



Course Syllabus

COURSE NUMBER: EDUC 3520.01	COURSE TITLE: Teaching of Reading: Elementary	TERM: Fall 2006
SITE: Webster Hall 325	INSTRUCTOR CONTACT INFORMATION: Cindy Poston, Ph.D. 314-968-7087 Office Hours: Mondays 12-4, Wednesdays 2-4, & by appt. cjposton@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

This is an introductory course in reading methodology for elementary education, early childhood, and special education majors. It is the first in a series of three courses required for certification. Students will examine a variety of approaches to teaching reading in elementary schools. The focus will be on teaching reading at the primary grades. Topics for consideration will include: reading definitions, language development, theories of reading instruction, readiness, emergent literacy, guided reading, shared reading, read aloud, independent reading, reading/writing connection, classroom management, building a literate community, comprehension, reading problems, and reading success. Students will critique reading programs and materials to apply content knowledge.

2. LEARNING OUTCOMES:

Course Outcomes	SoE Goals and Dispositions Addressed	MOStep/Prof Standards Addressed
1. Study the reading process and its place in early literacy development	G 1.1, 1.3	MOStep 1;1; IRA 1:1
2. Learn ways to create a literate environment	G 1.2, 2.1, 2.2, 2.3, 4.2	IRA 4:1, 4:2, 4:3, 4:4

3.Examine the theories and models of reading and conditions of learning	G 1.1, 1.4, 3.1 D 1.4	MoStep 1:3, 2:4; IRA 1:2
4.Understand the role of the cueing systems	G 1.1, 1.3, 2.1, 2.2, 2.4	IRA 1:4
5.Study the role of phonics in learning to read and spell	G 1.1, 1.3, 2.1, 2.2, 2.4	IRA 1:4
6.Understand the theoretical underpinnings of reading readiness and emergent literacy	G 1.1, 1.4, 3.1 D 1.4	MOStep 1:1, 2:2, 2:4, 3:1, 3:4 IRA 1:2, 1:4
7.Examine the relationships of written and oral language development	G 1.1, 1.3, 2.1, 2.2, 2.4	MOStep 2:2; IRA 1:1, 1:3
8. Investigate the relationship between reading and writing	G 1.1, 1.3, 2.1, 2.2, 2.4	MOStep 1:5; IRA 1:1
9.Develop a personal theory of literacy instruction	G 1.4, 3.1 D 1.4, 2.4	MOStep 2:2; IRA 1:2
10. Investigate the place of literature and basal reading programs	G 1.1,1.3, 2.1, 2.2, 2.4	IRA 2:2, 4:2
11. Develop an understanding of alternative methodologies	G 1.1, 1.3, 2.1, 2.2, 2.4	MOStep 1:1, 1:2; IRA 2:1, 2:2, 2:3
12. Explore the comprehension process	G 1.1, 1.3, 2.1, 2.2, 2.4	MOStep 1:1; IRA 1:1, 1:4
13. Interpret the role of assessment in early literacy	G 1.1, 1.3, 2.1, 2.2, 2.4	MOStep 8:1; IRA 3:1, 3:2, 3:3
14. Critique reading materials and methods	G 1.1, 1.3, 2.1, 2.2, 2.4	MOStep 5:1; IRA 2:2, 2:3, 4:2, 5:3, 5:4
15. Understand organization and management of the components of a balanced literacy program	G 1.1, 1.3, 2.1, 2.2, 2.4, 4.1, 4.2, 4.3, 4.4	MOStep 1:2, 2:3, 4:1, 4:2, 5:1, 5:2, 6:2, 6:3, 7:3; IRA 1:4, 2:1, 2:2, 2:3

