

Department of Special Student Education
Academic Learning Compact

CONTENT KNOWLEDGE (Declarative Knowledge): Students will demonstrate subject matter knowledge. (FAU Indicator 8.1)

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. (Florida Board of Education, Educator Accomplished Practice 8)

State requirements for content knowledge for teachers are used to identify courses that represent subject content knowledge. These courses typically include content courses taught by faculty outside the College of Education, and to a lesser extent, methods courses taught within the College of Education. To graduate, all students must pass the Florida Teacher Certification subject exam in Exceptional Student Education.

CONTENT KNOWLEDGE (Procedural Knowledge): Students will plan activities with identified performance and learning outcomes. (FAU Indicator 10.1)

The preprofessional teacher recognizes the importance of setting high expectations for all students and 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 will incorporate a creative environment and utilize 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. (Florida Board of Education, Educator Accomplished Practice 10)

In EEX 4066 (Educational Programming for Individuals Served in Varying Exceptionalities Programs) and its accompanying Practicum (EEX 4843), students will plan and implement an in-depth learning sequence (LS) designed to teach a significant skill/strategy to mastery. This will require FAU students to use and reflect on data to modify instruction so that pupils reach skill mastery. FAU students will plan activities that use a variety of strategies to help their pupils reach skill mastery, including monitoring learning activities, providing feedback and reinforcement. FAU students also will vary activities to accommodate the different learning needs, developmental levels, experiential backgrounds, linguistic development and cultural heritage of all pupils. Pupil needs will dictate the actual time needed for implementation; however, students should plan that a minimum of three weeks will be needed to complete the LS in the practicum setting. The LS typically consists of at least 6- 8 lessons. After implementation, the LS will be submitted including: pre and post tests, task analysis of the objective, all lesson plans and accompanying materials, progress charts, and a self-evaluation. This assignment will be assessed by a rubric (Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations).

COMMUNICATION (Written Communication): Students will demonstrate the ability to communicate effectively verbally and in writing. (FAU Indicator 2.2).

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. (Florida Board of Education, Educator Accomplished Practice 2)

In EEX 2010 (Survey of Exceptionalities), students complete 20 hours of observation in special education classroom settings. Then, students will demonstrate their knowledge of subject matter by effectively summarizing their observations in the form of an observation report. One method used to evaluation student communication involves the evaluation of this observation report, including content, mechanics, grammar, and spelling. The report will include ALL of the following components:

- Type of setting (e.g. inclusion, resource room)
- Type of exceptionality (e.g. learning disabilities)
- Similarities and differences among students with disabilities from different cultural, religious, ethnic, and socioeconomic groups
- Other student information (e.g. age, grade level, gender, ethnic and cultural levels)
- Classroom management techniques used
- Type of teaching materials used
- Type of teaching strategies employed, including strategies for students with limited English proficiency
- Attitudes linked to cross-cultural barriers in students with disabilities
- Other notable information

This assignment will be assessed by a rubric (Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations).

COMMUNICATION (Oral Communication): Student will communicate high expectations in a positive and supportive manner. (FAU Indicator 2.1).

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. (Florida Board of Education, Educator Accomplished Practice 2)

In EEX 4843 (Practicum in Methods of Teaching Individuals Served in Varying Exceptionality Programs), each FAU practicum student will be observed formally by both the University Supervisor and the Cooperating Teacher throughout the semester. The observations include both verbal and written feedback (narrative observation form) regarding the practicum student's progress in planning and teaching a lesson. It also includes feedback on the FAU student's ability to communicate academic and behavioral expectations in a positive and supportive manner, appropriate to the functioning level of students with disabilities. The observer will synthesize the information on the Feedback Summary Form.

CRITICAL THINKING (Analytical Skills, Practical Skills): Students will interpret data from various informal and standardized assessment procedures. (FAU Indicator 1.2)

The preprofessional teacher collects and uses data gathered from a variety of sources. These sources will include both traditional and alternate strategies. Furthermore, the teacher can identify and match the student's instructional plan with their cognitive, social, linguistic, cultural, emotional, and physical needs (Florida Board of Education, Educator Accomplished Practice 1).

In EEX 4066, students will interpret data from various informal sources (observations, confidential and cumulative files, etc.) and standardized assessments. Based on these interpretations of data, FAU students write an Individual Education Plan (IEP) for one pupil. When the pupil is an ESOL student, the IEP will reflect consideration for linguistic and cultural diversity. Students will use the state IEP forms which will be distributed in class. This assignment will be assessed by a rubric (Exceeds Expectations, Meets Expectations, or Does Not Meet Expectations).

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