



Course Syllabus
Subject to Change

COURSE NUMBER: EDUC 4070	COURSE TITLE: Teaching of Reading in the Content Areas	TERM: Fall 2008
SITE: TBA Wednesday 2-5-pm	INSTRUCTOR CONTACT INFORMATION: Dr. Dianne Koehnecke (314) 961-2660, Ext. 7945 koehneck@webster.edu	CREDIT HOURS: 3

- 1. COURSE DESCRIPTION:** This course explores the role of reading in the effective instruction of content area courses. Participants will learn to evaluate text and plan instruction that will engage learners, increase motivation to learn, and develop critical thinkers and active, independent learners through the application of specific strategies to content materials. This course fulfills state certification requirements for secondary and middle school teachers in content fields.

2. LEARNING OUTCOMES:

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed (see end of syllabus)
1. Students will be able to demonstrate their knowledge and skills in selected areas through demonstrations, texts, papers, observation, a unit plan, and discussion.	Refine oral, visual, and written communication skills; develop sound instructional and assessment strategies as they create curriculum based on understanding of research, theory, and practice in content areas; demonstrate creativity, inquiry, and leadership	MoStep Standards: 1,2,3,5,7 Show-Me Standards/Comm. Arts: 4; School of Ed. Goals: 1,2,3,4 School of Ed. Dispositions: 1,2,3, IRA/NCTE Standards 1,2,4,5,7,11, 12, NCATE Standards 1,2,3,4
2. Those selected areas include textbook readability, vocabulary activities, technology competence, and instructional framework for comprehension strategies.	Appreciate the role of diversity in living and learning in the school environment; understand the importance of language, media, and the arts in the communication process.	Mostep Standards: 1.2.4, 1.2.8, 1.2.9, and 11.1, 2, 3, 4, 5, & 6 School of Ed. Goals: 1,2,3,4 School of Ed. Dispositions: 2, 3 IRA: 3, NCATE 1-3
3. Students will be understand and use two different readability formulas	Develop sound assessment strategies	Mostep Standards: 1,2,3, School of Education Goals 1,2,4; SoE Dispositions 1,2, NCATE/IRA standards 3,4,8,9, & 10 NCATE 1&2
4. Students will be familiar with a wide range of data bases and other technological material in creating and demonstrating all assignments	Understand the importance of technological language	Mostep Standard 11, SoE Goals 1,2,4; SoE Dispositions 1,2,3, NCATE/IRA Standard 8, NCATE Standard 1 & 4
5. Students will understand the	Develop sound instructional	Mostep Standards 1,2,3,5; SoE Goals 1,2,

importance of graphic organizers in their content areas and design them, based on students' needs	and assessment strategies	4; SoE Dispositions 1,2; NCATE/IRA Standards 3,9,10; NCATE standards 1 & 2
6. Students will understand and use the multiple intelligences in their unit plan	Develop sound instructional and assessment strategies as they create curriculum based on understanding of research, theory, and practice in content areas; demonstrate creativity, inquiry, and leadership	Mostep Standards 1-10, SoE Goals 1-4, SoE Dispositions 1-3, NCATE/IRA Standards 1-12; NCATE Standards 1-4
7. Students will understand and use pre-, during-, and post-reading strategies	Develop sound instructional and assessment strategies as they create curriculum based on understanding of research, theory, and practice in content areas	Mostep Standards 1,2,3,5,6,7,8; SoE Goals 1-3; SoE Dispositions 1/3; NCATE/IRA Standards 3,4,5,6; NCATE Standards 1-3
8. Students will design their own midterm, answer key, and rubric. They will randomly exchange midterms.	Develop sound instructional and assessment strategies	Mostep Standard 8, SoE Goals 1-3, SoE Dispositions 1,2; NCATE/IRA Standards 3, 7; NCATE Standards 1-3

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams

Week 1: Course Introduction

(August 27) Foundations of Language-Based Teaching

Read: Chapter 1: Adolescent Identities and Literacies

Write: Reflect on the changes occurring in high school cultures that affect the learning and literacy demands of readers, teachers, and learners. **DUE Wednesday, WEEK 2.**