<p>16. Develop curricula plans that include all students in successful activities and strategies</p>	<p>G 1.1, 1.3, 2.1, 2.2, 2.4, 4.1, 4.2, 4.3, 4.4</p>	<p>MOStep 1:2, 1:3, 2:2, 3:1, 3:4, 4:1, 4:2, 5:1, 7:3; IRA 1:3, 2:2, 2:3, 4:1</p>
<p>17. Apply “during reading” strategies to text readings, such as PostIt® notes to highlight new vocabulary, questions, insights, etc.</p>	<p>G 1.1, 1.3, 2.1, 2.2, 2.4</p>	<p>MoStep 1:4; IRA 1:1, 1:4, 5:1</p>
<p>18. Critically reflect on text readings, class discussions, classroom observations, and personal elementary experiences</p>	<p>G 3.1 D 1.4</p>	<p>MOStep 9:1; IRA 5:1. 5:2, 5:3, 5:4</p>

3. SCHEDULE (SUBJECT TO CHANGE):

Week 1 (August 21 and 23)

Course overview

What is reading?

“The Big Five” of NCLB

Developing a personal philosophy of literacy instruction

Major theories regarding reading instruction

The reading/writing connection

Reading and writing processes

Week 2 (August 28 and 30)

Developing literate environments and communities

The role of relationships, trust, etc.

Music and poetry in the classroom

Introduction (both parts); Chapters 1, 2, and 3

Week 3 (September 6) (No class Monday, September 4, Labor Day)

Early literacy assessments

Concepts About Print

Letter identification

Writing vocabulary

Sentence dictation/hearing sounds in words

Word lists/sight word knowledge

Chapters 4, 5, and 6; DVD “Observing and Analyzing Reading Behavior”

Week 4 (September 11 and 13)

Assessment of writing and spelling

Conventions of running records

Chapters 7, 8, and 9

Reflection Paper #1 due on September 11

Week 5 (September 18 and 20)

Scoring and analysis of running records

Cueing systems

Prompting and teaching for strategic processing

Week 6 (September 25 and 27)

Overview of balanced literacy components

Readers' and Writers' Workshop

Mini-lessons

Independent reading and writing

Conferring with students

Chapters 22 and 23; DVD “Booktalks, Minilessons and Group Share, Reading Conferences”

Week 7 (October 2 ; No Class Wed., Oct. 4-WebsterWorksWorldwide)

Shared reading
Readers' Theater
Learning letters
Cloze procedure

Chapter 21; DVD "Performed and Shared Reading"

Week 8 (October 9 and 11)

Interactive writing
Modeled writing
Independent writing

Chapters 27 and 28

Reflection Paper #2 due on October 9

October 16 and 18- Fall Break

Week 9 (October 23 and 25)

Guided Reading
Literature Circles

**Chapters 18, 19, 20, 24, 25, and 26; DVD "Guided Reading,
Literature Study/Book Clubs"**

Week 10 (October 30 and November 1)

Using leveled texts/matching books to readers
Developing classroom and building libraries
Using basals in a balanced literacy approach

Chapter 12

Reflection Paper #3 due on October 30

Week 11 (November 6 and 8)

Literacy centers and work stations
Managing centers
The role of the teacher during center time

Week 12 (November 13 and 15)

Word study/spelling
Phonemic awareness and phonics

Week 13 (November 20 and 22)

Comprehension
Read alouds and interactive read alouds

Chapters 15, 15, and 17; DVD "Interactive Read Aloud"

Reflection Paper #4 due on November 20

Week 14 (November 27 and 29)

Genre and text structure
Reading nonfiction
Story elements
Graphic organizers
Responding to literature
Types of journals, 2 and 3 column notes, etc.

Chapters 10, 11, 13, and 14

Week 15 (December 4 and 6)

Readers' Theater and dramatic play
Fluency
Vocabulary
Revisiting the question: What is reading?
Revisiting our personal philosophy of literacy instruction

Chapters 30 and 31

Reflection Paper #5 due on December 4

Week 16 (December 11 and 13)

Scheduling, organization, and management
Discussion of any topics not yet visited or to be revisited
Wrap-up/course evaluations

Tutoring Project due on December 11

4. RESOURCES:

Required Text:

Fountas, I.C. & Pinnell, G.S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8*. Portsmouth, NH: Heinemann.

