MIAMI UNIVERSITY

School of Education, Health and Society

Department of Teacher Education

Oxford, Ohio 45056

**TEACHING CHILDREN’S LITERATURE ACROSS THE ECE CURRICULUM**

EDT 315E • 3 semester hours

Fall, 2012

Section D: Tuesdays & Thursdays, 9:30-10:45 a.m., 225 McGuffey Hall

Section E: Tuesdays & Thursdays, 11:15 a.m.-12:30 p.m., 225 McGuffey Hall

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**Mission/Conceptual Framework of Miami University’s Educator Preparation Unit**

As the Education Unit of the School of Education, Health and Society (EHS), our philosophy and purpose are grounded in the core values that have been identified by EHS. We believe that educator preparation must be an “holistic, integrated approach”; that candidates must be versed in diverse paradigms, practices, and disciplines. With this philosophical base, our purpose as the EHS community of collaborative educators (the Education Unit) is committed to fulfilling the school’s mission to provide “dynamic and innovative programs” and endeavors to prepare **caring, competent, and** **transformative** educators. These educators will “generate knowledge, educate, serve, and promote well being in diverse and global settings through ethical, democratic practices” and will impact student learning in the schools of today and tomorrow. **Caring**, **competent**, and **transformative** educators are those who have the tools to serve as agents for positive change in the world and hold the unique responsibility of preparing young people for citizenship in a democracy. We use our unit standards to hold candidates accountable **for becoming caring, competent, and transformative educators** who appreciate, understand, and value diversity in individuals and school community (Standard 1); create organizational climates that support students in their physical, cognitive, and emotional growth (Standard 2); are well-grounded in liberal education and professional knowledge (Standard 3); demonstrate skill in planning, implementation and evaluation (Standard 4); demonstrate personal, ethical, and professional growth (Standard 5); and navigate the organizational climate and use professional knowledge to positively impact learning environments (Standard 6). [August, 2012}

**Course Description:** Focuses on selecting and using quality literature with young children, with emphasis on various genres and content areas, and provides methods of fostering literacy growth through literature for all early childhood learners, ages 3-8.
Prerequisite: admission to ECE program. Concurrent courses: [EDT 272E](http://www.units.muohio.edu/reg/bulletins/GeneralBulletin2012-2013/edt-272e-introductory-child-development-prebirth-through-age-8-3.htm%22%20%5Co%20%22EDT%20272E%20Introductory%20Child%20Development%3A%20PreBirth%20through%20Age%208%20%283%29%22%20%5Ct%20%22_self), EDT 246E, and KNH 245 in ECE Block #1.

**Required Texts & Readings:**

• *The Joy of Children’s Literature*. 72nd edition. Denise Johnson.

 Wadsworth/Cengage, 2012.

• Children’s books as selected by the candidate according to course guidelines.

• Additional readings as assigned.

• *College and Career Ready (Common Core) Standards in English Language Arts.* Additional Common Core content area standards as needed. Available from the Ohio Department of Education website at:

 <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1699&ContentID=125882&Content=128410>

**Course Rationale and Knowledge Base:** The content of this course supports licensure in Early Childhood Education in the state of Ohio. The emphasis on literature is a response to the increasing focus in the United States on early childhood literacy. It is guided further by standards for improving the teaching of Early Childhood developed collaboratively by the National Association for the Education of Young Children (NAEYC) and the International Reading Association (IRA).

##### Goals and Objectives, Connections to Institutional and State Standards: Course goals support institutional and state standards, including NCATE Standards and NAEYC Standards (found at the end of the syllabus). Specific connections between standards and course objectives are noted in parentheses.

