“For excellence in thinking, the presence of others is always required...” Hannah Arendt

EDS 347 Literacy, P-3

Syllabus

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Office Hours: T-F, 4-5; other times by appointment

ESSENTIAL QUESTION:
What do I as a teacher need to know and be able to do to help all of my young students become interested and capable readers, writers, speakers, and listeners, who choose to read and write in a variety of genres, who take delight in these experiences, and who meet state standards in the English language arts at the end of the primary program?

COURSE DESCRIPTION: Students will examine the primary reading/language arts curriculum focusing on the development of oral language, reading, and writing in kindergarten through grade 3. Students will extend their knowledge and appreciation of children’s literature—fiction, non-fiction, and poetry—and examine its role in furthering children’s growth as literate and humane individuals. Students will deepen their knowledge of the nature of English as it relates to phonics and spelling. Students will learn to select and apply strategies in a literature-based curriculum that incorporates phonics, spelling, handwriting, and vocabulary development. Students will integrate these understandings with their own vision for the children they teach and with constructivist principles of human development to create rich and meaningful literacy experiences for all children. In a weekly field experience, students will design and engage with children in developmentally appropriate literacy experiences, taking cues from the children and building on their interests and experiences; creating assessments; and using the findings to plan subsequent learning experiences. Two-hour weekly field experience. Prerequisite: EDS 227 1 credit

COURSE GOALS:
- To understand and appreciate children, language, literacy, and literature in order to encourage and guide children’s development as readers, writers, speakers, and listeners;
- To understand what it means to teach for human development through an integrated primary English language arts curriculum, and to demonstrate the ability and willingness to do so;
- To be knowledgeable and capable readers and writers who take pleasure in their own ongoing literacy development, and who want and can translate those understandings and strategies in developmentally appropriate ways for the children they teach;
- To set and work toward personal goals for being self-directed students and teachers.
- To work toward becoming a teacher of principle whose vision, professional goals, and actions have integrity and reflect the Education Studies Program goals and dispositions.

COURSE OBJECTIVES: Our goal as a community of inquiry will be to ground our thinking and our practice as literacy teachers and learners in the following understandings, and through our
inquiries together and with children, to continuously deepen our appreciation of the significance and interconnectedness of these understandings—to make them our own...

Because the holistic development of CHILDREN is central to our work as teachers, we must ground our practice in our understanding of:

- Who are the children we are privileged to teach?
  - children as meaning-makers: thinkers, linguists, story-tellers, artists, readers, writers
  - children as teachers
  - children as literacy learners
  - children as thoughtful participants in sustained conversations about things that matter in life and in books
  - children as moral and ethical beings whose sensibilities are broadened and deepened through meaningful experiences in community with one another and with literature

- How can we teach all children in ways that do justice to each and to the subject matter we bring them?

Because children’s literacy development and our communal lives as human beings of all ages depend upon LANGUAGE, we must ground our practice in our understanding of:

- What do we as teachers need to understand about the nature of human language?
  - the origins, characteristics, and groupings (language families) of human language
  - the historical relationships among languages and language families
  - the meaning of dialect and how dialects come to be
  - the grammars of human languages: word order, inflectional, and agglutinative
  - the elements of spoken human languages: phonemes (sounds), morphemes (words and meaningful word affixes), syntax or grammar (how words are put together in a given language to convey meaning), and semantics (meaning)
  - the elements of written languages: graphemes or graphophonemes (written representations of sounds), morphemes (words, including affixed inflectional and derivational elements like preheat, teacher, horses, lion’s, stalking), syntax, and semantics (the meaning conveyed through graphemes (or graphophonemes), morphemes and syntax on paper or steles or papyrus…)
  - the history of writing: logographic (writing systems in which pictures represent concrete things like man, deer, arm, sun); ideographic (writing systems which can also represent abstract ideas like bright, terrible, green); syllabic (writing systems that represent groups of sounds that occur in different spoken words like teacher, worker, dancer, writer); alphabetic (writing systems that represent individual sounds in spoken words like tree, two, Tom, tend)
  - the alphabetic principle in English as it relates to teaching and learning phonemic awareness, phonics, spelling, and vocabulary

- What do we as teachers need to understand about the purposes and uses of human language?
  - How does language enable us as social beings to share feelings, ideas, and stories in order to inform and persuade others?
  - How does language enable us as expressive beings to seek to live lives of personal integrity in the company of others?
o How does dialect influence self-perception and the perception of others?
• How do children acquire spoken language? What theories of learning support this wondrous human ability?
• What are meaningful ways to engage children’s interest in the origins, history, and nature of language?
• How important is children’s oral language development, and why?

