

**EPI 0010**  
**Foundations of Language Cognition: Research-Based Practices in Reading**  
**SAMPLE SYLLABUS**

CLASS SCHEDULE: TBA

CLASSROOM: TBA

PROFESSOR: Rhonda Atkinson, Ph.D.

E-MAIL: Blackboard LEARN email MUST be used for all EPI 0010 course-related communications. Atlas email should be used for official grade inquiries and other college communications, such as registration, financial aid, etc. After the course ends, you can reach me at [ratkinson2@valenciacollege.edu](mailto:ratkinson2@valenciacollege.edu)

DEPARTMENT: Educator Preparation Institute

DEPARTMENT OFFICE AND PHONE: West Campus 1-255; 407-582-5581

OFFICE LOCATION and PHONE: West Campus 11-103B; 407-582-1220

OFFICE HOURS: TBA

**NOTE:** *The BEST way to reach me is by email through Blackboard LEARN. In most cases, I will reply within 24 hours. You can check the discussion tab and look at the first topic: CONTACTS—this will tell you when I last checked for email/questions.*

CATALOG COURSE DESCRIPTION: **FOUNDATIONS OF RESEARCH-BASED PRACTICES IN READING** Prerequisite: Admission to Educator Preparation Institute Program. This course focuses on instructing the participant on proper language structure and cognition of phonemic awareness, phonics, fluency, vocabulary, and comprehension. This instruction is grounded in scientifically-based research.

***YOU NEED TO DOWNLOAD THE FOLLOWING COURSE MATERIALS (LINKS also in Week 1 Introduction Module) You can either print these or have them bookmarked as favorites.***

1) *Put Reading First: The Research Building Blocks for Teaching Children to Read (Kindergarten through Grade 3)*

<http://lincs.ed.gov/publications/pdf/PRFbooklet.pdf#xml=http://search.nifl.gov/texis/search/pdfhi.txt?query=Put+reading+first&pr=LINCS&prox=page&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&sufs=0&order=r&cq=&id=4cb923dd7>

2) *Report of the National Reading Panel: Teaching Children to Read*  
[http://www.nichd.nih.gov/publications/nrp/upload/smallbook\\_pdf.pdf](http://www.nichd.nih.gov/publications/nrp/upload/smallbook_pdf.pdf)

OR <http://www.nichd.nih.gov/publications/nrp/smallbook.cfm>

3) *Effective Instruction for Adolescent Struggling Readers*  
<http://www.centeroninstruction.org/files/Practice%20Brief-Struggling%20Readers.pdf>

4) *What Content-Area Teachers Should Know about Adolescent Literacy*

[http://lincs.ed.gov/publications/pdf/adolescent\\_literacy07.pdf#xml=http://search.nifl.gov/texis/search/pdfhi.txt?query=What+Content-Area+Teachers+Should+Know+about+Adolescent+Literacy+&pr=LINCS&prox=p](http://lincs.ed.gov/publications/pdf/adolescent_literacy07.pdf#xml=http://search.nifl.gov/texis/search/pdfhi.txt?query=What+Content-Area+Teachers+Should+Know+about+Adolescent+Literacy+&pr=LINCS&prox=p)

[age&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&su fs=0&order=r&cq=&id=4cb923e27](http://www.valenciacollege.edu/epi/age&rorder=500&rprox=500&rdfreq=500&rwfreq=500&rlead=500&rdepth=0&su fs=0&order=r&cq=&id=4cb923e27)

**TEXTBOOK**

*The Reading Teacher's Book of Lists (5e)* by Edward B. Fry, Jacqueline E. Kress and Dona Lee Fountoukidis **AVAILABLE at West Campus Bookstore. You can also order it online from commercial bookstores.**

**STUDENTS REQUIRING ACADEMIC ACCOMMODATION:** *Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. For more information, see <http://www.valenciacc.edu/osd/>.*

**TECHNOLOGY REQUIREMENTS:** For internet and computer hardware requirements please visit [http://valenciacc.edu/ltad/students/tech\\_req.asp](http://valenciacc.edu/ltad/students/tech_req.asp).

