



Course Syllabus

COURSE NUMBER: READ 5777	COURSE TITLE Literacy Coaching	TERM: Fall 2007 Term 2
SITE: Webster Hall 325	INSTRUCTOR CONTACT INFORMATION: Cindy Poston, Ph.D. 314-968-7087; WH 227A Office Hours: Mondays 12-4, Wednesdays 2-4, & by appt. cjposton@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

This course introduces educators to core components of literacy coaching within a balanced literacy framework. Participants will understand exemplary practices and learn how to implement this knowledge in classroom environments using the literacy coaching model. The definition of and roles of the coach, the “coaching continuum”, and collaboration will be studied in detail.

2. LEARNING OUTCOMES:

Course Outcomes	SoE Goals and Dispositions Addressed	MOStep/Prof Standards Addressed
1. Contrast the major theories of reading instruction and learning	G 1.1, 1.4 D 2.4	MOStep 2:4; IRA 1:2
2. Study the reading process	G 1.2, 1.3	MOStep 1:1; IRA 1:1
3. Explore ways to facilitate professional development within learning communities	G 3.1, 3.2, 3.3, 3.4 D 3.1, 3.2, 3.3, 3.5	MOStep 10:1, 10:2, 10:3, 10:4 IRA 5:1, 5:2, 5:3, 5:4
4. Learn the components of a balanced literacy program	G 1.1, 1.4, 2.1, 2.2, 2.3, 2.4	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

5. Investigate a variety of formal and informal assessment tools	G 2.4 D 1.4, 2.1	MOStep 8:1 IRA 3:1, 3:2, 3:3
6. Critically reflect on course readings, discussions, and personal experience	G 3.1 D 1.4	MOStep 9:1, 9:2, 9:3 IRA 5:1, 5:2, 5:3, 5:4
7. Examine methods of gathering and analyzing data in order to inform systemic change	G 1.2, 2.4, 3.1, 3.2, 3.4 D 1.4, 3.2, 3.5	MOStep 8:4, 10:1 IRA 3:3, 3:4, 5:3, 5:4
8. Learn and apply the literacy coaching model	G 1.1, 1.4, 2.3, 2.4, 3.1, 3.2, 3.4 D 1.2, 1.4, 2.4, 3.1, 3.2, 3.3, 3.5	MOStep 1:1, 10:1, 10:3 IRA 5:1, 5:2, 5:3, 5:4

3. SCHEDULE (SUBJECT TO CHANGE):

Class 1 (October 22)

Course overview

What is coaching? What is it not?

The definition of and roles of the literacy coach

IRA and NCTE position statements on literacy coaching

“The Coaching Continuum”: demonstrating to team teaching
to observing

The coaching process: pre-conference, lesson/coaching event,
post-conference

Finding resources as a coach

Role playing/coaching practice

Class 2 (October 29)

Using “coaching language”

Questioning

Paraphrasing

Positive and negative “hidden messages”

Validation versus evaluation

Role playing/coaching practice

Chapters 1,2,18, 19, 20, Appendices A, B, and C

Class 3 (November 5)

Nonverbal aspects of “coaching language”

The role of trust and relationships in literacy coaching

Dealing with resistant teachers and difficult situations

Role playing/coaching practice

Chapters 3 through 9

Paper #1 due: Roles of the Literacy Coach

Class 4 (November 12)

Overview of balanced literacy

Balanced literacy components: Readers’ and Writers’ Workshop,
Interactive Writing, Modeled Writing, Independent Writing/Journaling,
Responding to Literature

The coach’s role across the “coaching continuum” using these
components

Role playing/coaching practice

Coaching Project #1 due-Demonstrating for a Colleague

Class 5 (November 19)

Balanced literacy components: Shared Reading, Guided Reading,
Literature Circles, Interactive Read Aloud, Word Study

The coach’s role across the “coaching continuum” using these
components

Role playing/coaching practice

Class 6 (November 26)

The coach's role in providing professional development for colleagues
Literacy team meetings, book studies, study groups
The Critical Friends Model®
The Arkansas Model®
Reading Recovery®
Role playing/coaching practice

Chapters 10-17

Coaching Project #2 due-Team Teaching with a Colleague

Class 7 (December 3)

Working with administrators
Scheduling
The coach's role in school-wide data collection and assessment
Selection of materials
Evaluating "core reading programs"
Sharing materials with colleagues
Role playing/coaching practice

Chapters 21-26

Paper #2 due: Description and Analysis of a Professional Development Model

**Coaching Project #3 due-Observing and Providing Feedback
for a Colleague**

Class 8 (December 10)

Grant writing
Setting goals
Working toward systemic change
School, community, and family partnerships
Revisiting the definition of and roles of a literacy coach
Reflecting on the semester/course evaluations
Role playing/coaching practice

4. RESOURCES:

Required Texts:

Toll, C.A. (2006). *The literacy coach's desk reference: Processes and perspectives for effective coaching*. Urbana, IL: National Council of Teachers of English.