Supplemental Readings and Handouts: as assigned throughout the semester

5. EVALUATION:

Assessments	Links to Course Outcomes	Percentage of Grade
Reflection Papers (5)	1-18	5 x 20 points each = 100 points
Tutoring Project	1, 4, 5, 7, 8, 11, 12, 13, 14, 16, 17, 18	100 points
Presentation with handout	1-18	40 points
Class Participation	1-18	40 points
Binder of Handouts	1-18	20 points

6. GRADING SCALE:

270-300 points	A
240-269 points	B
210-239 points	C
180-209 points	D
179 points and below	F

Note: ALL PAPERS/PROJECTS MAY BE RETURNED VIA A SELF-ADDRESSED, STAMPED ENVELOPE. PAPERS ARE NOT AVAILABLE FOR PICK-UP IN THE SoE OFFICE.

Note: Assignments will not be accepted after the due date unless prior arrangements are made with the instructor.

Reflection Paper Rubric

Student name _____
 Date _____
 Score _____/20 _____

Writing Trait/ Score	4	3	2	1
Ideas and Content Score: /4	Paper is clear and focused. Relevant anecdotes and details enrich the central theme. At least three references to course textbook are made, either by direct quote or paraphrase. Paper contains clear and direct connections to class discussions, life experiences, professional implications, other coursework, other texts, etc. The writing is evenly balanced between <u>summarizing</u> the topic and <u>responding</u> to it in an individual and personal way.	The writer is beginning to define the topic, even though development is still basic or general. At least two references to course textbook are made, either by direct quote or paraphrase. Paper contains some vague connections to class discussions, life experiences, professional implications, other coursework, other texts, etc. The writing is somewhat balanced between <u>summarizing</u> the topic and <u>responding</u> to it in an individual and personal way.	As yet, the paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details. Paper contains some connections to one of the following: course textbook, class discussions, life experiences, professional implications, other coursework, other texts, etc. The writer both <u>summarizes</u> and <u>responds</u> to the topic but either summarizes or responds more than the other.	As yet, the paper has no clear sense of purpose or central theme. The reader must make inferences based on sketchy or missing details. Paper contains no connections to course textbook, class discussions, life experiences, professional implications, other texts, etc. The writer either <u>summarizes</u> or <u>responds</u> to the topic, but not both.

<p>Organization and Sentence Fluency</p> <p>Score: /4</p>	<p>The organization enhances and showcases the central idea or theme. The order, structure, & presentation of information are compelling and move the reader through the text. The writing has an easy flow, rhythm, and cadence. Sentences are well-built, with strong and varied structure that invites expressive oral reading.</p>	<p>The organizational structure is strong enough to move the reader through the text without too much confusion. The text hums along with a steady beat, but tends to be more businesslike than musical; more mechanical than fluid.</p>	<p>The writing lacks a clear sense of direction. Ideas, details, and/or events seem strung together in a loose or random fashion. The reader has to practice quite a bit in order to give this paper a fair interpretive reading. Orally reading the paper with fluency and expression is not easy.</p>	<p>There is no real lead to set up what follows and/or no real conclusion to wrap things up. Sequencing, pacing, and flow need work. Sentences are choppy, awkward, incomplete, and/or rambling. Phrasing does not sound natural. Many sentences begin the same way and follow the same sentence patterns. The paper does not invite expressive oral reading.</p>
<p>Voice and Word Choice</p> <p>Score: /4</p>	<p>The writer speaks directly to the reader in a way that is compelling and engaging. The writer crafts the writing with an awareness of the audience and the purpose for writing. Words convey the intended message in a precise, interesting, and natural way.</p>	<p>The writer seems sincere, but not fully engaged or involved. The writing has discernable purpose, but is not compelling. The language is functional, even if it lacks energy. It is easy to figure out the writer's meaning on a general level.</p>	<p>The writer seems indifferent to the topic and the content. The writing lacks purpose and audience engagement. The writer demonstrates a limited vocabulary and/or has not searched for words to convey specific meaning.</p>	<p>The writing has no clear purpose, is lifeless and mechanical, and has no clear point of view. Words are so nonspecific and/or redundant that only a very limited meaning comes through. Audience has not been considered.</p>