A flash drive is **mandatory** for storing class materials and artifacts. Some materials (podcasts) will be available as MP3 files.

If you need assistance with Blackboard LEARN, contact the Valencia Blackboard LEARN Help Desk through email at [WebCThelp@valenciacc.edu](mailto:WebCThelp@valenciacc.edu) or by calling 407-582-5600.

Due to the compressed nature of this course and the interaction that is required, students should expect to spend 12 hours per week working on course requirements and should visit the course at least every 48 hours to remain up to date on communications from the instructor and fellow students. Additionally, daily participation may be required during some weeks of the course.

<i>COURSE OUTCOMES: At the end of this module, learners should be able to. . .</i>	<i>By completing the following ASSIGNMENTS and/or ARTIFACTS. . .</i>
1. Describe how students learn to read using scientific evidence of reading instruction 2. Identify the relationships among phonemes, morphemes, inflection, and derivations.	1. Creation of a research-based plan for developing phonemic awareness ( <b>Assignment/Artifact 1</b> )  FEAPS Competencies: Knowledge Of Subject Matter Reading Competency 2: Indicator A <b>Due: Week 4</b> <b>100 points</b>
3. Identify strategies for teaching basic decoding.	2. An interpretation of assessment results and prescription of strategies for decoding instruction ( <b>Assignment/Artifact 2</b> )  FEAPS Competencies: Assessment, Human Development and Learning Reading Competency 2: Indicator B <b>Due: Week 5</b> <b>100 points</b>
4. Identify techniques for building vocabulary. 5. Identify strategies for developing reading comprehension 6. Identify strategies for teaching reading in content areas 7. Explain the connection between reading and writing. 8. Identify strategies for building fluency.	3. Creation of standards-based content instruction that incorporates reading vocabulary and comprehension as well as activities for writing and fluency. ( <b>Assignment/Artifact 3</b> )  FEAPS Competencies: Human Development And Learning; Knowledge Of Subject Matter; Learning Environments Reading Competency 2: Indicators C, D, E, F <b>Due: Week 7</b> <b>105 points</b>

### COURSE ASSIGNMENTS (Rubrics follow at the end) AND POLICIES:

1. **Individual Artifacts** will focus on application and demonstration of course content. **In order to pass this course, you must pass EACH portfolio/artifact assignment.** If you do not, your grade will be an “F” for the course regardless of your performance on other class assignments. You cannot pass as the result of your work on quizzes and discussions. All artifacts must earn at least an 80%, or they will have to be corrected and resubmitted. Time does not permit me to regrade artifacts which receive 90% or more. **NOTE: If an artifact is returned to you for revision, 10% of the grade will be deducted for each time the assignment is returned. However, the maximum that can be deducted will be 20% of the original total.** The artifacts should be typed using 12 font in Times New Roman, double spaced (when appropriate) and submitted through the appropriate assignment in WebCT. The appropriate template should be used for artifacts when provided. Additional information for creating artifacts and the scoring rubrics are provided on WebCT. (325 total points)

**ARTIFACT 1 SYNTHESIS OF READING RESEARCH: DEVELOPMENT OF PHONEMIC AWARENESS DUE WEEK 4 (100 points)**

You have just learned that your best friend is expecting his/her first child. Armed with your newfound realization of the importance of phonemic awareness, you decide to prepare a “how to” manual (paper) on phonemics as your baby shower gift. Your manual should provide

- (1) an introductory paragraph providing a research-based rationale for the importance of phonemic awareness (include a minimum of 3 reasons based on reading research and a minimum of 1 reference)
  - (2) an alphabetized glossary with a minimum of 10 key terms related to phonemic awareness with an example of each term ,
  - (3) descriptions and brief examples of 5 phonemic awareness activities that can be used to teach different phonemic awareness skills (e.g., rhyming, segmentation, blending), and
  - (4) 3 WWW phonemic awareness links with a 1 sentence description of why you chose them.
- 100 points