The main objectives of this course are for pre-service early childhood educators to develop a philosophical base to assess and use quality literature with young children. Candidates will participate in experiences and read materials that will assist to:

• Build a strong theoretical knowledge base for selecting and using developmentally

appropriate literature for all learners from age 3 to 8 through readings and discussion. (NCATE Standards II, III; NAEYC 1c, 4b, 4c, 4d)

• Develop competence in articulating the elements of picture books, including textual elements (such as plot, setting, etc.) and visual elements (line, space, color, etc.) and how these elements interface in specific works of children’s literature. (NCATE Standards

• Develop competence in selecting and using materials and resources with all children from age 3 to 8 through reading and reacting to children’s books based on established criteria and through using technological resources. (NCATE Standards II, III, IV and V; NAEYC 1c, 3b, 4b, 4c, 4d)

• Develop competence in implementing strategies for effective use of literature with all learners from various cultures and with varied abilities and in multiple content areas. (NCATE Standards

Professional Dispositions: According to the National Council for the Accreditation of Teacher Education (NCATE), all candidates seeking licensure must meet all professional standards of practice as well as evidence proper dispositions within their chosen field. During their studies at Miami University all EAP licensure candidates will be held accountable to a disposition process described in the Miami University Disposition Checklist (Forms A and B), along with an additional page that describes the steps for employing this process. As a candidate for licensure in the Early Childhood Education (ECE) program you must demonstrate acceptable professional behavior in four key areas, which include your professional practice and professional conduct toward students, peers, professional colleagues, professors and other university staff, school administrators and staff, parents, and the general community. Some specifics regarding your professional practice are further described in addenda to this syllabus on pages identified as Identifying and Dealing with Disruptive Behavior in the Classroom and Disposition Checklist documents: Form A, Form B, and Instructions.

Evaluation

Children’s book responses on Diigo (10 ea.) 50

Chapter responses (9 x 4 points each) 36

Short picture storybook paper 15

Literature adaptation 10

Readers Theatre 10

Chapter book 5

Field 10

Presentation 10

Final examination 15

Professional dispositions ­ 15

TOTAL 176

#### Grading Scale:

A+ 100 % B+ 91-92.9% C+ 83-84.9% D+ 75-76.9%

A 95-99.9% B 87-90.9% C 79-82.9% D 72-74.9%

A- 93-94.9% B- 85-86.9% C- 77-78.9% D- 70-71.9%

 F Below 70

Please keep a record of your scores.

NCATE

Institutional Standard I); appreciate and understand diverse learners/mentors/peers/learning processes (Institutional Standard II); demonstrate sensitivities to learning contexts and environments (Institutional Standard III); engages in planning, implementation, and evaluation of varied instructional strategies (Institutional Standard IV); and demonstrates professional commitments and dispositions (Institutional Standard V).

NAEYC

Additionally, NAEYC Standards addressed in course objectives include:

1c Using developmental knowledge to create healthy, respectful , supportive, and challenging learning environments.

