College of Education Undergraduate Course Change Proposal
Signature Page

Course Title: Senior Seminar in English Education
Course Prefix and Number: LAE 4936 Type of Change: SUBSTANTIVE
Name of Faculty Sponsor: Anete Vasquez Telephone: 974-2209
Email: avasquez@usf.edu

APPROVALS
List appropriate Department Chair, Committee Chair, Faculty Council Chair and Associate Dean
Approving:

Dr. Stephen Thornton  
Department Chair  
Signature: Stephen Thornton  
DATE: 2/26/10

Rick McPherson  
Name of UPC Chair  
Signature:  
DATE: 4/21/2010

Erwin Johannesmeier  
College Council Chair  
Signature:  
DATE: 4/23/10

Michael Stewart, Ph.D.  
Name of Associate Dean  
Signature:  
DATE: 4/26/10

CONCURRENCE
List other units and department of the University that have been consulted, comments and supporting remarks:

UNIT  
Name/Title  
Signature  
Date

UNIT  
Name/Title  
Signature  
Date

UNIT  
Name/Title  
Signature  
Date

UNIT  
Name/Title  
Signature  
Date

COUNCIL/DEAN APPROVALS
Recommendation of Undergraduate Council: Approved: Disapproved:
Signature of Undergraduate Council Chair:  Date
Action by the Undergraduate School Dean: Approved: Disapproved:
Signature of Undergraduate Dean:  Date
Effective Date (Term):  

## College of Education
### UNDERGRADUATE COURSE CHANGE PROPOSAL

**PLEASE INDICATE THE TYPE OF CHANGE YOU ARE REQUESTING TO MAKE:**
- **SUBSTANTIVE** Change in course syllabus
- **NON-SUBSTANTIVE** Change in Credit Hours (from less to more)

### 1. DEPARTMENT AND CONTACT INFORMATION

<table>
<thead>
<tr>
<th>Department</th>
<th>Secondary Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>College: Education</td>
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</tr>
<tr>
<td>Budget account number:</td>
<td>172400 Secondary Education</td>
</tr>
<tr>
<td>Faculty Contact Name</td>
<td>Anete Vasquez</td>
</tr>
<tr>
<td>Phone:</td>
<td>974-2209</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:avasquez@usf.ededu">avasquez@usf.ededu</a></td>
</tr>
</tbody>
</table>

### 2. CURRENT COURSE INFORMATION

<table>
<thead>
<tr>
<th>Prefix:</th>
<th>LAE</th>
<th>Number:</th>
<th>4936</th>
</tr>
</thead>
</table>

**Full Course Title:**

Senior Seminar in English Education

**Abbreviated Course Title: (not to exceed 30 characters)**

Sen Sem in English Educ

- The course title is variable? 
  - Yes [ ]
  - No [ ]

- Is a permit required for registration? 
  - Yes [ ]
  - No [ ]

- Are the credit hours variable? 
  - Yes [ ]
  - No [ ]

**Credit hours (list max if variable):** 2

**Total Clock Hours:** 28

**Section Type:** Discussion (Primarily)

**Grading option:** Regular

**Prerequisites**

Senior standing.

**Corequisites**

Taken concurrently with internship: LAE 4940.

**Co-Prerequisites**

Not Applicable
Course Description (not to exceed 255 characters including spaces)

The course is a synthesis of all coursework and is restricted to majors and is not repeatable for credit.

Please indicate in the description if the course:
* is restricted to majors or non-majors
* is repeatable for credit and, if so, for how many total credits

3. **New Course Information** (leave unchanged fields blank):
   
   New Prefix:   New Number:   

   New Full Course Title: 

   New Abbreviated Course Title: (not to exceed 30 characters)

   The course title is variable?  ○ Yes  ○ No

   Is a permit required for registration?  ○ Yes  ○ No

   Are the credit hours variable?  ○ Yes  ○ No

   New Credit hours (list max if variable):  3  New Total Clock Hours:  45

   New Section Type:   New Grading option:   

New Prerequisites

New Corequisites

New Co-Prerequisites
New Course Description (not to exceed 255 characters including spaces)

The course is a synthesis of all coursework and requires teacher candidates to analyze their impact on the learning of their grade 6 - 12 internship students. This course is restricted to majors and is not repeatable for credit.