**ARTIFACT 2 CASE STUDY: INTERPRETATION OF ASSESSMENT RESULTS AND PRESCRIPTION OF STRATEGIES FOR DECODING INSTRUCTION: DUE WEEK 5 (100 points)**

You will be given a portfolio of a student’s assessment results to evaluate in terms of **decoding skills**. You need to provide

- (1) a written interpretation of the results by individual assessment (25 points),
- (2) a one paragraph summary of the student’s decoding strengths and weaknesses (25 points),
- (3) a one paragraph summary of general recommendations for instruction in decoding (25 points), and
- (4) a specific ready-to-go sample activity, lesson, or instructional materials for decoding that would be appropriate for the student (25%).

**ARTIFACT 3 INSTRUCTIONAL CONTENT: DUE WEEK 7 (100 Points + 25 points for class show & tell)**

You will create content area instruction that incorporates reading vocabulary and comprehension as well as activities for writing and fluency. Demonstrations of selected aspects of the lesson will take place during the last course class meeting. Completion of this project involves the following:

- 1) a selection of content reading material of 3-5 pages (5 points)
- 2) Identification of Sunshine State Standard (10 points)
- 3) analyses of the readability level using (1) a Fry readability graph and (2) Microsoft Word readability tool (10 points)
- 4) identification of 10 terms taken from the reading selection (5 points)
- 5) vocabulary activity (15 points)
- 6) analysis of expository text type(s) (10 points)
- 7) comprehension activity with reference to Bloom’s Taxonomy (15 points)
- 8) writing activity (10 points)
- 9) fluency activity (10 points)
- 10) Use of a Web 2.0 tool for EITHER the vocabulary, comprehension, writing, or fluency activity (10 points)
- 11) **Class show and tell (25 points)**

**ADDITIONAL ASSIGNMENTS (P/F) NOTE: THESE MUST BE COMPLETED TO GET CREDIT IN THE COURSE!!!!**

- A) Volunteer Observation Log (See #5 below) **DUE WEEK 7**
  - B) EPI Cover Sheet **DUE WEEK 7**
2. Participation in **Discussions via Blackboard LEARN** will also be graded. For each discussion topic, you must respond to the original post and reply to at least one other student's post. You should follow the criteria for each discussion topic to receive full credit. Point values for the discussions vary.
  3. Weekly **Quizzes** will be given on the weekly readings. They can be found under the Assessments tab on the Blackboard LEARN. Quizzes should be completed before coming to class. You may take the quizzes as many times as you want. Please note that the questions may change each time you take a quiz. Each quiz will be worth 20 points for a total of **140 points**
  4. Weekly **Textbook Assignments** will begin in Week 3. These and should be completed before class each week and submitted at the beginning of class. Each Textbook assignment will be worth 25 points for a total of **125 points**.
  5. Each week's **learning module** must be completed in its entirety. This means that all assignments and discussions must be completed and submitted by the due date. Points have been assigned to each assignment.
  6. **Volunteer Requirements for EPI Hybrid Students:** This requirement began Fall 2009 for all continuing and new EPI students who are not in a full-time teaching position or in a full-time teacher's aide or paraprofessional position. **Students must complete 5 hours of volunteer/observation hours in a K-12 setting for each 8 week term, not per class. The exception to this is when you are enrolled for EPI 0940 or EPI 0945 because you are already required to do 15 hours per course in a K-12 setting as part of your field experience.** The following links are to the volunteer homepages for Orange and Osceola counties: Orange County: <https://www.ocps.net/ES/CR/RESOURCES/Pages/default.aspx>  
Osceola County: <http://www.osceola.k12.fl.us/depts/OASIS/index.htm>  
**Please Note: Students who do not successfully complete volunteer hours will not pass the current term enrolled.**
  7. Special notifications or changes will be posted in the **Announcements** section of Blackboard LEARN. It is the student's responsibility to check the Blackboard LEARN for announcements, email, assignment feedback, and discussion comments.
  8. Of course there will be times other than our regularly scheduled class meetings **when you need to reach me**. There are several ways to do so. (1) I tend to check **Blackboard LEARN email** daily and respond accordingly. You will find a topic entitled CONTACTS in the discussion area of the course. Each day I note the date and time when I leave the course. That way you can see if I will still be checking in that day or if you will wait until the next day to get a response. (2) There is also a