3a Understanding the goals, benefits, and uses of assessment

3b Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

3c Understanding and practicing responsible assessment

3d Knowing about assessment partnerships with families and other professionals

4b Using developmentally effective approaches

4c Understanding content knowledge in early education

4d Building meaningful curriculum

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**Course Calendar**

*Tentative*

|  |  |  |  |
| --- | --- | --- | --- |
| **DATE** | **TOPIC** | **ASSIGNMENT (to be completed before class)** | **DUE/BRING** |
| **Aug. 21** | • *Welcome to**Children’s Literature!*• Course Introduction• Cultural X-Rays• Diigo.com |  |  |
| **Aug. 23** | • Cultural norms in the classroom• What is “normal”?  | • Review syllabus• Johnson: Chapter 2• diigo.com – join group  | **Due**: • Cultural X-Ray• Chapter 2 response**Bring:** Fashion magazine if you have one*.* |
| **Aug. 28** | Children’s literature resources | • Johnson: Chapter 1; pages 60-64 in Chapter 3• CIP, parts 1 & 2 on Niihka – view carefully! (takes 10 min. total) | **Due**: Chapter 1 response**Bring:** Children’s book (your choice) |
| **Aug. 30** | Meet in Oxford Lane Library, lower level meeting room(Corner of Walnut St. and College Ave.) |  | **Bring**: (Recommended) Library card application and proof of local address to sign up for a library card (if you do not have one at Lane)  |
| **Sept. 4** | • Format of a children’s book • How picturebook text and art work together | Johnson: Chapter 4 | **Due**: Chapter 4 response**Bring**: Picture storybook (fictional story with words and pictures) |
| **Sept. 6** | •Picturebook text and art•Modern Fantasy | Johnson: Chapter 4 (continued) | **Bring**: Picture storybook (can be the same one as last time, or not)**Due:** Draft of first Diigo response |
| **Sept. 11** | •Picturebook text and art•Modern fantasy | Johnson: Chapter 6 | **Bring**: Draft of fantasy response**Due:** Picture storybook response on Diigo.-Chapter 6 response |
| **Sept. 13** | Alphabet, Counting, and Concept books for the youngest readers | Johnson: page 73 | **Bring**: • Picture storybook for pre-K that could be a good read-aloud, **•**Alphabet, counting, **or** concept book (2 books total)**Due**: • Draft of picture storybook paper.• Fantasy response on Diigo. |
| **Sept. 18** | Reading aloud | • Johnson: pages 388-bottom of 392, Go to [http://www.memfox.com/mem-reads-aloud#](http://www.memfox.com/mem-reads-aloud)Listen to *Koala Lou, Tough Boris*, and *Hello Baby.* Listening to other books on this page is optional, but recommended.  | **Due:** Alphabet, counting, or concept book response on Diigo (one response for one book) |
| **Sept. 20** | Prepare for field. Discuss ways to present books to readers from various cultures and background, and with varied abilities.  |  | • **Bring:** picture storybook for pre-K, appropriate for read-aloud• **Due:** Picture story- book short paper (hard copy *and* on Niihka) |
| Sept. 24- Oct. 5 | **FIELD** | **EXPERIENCE** |  |
| **Oct.** **9** | •Discuss field experiences.•Introduce differentiation using Readers Theatre  | • Johnson: page 105• Reader's Theater: Oral Language Enrichment and Literacy Development for ELLs at: and <http://www.colorincolorado.org/article/30104/>and<http://www.colorincolorado.org/educators/content/vocabulary/> | **Due**: Field assignment |
| **Oct. 11** | •Education market books, series books, early readers•Work on Readers Theater  |  | **Bring:** Early reader(Add brief information about your book to Diigo—will not be assessed) |
| **Oct. 16** | •Information books•Work on Readers Theater  | Johnson: Chapter 10 | **Due**: Chapter 10 response**Bring:** Information book and biography |
| **Oct. 18** | Text structure | •Reading on Niihka (in “Resources”) |  **3 Readers Theater presentations** |
| **Oct. 23** | Historical fiction | •Johnson: Chapter 8 | **2 Readers Theater presentation****Due**: •Informational book and biography response•Chapter 8 response**Bring:** Historical fiction |
| **Oct. 25** | Traditional literatureMeet in room 320 (top floor) in King Library | Johnson: Chapter 5 | **Bring**: Traditional literature**Due**: •Historical fiction response•Chapter 5 response |
| **Oct. 30** | Poetry | Johnson: Chapter 9 | **Bring:** Poetry book**Due**: •Chapter 9 response•Traditional literature response |
| **Nov. 1** | Contemporary Realistic Fiction | • Johnson: Chapter 11 | **Due**: •Chapter 11 response•Poetry response |
| **Nov. 6** | Diverse perspectives | “Understanding (Dis)abilities Through Children’s Literature,” Kurtts & Gavigan. (See Niihka, “Resources”) | **Due**: •Chapter book response (contemporary realistic fiction) |
| **Nov. 8** | International literature | [www.usbby.org](http://www.usbby.org) | **Due:**•Cultural x-rays of book characters |
| **Nov. 13** | Literature adaptations  |  | Literature adaptations  |
| **Nov. 15** | Graphic novel format  |  | **Bring:** Book that uses graphic novel or “comic book” formats |
| **Nov. 20** | Digital texts | •Johnson: Chapter 12 •Online assignment  | **Due**: •Graphic novel response•online assignment |
| **Nov. 27** | Presentations |  |  |
| **Nov. 29** | Presentations |  |  |
| **Dec. 4** | Presentations |  |  |
| **Dec. 6** | Course wrap-up |  |  |
| **Dec.****13** | Final Examination |  | Due on Niihka by 5pm |

