



COURSE NUMBER: COMM 5020	COURSE TITLE: Young Adult Literature	TERM: Spring, 2008
SITE: WEB Hall Tuesday 5-9pm	INSTRUCTOR CONTACT INFORMATION: Dr. Dianne Koehnecke (314) 961-2660 x7945 koehneck@webster.edu	CREDIT HOURS: 3

1. COURSE DESCRIPTION:

This course is designed for classroom teachers K-12 who are interested in incorporating children's and/or young adult literature into content areas. The course will focus on selecting, evaluating, and using a wide range of literature. Discussion strategies, alternatives to book reports, literature extension projects, literature circles, and project planning will all be addressed. Literature from different cultures will also be read and discussed. Technology, such as Power Point presentations will be introduced and used in the classroom setting. Because students will design a classroom-oriented project that fits their own teaching situations, teachers of ALL grade levels are encouraged to consider this course. This course is a web-enhanced hybrid class. A discussion question will be posted weekly. A mail system, putting Power Point Presentations on our blackboard server, and turning in the final project in both hardcover and via the Internet (online blackboard) will be expected. Prerequisites: An introductory course in children's literature and/or classroom experience preferred. You must attend all sessions to earn an A grade.

2. LEARNING OUTCOMES:

Course Outcomes	Program Outcomes	SOE Goals, SOE Dispositions, and Standards Addressed
1. Students will become familiar with various categories of literature and the criteria for selecting books in these categories (biography, realistic fiction, informational books, reference books, historical fiction, concept books, poetry, etc.)	Understand the importance of language, media, and the arts in the communication process; appreciate the role of diversity in living, learning, and the school environment; demonstrate creativity, inquiry, and leadership	Mostep Standards: 1.2.1, 1.2.2, SOE G 1; IRA 1, 2, 9, 10, 12, NCTE 2.-5; SOE D 3, NCATE 1
2. Students will become familiar with resources available to assist teachers in identifying, evaluating, and sharing literature with students	Demonstrate creativity, inquiry, and leadership; Develop sound instructional and assessment strategies as they create curriculum based on understanding of research, theory, and practice in content areas such as language, literature, writing, reading, and media literacy	Mostep Standard: 1.2.1; SOE G 2, 3; IRA 1, 2, 9, 10, 12; NCTE 2.-5; SOE D 2, 3 NCATE 1,2,3
3. Students will become familiar with various strategies for sharing and extending students' experiences with literature.	Refine oral, visual, and written communication skills; Demonstrate creativity, inquiry, and leadership; appreciate the role of diversity in living, learning, and the school environment; demonstrate creativity, inquiry, and leadership	Mostep Standards: 1.2.2, 1.2.9; SOE G 2,3; IRA 1, 2, 4, 7, 10, 12; SOE D 2, 3, NCATE 1-2
4. Students will become familiar with various ways of incorporating literature (fiction and	Refine oral, visual, and written communication skills; Demonstrate creativity, inquiry, and	Mostep Standards: 1.2.3, 1.2.9; SOE G 2; IRA 1, 2, 9,

non-fiction) & reflecting about what was read.	leadership	10, 12; SOE G 3, NCATE 1
5. Students will incorporate Power Point presentations based on the text and books read	Understand the importance of language, media, and the arts in the communication process	Mostep Standards: 11.1-6; SOE Goal 2; IRA 1, 2, 4-12; SOE Disposition 3, NCATE 2
6. Students will read, discuss, and assess a wide range of literature from different cultures	Refine oral, visual, and written communication skills; Demonstrate creativity, inquiry, and leadership; appreciate the role of diversity in living, learning, and the school environment	Mostep Standards: 1.2.3, 1.2.6; SOE G 4 ; IRA/NCTE 1, 2, 9, 10, 12; SOE D 1, 2,3, NCATE 4
7. Students will utilize literature circles when working with books assigned as class projects.	Refine oral, visual, and written communication skills; Demonstrate creativity, inquiry, and leadership	Mostep Standards:1.2.7, 1.2.10 ; SOE G 2,3; IRA /NCTE 3, 8; SOE D 2, 3, NCATE 1 & 2
8. Students will design and develop a classroom-oriented project which Incorporates ideas developed during the course and includes a bibliography of books which may be incorporated into units of study they commonly teach.	Develop sound instructional and assessment strategies as they create curriculum based on understanding of research, theory, and practice in content areas such as language, literature, writing, reading, and media literacy	Mostep Standards 1.2.1-1.2.10 & 11.1.1-2; SOE G 1; IRA/NCTE : 1, 2, 4, 7, 10, 12; 3.4; SOE D 3, NCATE 1-4
9. Students will use technology with a variety of online activities assigned in this Web-enhanced course	Understand the importance of language, media, and the arts in the communication process; appreciate the role of diversity in living, learning, and the school environment; demonstrate creativity, inquiry, and leadership	Mostep Standards 11.1-11.6; SOE G 2; NCTE: 8; SOE D 3, NCATE 1 & 2