Supplemental Readings and Handouts: as assigned throughout the semester

5. EVALUATION:

Assessments	Links to Course Outcomes	Percentage of Grade
Papers (2)	1-8	20 points each x 2 = 40 points
Presentation with Handout	1-8	40 points
Class Participation	1-8	60 points
Coaching Projects (3)	3, 6, 7, 8	20 points each x 3 = 60 points

6. GRADING SCALE:

180-200 points	A
160-179 points	B
140-159 points	C
139 points and below	NC

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.

Paper #1 Rubric: Roles of the Literacy Coach

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(s) 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(s) are made, either by direct quote or paraphrase. Paper may contain 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 may contain some connections to one of the following: course textbook(s), 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(s), 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>The writer</p>	<p>The writer</p>	<p>Errors in</p>	<p>Extensive</p>

Score: /4	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.	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.	conventions such as spelling, punctuation, capitalization, grammar, etc. repeatedly distract the reader and make the paper difficult to read.	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.
Length Score: /4	The paper is between 3 and 4 pages long, double-spaced.			The paper is either shorter than 3 or longer than 4 pages long, double-spaced.

**Paper #2 Rubric: Description and Analysis of
a Professional Development Model**

Student name _____

Date _____

Score _____/20_____

Project Component/ Score	4	3	2	1
Description Score: /4 Times 2 = /8	Paper provides a clear description of key elements of a specific professional development model (e.g., The Critical Friends® Model, Reading Recovery®, The Arkansas Model®, Missouri Reading Initiative® or another professional development model). It is evident that the student engaged in extensive research in order to provide a clear and accurate description the key components of the PD model.	Paper provides a somewhat clear description of key elements of the PD model. Most if not all of the key elements are included, but some descriptions are unclear or do not include sufficient detail.	Paper provides a basic description of the PD model. Key elements are not clearly identified and/or described.	Paper provides an unclear and/or inaccurate description of key elements of the PD model.
Analysis of Positive and Negative Aspects Score: /4	Paper provides clear and balanced analyses of both positive and negative aspects of the model.			Paper does not include both positive and negative aspects of the model.

<p>Analysis of Multiple Perspectives</p> <p>Score: /4</p>	<p>Paper includes analysis of several perspectives, including the perspectives of a classroom teacher, literacy coach, administrator, parent, student, and others if appropriate.</p>	<p>Paper includes analysis of at least 4 perspectives.</p>	<p>Paper includes analysis of 2 or 3 perspectives.</p>	<p>Paper includes analysis of only 1 perspective.</p>
<p>Analysis of Multiple Implementation Issues</p> <p>Score: /4</p>	<p>Paper includes analyses of implementation issues such as investment of time and money, identification of personnel as leaders in the PD model, identification of other participants, reluctant participants, responsibilities of leaders/participants, timeline, etc.</p>	<p>Paper includes analysis of at least 4 or 5 major implementation issues.</p>	<p>Paper includes analysis of 2 or 3 major implementation issues.</p>	<p>Paper includes analysis of only 1 major implementation issue.</p>

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(s) during their presentation, citing chapters and pages. The topic is brought to the “coaching level” in a clear and straightforward manner.</p>	<p>The presenter indirectly refers to the course textbook(s) during their presentation. The textbook is mentioned but no direct citations are given. Implications for literacy coaches may be made.</p>	<p>There is an implied connection to the course textbook(s) and/or class discussions and activities. No direct references to the textbook are made. Little to no connections to the coaching model are made.</p>	<p>No reference to the course textbook(s) or class discussions are made. It is not clear how the topic can be applied at the “coaching level”.</p>
<p>Demonstration/Interactions</p> <p>Score /4</p> <p>Times 2 = /8</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, but the presentation lacks a visual component.</p>	<p>The presentation is interesting to the audience but no audience interaction takes place. There may be 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	The handout is	The handout	The handout	No handout

Score /4	one page (double-sided) in length. The handout includes at least a one-page summary of the topic presented as well as a list of at least 5 resources (to include a variety of forms: books, articles, web sites, etc.) relevant to the topic.	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.	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.	is provided to accompany the presentation.
Length Score /4	The presentation is 10-15 minutes long.			The presentation is shorter than 10 or longer than 15 mins.