Please indicate in the description if the course:
* is restricted to majors or nonmajors
* is repeatable for credit and, if so, for how many total credits

4. JUSTIFICATION:

a. Nature of change(s): Be specific. (Indicate the nature of all changes, i.e., change of objectives, course level, etc. State the reasons why the change is necessary and how it will improve the course or program.) A structural analysis of the course should be included. Indicate where this course is in relation to other courses in the program. How will the change impact the enrollment of the course? Does this change affect accreditation or certification?

Changes have been made to this course to accommodate the new NCATE requirement for accreditation whereby our students must analyze their impact on the learning of students in grades 6-12. Because of this new requirement, the Impact on Student Learning Assignment has become the focus of the course. It is a very time consuming requirement that increases the amount of instruction that is necessary from a 2-hour course to a 3-hour course. Due to this change, the objectives of the course have changed as well. This course is one of the last courses students take in their program, and they take it concurrently with internship. The change, however, will not impact the enrollment numbers. Again, this change enables our programs to meet the new NCATE requirements for accreditation. Furthermore, this course has been conditionally approved to serve as the program's Capstone Course in the Foundations of Knowledge initiative which also requires that it be changed from a 2 to a 3-hour course.

(Items “4.b.” – “4.f.” are ONLY for Substantive Course Changes)

b. Indicate how this course will strengthen the Undergraduate Program.

This change enables our programs to meet the new NCATE requirements for accreditation. Furthermore, this course has been approved to serve as the program's Capstone Course in the Foundations of Knowledge initiative.
c. What specific area of knowledge is covered by this change that is not covered by courses currently listed?

The new NCATE requirement for accreditation requires our students to analyze their impact on the learning of students in grades 6-12. According to the Foundations of Knowledge Initiative, the areas of knowledge now covered are critical thinking, inquiry-based learning, scientific processes and human and cultural diversity.

d. What is the need or demand for this course? (Here you must indicate if this course is part of a required sequence in the major.) What other programs would use this course?

This course is part of a required sequence in the major. No other programs use this course.

e. What qualifications and/or experience are necessary to teach this course?

To teach this course, the instructor must have a Master's degree in the subject area of English Education as well as a firm knowledge of the foundations of education, instructional planning, assessment and teaching diverse learners.

f. What will be the effect of this change on the program and on the students? Do you plan to drop a course of this change is made?

Aside from the fact that the new critical task of Impact on Student Learning will need to be completed by students, students will also be affected by the fact that the course has been changed from 2 to 3-hours. They will not be affected financially, however, because we are going to change the hours required for LAE 4940: Internship in English Education which is currently a variable hour requirement of 1-12 hours. We have been requiring 10, and we are going to decrease this to 9-hours.
5. **OTHER COURSE INFORMATION** – Required for submission to the Statewide Course Numbering System (You must complete this section with the requested items. “n/a” or “unchanged,” etc. is not acceptable) If this section is not filled out, the course change will NOT be made!

   a. **Course Objectives/Student Learning Outcomes**

      - The student intern will use information about the learning-teaching context and the student individual differences to set learning goals and plan instruction and assessment.
      - The student intern will set significant, challenging, varied, and appropriate learning goals for the grade 6-12 students.
      - The student intern will use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.
      - The student intern will design instruction for specific learning goals, student characteristics and needs, and learning contexts.
      - The student intern will use regular and systematic evaluation of student learning to make instructional decisions.
      - The student intern will use assessment data to profile student learning and communicate information about student progress and achievement.
      - The student intern will reflect on his or her instruction and student learning in order to improve teaching practice.

   b. **Major Course Topics**

      - Classroom management
      - Culturally responsive teaching
      - Grade 6-12 student motivation
      - Classroom communication
      - Preparation for teaching job search
      - Creating learning objectives
      - Designing instruction
      - Differentiated instruction

   c. **Course Textbooks**

      There is not required textbook for this course. All of the materials you need have been posted on Blackboard under either the Assignments section or the Course Documents section.

6. **Gordon Rule/General Education**

   This course is certified for:

   Capstone Course (conditional upon the approval of this request to change course from 2 to 3-hours)

7. **Syllabus** – If this is a **substantive** course change you **MUST** attach a copy of the syllabus.
COLLEGE OF EDUCATION

UNDERGRADUATE DEPARTMENTAL COURSE SYLLABUS

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity (CARE). These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow.