3. SCHEDULE OF REQUIRED READINGS, CLASS PREPARATIONS AND ASSIGNMENTS, LECTURES, DISCUSSIONS, STUDENT PRESENTATIONS, OUT-OF-CLASS ASSIGNMENTS AND EXAMS.

The class schedule each evening will include:

DEMONSTRATIONS: formal presentations on topics relevant to the course and student needs/interests, including Power Point Presentations

INVITATIONS: structured, small group experiences relating to topics of demonstrations and other student-identified topics and needs, including literature circles

LITERATURE DISCUSSION: small group discussions (literature circles) of various adolescent literature titles; group leaders will share book summaries and author descriptions (use Internet!) and lead literature circle discussion: Discussion Director or Leader, Passage Selector, Connector, Word Finder, Illustrator, Recorder (Character discussion may also be included here). Leaders & Group-turn in work

SHARING: whole group or small group discussion of projects as they are developing, of issues emerging during the course, of new-found books and ideas for sharing book talks. All assignments will be posted.

The following topics will be discussed during the class sessions:

- *resources available to assist teachers in selecting, evaluating, and using literature in the content area curriculum
- *selecting and using biographies, informational books, and reference books in the content area curriculum
- *selecting and using historical fiction, picture books, poetry, and contemporary realistic fiction in the content area curriculum
- *selecting and using books which relate to multi-cultural, global issues in the content area curriculum
- *using literature to promote discussions of issues of themes relevant to topics in the content area curriculum
- *using literature selections to support student writing in the content area curriculum
- *using literature selections to support student projects in content area curriculum

CLASS SCHEDULE:

WEEK 1: Overview Of Adolescent Literature: Myths And Realities
(March 18th) Reader Response and Literature Circles as Strategies
Keeping a record of responses: Journals and Beyond
Introduce Power Point (Demonstration) and Lit. Circles
Read-Aloud of House on Mango Street
Read: Selected Chapters
Discussion Questions
Read: Catcher in the Rye (New Realism)

WEEK 2:
(March 25th) Literary aspects of YA Literature (Consult Chapter 2-3)
(Library Night Meet in Library at 6 p.m.)
Read-Aloud of House on Mango Street
Read: Sojourner Truth: Ain't I a Woman?
Read: Selected Chapters
Discussion Questions
Finish Reading: Catcher in the Rye

WEEK 3:
(April 1st) **First Theme:** Sense of Belonging – Peers, Family, Community, World
Read-Aloud of House on Mango Street starts at the beginning of class. **Please be prompt.**
Literature circles on Catcher in the Rye
Read: Selected Chapters
Quiz: Catcher in the Rye
Discussion Questions
Begin book talks

WEEK 4:
(April 8th) **Second Theme:** Realistic Fiction and History
Literature Circles: Sojourner Truth: Ain't I a Woman?
Quiz: Sojourner Truth: Ain't I a Woman?
Power Point Groups 1 & 2
Read: Night
Discussion Questions
Book Talks

WEEK 5:
(April 15th) **SECOND THEME:** Individuals in Time of Crisis – War and Peace at Home and in the World
Discussion Questions
Quiz: Night
Read: Walk Two Moons
Power Point: Group 3- power point presentation

Book Talks

WEEK 6: **THIRD THEME:** Strong Female Protagonists
(April 22nd) **Discussion Questions**
Quiz: Walk Two Moons
Read: Chinese Cinderella
Power Point: Group 4- power point presentation
Book Talks

WEEK 7: **FOURTH THEME** Integration of fantasy and history/Censorship
(April 29th) Read-Aloud of House on Mango Street starts at the beginning of class. **Please be prompt.**
Guest Storyteller: Rosie the Riveter
Quiz: Chinese Cinderella
Literature Circles and Power Point Presentations (Catcher in the Rye, Sojourner Truth, Night, Walk Two Moons)
Discussion: Strategies for evaluating and promoting YA books
Course content oral presentations (Book Talks)
Oral Presentations of Classroom Projects- Poster or ppt. Panel presentations/projects/living history museum structure
Oral Presentations of Classroom Projects DUE (for those who are ready to present)
Read: Kid Brother or selected Swenson High interest books.
DUE WEEK 8: Lit. Circle: Kid Brother & Oral Presentations of Classroom Projects ALL FINAL PROJECTS DUE NEXT WEEK! MUST BE POSTED ON Blackboard.