Because LITERATURE is the artistic written record of the stories, thoughts, and experiences of human beings across place and culture and time, we must ground our practice in our understanding of:
• What is the significance of story in the lives of human beings?
• What is the role of children’s literature—fiction, nonfiction, poetry, drama—in literacy development?
• How is literature an art?
• How are writers artists?
• How can literature help us to become more moral and compassionate human beings?
• What are the elements of a story? How does understanding these elements and their interconnections help readers? Writers?
• What are the characteristics of non-fiction? How does understanding these characteristics help readers? Writers?
• What is the nature of poetry? How does understanding the nature of poetry help readers? Writers?
• What are literary genres? Why do they matter? How did they come to be?
• How does meaningful engagement with nonfiction develop children’s general knowledge of the world (GKOW)? Why is this important?
• What do we know about gender preferences in genres? How should this influence us as teachers?

Because our respect for the wholeness of children, the wholeness of language, and the richness of literature enables us to help all children develop LITERACY, we must ground our practice in our understanding of:
• What is literacy?
• What does literacy have to do with language?
• What does literacy have to do with life?
• What does literacy have to do with literature?
• What does literacy have to do with democracy?
• What are the language arts? Why are they called arts?

• Why is oral language the foundation of literacy?
• What are the implications of oral language development for how children might develop literacy?

• How central is meaning in becoming literate?
• What is the role of experience in becoming literate?

• How important is DAILY reading aloud to children? Why?
Why is it important to read aloud a variety of genres, including fiction, nonfiction, and poetry?

How important is reading with children? Why? What are meaningful ways to do this?

How does writing develop? How can teachers support children’s development as writers?

How does reading develop? How can teachers support children’s development as readers?

How are reading and writing related? Why does this matter?

How do we as knowledgeable and sensitive teachers listen and respond to a child’s own reading?

How do we as knowledgeable and sensitive teachers confer with a child about his or her writing?

How are spelling, phonics, handwriting (penmanship), grammar the tools of readers and writers?

What are writing conventions? Why do they matter?

What do teachers need to understand about phonemic awareness and phonics?

How can teachers help children develop phonemic awareness and the ability to apply phonics in reading and writing?

What is invented spelling? How does it enable children to learn phonics?

What is whole language? Why is whole language vs. phonics a false dichotomy?

What do we mean by a curriculum that integrates the language arts and the content areas?

How are reading and writing the tools of thinkers and learners in every content area?

How is an integrated language arts curriculum both meaningful to learners and an effective use of time for teachers?

How can we integrate literacy and core content?

How can teaching be viewed as the gradual release of responsibility? By whom? To whom? Why?

Why is modeling an essential aspect of teaching?

What is meant by developmentally appropriate instruction? How can we tell if our teaching is developmentally appropriate?

How are authentic reading and writing experiences multi-level? Why is that important?

What are different approaches to literacy instruction and their assumptions: Four Blocks, Guided Reading, language experience, whole language, literature-based, basal, individualized, Saxon phonics, etc.

What teaching strategies can we use to create developmentally appropriate and meaningful literacy experiences for all children?

How do we support the development of children for whom English is a second language?

What is authentic assessment in literacy? What are the purposes of assessment? How does our assessment of a child’s development over time guide our teaching of that child? Why must assessment be ongoing?
What is the nature and purpose of these literacy assessment tools: *running records, anecdotal records, informal reading inventories, portfolios,* etc.?

How can we authentically assess a child’s development in phonemic awareness, phonics, spelling, vocabulary?

How do we assess children’s development over time as *speakers* and *listeners*?

How do we promote *self-assessment* by children of their growth in the language arts?

What *resources* are available to support meaningful and developmentally appropriate literacy experiences for all children, including predictable books; Big Books; class charts; language experience stories; class-created books; songs; games; journals; basal series; workbooks; computer software such as *Kidspiration*; flannel boards; others?

What are *professional standards* for teachers in reading, writing, and the related language arts? Why were these standards developed?

