time for administrative and organization activities.

ACCOMPLISHED PRACTICE #10 - PLANNING

Preprofessional: Recognizes the importance of setting high expectations for all students, the preprofessional teacher works with other professionals to design learning experiences that meet students' needs and interests. The teacher candidate continually seeks advice/information from appropriate resources (including feedback), interprets the information, and modifies her/his plans appropriately. Planned instruction incorporates a creative environment and utilizes varied and motivational strategies and multiple resources for providing comprehensible instruction for all students. Upon reflection, the teacher continuously refines outcome assessment and learning experiences.

Indicators:

- a. Plans and conducts lessons with identified student performance and learning outcomes.
- b. Provides comprehensible instruction based on performance standards required of students in Florida public schools.

- c. Provides comprehensible instruction in effective learning procedures, study skills, and test-taking strategies.
- d. Plans activities that utilize a variety of support and enrichment activities and materials.

ACCOMPLISHED PRACTICE #11- ROLE OF THE TEACHER

Preprofessional: The preprofessional teacher communicates and works cooperatively with families and colleagues to improve the educational experiences at the school.

Indicators:

- a. Develops and expands strategies that are effective in fulfilling the role of student advocate and is familiar with the laws (State and Federal) and court-ordered Consent Decrees which assure the rights of students.
- b. Provides meaningful feedback on student progress to students and families and seeks assistance for self and families.
- c. Works with colleagues to identify students' educational, social, linguistic, cultural, and emotional needs.
- d. Communicates with families of culturally and linguistically diverse backgrounds.

ACCOMPLISHED PRACTICE #12 - TECHNOLOGY (revised 9-4-03)

Preprofessional: The preprofessional teacher uses technology as available at the school site and as appropriate to the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.

Indicators:

- a. Demonstrates technology competencies as defined by Document 1 (Florida Technology Literacy Profile).
- b. Uses technology in lesson and material preparation.
- c. Teaches students to use available computers and other forms of technology.
- d. Creates authentic tasks using technology tools and recognizes the need for learner-centered environments.