Week 2: Active Learning: Constructing Literacy with Comprehension Strategies

(Sept. 3) Read: Chapter 2: Principled Practices for Effective Reading and Learning

Think About: Middle school and high school students today—how are they different from your own experiences? How do students today feel about reading? How do you feel about reading? Secure a CD from a teenager (examples) Bob Dylan, Tori Amos, Christina Aguilera, Avril Lavigne, John Mayer, Nelly, Cheryl Crow, Jessica Simpson, U2, Nora Jones. Listen to song, print out lyrics for entire class and devise a teaching strategy to use with your song. Model CD.

Week 3: Principles of Active Learning/Reading

(Sept. 10) Read: Chapter 3: Principled Practices for Expanding Comprehension

Discuss: A reflection of your own middle/secondary teachers—whom did you like and dislike and why? Also bring in readability level of reading material of your choice using Fry readability graph and computer Flesch-Kincaid readability level (Models/instruction provided). Begin playing CD's for class with lyrics; teach strategy. **Multiple Intelligences Presentation.**

Week 4: Assessing Students and Texts

(Sept. 17) Read: Chapter 4: Classroom Assessment of Literacy Growth and Content Learning

Play: CD's for class with lyrics, teach strategy.

Review: Readability levels of your reading material. *Important concept!*

Design: An assessment tool (strategy) to measure music learning in your content area

Add: Short reflection responding to listening and reading contemporary music. What is the role of language in contemporary music? How can teachers use musical lyrics to support content area reading instruction? Use examples from class, not just your own son.

DUE Wednesday, WEEK 5

Week 5: Vocabulary Instruction

(Sept. 24) Read: Chapter 6: Developing General and Content-Area Vocabulary Knowledge

Design: A vocabulary lesson for your content area to be presented to the class. **DUE WEEKS 6 & 7. (Oral Presentations—Activities that will actively involve the class are encouraged!)**

Finish: Listening to any additional CD's with teaching strategies

Week 6: VOCABULARY PRESENTATIONS

(Oct. 1) Design: Prepare an essay exam with a scoring rubric to exchange with a student Week 8 as a midterm evaluation of course content covered to date.

Read: Chapter 5: Creating Motivating Contexts for Literacy and Learning and Chapter 7: Writing as a Tool for Active Learning

Week 7: VOCABULARY PRESENTATIONS

(Oct. 8) Design: Continue to work on midterm exam.

Read: Chapter 8: Reading and Learning from Multiple Sources

Week 8: Midterm Evaluation

(Oct. 15) Essay questions are randomly distributed. Students who fail to bring a typed essay exam with a scoring rubric and answer key to class will receive NO CREDIT. Only students with documented medical emergencies will be excused from class.

Fall Break October 20-24th

During the second 8 weeks of this semester, each student will work to create a Unit Plan consisting of pre-, during, and post- reading activities as presented in this text and in supplemental materials.

Week 9:

(Oct. 29) Choosing Texts: Library Day

Read: Chapter 9: Learning Strategies

Design: A list of tradebooks relevant to your specific content area, including approximate readability levels

Week 10: Teaching Students How to Study and Learn During Reading

(Nov. 5) Read: Chapter 10: Expanding Literacy and Content Learning Through Information and Communication Technologies

Design: 3 pre-reading strategies appropriate for your content area **Draft Due Week 11**

Discuss: Graphic organizers

Discuss Ch. 9

Week 11: Using Technology in the Classroom

(Nov. 12) Read: Chapter 11: Honoring Diversity and Building Competence: Supporting Striving Adolescent Readers Across the Disciplines

Design: 3 during-reading strategies appropriate for your content area. **Draft Due Week 12**

Graphic Organizers Due

Discuss: Ch. 10

Week 12: **Reflect:** Reflect on the **significance** of this chapter as it relates to enhancing literacy in secondary schools.
(Nov. 19) **Design:** Three post-reading strategies appropriate for your content area **Draft Due Week 13**
Discuss Ch. 11