WEEK 8: **FIFTH THEME:** Passages
(May 6th) *Read-Aloud of House on Mango Street starts at the beginning of class. **Please be prompt.**
Kid Brother
Discuss House on Mango Street* and Kid Brother or selected Swenson high interest books(Lit. Circles on *Kid Brother* or other Swenson book, Chinese Cinderella)
Oral Presentations of Classroom Projects (3-5 mins.)
Hard Copies of Final Projects! Post online!
Class Evaluations

DUE DATES:

Discussion Questions: Responses due weekly
Literature Circles: See selected dates
Book Talks: Weeks 3-7
Quiz on each book: At scheduled times
Post Power Point Presentations: Post all Power Points
Final Project due: Week 8; Post and turn in a hard copy

4. RESOURCES:

Text Used: Literature for Today's Young Adults (8th Ed.). Nilsen, A. P. and Donelson, K. L. (2008). NY: Addison-Wesley Longman.

Novels:

Catcher in the Rye. Salinger, J.D. (1991). (Realistic, Contemporary American Fiction). Boston: Little, Brown & Co.

Sojourner Truth: Ain't I a Woman? McKissack, P.C. and McKissack, F. (1992). (African-American-biography) NY: Scholastic.

Walk Two Moons. Creech, S. (1994). (Native-American-Strong character). NY: Scholastic.

Chinese Cinderella. Mah, Adeline. (1999). (Chinese strong character). NY: Dell Laurel-Leaf.

Night. Wiesel, E. (1982). (World War II survival story) NY: Bantam Books.

Kid Brother Swenson, D. (1984) (High –low level) Logan, IA, Perfection Learning. May select additional titles.

Optional:

House on Mango Street. Cisneros, S. (1991) (Latino, Theme of Passage). NY: Vintage Books.

Note: We will be reading this book aloud; if you wish to have your own copy, you may wish to purchase it.

Audio Visual/Other : Videos, Music, Computers

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

6.

Learning Outcomes:

Assessment	1*	2	3	4	5	6	7	8	9	% of Class
Literature Circles	x		X	x		x	x			25%
PowerPoint Presentations			X	x	x				x	20%
Course Content...(Book Talks)			X	x						5%
Classroom Project Presentation		x		x						5%
Classroom Oriented Project		x		x				x		25%
Attendance, participation, professionalism						x				5%
Weekly Book Quizzes	x			x						10%
Discussion Board blackboard assignments			X	x					x	5%
										100%

Class presentation: Students will work alone or in small groups to make a presentation on chosen books relevant to course content; additional information provided in class

Classroom-oriented project: Students will develop a classroom-oriented project based on course content; additional information provided in class. Include in your project the following items: Content & Rationale; Objectives (National, State, School of Education Goals & Dispositions, and your own) & Outcomes; Methods for teaching; Evaluation, scoring guides using both formative and summative assessments, rubric must be included; teacher evaluation (mine); student reflection (your ideas about how project will work, problems, concerns, positive insights). Include a bibliography of all works included or used from other sources at the end of your project and under “Methods” or at the end; also include a thorough description of how you will use each multiple intelligence in this project (MI Extensions). A substitute teacher should be able to use your project.

3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following assignments:

- a) Power Point Presentations online.
- b) Curriculum Project (Classroom-oriented, put online)
- c) Paper(s) Literature Circles Papers
- d) Book talks
- e) Other (Discussions, Quizzes)

7. GRADING SCALE :

90-100%=A 80-89%= 70-79%=C 60-69%=D

Advanced	Superior professional development, distinctive competence (X) (100%+++!)
Proficient	Accomplished skill development, evidence of competence (P)
Satisfactory	Basic skill development; evidence of potential (E)
Unsatisfactory	Insufficient evidence; unacceptable performance (I)

References

Benedict, S. & Carlisle, L. (1992). Beyond words: Picture books for older readers and writers. Portsmouth, NJ: Heinemann.