What are the *Common Core State Standards* for K-5 in reading and the English language arts, and why have they replaced *Kentucky’s Core Content and Program of Studies* in literacy (and in math)?

How should Kentucky’s *Program of Studies and Core Content* inform our teaching?

How can we *organize* the classroom and the daily class schedule for an integrated literacy program?

How can we work with *parents and families* in the literacy program?

How important is it that *teachers themselves be enthusiastic and developing readers and writers*? Why? How can we share our personal enthusiasm and continuing literacy development with our students?

**REQUIRED COURSE TEXTS AND MATERIALS:**


A three-ring binder with dividers for: Class and Professional Reading Notes, Children’s Literature, Reading (Read-aloud, Shared Reading, Guided Reading, Independent Reading), Writing, Word Study (Phonemic Awareness, Phonics, Spelling, Vocabulary), Handwriting, Field Experience, Standards

Your own set of manipulative alphabet letters and holders

Your own set of high-frequency Word Wall words (made from index cards)

RECOMMENDED PROFESSIONAL LITERATURE FOR FURTHER (AND FUTURE) READING:

Harvey, Stephanie and Anne Goudvis, *Strategies They Use: Teaching Comprehension for Understanding and Engagement*. Stenhouse, 2007,

PERIODICALS: *The Reading Teaching* (IRA), *Language Arts* (NCTE), *The New Advocate*, *Childhood Education*

RECOMMENDED CHILDREN’S LITERATURE:

*Please read at least one by each writer whose names is bolded.*

Adler, David A. *Cam Jansen series*  
Bradley, Marie. *More Than Anything Else.*  
Bridges, Ruby. *Through My Eyes.*  
Bridwell, Norman. *Clifford, the Big Red Dog series*  

**Bunting, Eve.** *A Day’s Work; The Wednesday Surprise; others*  
**Carle, Eric.** *The Very Hungry Caterpillar; The Fish is Fish; Frederick; Swimmy; others.*  

Cohen, Barbara. *Molly’s Pilgrim.*  
Cohen, Miriam. *First Grade Takes a Test.*  
   *Road; Come-A-Tide; Mother to Tigers; others*  
Cohen, Miriam. *Rope; others*  

Dahl, Roald. *James and the Giant Peach.*  
DePaola, Tomi. *Oliver Button Is a Sissy; others*  
Fox, Mem. *Wilfred Gordon McDonald Partridge*  

Freeman, Don. *Corduroy; others*  
Lionni, Leo. *Little Blue and Little Yellow. Also: Grouchy Ladybug; A House for Hermit Crab; others*  

Lobel, Arnold. *Frog and Toad.*  
Lyons, George Ella. *Who Came Down That Road.*  
Martin, Bill. *Brown Bear; Knots on a Counting Rope; others*  
MacLachlan, Patricia. *Mama One, Mama Two; others*
Cole, Joanna. *My Puppy Is Born*; other nonfiction


Cronin, Doreen. *Diary of a Worm.*


Mendez, Phil. *The Black Snowman.*

Miles, Miska. *Annie and the Old One.*

Parish, Peggy. *Amelia Bedelia;* others

Polacco, Patricia. *Pink and Say; The Keeping Quilt;* others

Ringgold, Faith. *If A Bus Could Talk: The Story of Rosa Parks;* others

Rylant, Cynthia. *The Old Woman Who Named Things; The Relatives Came;* others

Yolen, Jane. *Owl Moon; Encounter;* others

Sarah, Plain and Tall; others

Mckissack, Patricia. *Mirandy and Brother Wind;* others

Sendak, Maurice. *Where the Wild Things Are.*

Seuss, Dr. *The Cat in the Hat; The Lorax;* others


Van Allsburg, Chris. *Mysteries of Harrison Burdick.*

Waber, Bernard. *Ira Sleeps Over.*

Warner, Gertrude. *The Boxcar Children series*

White, E.B. *Charlotte’s Web; Stuart Little;* others

Yashima, Taro. *Crowboy.*


….and MANY, MANY More….