**QUESTIONS? ASK HERE** topic in discussions. Use it to ask me questions or to see if one of your classmates can respond to your question. (3) Feel free to call me—the best way to reach me is on my **CELL PHONE 407-552-9165**. If I am not available by cell phone, please be sure to leave your name and phone number and I will get back to you as soon as possible. (4) Of course, you can **call my office (although you'll probably find it easier to reach my on my cell phone) or see me in my office. I DO RECOMMEND you make an appointment**, just on the off chance that I have already made an appointment or have a meeting that might conflict with the time you stop by.

9. In general, there are few new and different ideas and instructional strategies in teaching. What IS new will be your approach and use of them. Thus, in completing the course artifacts and assignments, you may ADAPT other resources you find (e.g., WWW, books, journals, other teachers, etc) as resources as long as you cite them appropriately. However, you should NOT “copy and paste” a lesson plan or other content you find and present it as your own. Using material from a website or other source without permission infringes on copyright laws. *If you use material from a website which gives permission for free use but you do not cite it, then you are committing plagiarism. If you use information from another student's work, you are committing plagiarism. In either case, you WILL get an F for the assignment AND in the course. An F in the course will drop you from the EPI program and it would be very doubtful that you could be reinstated.* Please use APA or MLA format for citations.
10. **Attendance:** This is a compressed course and attendance is very important. You can be absent 1 time without penalty; however, your grade will drop by one letter grade for each additional absence, regardless of the reason.

**All formal assignments should adhere to standard written English. If you have any doubts about your writing skills, please go to the Writing Center in Building 5, Room 155 for assistance.**

**Portfolio Requirements:** Artifacts completed in this and other EPI courses should be saved to demonstrate specific FEAPS teaching competencies.

#### **GRADING SCALE**

<b>90% and above</b>	<b>A</b>
<b>80%-89%</b>	<b>B</b>
<b>70%-79%</b>	<b>C</b>
<b>Below 70%</b>	<b>F</b>



## POLICIES AND PROCEDURES:

**Blackboard:** All assignments and their due dates will be located in Blackboard for the course. Additional readings and information will also be posted.

**COMPUTER LAB USAGE:** Remember that when utilizing Valencia College computer labs, food and drink are not permitted. For additional information, see <http://www.valenciacc.edu/labs>.

**ACADEMIC HONESTY:** All forms of academic dishonesty are prohibited at Valencia Community College (Policy Number 6Hx28: 10-16). For more information, see <http://www.valenciacc.edu/policies>.

**STUDENTS REQUIRING ACADEMIC ACCOMMODATION:** Students with disabilities who qualify for academic accommodations must provide a letter from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities. For more information, see <http://www.valenciacc.edu/osd/>.

**POSSIBLE NECESSITY OF SCHEDULE/CONTENT MODIFICATION:** Course schedule and/or content may be changed at the professional discretion of the professor.