Clarke, Lane W. (2006). Power Through Voicing Others: Girl’s positioning of Boys in Literature Discussions. Journal of Literacy Research, v38 n1 pg. 53-79.

Daniels, H. (2002). Literature circles: voice and choice in book clubs and reading groups. York, ME: Stenhouse.

Fleming, Gerald and Pike-Baky, Meredith. (2004). Rain, steam, and speed : building fluency in adolescent writers. San Francisco: Jossey-Bass.

Griffiths, R. & Clyne, M. (1991). Books you can count on: Linking mathematics and literature. Portsmouth, NH: Heinemann.

Jeng-yih, H. & Michiko S. (2007). Multiple Intelligence Literature Circles: A JFL and EFL Experience. ERIC database.

Lloyd, Susan Litwiller. (2004). Using Comprehension Strategies as a Springboard for Student Talk. Journal of Adolescent and Adult Literacy, v. 48 n2 p.114-124.

Keating, M., J. Wiles, & M. Piazza. (2002). Learning webs: Curriculum journeys on the Internet. NJ: Merrill Prentice Hall.

Koehnecke, D.S. (December, 1994). Folklore and the multiple intelligences. Children’s Literature in Education, 26 (4). 241-47.

Koehnecke, D.S. (Winter 2000). Increasing literature through storytelling. Reading Improvement, 37 (4). 187-189.

Koehnecke, D.S. (March 2001). Smoky night and crack: Controversial subjects in current children’s stories. Children’s Literature in Education, 31 (4). 17-30.

- Koehnecke, D.S. (Fall 2005). Supporting Literacy and Diversity Through Graphic Novels. Missouri Reader, v.30 n.1 p. 26-29.
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- Michaelson, Mimi and Nakamura, Jeanne. (2001). Supportive frameworks for youth engagement. San Francisco : Jossey-Bass.
- Peterson, R. & Eads, M. (1990). Grand conversations: literature groups in action. NY: Scholastic
- Rebello Britto, Pia and Brooks-Gunn, Jeanne. (2001). The role of family literacy environments in promoting young children's emerging literacy skills. San Francisco : Jossey-Bass.
- Bruce, Bertram C. (2003). Literacy in the information age : inquiries into meaning making with new technologies. Newark: International Reading Association.
- O'Reilly, Patricia, Penn, Elizabeth M., and de Marrais, Kathleen. (2001). Educating young adolescent girls [electronic resource]. Mahwah, N.J. L. Erlbaum Associates.

SCORING GUIDE FOR COMM 5020: YOUNG ADULT LITERATURE

DR. DIANNE KOEHNECKE

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ATTENDANCE: Class Participation, Attitude, Professionalism:

5 points possible _____ points

POWER POINT PRESENTATIONS: Graphics: 10 points _____ points

Content: 10 points Graphics: 10 points _____ points

(Remember, you are responsible for providing information, understanding, and key areas of the various themes discussed in class and stated in the syllabus.)

20 points possible

You must post your Power Point Presentation on our blackboard site (online).

BOOK TALKS: Graduate Students: Background of author, setting, plot, style, characterization, your response and how you use book in your classroom.

5 points possible _____ points

LITERATURE CIRCLES: Background information about book and author, setting, characterization, plot, style: 5 points _____ points

Facilitating Literature Discussion with groups: 15 points _____ points

Closure (Reviewing lit. circles with all groups) 5 points _____ points

25 points possible _____ points

Turn in all notes to instructor at end of session.

PROJECT: Content and Rationale: 4 points _____ points

Objectives (include National, State, & original Objectives) 3 points _____ points

Method (Anticipatory Set, Materials, Steps, Closure) 10 points _____ points

Evaluation (Formative & Summative: Tell how measured) 5 points _____ points

Teacher's Reflections (Your ideas about how you expect project to work, anticipated problems, how this project fits into your curriculum, etc. Remember, the project must be based on young adult literature.) 3 points _____ points

25 points possible

You must post your project on blackboard (online).

CLASSROOM CONTENT PRESENTATION:

Curriculum project highlights (with constructivist, interactive activities) _____ points

using power point, or other visual interaction: 2.5 pts.

professional presentational style: 2.5 pts _____ points

5 points possible

DISCUSSION QUESTIONS: _____ points (5 pts.)