**COURSE EXPECTATIONS:**

**Attendance and Participation (10%).** Regular and prompt attendance in all class and related experiences; speaking and listening responsively in community; being prepared for class; spending at least 8 hours per week outside of class on class work, reading children’s literature, and preparing for field experiences. *(Please see attendance policy below.)*

**Writing Criteria.** The general criteria for all writing in EDS 347 are: *thoughtfulness* (does this writing reflect serious thought on the part of the writer? does it evoke serious thought on the part of the reader?), depth, sincerity, clarity, and appropriate use of writing conventions (including proofreading). Please note: although writing in our class is informal, one must attend to conventions—and sort out those that may be still confusing—whenever the audience extends beyond oneself.

**Field Experience (15 hours) (20%).** The overarching goal of the field experience in EDS 347 is for you to learn to be taught by children, to take cues from them as to possible next steps in their development, and to respond in ways that honor where they are and lead to their continuing growth. Specific literacy goals and objectives will be discussed in class.

Each week you’ll turn in one *single-spaced,* typed reflection of 1 1/2-2 pages on each week’s field experiences. In each you’ll (a) briefly report on/summarize/list what you did each day (approximately 1/2 page; and then (b) select and reflect upon *one* aspect of *one* of those experiences. Given the relationship of reflection to all good teaching, the reflection is the focus here (approximately 1-1/12 pages).

Your weekly reflection will be due to me no later than 5 p.m. on Friday of each week unless you request otherwise, for good reason, in writing, and I agree. Submitting your reflection a few days late once or twice is understandable; being consistently late is *not* acceptable because the quality of insight and writing diminishes rapidly with the passage of time. *For that reason, late reflections (beyond the understandable one or two) will not receive credit.*

*Other field experiences:* Visits to a kindergarten at Kingston, a 1st grade class at Berea Community, and a 3rd grade class at Roundstone Elementary, with reflections. Visit to the Berea College farm when the little goats, piglets, and calves enter this world this spring, with reflection.
Professional Reading (10%). Keeping up with our common readings by the date due is essential if our discussions are to be helpful to everyone. I have chosen our texts with great care and hope, but your own careful and active reading is essential. I’m asking therefore that you practice the following discipline for every reading professional reading assignment:

- **mark your text (or use post-its) as you read**, using any words or symbols that reflect your active engagement with the ideas of the author. (For example: +, -, !, ?; yes/no/; lovely/egads! why? can’t be?! how so?, others)

- **develop 1-3 written questions or comments relating to your reading** that you’d like to hear others’ thoughts on. These questions are to be recorded in your 347 binder in the Professional Reading section, and each is to be identified with the author’s last name and page reference. Example: (1) Debbie Miller says on page 15 that young children can “think critically” as they listen to read-alouds. What does that mean? Why does it matter?

- **circle unfamiliar words that seem important** but are not clear from context. Optional: list these words, with author name and page reference, in your 347 binder.

- **highlight or underline** a quote that’s important to you and that you’d like to hear others’ thoughts on

- **summarize** main points, concerns, ideas at the end of each section and chapter by taking a few minutes to develop brief summaries in your 347 notebook. We’ll review how to summarize in class. Since this is a strategy you’ll teach children, you’ll want to practice it to proficiency in your own reading so it becomes a habit.

*Please note:* on some days, there may be a 5-10” in-class writing based on the reading.

**Book Talks.** Since good teachers are always giving informal book talks to their children (and also teaching children how to do this themselves), we will practice this art by giving two (2) two-minute book talks to share children’s books we really like and to invite others into those books. By January 18 everyone will be ready to give his/her first book talk; by February 8, everyone will be ready to give the other. Book talks will be modeled in class and guidelines developed together.

**Literature Circles.** We will engage in literature circles several times this spring.

**Phonemic Awareness and Phonics Lesson Plans** (5%). You will develop several lesson plans to teach phonemic awareness and phonics, and you’ll teach these in class to a group of peers. Due March 3. We’ll prepare for doing these in class.

**Children’s Writing.** We will engage together in several activities to develop your ability to analyze children’s writing at different stages and to determine possible next steps at each point to promote ongoing development.

**Predictable Book** (10%). You’ll create a predictable book appropriate for emergent readers, taking the writing through the writing process, from brainstorming through publishing. Examples will be shared in class, and we’ll have a Saturday morning workshop on book-making. You’ll share your predictable book with the child you’re tutoring, I hope. Due February 17.