EDT 315.E Syllabus Addendum

**Course Goals/Objectives/Outcomes: Alignment of how the course meets state, institutional, and Specialized Professional Association [SPA] standards.**

| **OHIO TEACHER****STANDARDS** | **MIAMI UNIVERSITY****STANDARDS** | **SPA****STANDARDS** | **ASSIGNMENTS** |
| --- | --- | --- | --- |
| **1.1**Teachers understand how and when students develop and gain knowledge, acquire skills and develop behaviors for learning. | **2d.** Demonstrates familiarity with relevant aspects of students’ background knowledge and experiences and varies instruction based on students’ interests, aspirations, personal and curriculum dispositions, and needs. | **1a: Knowing and understanding young children's characteristics and needs.****1b: Knowing and understanding the multiple influences on development and leaning.****4b: Using developmentally effective approaches.** | **Field lesson plan** |
| **1.2** Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students. | **1c.** Makes content knowledge comprehensible to students.**2b.** Demonstrates an appreciation and understanding of exceptionalities. **2d.** Demonstrates familiarity with relevant aspects of students’ background knowledge and experiences and varies instruction based on students’ interests, aspirations, personal and curriculum dispositions, and needs. | **1a: Knowing and understanding young children's characteristics and needs.****1b: Knowing and understanding the multiple influences on development and leaning.****1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.****2a: Knowing about and understanding family and community characteristics.****4b: Using developmentally effective approaches.** | **Field lesson plan** |
| **1.3**Teachers expect that all students will achieve to their full potential. | **3c.** Communicates challenging learning expectations to each student.**3d.** Establishes and maintains consistent standards of classroom behavior.**4c.** Clearly communicates challenging learning expectations and procedures to the students.**4d.** Encourages students to extend their thinking. | **1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.****4d: Building meaningful curriculum.** | **Field lesson plan** |
| **1.4**Teachers model respect for students’ diverse cultures, language skills and experiences. | **2a**. Shows a sensitivity to cultural and individual differences. | **1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.****4a: Connecting with children and families.****4b: Using developmentally effective approaches.** | **Field lesson plans****International literature activity****Contemporary realistic fiction assignments** |
| **1.5**Teachers recognize characteristics of gifted students and students with disabilities in order to assist in appropriate identification, instruction, and intervention. | **2b.** Demonstrates an appreciation and understanding of exceptionalities.**2c.** Utilizes multiple instructional strategies that are  appropriate to students’ needs**2d.** Demonstrates familiarity with relevant aspects of students’ background knowledge and experiences and varies instruction based on students’ interests, aspirations, personal and curriculum dispositions, and needs. | **1a: Knowing and understanding young children's characteristics and needs.****1b: Knowing and understanding the multiple influences on development and leaning.****1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.****4a: Connecting with children and families.****4b: Using developmentally effective approaches.** | **Field lesson**  |
| **2.1**Teachers know the content they teach and use their knowledge of content-area concepts, assumptions and skills to plan instruction. | **1a.** Evidences depth of academic knowledge and skills. **4f.** Uses instructional time effectively. | **4b: Using developmentally effective approaches.****4c: Understanding content knowledge in early education.****4d: Building meaningful curriculum.** | **KA** **Literature selection** |
| **2.2**Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline. | **1c.** Makes content knowledge comprehensible to students. | **4c: Understanding content knowledge in early education.****4d: Building meaningful curriculum.** | **Field lesson** **Children’s literature responses** |
| **2.3**Teachers understand school and district curriculum priorities and the Ohio academic content standards. | **5b.** Observes school policies and procedures. | **4c: Understanding content knowledge in early education.****4d: Building meaningful curriculum.** | **Field lesson** **Children’s literature responses** |
| **2.4**Teachers understand the relationship of knowledge within the discipline to other content areas. | **1b.** Demonstrates an understanding of the connections between content previously learned, current content, and the disposition to integrate future content.**2d.** Demonstrates familiarity with relevant aspects of students’ background knowledge and experiences and varies instruction based on students’ interests, aspirations, personal and curriculum dispositions, and needs.**4d.** Encourages students to extend their thinking. | **4b: Using developmentally effective approaches.****4c:** **Understanding content knowledge in early education.** | **Field lesson** **Children’s literature responses** |