Class Participation Rubric

Student name _____

Date _____

Score _____ /20 times 3 = _____ /60

Class Participation Component	4	3	2	1
<p>Attendance (NOTE: see attendance policy in syllabus. These points cannot be made up.)</p> <p>Score /4</p>	<p>Student attended every class, was rarely late or left early, and missed only a few minutes of class time total, if any.</p>	<p>Student missed a significant amount of class time in absences, tardies and/or leaving early.</p>	<p>Student missed the equivalent of one class period in absences, tardies and/or leaving class early.</p>	<p>Student missed more than the equivalent of one class period in absences, tardies, and/or leaving class early.</p>
<p>Participation in discussion and activities</p> <p>Score /4</p> <p>Times 3 = /12</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Preparation for class</p> <p>Score /4</p>	<p>Student obviously completed all or most course readings and always brought text(s) to class.</p>	<p>Student usually appeared to have read course readings and usually brought text(s) to class.</p>	<p>Student sometimes appeared to have read course readings and sometimes brought text(s) to class.</p>	<p>Student obviously did not read course readings and rarely, if ever, brought text(s) to class.</p>

Coaching Project Rubric

Student name _____
 Date _____
 Score _____ /20

Coaching Component	4	3	2	1
Pre-conference Score /4	The form provides evidence that the coach and colleague: clarified goals and objectives; determined assessment methods and criteria; determined evidence for student success; discussed anticipated problems; established what to watch for, etc. Use of appropriate “coaching language” is evident.	The form provides evidence that 2 or 3 of the topics were discussed during the pre-conference. Use of appropriate “coaching language” is not present, or evidence to the contrary is present.	The form provides evidence that 1 or 2 of the topics were discussed during the pre-conference. Use of appropriate “coaching language” is not present, or evidence to the contrary is present.	Little or no evidence of the pre-conference is present.
Observation record	The form provides evidence that	The form provides detailed notes	The form provides general, vague	Little or no evidence of notes taken

Score /4	the coach and colleague followed one or more of the following coaching formats: coach demonstrates, coach and colleague team teach, and/or coach observes and provides feedback. Notes taken during the lesson are detailed and include data (seen and heard versus thought), direct quotes from the teacher(s) and the students, connections to the pre-conference, and questions that arise during the lesson.	of the lesson, but these notes lack evidence that might be referred to during the post-conference. The notes include opinions and thoughts versus what is seen and heard. Few direct quotes are present. If the colleague took notes while observing the coach during the lesson, the coach has noted where the colleague has made “non-coach-like” comments on the form.	notes of the lesson. No data or direct quotes are present. If the colleague took notes while observing the coach during the lesson, the coach has noted where the colleague has made “non-coach-like” comments on the form. The colleague seems unaware of what is appropriate to note, thus evidencing a lack of information from the coach.	during the lesson is present.
Post-conference Score /4	The form includes evidence that	The form provides evidence that 4	The form provides evidence that 2	Little or no evidence of the post-conference

	<p>the coach: mediated the colleague's reflection process, used appropriate "coaching language" when questioning and paraphrasing the colleague; provided data and direct quotes from the lesson when appropriate; used wait time and silence appropriately; encouraged the colleague to summarize, recall, and analyze the lesson; revisited and directly referred to information from the pre-conference; discussed the PROCESS of coaching (easy? difficult? comfortable? uncomfortable? useful? validated? evaluated? next time?)</p>	<p>to 5 of the topics were discussed and/or coaching techniques used during the post-conference. Use of appropriate "coaching language" is not present, or evidence to the contrary is present.</p>	<p>or 3 of the topics were discussed and/or coaching techniques used during the post-conference. Use of appropriate "coaching language" is not present, or evidence to the contrary is present.</p>	<p>is present.</p>
<p>Personal reflection</p>	<p>The personal reflection is at least 1 page</p>	<p>The personal reflection is about 1 page</p>	<p>The personal reflection is shorter than 1</p>	<p>Little to no evidence of personal</p>

<p>Score /4</p> <p>Times 2 = /8</p>	<p>long and addresses the following: What did I learn about myself from this experience? What made the coaching experience easy? Challenging? What aspects of coaching do I feel comfortable with? What aspects do I need to practice? How can I use what I learned to inform my practice?</p>	<p>long and addresses 4 to 5 of the questions.</p>	<p>page long and addresses 2 to 3 of the questions.</p>	<p>reflection on the coaching process is present.</p>
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Coaching Project Guidelines

For the coaching project assignment, you will pair up with a colleague. You may choose to work with a colleague outside of class or within our class. You will write up these projects, focusing on your experiences in the role of the coach.