Attendance: 5%; Power Point Presentations: 20%; Literature Circles : 25%; Classroom Oriented Project:

25%; Project Presentation: 5%; weekly book quizzes: 10%; Book Talks: 5% Discussion Board: 5%

90-100 = A; 89-80 = B; 79-70 = C; 69-60 = D

Cut out each guideline for me to score. dsk

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

8. 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 in this course may result in removal from the course and/or the program.

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

9. 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

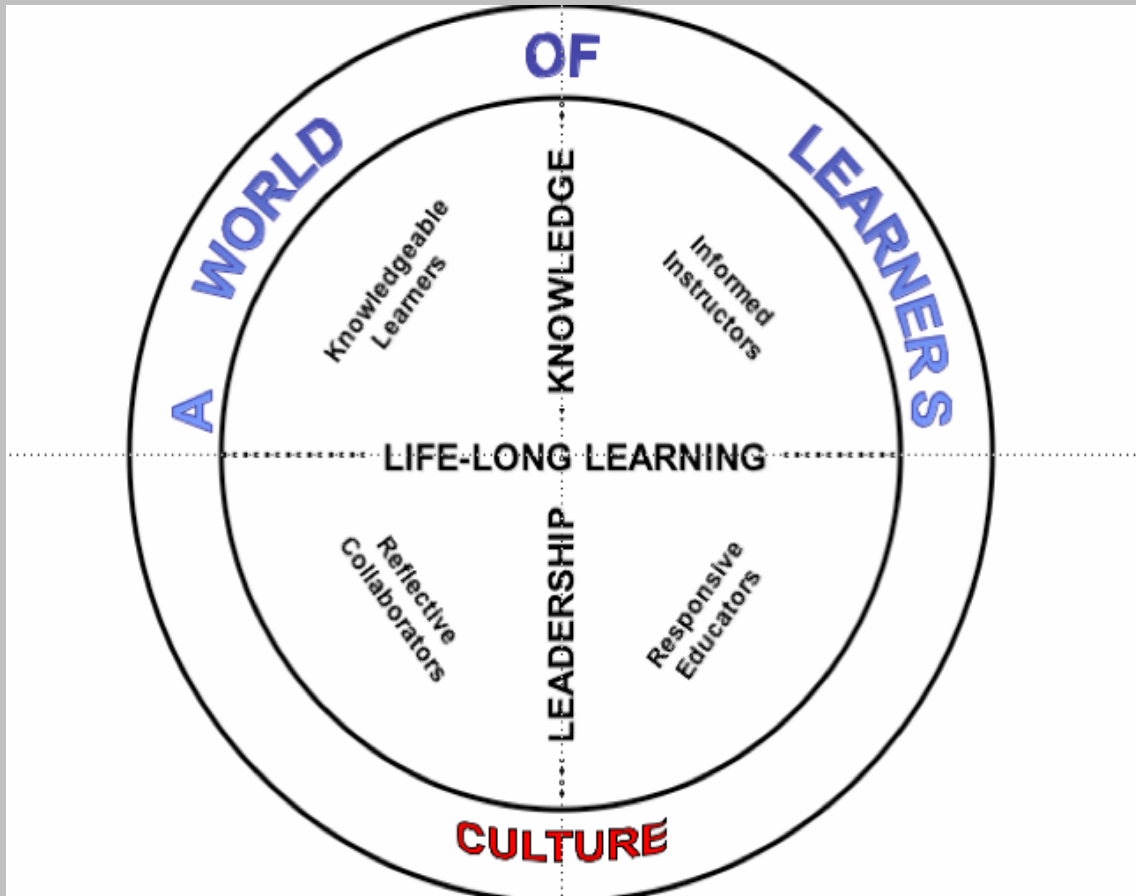
SCHOOL OF EDUCATION

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

Mission: 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 mandala is a universal design that represents meaning. It appears in children’s early drawings in many cultures and seems a fitting symbol to represent the conceptual schema of the School of Education. The outer circle is the “world of learners” in cultural settings. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators. 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.

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:

There are various definitions of dispositions. The dictionary suggests that dispositions are the combination of traits revealed by one's habitual ways of behaving or thinking. 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) Interpreting and assessing dispositions is often more intuitive than it is descriptive and measurable. Regardless of the difficulty of assessment, 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

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



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>

MoSTEP Standards	Performance Indicators
<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>
<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 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 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 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 9.2 uses resources available for professional development 9.3 practices professional ethical standards</p>

MoSTEP Standards	Performance Indicators
<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>

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).

NCATE Standards:

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