**Independent Reading of Children’s Literature** (10%). Guiding a reluctant reader to “just the book I think you’ll really like” can make a difference in his or her life. To bring children and books together, teachers must know both children and books. We’ll talk in class about ways to know children as persons and as readers. To increase your knowledge of books, you need to read widely and deeply, and to keep track of your reading for future reference. Please read 50 books
this term, selecting some from each of the following genres and formats: fiction picture books; fiction chapter books; biographies or autobiographies (these may be picture books); informational picture books; periodicals like Zoobook, Cobblestone, or Ranger Rick; wordless books; and poetry books. Be sure that your selections are appropriate either as read-alouds or as independent reading for a range of P-3 children. Be sure also that a number of your selections are multicultural in order that all children can see themselves in books and all children can see children of different ethnicities and backgrounds. Keep an annotated list of all the children’s literature you read, in any format you wish, being sure to include author, title, genre, theme (fiction) or topic (non-fiction), your evaluation (in words or symbols such as +, √+, √) and (optional) a brief synopsis of 1-2 sentences as if for a booktalk. Twenty-five (25) entries should be turned by February 24; all 50 will be due on April 14. Books that we read aloud in class and books for your own author study (below) may be included.

Read-aloud Project (5%). You’ll select a picture book, either fiction or non-fiction, that you really like, that has substance, and that is appropriate for primary children, and then practice reading it aloud until you are satisfied with the quality of your reading. You’ll write your rationale for selecting the book (why it’s important to you and why it’s worthy to be shared with children); a brief (2-3 sentence) introduction to the book that will lead children into thinking about the book; and 4-5 thoughtful and thought-provoking questions to engage listeners in thinking and talking together about things that matter. You’ll write a lesson plan based on your book, including a possible follow-up activity, and then you’ll share this experience with a group or class of primary children and write a reflection on that experience. I’ll provide support, and you’ll have time to try out your lesson in our class before taking it to children. Due March 24.

Independent Projects (15%): Please choose two (2) of the following projects. One will be due on March 1, the other on April 12. Guidelines will be developed in class.

(1) Author Study. Choose one author whose work you particularly like from the list to be given out in class. Read at least 5 of his/her books and research significant and interesting biographical information about his/her life and work. Develop a visual presentation appropriate to share with primary children as well as with our class and a one-page typed handout (with print and Internet sources cited). Bring those with a 4-5 of your authors’ books to share with our class in a five-minute presentation (and with children in future).

(2) Personal Narrative. Write a personal narrative about an event in your life that is important to you and that you’re willing to share with others. Take the writing through the writing process, from generating ideas through publishing. Save evidence of early drafts to share with our class and with children (if appropriate) in future.

(3) Primary Poetry Collection. Select 15-20 poems that you personally like that are appropriate to share with children in the primary grades. Be careful not to underestimate children in your selections—choose a good variety, including both humorous and thought-provoking poems, as well as some that rhyme and some that don’t. Format them beautifully, one to a page (with title and author, of course); print them on paper of different colors, if you like, and laminate them. You may include song lyrics as well. It would also be good to include a poem of your own composing to show children that their teacher is also a poet.

(4) Individual Teacher Research Mini-project. This mini-research project allows you to research a topic of personal interest pertaining to some aspect of literacy. Examples of possible topics include: dialects and instructional implications; literacy experiences for
children whose second language is English (ESL); how dictionaries are made; the history of writing; others

(5) **Personal growth project.** This self-improvement project enables you to work on an area in which you want to improve both for yourself and for the children you will teach. This could be: spelling; English grammar; using certain conventions, such as semi-colons and colons; interpreting charts, tables, and graphs; learning a modicum of a foreign language (Italian, Swahili, Japanese…); better appreciating poetry; reading aloud; others

Guidelines will be developed in class.

(6) **Other.** If there is something you would like to do that is not on this list, make a proposal with rationale, and we’ll see if it can substitute for one of the two projects.

**Handwriting.** Based on class activities, handouts, and practice, you will demonstrate your proficiency in forming manuscript (print) and cursive letters and in writing connected cursive text using either the D’Nealian or Zaner-Blosser system. After sufficient practice, you will evaluate your manuscript and cursive writing using criteria we’ll develop in class.

**Literacy Center Project** (optional). You may develop a literacy center for a primary classroom. You may do this by yourself or in pairs, as you wish. We’ll discuss guidelines in class.