Week 13: **Lab Day**
(Nov. 26) **Design:** A list of web-enhanced activities and websites appropriate for your content area.
Draft Due Week 14

Week 14: **Unit Plan Presentations**
(Dec. 3) **Review:** Web-enhanced activities and websites, Unit plan

Week 15: **Unit Plan Presentations**
(Dec. 10) **Unit Plans Due**

Week 16: **Final Exam**
(Dec. 17)

ATTENDANCE IS EXTREMELY IMPORTANT, AS IT WILL NOT BE POSSIBLE TO MAKE UP MISSED PARTICIPATION POINTS. STUDENTS WHO MISS A CLASS WILL BE EXPECTED TO GET NOTES AND MATERIALS FROM ANOTHER CLASSMATE AND WRITE AN ESSAY ABOUT WHAT THEY MISSED. MORE THAN TWO ABSENSES WILL RESULT IN LOWERING OF YOUR GRADE BY ONE GRADE LEVEL. FREQUENT TARDIES MAY ACCUMULATE TO EQUAL AN ABSENSE. TURN OFF ALL CELL PHONES DURING CLASS. PUT ALL ASSIGNMENTS (INCLUDING UNIT) IN PAPER POCKET FOLDER. LATE PAPERS WILL BE MARKED DOWN. ALL STUDENTS CAN BENEFIT FROM USING WRITING CENTER.

DUE DATES:

Date Due	Assignment
9/3	Reflection on changes in high school cultures
9/24	Content Area Music Strategy & Reflection from all class CD's
10/1 & 10/8	Vocabulary Presentation
10/15	Midterm Evaluation
11/12	Graphic Organizer
12/3 & 12/10	Unit Plans & Unit Plan Presentation
12/17	Final Exam

4. RESOURCES:

Required Text(s): Brozo, W. & Simpson, M. (2007). Content literacy for today's adolescents. Columbus, OH: Pearson, /Merrill/Prentice Hall.

5. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
Reflections/ Critiques	1 & 2	10%
Content Area Music Strategy/ Reflection	1 & 2	10%
Vocabulary Lesson	1 & 2	10%
Midterm	1 & 2	20%
Unit Plan	1 & 2	40%
Attendance, Participation, & Professionalism	1 & 2	5%
Graphic Organizer	1 & 2	5%

6. GRADING SCALE:

100-90 = A

89-80 = B

79-70 = C

65-69 = D

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

7. 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:

ACADEMIC DISHONESTY MAY RESULT IN REMOVAL FROM THIS COURSE OR THE PROGRAM.

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

8. ACCESSIBILITY/ACCOMODATIONS POLICY:

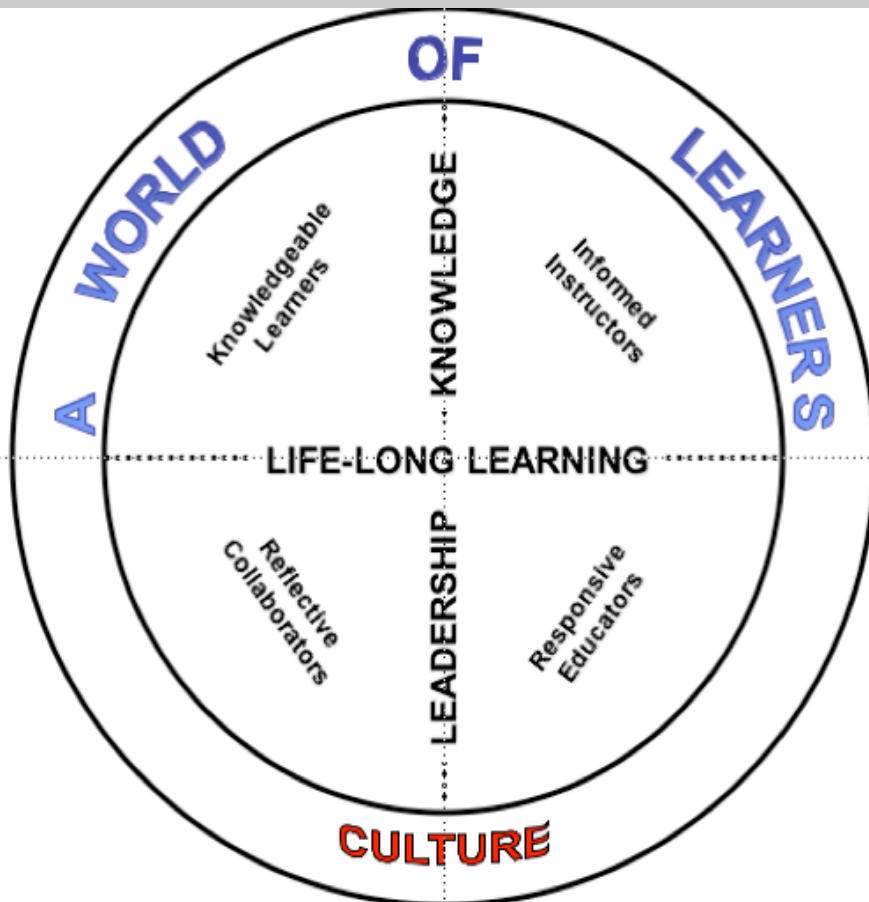
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**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.