1. **Course Prefix and Number:** LAE 4936  
   **Credit Hours:** 03

2. **Course Title:** Senior Seminar in English Education

3. **Regular Instructor(s):** the coordinator of field experiences or selected faculty from the Department of Secondary Education or a graduate teaching assistant from the Department of Secondary Education.

4. **Course Prerequisites (if any):** Senior standing. Required concurrently with internship: LAE 4940.

5. **Course Description:** Synthesis of teacher candidate’s courses in complete college program.

6. **Course Goals and Objectives:**

   The student intern will use information about the learning-teaching context and the student individual differences to set learning goals and plan instruction and assessment.
   - FEAP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
   - CF 1, 2, 3, 4, 5, 6
   - Professional Standards of NCTE: Instructional planning 1, 2, 3; Instructional performance 1, 2, 3; Instructional assessment 1, 2; all content knowledge standards
   - CS 1, 2, 3, 4, 5, 6
   - ESOL 1, 2, 3, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 20, 21, 25
   - FRC Not Applicable – not a reading course

   The student intern will set significant, challenging, varied, and appropriate learning goals for the grade 6-12 students.
   - FEAP 1, 2, 3, 4, 5, 6, 7, 8, 10, 11
   - CF 1, 2, 3, 4, 5, 6
   - Professional Standards of NCTE Instructional planning 1, 2, 3
   - CS 1, 2, 3, 4, 5, 6
   - ESOL 1, 2, 3, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 20, 21, 25
   - FRC Not Applicable – not a reading course

   The student intern will use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.
   - FEAP 1, 2, 3, 4, 5, 6, 7, 8, 10, 11
   - CF 1, 2, 3, 4, 5, 6
   - Professional Standards of NCTE Instructional assessment 1, 2
<table>
<thead>
<tr>
<th>CS 1, 2, 3, 4, 5, 6</th>
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<tbody>
<tr>
<td>ESOL 1, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 20, 21, 25</td>
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<tr>
<td>FRC Not Applicable – not a reading course</td>
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</tbody>
</table>

**The student intern will design instruction for specific learning goals, student characteristics and needs, and learning contexts.**

FEAP 1, 4, 5, 7, 8, 9, 10, 11, 12  
CF 1, 2, 3, 4, 5, 6  
Professional Standards of NCTE Instructional planning 1, 2, 3; Instructional performance 1, 2, 3; Instructional assessment 1, 2; all content knowledge standards  
CS 1, 2, 3, 4, 5, 6  
ESOL 1, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 20, 21, 25  
FRC Not Applicable – not a reading course

**The student intern will use regular and systematic evaluation of student learning to make instructional decisions.**

FEAP 1, 4, 5, 7, 8, 10  
CF 1, 2, 3, 4, 5, 6  
Professional Standards of NCTE Instructional assessment 1, 2  
CS 1, 2, 3, 4, 5, 6  
ESOL 1, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 20, 21, 25  
FRC Not Applicable – not a reading course

**The student intern will use assessment data to profile student learning and communicate information about student progress and achievement.**

FEAP 1, 2, 5, 6, 7, 8, 11, 12  
CF 1, 2, 3, 4, 5, 6  
Professional Standards of NCTE Instructional assessment 1, 2  
CS 1, 2, 3, 4, 5, 6  
ESOL 1, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 20, 21, 25  
FRC

**The student intern will reflect on his or her instruction and student learning in order to improve teaching practice.**

FEAP 3  
CF 1, 4  
Professional Standards of NCTE Instructional assessment 1, 2  
CS 1, 2, 3, 4, 5, 6  
ESOL 1, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 20, 21, 25  
FRC Not Applicable – not a reading course

7. **Content Outline:**
   - Classroom management  
   - Culturally responsive teaching  
   - Grade 6-12 student motivation  
   - Classroom communication  
   - Preparation for teaching job search  
   - Creating learning objectives
- Designing instruction
- Differentiated instruction
- Assessing student learning
- Assessing personal impact on student learning