### Course Schedule

**NOTE: ASSIGNMENTS ARE DUE ON TUESDAYS at 5:55PM!!!**

Class Week	Topics	Content
1	Introduction to Course <b>NOTE: NOTHING IS DUE TODAY</b>	Week 1 Blackboard LEARN Folder
2	Analyzing Reading Research	Week 2 Blackboard LEARN folder
3	Alphabetics and Decoding	Week 3 Blackboard LEARN folder
4	Vocabulary and Vocabulary Development <b>ASSIGNMENT 1 DUE</b>	Week 4 Blackboard LEARN folder
5	Comprehension Part 1: Readability and Factors that Affect Text Difficulty and Student Understanding <b>ASSIGNMENT 2 DUE</b>	Week 5 Blackboard LEARN folder
6	Reading/Writing Connection, Spelling, Fluency	Week 6 Blackboard LEARN Folder
7	Comprehension Part 2: Study Strategies <b>ASSIGNMENT 3 DUE</b> <b>Class Presentations (Show and Tell) of Reading/Writing Strategies</b> <b>Observation logs AND cover sheet assignment DUE</b>	Week 7 Blackboard LEARN folder



## Synthesis of Reading Research: Development of Phonemic Awareness

You have just learned that your best friend is expecting his/her first child. Armed with your newfound realization of the importance of phonemic awareness, you decide to prepare a "how to" manual (paper) on phonemics as your baby shower gift. Your manual should provide: 1. Introductory paragraph must provide a research based rationale for the importance of phonemic awareness (minimum 3 reasons based on reading research AND minimum 1 reference) 2. Minimum of 10 key terms related to phonemic awareness with an example of each term. 3. Descriptions and brief examples of 5 phonemic awareness activities that can be used to teach different phonemic awareness skills (e.g., rhyming, segmentation, blending) 4. 3 WWW phonemic awareness links with a 1 sentence description (for each one) describing why you chose them.

FEAPs: **Quality of Instruction/Instructional Design and Lesson Planning** (b,f); Continuous Professional Improvement (b)

Quality of Instruction.

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

b. Sequences lessons and concepts to ensure coherence and required prior knowledge.

f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies

**Continuous Improvement, Responsibility and Ethics.**

1. Continuous Professional Improvement. The effective educator consistently:

b. Examines and uses data-informed research to improve instruction and student achievement

Objective/Criteria	Performance Indicators		
	Unsatisfactory	Needs Improvement	Satisfactory
<b>Research Based Rationale/Introductory Paragraph</b>	(0 points) Introductory paragraph was not appropriate	(15) points Did not clearly examine data informed research. Did not adequately provide rationale for importance of phonemic awareness.	(25 points) Examines and uses data-informed research to improve instruction and student achievement. Introductory paragraph must provide a research based rationale for the importance of phonemic awareness (minimum 3 reasons based on reading research AND minimum 1 reference)
<b>Alphabetized Glossary</b>	(0 points) No terms were provided related to phonemic awareness	(15 points) Less than 10 key terms related to phonemic awareness with an example of each term	(25 points) Minimum of 10 key terms related to phonemic awareness with an example of each term
<b>Phonemic Awareness Activities</b>	(0 points) Lessons are not sequenced	(15 points) Does not clearly sequence lessons and concepts to ensure coherence and required prior knowledge	(25 points) Sequences lessons and concepts to ensure coherence and required prior knowledge
<b>Identification of Terms</b>	(0 points)	(15 points)	(25 points)

	Did not develop learning experiences that require students to demonstrate a variety of applicable skills and competencies	Did not clearly develop learning experiences that require students to demonstrate a variety of applicable skills and competencies	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies
Out of 100			

## Assessment Case Study Rubric

You will be given a portfolio of a student's assessment results to evaluate in terms of **decoding skills**. You need to provide

(1) a written interpretation of each source of interpretation (25%), (2) a one-sentence summary which identifies the student's decoding strengths and weaknesses (25%), (3) general recommendations for instruction in decoding (25%), and (4) a specific sample activity, lesson, or instructional materials for decoding that would be appropriate for the student (25%).