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.

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

NCATE STANDARDS

- 1. Candidate Knowledge, Skills and Dispositions**
- 2. Assessment System and Unit Evaluation**
- 3. Field Experience and Clinical Practice**
- 4. Diversity**

- Appleman, D. (January 1, 2000). *Critical encounters in high school English: Teaching literary theory to adolescents*. Language and literacy series (ED 458579)
- Allen, J., Michalove, B. & Shockley, B. (1993). *Engaging children: Community and chaos in the lives of young literacy learners*. Portsmouth, NH: Heinemann.
- Bryan, L., Owens, D., & Walker, L. (2004). Y-Rap (Young Readers Art Project) a Pragmatic Solution for Reluctant Readers. *Reading Improvement*, 414 (4),
- Clarke, B. (2006). Breaking through to Reluctant Readers. *Educational Leadership*, 63 (5), 66.
- Clinchy, E. (1995). Learning in and about the real world. *Phi Delta Kappan*. 76, 5, 400-404.
- Cochran-Smith, M. (1995). *Color blindness and basket making are not the answers: Confronting the dilemmas of race, culture, and language diversity in teacher education*. 32, 3, 493-522.
- Freire, P. & Macedo, D. (1995), A dialogue: Culture, language, and race, *Harvard Educational Review*, 65, 3, 377- 402.
- Guild, G. (1994). The Cultural/learner style connection. *Educational Leadership*, 51, 8, 16 -21.
- Hermann, B.A. & Sarracino, J. (1993). Restructuring a preservice literacy methods course: dilemmas and lessons learned. *Journal of Teacher Education*, 44, 2, 96 -106.
- Howe, K. (1992). Liberal democracy, equal educational opportunity, and the challenge of multiculturalism. *American Educational Research Journal*, 24, 3, 455-470.
- Cone, J. Kernan, et al. (January 1, 1996). *Dealing with Diversity: Ensuring success for every student*. (ED396050)
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32, 3, 465-491.
- McLaren, P. (1989). *Life in schools: An introduction to critical pedagogy in the foundations of education*. New York: Longman.
- Metzger, M. (November 1998). Teaching reading: Beyond the plot *Phi Delta Kappan*, 80, 3, 240-46 (EJ575215)
- Mueller, V. (2005). What If They "Can't"? *Voices from the Middle*, 12(4), 44.
- Neuman, S. & Roskos, K. (1993). Access to print for children of poverty: Differential effects of adult mediation and literacy-enriched play settings on environmental and functional print tasks. *American Educational Research Journal*, 30, 1, 95-122.
- Roskos, K. & Walker, B. (1994). Learning to teach problem readers: Instructional influences on preservice teachers practical knowledge. *Journal of Teacher Education*, 45, 4, 279 -288.
- Stringer, S., & Mollineaux, B. (2003). Removing the Word "Reluctant Reader." *English Journal*, 92(4), 71.