| **2.5**Teachers connect content to relevant life experiences and career opportunities. | **1b.** Demonstrates an understanding of the connections between content previously learned, current content, and the disposition to integrate future content.**2d.** Demonstrates familiarity with relevant aspects of students’ background knowledge and experiences and varies instruction based on students’ interests, aspirations, personal and curriculum dispositions, and needs.**4d.** Encourages students to extend their thinking. | **4c: Understanding content knowledge in early education.** | **Field lesson** **Children’s literature responses** |
| **3.1**Knowledgeable about assessment types, purposes, and resulting data | **4i.** Monitors and assesses learning in using a variety of means (e.g. observation, questioning techniques, tests, demonstrations, etc.). | **3a:** **Understanding the goals, benefits, and uses of assessment.****3b:** **Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.** | **Field lesson**  |
| **3.2**Select, develop, and use variety of assessments | **4e.** Monitors students’ understanding of content through a variety of means, providing feedback to students to assist learning and adjusting activities as the situation merits.**4i.** Monitors and assesses learning in using a variety of means (e.g. observation, questioning techniques, tests, demonstrations, etc.). | **3b:** **Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.****3c:** **Understanding and practicing responsible assessment.** | **Field lesson**  |
| **3.3**Analyze data to monitor student progress, & to plan, differentiate, & modify instruction | **1c.** Makes content knowledge comprehensible to students.**2b.** Demonstrates an appreciation and understanding of exceptionalities.**4e.** Monitors students’ understanding of content through a variety of means, providing feedback to students to assist learning and adjusting activities as the situation merits.**4g.** Creates or selects evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.**4h.** Demonstrates a sense of efficacy by modifying instruction in response to student feedback and performance.**5e.** Reflects on the extent to which learning goals were met. | **3a:** **Understanding the goals, benefits, and uses of assessment.** **3b:** **Knowing about and using observation, documentation, and other appropriate assessment tools and approaches.****3c:** **Understanding and practicing responsible assessment.** | **Field lesson**  |
| **3.4**Collaborate and communicate student progress with students, parents, & colleagues | **4e.** Monitors students’ understanding of content through a variety of means, providing feedback to students to assist learning and adjusting activities as the situation merits.**5f.** Builds professional relationships with colleagues to share learning insights and to coordinate learning activities for students. | **3a:** **Understanding the goals, benefits, and uses of assessment.****3d: Knowing about assessment partnerships with families and other professionals.****4a: Connecting with children and families.** |  |
|  | **4i.** Monitors and assesses learning in using a variety of means (e.g. observation, questioning techniques, tests, demonstrations, etc.). |  | **Field lesson**  |
| **4.1**Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards. | **4f.** Uses instructional time effectively.**5b.** Observes school policies and procedures. | **4d: Building meaningful curriculum.** | **Field lesson** |
| **4.2**Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap. | **2c.** Utilizes multiple instructional strategies that are appropriate to students’ needs.**2d.** Demonstrates familiarity with relevant aspects of students’ background knowledge and experiences and varies instruction based on students’ interests, aspirations, personal and curriculum dispositions, and needs.**4e**. Monitors students’ understanding of content through a variety of means, providing feedback to students to assist learning and adjusting activities as the situation merits. | **1a: Knowing and understanding young children's characteristics and needs.****1b: Knowing and understanding the multiple influences on development and leaning.****1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.** | **Field lesson**  |
| **4.3**Teachers communicate clear learning goals and explicitly link learning activities to those defined goals. | **1c.** Makes content knowledge comprehensible to students.**3c.** Communicates challenging learning expectations to each student.**4b.** Creates or selects teaching methods, learning activities, and instructional materials, and technological resources that are appropriate for the students and are aligned with the goals of the lesson.**4c.** Clearly communicates challenging learning expectations and procedures to the students. |  | **Field lesson**  |
| **4.4**Teachers apply knowledge of how students think and learn to instructional design and delivery. | **2c.** Utilizes multiple instructional strategies that are appropriate to students’ needs.**4a.** Articulates clear learning goals for the lesson that are appropriate for the students.**4f.** Uses instructional time effectively. | **1a: Knowing and understanding young children's characteristics and needs.****1b: Knowing and understanding the multiple influences on development and leaning.****1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.****4b: Using developmentally effective approaches.** | **Field lesson**  |
