



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)

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 set to complete