**Mid-term and final self-assessments and exams** (15%).

**Evaluation and Grading:** I have found that putting grades on students’ work can impede rather than facilitate growth for many students. I therefore write comments but not grades on your assignments, and I compose my comments to indicate strengths and directions for further growth.

I do record grades (+, √+, √, √-,-) in my record book, and I will inform anyone whose work falls below a "C" of that fact. I welcome you to make an appointment at any time to look at your grades and discuss your progress.

If a person is to be a *self-directed learner*, he or she must take responsibility for her own learning. *Just doing an assignment to get it done rarely results in good work.* If an assignment does not seem purposeful or meaningful to you, please talk with me before doing it.

At midterm and at the end of the course, you will submit your own self-assessment and grades for both effort and achievement, together with your rationales. (Effort and achievement are related but not synonymous; for clarification, just ask for my chemistry story.) I will do my own assessment, and then I will compare yours with mine. If our grades are the same, I’ll say so and turn in that grade. If our grades differ by part of a letter grade (say B and B+) or a whole letter grade (say A and B), I’ll be guided by the strength of your rationale as to whether to use your grade or mine, or an average of the two. If our grades differ by more than a letter grade (say A and C), we’ll meet together to discuss our differing perceptions and rationales. We’ll be using the College’s grading definitions, and I will use the plus and minus distinction.

Finally, I ask that you please evaluate me at semester’s end using the electronic *Instructor Evaluation Questionnaire.* I need and value everyone’s thinking and suggestions about all aspects of this class, and I expect and trust that you will participate thoughtfully in this evaluation process.

**BEREA COLLEGE GRADING SYSTEM:**
Achievement in courses at Berea College is recorded by grades of A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, U, SC, P, CP and I. The definitions of letter grades adopted by the College Faculty in 2003 follow:
A/A-: These grades signify consistently outstanding achievement in all aspects of the course.

B+/B/B-: These grades reflect work of good to very good quality. Work at this level often has outstanding characteristics but is not as consistent throughout the term or in all aspects of the course as required of "A" or "A-" work.

C+/C: These grades denote that the student has attained an acceptable level of competence. The student has demonstrated a basic understanding of the course material and abilities sufficient to proceed to more advanced courses in the area.

C-/D+/D/D-: These grades indicate work that is minimally adequate. These grades raise serious concerns about the readiness of a student to continue in related coursework.

F: This grade represents work that is unsatisfactory and unworthy of credit.

Attendance Policy
1. In a community of inquiry, everyone's contribution is important and unique. Students are expected to attend all scheduled classes and to participate actively in course conversations. More than two absences will negatively influence a student's final grade.
2. Students are to be prepared for and to participate in all related course experiences.
3. Attendance will be taken at the beginning of each class, and classes will begin promptly at the time scheduled. Three latenesses--even of just a few minutes--will equal one absence.
4. In accordance with College policy, the Associate Provost for Academic Services will be notified if a student has an excessive number of absences. The student will be informed prior to this whenever possible.

Disability Statement: Students who have a disability that may prevent them from fully demonstrating their abilities should contact Cindy Reed, LCSW, the Disability Services Coordinator at (859) 985-3212, or by email at Cynthia_reed@berea.edu, to discuss accommodations necessary to ensure full participation in this course. Upon request, this syllabus can be made available in alternative forms.

KENTUCKY’S TEACHER STANDARDS:

Standard 1: The Teacher Demonstrates Applied Content Knowledge
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1 Communicates concepts, processes and knowledge
1.2 Connects content to life experiences of students
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning
1.4 Guides students to understand content from various perspectives
1.5 Identifies and addresses students’ misconceptions of content
Standard 2: The Teacher Designs And Plans Instruction
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards
2.2 Uses contextual data to design instruction relevant to students
2.3 Plans assessments to guide instruction and measure learning objectives
2.4 Plans instructional strategies and activities that address learning objectives for all students
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning

Standard 3: The Teacher Creates And Maintains Learning Climate
The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1 Communicates high expectations
3.2 Establishes a positive learning environment
3.3 Values and supports student diversity and addresses individual needs
3.4 Fosters mutual respect between teacher and students and among students
3.5 Provides a safe environment for learning

Standard 4: The Teacher Implements And Manages Instruction
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Uses a variety of instructional strategies that align learning objectives and actively engage students
4.2 Implements instruction based on diverse student needs and assessment data
4.3 Uses time effectively
4.4 Uses space and materials effectively
4.5 Implements and manages instruction in ways that facilitate higher order thinking