| **4.5**Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted and students with disabilities. | **2b.** Demonstrates an appreciation and understanding of exceptionalities.**2c.** Utilizes multiple instructional strategies that are appropriate to students’ needs.**4a.** Articulates clear learning goals for the lesson that are appropriate for the students.**4b.** Creates or selects teaching methods, learning activities, and instructional materials, and technological resources that are appropriate for the students and are aligned with the goals of the lesson. | **1b: Knowing and understanding the multiple influences on development and leaning.****1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.****4a: Connecting with children and families.****4b: Using developmentally effective approaches.****4d: Building meaningful curriculum.** | **Field lesson** **Children’s literature responses** |
| **4.6**Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers. | **3c.** Communicates challenging learning expectations to each student.**3f.** Facilitates students’ integration of understanding, competence, confidence, and emerging self efficacy.**4d.** Encourages students to extend their thinking.**4f.** Uses instructional time effectively. | **4b: Using developmentally effective approaches.****4d: Building meaningful curriculum.** | **Field lesson**  |
| **4.7**Teachers use resources effectively, including technology, to enhance student learning. | **4b.** Creates or selects teaching methods, learning activities, and instructional materials, and technological resources that are appropriate for the students and are aligned with the goals of the lesson.**4f.** Uses instructional time effectively. | **4b: Using developmentally effective approaches.****4d: Building meaningful curriculum.** | **Field lesson** **Children’s literature responses** |
| **5.1**Teachers treat all students fairly and establish an environment that is respectful, supportive and caring. | **3a.** Creates a climate that promotes fairness.**3b.** Establishes and maintains rapport with students.**3d.** Establishes and maintains consistent standards of classroom behavior. | **1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.****4a: Connecting with children and families.****4b: Using developmentally effective approaches.** | **Field lesson** |
| **5.2**Teachers create an environment that is physically and emotionally safe. |  | **1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.****4a: Connecting with children and families.****4b: Using developmentally effective approaches.** | **Field lesson**  |
| **5.3**Teachers motivate students to work productively and assume responsibility for their own learning. | **3d.** Establishes and maintains consistent standards of classroom behavior.**3f.** Facilitates students’ integration of understanding, competence, confidence, and emerging self efficacy. | **4b: Using developmentally effective approaches.****4d: Building meaningful curriculum.** | **Field lesson**  |
| **5.4**Teachers create learning situations in which students work independently, collaboratively or as a whole class. | **3f.** Facilitates students’ integration of understanding, competence, confidence, and emerging self efficacy.**4b.** Creates or selects teaching methods, learning activities, and instructional materials, and technological resources that are appropriate for the students and are aligned with the goals of the lesson. | **4d: Building meaningful curriculum.** | **Field lesson** **Children’s literature responses** |
| **5.5**Teachers maintain an environment that is conducive to learning for all students. | **2b.** Demonstrates an appreciation and understanding of exceptionalities.**3a.** Creates a climate that promotes fairness.**3d.** Establishes and maintains consistent standards of classroom behavior. | **1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.****4a: Connecting with children and families.****4b: Using developmentally effective approaches.** | **Field lesson**  |
| **6.1**Teachers communicate clearly and effectively. | **1d.** Demonstrates strong written and oral communication skills (e.g. correct grammar, legible writing, clear speech)**4a.** Articulates clear learning goals for the lesson that are appropriate for the students **4c.** Clearly communicates challenging learning expectations and procedures to the students [Praxis III-C1] |  | **Field lesson**  |
| **7.1**Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct. | **5c.** Demonstrates proper conduct as a professional (well groomed, properly dressed, courteous, punctual, etc.).**5b.** Observes school policies and procedures | **3c:** **Understanding and practicing responsible assessment.****5b:** **Knowing about and upholding ethical standards and other professional guidelines.****5e:** **Engaging in informed advocacy for children and the profession.** | **Field Experience** |
| **7.2**Teachers take responsibility for engaging in continuous, purposeful professional development. | **5a.** Participates in professional and school-sponsored activities.**5d.** Meets all requirements for professional development within the specific licensure program. | **5c:** **Engaging in continuous, collaborative learning to inform practice.****5d:** **Integrating knowledgeable, reflective, and critical perspectives on early childhood.** |  |