For each project, you will turn in the following documents:

1. A completed pre-conference form (attached)
2. A completed observation record form from the lesson (attached)
3. A completed post-conference form (attached)
4. A one-page (double-spaced) personal reflection on the process of this coaching experience. Aspects to include in this reflection may be: What did I learn about myself from this experience? What made the coaching experience easy? Challenging? What aspects of coaching do I feel comfortable with? What aspects do I need to practice? How can I use what I learned to inform my practice?

See attached rubric for more information.

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. Due to the small number of class meetings, missing more than one half of one class 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

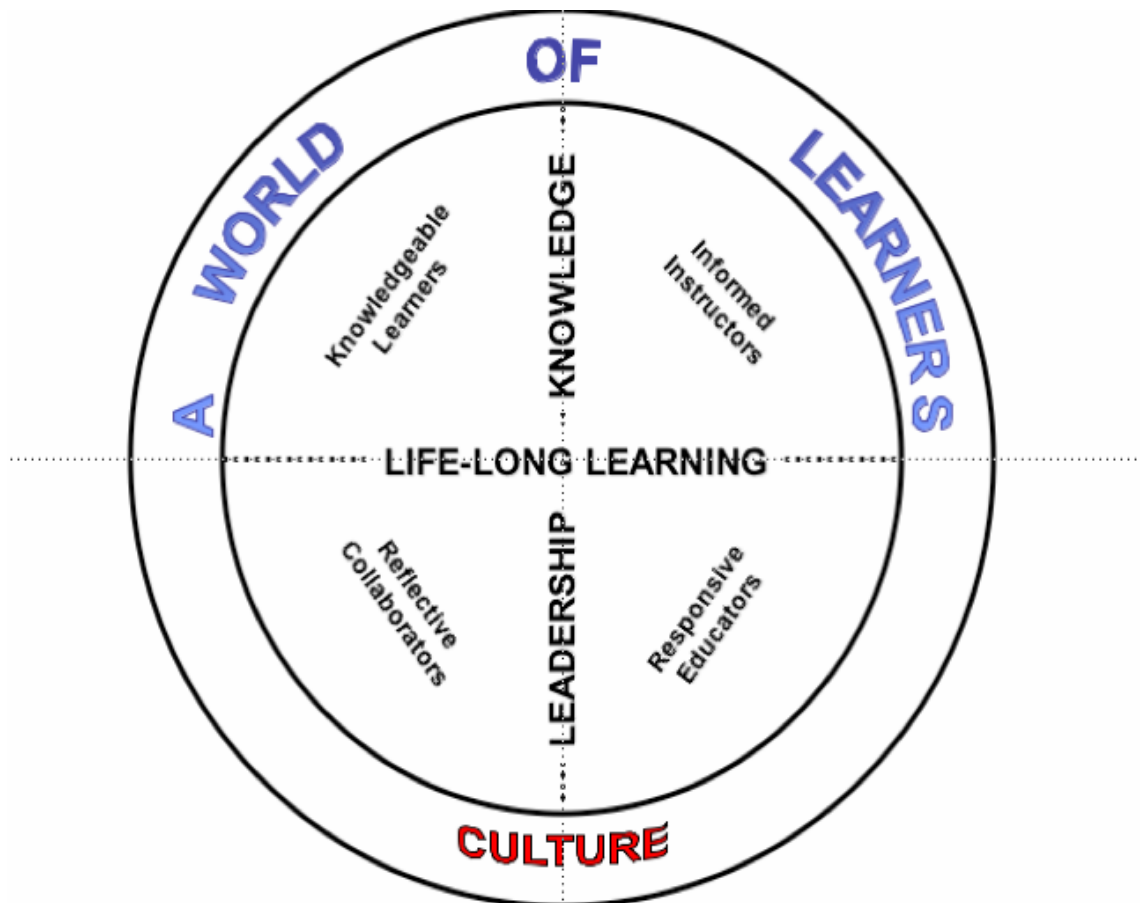
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

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