<p>Conventions</p> <p>Score: /4</p>	<p>The writer demonstrates a good grasp of standard writing conventions such as spelling, punctuation, capitalization, grammar, etc. The writer uses conventions effectively to enhance readability. Errors are so few that just minor touch-ups would get this piece ready to publish.</p>	<p>The writer demonstrates reasonable control over some writing conventions such as spelling, punctuation, capitalization, grammar, etc. Conventions are sometimes handled well and enhance readability; at other times, errors are distracting and impair readability.</p>	<p>Errors in conventions such as spelling, punctuation, capitalization, grammar, etc. repeatedly distract the reader and make the paper difficult to read.</p>	<p>Extensive editing of conventions such as spelling, punctuation, capitalization, grammar, etc. would be necessary to get this piece ready to publish. Conventional errors are so frequent that the writer's meaning and intent are lost.</p>
<p>Length</p> <p>Score: /4</p>	<p>The paper is between 4 and 5 pages long.</p>	<p>The paper is between 3 ½ and 5 ½ pages long.</p>	<p>The paper is either shorter than 3 pages or longer than 6 pages long.</p>	<p>The paper is either shorter than 2 ½ pages or longer than 6 ½ pages long.</p>

Tutoring Project Rubric

Student name _____

Date _____

Score _____ /20 times 5 = /100

Tutoring Project Component	4	3	2	1
<p>Log entries/ General information</p> <p>Score /4</p>	<p>Log documents at least 4 hours of tutoring total. Every entry includes the date, start time, end time, location, materials used, and instructional focus of the session</p>	<p>Log documents at least 4 hours of tutoring sessions. Entries include most of the required information but may be lacking one or two items.</p>	<p>Log documents at least 4 hours of tutoring sessions. Entries lack some key items.</p>	<p>Log does not document at least 4 hours of tutoring sessions. Entries lack required information. It is difficult to tell that the sessions actually took place.</p>
<p>Log entries/ Reflections</p> <p>Score /4</p>	<p>Each log entry includes a reflection that documents relevant information from the session as well as connections to course content. It is obvious that the tutor is applying his or her learning to the tutoring session.</p>	<p>Each log entry includes a reflection but connections to course content are not made. It is unclear if the tutor is applying his or her learning to the tutoring session.</p>	<p>Some entries are missing a reflection component. Or, all entries include a reflection but the reflections are superficial, do not document relevant information, and/or do not indicate application of course content.</p>	<p>Little or no reflection is documented in the log.</p>

Log entries/ Analysis of reading strengths and needs Score /4	Each log entry includes a brief summary of 1-2 strengths as well as 1-2 needs that the reader displays during the session. Evidence and examples from the session are used to support this analysis.	Each log entry includes a brief summary of 1-2 strengths as well as 1-2 needs that the reader displays during the session. However, evidence and examples from the session are not used to support this analysis.	Some attempt at analysis of reading strengths and needs is made. This analysis is general and lacks detail and support.	Little or no analysis of reading strengths and needs is present.
Log entries/ Analysis of writing strengths and needs Score /4	During the course of all of the tutoring sessions, at least 3 writing samples are each analyzed for 1-2 strengths and 1-2 needs in writing. Copies of the actual student writing are included in the log. Evidence and examples from the writing samples are used to support this analysis.	During the course of all of the tutoring sessions, 1 or 2 writing samples are each analyzed for 1-2 strengths and 1-2 needs in writing. Copies of the actual student writing are included in the log. Evidence and examples from the writing samples may or may not be used to support this analysis.	Some attempt at analysis of writing strengths and needs is made. This analysis is general and lacks detail and support.	Little or no analysis of writing strengths and needs is present.
Log entries/ Other assessment Score /4	At least one other assessment is administered and analyzed as in class. A copy of this assessment is provided.	An additional assessment is administered and a copy is provided, but the analysis of this assessment is general and lacks detail.	An additional assessment is mentioned in the log but no evidence of the assessment is provided.	Little or no attempt to administer an additional assessment is made.