Standards for the English Language Arts
Sponsored by NCTE and IRA

Standards for the English Language Arts: The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Missouri Standards for Teacher Education Programs (MoSTEP)

MoSTEP Standards	Performance Indicators
<p>The pre-service teacher understands the central concepts, tools of inquiry and structure of the disciplines(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</p>	<p>1.2 presents the subject matter in multiple ways 1.3 uses students' prior knowledge 1.4 engages students in the methods of inquiry used in the discipline 1.5 creates interdisciplinary learning</p>
<p>Standard 2. The pre-service teacher understands how student learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</p>	<p>2.1 knows and identifies child/adolescent development 2.2 strengthens prior knowledge with new ideas 2.3 encourages student responsibility 2.4 knows theories of learning</p>
<p>Standard 3. The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</p>	<p>3.1 identifies prior experience, learning styles, strengths, and needs 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs 3.3 knows when and how to access specialized services to meet students' needs 3.4 connects instruction to students' prior experiences and family, culture, and community</p>
<p>Standard 4. The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</p>	<p>4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. encourages exploration and problem solving, building new skills from those previously acquired) 4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance. 4.3 evaluates plans relative to long and short-term goals and adjust them to meet student needs and to enhance learning</p>
<p>Standard 5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</p>	<p>5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs 5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities</p>
<p>Standard 6. The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p>	<p>6.1 knows motivation theories and behavior management strategies and techniques 6.2 manages time, space, transitions, and activities effectively 6.3 engages students in decision making</p>
<p>Standard 7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p>	<p>7.1 models effective verbal/ non-verbal communication skills 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences 7.3 supports and expands learner expression in speaking, writing, listening, and other media 7.4 uses a variety of media communication</p>

MoSTEP Standards	Performance Indicators
<p>Standard 8. The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p>	<p>8.1 employs a variety of formal and informal assessment techniques (e.g. observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standard tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies</p> <p>8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning</p> <p>8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom instructions, questioning, and analysis of student work</p> <p>8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues</p>
<p>Standard 9. The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.</p>	<p>9.1 applies a variety of self-assessment and problem-solving strategies reflecting on practice, their influences on students' growth and learning, and the complex interactions between them</p> <p>9.2 uses resources available for professional development</p> <p>9.3 practices professional ethical standards</p>
<p>Standard 10. The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being.</p>	<p>10.1 participates in collegial activities designed to make the entire school a productive learning environment</p> <p>10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems</p> <p>10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being</p> <p>10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential</p>

MoSTEP Standards	Performance Indicators
<p>Standard 11. The pre-service teacher understands the theory and application of technology in educational settings and has technological skills to create meaningful learning opportunities for all students.</p>	<p>11.1 demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</p> <p>11.2 applies current research on teaching and learning with technology to plan and deliver developmentally appropriate learning opportunities that integrate a variety of software, applications, and learning tools (e.g., graphing calculators, languages translators, scientific probe-ware, musical composition software, electronic maps, etc.) to support the diverse needs of learners.</p> <p>11.3 identifies, locates, explores, and evaluates for accuracy and suitability, computer/technology resources including applications, tools, educational software, and associated documentations. Designs and utilizes technology-enhanced, learner-centered classroom strategies and activities (including teaming and/or small group collaboration) to address the diverse needs of students. Facilitates technology-enhanced learning experiences that develop students' higher-order thinking skills, creativity, and problem-solving skills; content standards; and student technology standards.</p> <p>11.4 uses technology resources in assessing student learning of subject matter using a variety of assessment techniques to collect and analyze data, to interpret results, and to communicate findings to improve instructional practice and maximize student learning (including the use of technology resources for learning, communication, and productivity).</p> <p>11.5 uses technology resources to engage in ongoing professional development and lifelong learning. Continually evaluates and reflects on professional practice to make informed decisions regarding the use of technology in support of student learning. Uses technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning and to conduct research and to solve problems.</p> <p>11.6 models and teaches legal and ethical practice related to technology, information, and software resources, as well as the safe and healthy use of technology resources. Applies technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities, including facilitating equitable access to technology resources for all students.</p>