FEAPs: Quality of Instruction/Instruction Design and Lesson Planning (c); Assessment (a, c)

### (a) Quality of Instruction

**Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator consistently:

c. Designs instruction for students to achieve mastery;

**Assessment.** The effective educator consistently:

a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;

c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;

Objective/Criteria	Performance Indicators		
	Unsatisfactory	Needs Improvement	Satisfactory
<b>Interpretation of each individual source of information</b>	(0) points Missing interpretation of individual assessments	(15 points) Analyzes and applies data from some sources to diagnose students' learning needs; Used some assessment tools to monitor student progress; analysis is not appropriate based on data	(25 points) Analyzes and applies data from all sources to diagnose students' learning needs; Used all assessment tools to monitor student progress
<b>One-sentence summary which identifies the student's decoding strengths and weaknesses</b>	(0) points Missing summary sentence	(15 points) Sentence does not diagnose students learning needs	(25 points) Sentence effectively summarizes analysis of data and assessment tools
<b>General recommendations for decoding instructions</b>	(0) points Missing recommendations	(15 points) Analyzes and applies data from some sources to diagnose students' learning needs; Used some assessment tools	(25 points) Analyzes and applies data from all sources to diagnose students' learning needs; Used all assessment

		to monitor student progress; analysis is not appropriate based on data	tools to monitor student progress
<b>Inclusion of a specific ready-to-go sample activity, lesson or other instructional material that engages the learner and addresses student needs</b>	(0) points Missing activity	(15 points) Activity does not address identified decoding skill deficit or is not in a ready to go form	(25 points) Instruction contributes to the achievement of mastery in the identified specific decoding skill deficit
<b>Total 100 Points</b>			

## Instructional Content Rubric

You will create a content area instructional plan in reading vocabulary and comprehension, including activities for writing and fluency. Completion of this project involves the following: a selection of content reading material of 3-5 pages, identification of Sunshine State Standard, analysis of the readability level using (1) a Fry readability graph and (2) Microsoft Word readability tool, identification of 10 terms taken from the reading selection, a vocabulary activity (This should be an activity that the students DO, for example, the teacher "going over the terms in class" or "having students use each term in a sentence" will not be sufficient), your analysis of the expository text type(s), comprehension activity with reference to Bloom's Taxonomy (NOTE: This should be an activity that the students DO. Moreover, it should be something more inventive than "students will answer review questions at the end of the chapter), writing activity (NOTE: This activity should be more than answering questions in short answer form. Rather, it should be something more reflective or that requires the students to provide a coherent response), and a fluency activity (NOTE: There are actually somewhat of a limited range of choices here; however, your activity should be a bit more elaborate than "students take turn reading aloud").

FEAPs: Quality of Instruction/Instruction Design and Lesson Planning (a, c, f); Instructional Delivery and Facilitation (a, b, f, g); Assessment (a)

### (a) Quality of Instruction.

**Instructional Design and Lesson Planning.** Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- c. Designs instruction for students to achieve mastery;
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**Instructional Delivery and Facilitation,** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

**Assessment.** The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives

the learning process;

Objective/Criteria	Performance Indicators		
	Unsatisfactory	Needs Improvement	Satisfactory
<b>Selection of Reading Content (3-5 pages)</b>	(0 points) Reading selection was not appropriate	(3 points) Did not select appropriate reading content or less than 3-5 pages	(5 points) Selected appropriate reading content of 3-5 pages
<b>Sunshine State Standards</b>	(0 points) No Sunshine State Standard provided	(5 points) Did not clearly aligns instruction with state-adopted standards at the appropriate level of rigor	(10 points) Aligned instruction with state-adopted standards at the appropriate level of rigor
<b>Analysis of Readability using Fry readability graph and Microsoft Word readability tool</b>	(0 points) Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.	(5 points) Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process	(10 points) Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
<b>Identification of Terms</b>	(0 points) Did not identify 10 terms in the reading selection	(3 points) Identified 1-9 terms from the reading selection	(5 points) Identified 10 terms from the reading selection
<b>Vocabulary Activity</b>	(0 points) Did not design instruction for students to achieve mastery;	(10 points) Did not clearly design instruction for students to achieve mastery;	(15 points) Designed instruction for students to achieve mastery;
<b>Analysis of the Expository Text</b>	(0 points) No analysis of expository text	(5 points) Analysis is inaccurate or not used to inform instruction	(10 points) Analyzes and applies data from text to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process
<b>Comprehension Activity/Bloom's Taxonomy</b>	(0 points) Missing comprehension activity	(10 points) Comprehension activity does not foster content literacy for mastery or identification of Bloom's levels is missing or activity is not engaging or challenging or activity does not teach for student understanding	(15 points) Aligned instruction with state-adopted standards at the appropriate level of rigor; Designs content specific literacy instruction for students to achieve mastery; learning experiences require students to demonstrate comprehension and higher order thinking