Presentation Rubric

Student name(s) _____
 Date _____
 Score _____ /20 times 2 = _____ /40

Presentation Component	4	3	2	1
<p>Connections to Course Content</p> <p>Score /4</p>	<p>The presenter directly refers to the course textbook during their presentation, citing chapters and pages.</p>	<p>The presenter indirectly refers to the course textbook during their presentation. The textbook is mentioned but no direct citations are given.</p>	<p>There is an implied connection to the course textbook and/or class discussions and activities. No direct references to the textbook are made.</p>	<p>No reference to the course textbook or class discussions are made.</p>
<p>Demonstration/Interactions</p> <p>Score /4</p>	<p>The presentation is engaging, compelling, and interesting to the audience. The audience is asked to participate in some way; there is a visual component as well as an interactive component.</p>	<p>The presentation is interesting to the audience. There is an interactive component to the presentation.</p>	<p>The presentation is interesting to the audience but no audience interaction takes place. There is a visual component to the presentation, but the presenter does all the talking.</p>	<p>There is neither a visual nor an interactive component. No visual aids are used. The presenter talks to the audience with no interaction or input from the audience.</p>

Handout Score /4	The handout is one page (double-sided) in length. The handout includes a one-page summary of the topic presented as well as a list of at least 5 resources (books, articles, web sites, etc.) relevant to the topic.	The handout is shorter or longer than one page (double-sided). The handout includes a summary of the topic being presented and a list of resources but the summary is too short or too long and the handout has fewer than 5 resources relevant to the topic.	The handout is shorter or longer than one page (double-sided). The handout either lacks an effective summary of the topic being presented or lacks resources relevant to the topic.	No handout is provided to accompany the presentation.
Length Score /4	The presentation is 13-15 minutes long.	The presentation is 12-16 minutes long.	The presentation is 11-17 minutes long.	The presentation is shorter or longer than 11-17 mins.
Self-evaluation Score /4 (NOTE: Key questions: After reading my classmates' feedback, what was the strongest aspect of my presentation? How can I use this information in my classroom?)	The self-evaluation addresses both of the key questions. The self-evaluation is turned in the class period following the presentation. The self-evaluation is 1-2 pages long.	The self-evaluation addresses both of the key questions, but is either turned in late or is shorter than 1 page long.	The self-evaluation does not address both of the key questions, is turned in late, and/or is shorter than 1 page long.	No self-evaluation is submitted within 2 weeks of the presentation.

Class Participation Rubric

Student name _____

Date _____

Score _____ /20 times 2 = _____ /40

Class Participation Component	4	3	2	1
Attendance (NOTE: see attendance policy in syllabus) Score /4	Student attended every class and was rarely late or left early	Student missed one entire class or the equivalent in tardies and/or leaving early.	Student missed two entire classes or the equivalent in tardies and/or leaving class early.	Student missed more than two classes and either took a grade reduction or completed make-up work.
Participation in discussion and activities Score /4 Times 3 = /12	Student actively participated in discussion and activities. Student contributed on a regular basis by asking questions, commenting on a classmate's comments, making connections, etc. When appropriate, student engaged in active listening and respected the voices of his or her classmates.	Student somewhat participated in discussion and activities. Student sometimes seemed distracted and sometimes engaged in inappropriate side conversations. Student sometimes did not actively and respectfully listen to others and did not always respect the voices of his or her classmates.	Student actively and respectfully listened to others on a regular basis and respected the voices of his or her classmates, but did not contribute directly to discussion and activities.	Student rarely participated in class discussions. Student seemed disengaged and distracted most of the time. Student did not actively and respectfully listen to others and did not respect the voices of his or her classmates.
Preparation for class Score /4	Student obviously completed all or most course readings	Student usually appeared to have read course readings	Student sometimes appeared to have read course readings	Student obviously did not read course readings