Standard 5: The Teacher Assesses And Communicates Learning Results
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Uses pre-assessments
5.2 Uses formative assessments
5.3 Uses summative assessments
5.4 Describes, analyzes, and evaluates student performance data
5.5 Communicates learning results to students and parents
5.6 Allows opportunity for student self-assessment

Standard 6: The Teacher Demonstrates The Implementation Of Technology
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
6.1 Uses available technology to design and plan instruction
6.2 Uses available technology to implement instruction that facilitates student learning
6.3 Integrates student use of available technology into instruction
6.4 Uses available technology to assess and communicate student learning
6.5 Demonstrates ethical and legal use of technology

**Standard 7: Reflects On And Evaluates Teaching And Learning**
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- 7.1 Uses data to reflect on and evaluate student learning
- 7.2 Uses data to reflect on and evaluate instructional practice
- 7.3 Uses data to reflect on and identify areas for professional growth

**Standard 8: Collaborates With Colleagues/Parents/Others**
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 8.1 Identifies students whose learning could be enhanced by collaboration
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort
- 8.3 Implements planned activities that enhance student learning and engage all parties
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts

**Standards 9: Evaluates Teaching & Implements Professional Development**
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

- 9.1 Self-assesses performance relative to Kentucky's Teacher Standards
- 9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues
- 9.3 Designs a professional growth plan that addresses identified priorities
- 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning

**Standard 10: Provides Leadership Within School/Community/Profession**
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school
- 10.2 Develops a plan for engaging in leadership activities
- 10.3 Implements a plan for engaging in leadership activities
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts
EDUCATION PROGRAM GOALS:

1) As people who have found joy in life, learning, and teaching, and who trust in the power of human relationships to call forth inner strengths, teachers strive to relate to their students in ways that free both teacher and learner to engage in joyful, responsible and disciplined inquiry into the workings and possibilities of our world.

2) As people who value difference in human interactions, ideas and nature; who understand that identity is shaped by diversity, experiences, and environment; and who recognize that we must all work together to build a more just society, teachers create learning environments based on democratic principles which ensure that multiple perspectives are valued and considered, and which encourage students to speak from their own diverse experiences, to give value to those expressions, to explore their own diversity, and to bring those experiences to the broader community.

3) As people who appreciate the interconnectedness and interdependence of our world, teachers seek to add depth and breadth to their general knowledge as well as in-depth understandings of the content they teach. These teachers provide experiences that allow learners to recognize and value the interconnections that emerge as they explore their unfolding world.

4) As people who have experienced the power and beauty of creating their own knowledge and constructing their own understandings, and who are committed to enabling their students to share this experience, teachers create dynamic learning environments providing both direct and vicarious experiences oriented around student interest and characterized by active inquiry, liberal use of time, self-correction, and engagement with others.

5) As people who see the promise in every person and believe that individuals have the ability and duty to create a more just society, teachers attend to each and every student by planning, implementing, and assessing meaningful learning experiences and systematically engage in critical reflection and self correction.

6) As people who understand and appreciate the capacity of tools—informational, technological, physical and intellectual—to extend the reach and enhance the quality of work to be done, teachers incorporate appropriate tools into their own work-lives and integrate their use into the instructional environments they create with learners.

7) As people who are committed to thinking together with others in the search for truth, wisdom and beauty, teachers create learning communities grounded in inquiry where students come to understand the critical role of communication in inquiry and where they feel the confidence that grows with the development of their ability to participate in a community of inquiry.

CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. In addition to academic achievement, appropriate professional dispositions are assessed in each course and the formal assessment of dispositions is conducted in a conference meeting with the education advisor in the junior year (Key Assessment #3). Students are encouraged to contact their education advisor to develop an individual professional development plan. If concerns arise, education advisors will contact the student to design a professional development plan for the student to progress successfully towards program completion.
ADVOCACY POLICY:
This policy is designed to support candidates in advocating for themselves should they feel that they have been treated unfairly in any way. This policy clearly outlines a lengthy process that begins informally and proceeds to include a binding decision made by a committee which includes the Assistant Vice President for Student Life, the president and vice president of the Student Advisory Council, the candidate, an advocate (generally the Education advisor), and the Teacher Education Programs Chair.