			skills at a variety of Bloom's levels; is engaging and challenging and teaches for student understanding (20 points)
<b>Writing Activity</b>	(0 points) Missing writing activity	(5 points) Writing activity does not foster content literacy for mastery or activity is not engaging or challenging or activity does not teach for student understanding	(10 points) Aligned instruction with state-adopted standards at the appropriate level of rigor; designs content specific literacy instruction for students to achieve mastery; learning experiences require students to demonstrate writing skills; is engaging and challenging and teaches for student understanding
<b>Fluency Activity</b>	(0 points) Missing fluency activity	(5 points) Fluency activity does not help students achieve mastery	(10 points) Designs literacy instruction for students to achieve mastery
<b>Web 2.0 Tool</b>	(0 Points) Missing Web 2.0 tool	(5 points) Web 2.0 tool did not contribute to vocabulary, writing, comprehension, or fluency instruction.	(10 points) Web 2.0 tool was appropriate for vocabulary, comprehension, writing, or fluency development.
<b>Out of 100</b>			

## FEAPS (Florida Educator Accomplished Practices) Competencies

### Fall 2010 Revised FEAPs Information

(1) Purpose and Foundational Principles.

(a) Purpose. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

***(a) Quality of Instruction.***

**1. INSTRUCTIONAL DESIGN AND LESSON PLANNING.** Applying concepts from human development and learning theories, the effective educator consistently:

- **Aligns instruction with state-adopted standards at the appropriate level of rigor;**
- Sequences lessons and concepts to ensure coherence and required prior knowledge.
- Designs instruction for students to achieve mastery;
- Selects appropriate formative assessments to monitor learning;
- Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons; and
- Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

**2. THE LEARNING ENVIRONMENT.** To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- Organizes, allocates, and manages the resources of time, space, and attention;
- Manages individual and class behaviors through a well-planned management system;
- Conveys high expectations to all students;
- Respects students' cultural, linguistic and family background;
- Models clear, acceptable oral and written communication skills;
- Maintains a climate of openness, inquiry, fairness and support;
- Integrates current information and communication technologies;
- Adapts the learning environment to accommodate the differing needs and diversity of students; and
- Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

**3. INSTRUCTIONAL DELIVERY AND FACILITATION.** The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

Deliver engaging and challenging lessons;

Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

Identify gaps in students' subject matter knowledge;

Modify instruction to respond to preconceptions or misconceptions;

Relate and integrate the subject matter with other disciplines and life experiences;

Employ higher-order questioning techniques;

Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;

Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;

Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and

Utilize student feedback to monitor instructional needs and to adjust instruction.

4. **Assessment.** The effective educator consistently:

- Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives 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); and
- Applies technology to organize and integrate assessment information.

**(b) Continuous Improvement, Responsibility and Ethics.**

1. **Continuous Professional Improvement.** The effective educator consistently:

- 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;
- Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- Implements knowledge and skills learned in professional development in the teaching and learning process.

2. **Professional Responsibility and Ethical Conduct.** Understanding that educators are held to a high moral standard in a community, 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 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession. *Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10. SOURCE: <http://www.fldoe.org/profdev/FEAPSRevisions/pdf/6A-5.065.pdf>*