Handout Binder Rubric

Student name _____

Date _____

Score _____/20_____

Binder Component	4	3	2	1
Presentation Score /4 Times 2 = /8	The handouts are collected in a three-ring binder. All class handouts are included in the binder.	The handouts are collected in a three-ring binder. Most class handouts are included in the binder.	The handouts are collected in some sort of organizer. At least some class handouts are included in the organizer.	No evidence of a collection of handouts is present.
Tabs/Organization Score /4 Times 2 = /8	The tabs are clearly labeled. The organization of the handouts is useful and appropriate for use in the classroom.	The tabs are clearly labeled. The organization of the handouts is rudimentary and may not be appropriate for use in the classroom.	No tabs are used to divide the handouts into useful categories.	No evidence of a collection of handouts is present.
Cover/Spine Score /4	The binder has a cover and spine for easy identification on a classroom shelf.	The binder has either a cover or a spine for easy identification on a classroom shelf.	The binder does not have a cover or a spine.	No evidence of a collection of handouts is present.

PLEASE NOTE

- This syllabus is subject to change at the discretion of the instructor.
- Regular class attendance is required. Attendance will be taken at each class meeting. Missing more than two classes during the semester will result in either make-up work or a grade reduction (your choice). Absences can consist of missing an entire class meeting as well as accumulated tardies and/or leaving class early. Class participation points are based on active involvement in class activities, discussions, and observations. Class participation points cannot be made up outside of class.
- Assignments will not be accepted after the due date unless prior arrangements are made with the instructor.
- An incomplete (I) grade is only given due to personal illness or family emergency. The majority of the coursework must be completed before consideration for an incomplete grade will be given.
- Class readings and assignments need to be completed prior to the class meeting for which they are listed. Chapters of the textbook are listed with class meetings for which they are most relevant. However, feel free to space out the readings to accommodate your schedule, making sure the readings are completed prior to the dates listed. Additional readings may be assigned throughout the semester at the discretion of the instructor.
- Changes made to this syllabus, if any, will be announced in class. It is the student's responsibility to contact another class member regarding any announcements made and/or information discussed during a missed class. Copies of missed handouts will be provided.