8. Evaluation of Student Outcomes:

<table>
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<tr>
<th>Assignment</th>
<th>Standards Met</th>
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<tr>
<td>Participation and Attendance (105 points)</td>
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<tr>
<td>Postings (180 points)</td>
<td>FEAP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
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<td>CF 1, 2, 3, 4, 5, 6</td>
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<td>Professional Standards of NCTE all content knowledge standards</td>
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<td>ESOL 1, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 20, 21, 25</td>
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<td></td>
<td>FRC Not Applicable – not a reading course</td>
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<tr>
<td>Letter to Parents (50 points)</td>
<td>FEAP 2, 6, 9, 11</td>
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<tr>
<td></td>
<td>CF 1, 2, 3, 5, 6</td>
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<tr>
<td></td>
<td>ESOL 22, 23</td>
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<td>Resume (50 points)</td>
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<td>Cover Letter (50 points)</td>
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<tr>
<td>Student Evaluation Assignment (100 points)</td>
<td>FEAP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td></td>
<td>CF 1, 2, 3, 4, 5, 6</td>
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<tr>
<td></td>
<td>Professional Standards of NCTE 2.1, 2.2, 3.1, 3.2, 5.1, 8.1</td>
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<td>CS 1, 2, 3, 4, 5, 6</td>
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<td>ESOL 1, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 20, 21, 25</td>
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<td>FRC Not Applicable – not a reading course</td>
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<td>Impact on Student Learning (288 points)</td>
<td>FEAP 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</td>
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<tr>
<td>Section 1: Contextual Factors</td>
<td>CF 1, 2, 3, 4, 5, 6</td>
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<tr>
<td>Section 2: Learning Goals</td>
<td>Professional Standards of NCTE Instructional planning 1, 2, 3; Instructional performance 1, 2, 3; Instructional assessment 1, 2; all content knowledge standards</td>
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<td>Section 3: Assessment Plan</td>
<td>CS 1, 2, 3, 4, 5, 6</td>
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<td>Section 4: Design for Instruction</td>
<td>ESOL 1, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 20, 21, 25</td>
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<td>Section 5: Instructional Decision-Making</td>
<td>FRC Not Applicable – not a reading course</td>
</tr>
<tr>
<td>Section 6: Analysis of Student Learning</td>
<td></td>
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<tr>
<td>Section 7: Reflection and Self-Evaluation</td>
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</tbody>
</table>
Professional Portfolio (200 points)  
FEAP 1,2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12  
CF 1, 2, 3, 4, 5, 6  
Professional Standards of NCTE all content knowledge standards  
CS 1, 2, 3, 4, 5, 6  
ESOL 1, 4, 5, 6, 7, 8, 13, 15, 16, 17, 18, 20, 21, 25  
FRC Not Applicable – not a reading course

9. Grading Criteria:

<table>
<thead>
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<th>Grade</th>
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<th>High Score</th>
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<td>62</td>
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<tr>
<td>F</td>
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<td>59</td>
</tr>
</tbody>
</table>

- A minimum grade of a C- must be achieved in this course in order for the course to count toward graduation.
- Any student who does not upload the Critical Task – the Impact on Student Learning Assignment - to Chalk and Wire by the due date and any student who does not earn a C or higher on the assignment cannot pass Senior Seminar.
- No grade of incomplete will be assigned without verifiable documentation of medical emergency or death in the immediate family. Such circumstances will be determined on a case by case basis at the discretion of the instructor. Please note, an incomplete grade will defer your completion of your academic program and may prevent you from being eligible for hire for a teaching position if this is your last semester.

What happens if a student does not earn a C or higher on his or her Impact on Student Learning Assignment (the Critical Task for the course)?

1st Submission - Any student who fails to earn a 3-5 in their initial submission of a Critical Task will either:
• Be assigned, at the discretion of the instructor, an F grade in the course.
• Be allowed, at the discretion of the instructor, and based on an assessment of disposition at that time, prior work, and the quality of the submission, to resubmit a passing, revised artifact within a week of notification of their grade. The initial course grade for the submission will not change due to the resubmission. The resubmission will be only for the purpose of meeting the minimum 3 score of AES. If the Critical Task is due at the end of the semester, the student will be assigned an F in the course until and if a second submission is evaluated and it is appropriate to change the Critical Task grade and course grade.
2nd Submission - Students who fail to attain a score of 3 (highest grade possible on a resubmission) on their second submission, will be assigned an F grade in the course.

If no Critical Task is posted for grading, students will receive an F grade in the course

10. Textbook(s) and Readings:

There is not required textbook for this course. All of the materials you need have been posted on Blackboard under either the Assignments section or the Course Documents section.

11. Academic Dishonesty:

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an "F" with a numerical value of zero on the item submitted, and the "F" shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of "F" or "FF" (the latter indicating dishonesty) in the course.