ACADEMIC HONESTY POLICY

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMMODATIONS POLICY

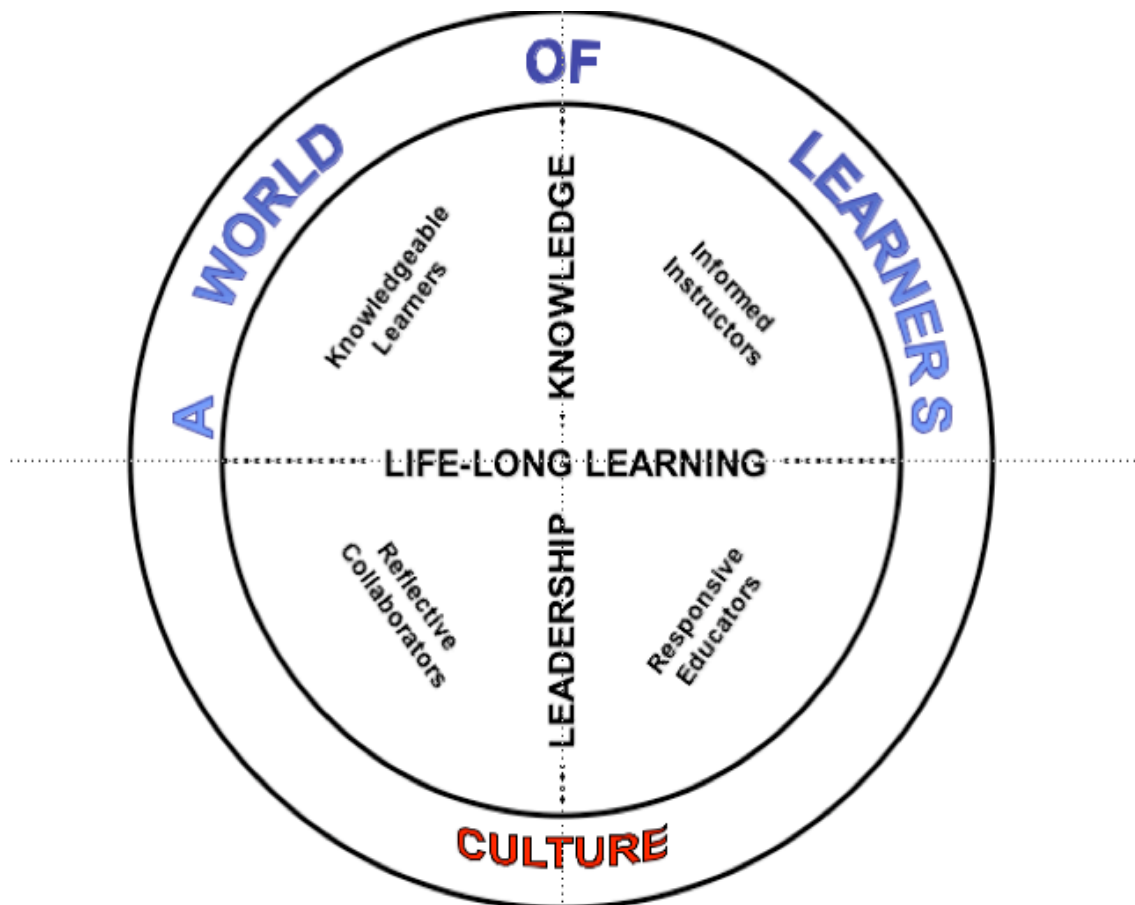
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

Webster University School of Education

Vision: " . . . We all must work to make this world worthy of its children." (Casals, 1970)

Mission: The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

Theme: Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a "world of learners" in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school's four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

School of Education Goals

1. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

The knowledgeable learner:

- 1.1 knows content that supports conceptual understanding;
 - 1.2 applies tools of inquiry to construct meaningful learning experiences;
 - 1.3 identifies developmental factors in student learning; and
 - 1.4 understands theoretical principles of effective instruction to plan learning experiences.
2. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

The informed instructor:

- 2.1 designs curriculum based on students' prior knowledge, learning styles, strengths, and needs;
 - 2.2 understands and uses a range of instructional strategies;
 - 2.3 uses a variety of communication modes, media, and technology to support student learning; and
 - 2.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
3. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

The reflective collaborator:

- 3.1 values and integrates reflection to grow as a professional;
 - 3.2 promotes communication and collaboration with colleagues, families, and community leaders;
 - 3.3 seeks relationships with families and students to support student learning; and
 - 3.4 initiates change that benefits students and their families.
4. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

The responsive educator:

- 4.1 understands and responds appropriately to issues of diversity
- 4.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 4.3 adapts instruction to the learner's knowledge, ability, and background experience; and
- 4.4 identifies resources for specialized services when needed.

School of Education Dispositions

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
 - 1.1 Understands and respects that s (he) may be different from others
 - 1.2 Embraces an openness to change (adaptability, flexibility)
 - 1.3 Exhibits curiosity
 - 1.4 Engages in reflection

2. Understands and Respects Others
 - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
 - 2.2 Exhibits empathy
 - 2.3 Commits to fairness and honesty
 - 2.4 Listens respectfully to other points of view

3. Understands and Respects Professional Communities
 - 3.1 Commits to professional behavior in university and school cultures
 - 3.2 Practices informed decision-making in university and school cultures
 - 3.3 Communicates and collaborates in university and school cultures
 - 3.4 Accepts academic rigor (willingness to work/ high expectations)
 - 3.5 Affects change with courage and confidence