12. Detection of Plagiarism:

The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit to SafeAssignment.com, or 3) ask students to submit their assignments to SafeAssignment.com through myUSF. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized.
13. **Web Portal Information:**

Every newly enrolled USF student receives an official USF e-mail account that ends with "mail.usf.edu." Every official USF correspondence to students will be sent to that account. Go to the Academic Computing website and select the link "Activating a Student E-mail Account" for detailed information. Information about the USF Web Portal can be found at: http://www.acomp.usf.edu/portal.htm.

14. **ADA Statement:**

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

15. **USF Policy on Religious Observances:**

Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.
ATTACHMENT I

This section is to be completed on a separate page(s) and is for the College of Education files only.

Course Prefix and Number: LAE 4936
Course Name: Senior Seminar in English Education
Credit Hours: 03

Briefly describe the following:

- **The nature and duration of any field-based experiences:** This course does not have a field-based experience, but it is taken concurrently with students’ final internship (LAE 4940) which is a 26-week internship experience where students must assume the full teaching load of their cooperating teacher for no less than an 8-week period.

- **Any experiences that include instruction, observation, practice, and/or competency demonstration in any of the following: instructional strategies that address various learning styles, exceptionalities, achievement levels, and other specialized circumstances:**

**Assessment Plan of the Impact on Student Learning Assignment** requires that the teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction. The rubric assesses the following:

  - Alignment with learning goals and instruction
  - Clarity of criteria for performance
  - Multiple modes and approaches
  - Technical soundness
  - Adaptations based on the individual needs of students

**Design for Instruction on Student Learning Assignment** requires that the teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts. The rubric assesses the following:

  - Alignment with learning goals
  - Accurate representation of content
  - Lesson and unit structure
  - Use of a variety of instruction, activities, assignments and resources
  - Use of contextual information and data to select appropriate and relevant activities, assignments and resources.
  - Use of technology

- **Activities that assess the impact on pk-12 student learning:**

**Analysis of Student Learning on Student Learning Assignment** requires that the teacher uses assessment data to profile student learning and communicate information about student progress and achievement. The rubric assesses the following:

  - Clarity and accuracy of presentation
  - Alignment with learning goals
  - Interpretation of data
Evidence of impact on student learning

- **Any components of the course that prepares teacher candidates in the use of technology in instruction and record-keeping:**

  **Design for Instruction on Student Learning Assignment** requires that the teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts. The rubric assesses the following:
  - Alignment with learning goals
  - Accurate representation of content
  - Lesson and unit structure
  - Use of a variety of instruction, activities, assignments and resources
  - Use of contextual information and data to select appropriate and relevant activities, assignments and resources.
  - Use of technology

- **Any components of the course designed to prepare teacher candidates to help PK-12 students achieve the Sunshine State Standards?**

  **Learning Goals on Student Learning Assignment** requires that the teacher sets significant, challenging, varied and appropriate learning goals. The rubric assesses the following:
  - Significance, Challenge and Variety
  - Clarity
  - Appropriateness for students
  - Alignment with national, state or local standards

- **How issues of diversity are addressed in this course? Indicate which aspect(s) of the course (e.g., instructional strategies and/or experiences) provide the teacher candidates the opportunity to acquire and/or apply knowledge, skills, and/or dispositions necessary to help all students learn. (“All students” includes students with various learning styles, students with exceptionalities and different ethnic, racial, gender, language, religious, socioeconomic, and regional/geographic origins, and achievement levels):**

  The **Discussion Board Posting for Week 8** requires students to read an article on culturally responsive teaching found under course documents on Blackboard. Once they have read the article, they must write a post discussing how they create a culturally responsive classroom. Items they may discuss are their expressions of their personal dispositions that all students can achieve, ways they integrate multicultural activities into their teaching, and generally, any way they make certain that their students know that they believe that all students can be successful in their class regardless of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background (6B-1.006 Principles of Professional Conduct for the Education Profession in Florida: Code 3g).

  Each section of the **Impact on Student Learning Assignment** requires pre-service teachers to take into consideration the various learning styles, exceptionalities and differences in ethnic, racial, gender, language, religious, socioeconomic, or regional/geographic origins, as
well as achievement levels of the grade 6-12 students in their internship when planning, delivering and assessing instruction.