CI 431 Literacy Foundations and Instructional Models
PS through Grade 8
Spring 2016

Louise Stearns, Wham 322F                                      Phone:  453 – 4249 or 536-2441
E-mail: booklady@siu.edu           web site:http://web.coehs.siu.edu/units/ci/faculty/lstearns/
Office Hours: T & R 11 –12, and   M 1-4, W 10-12 and by appointment

Required Text:
ISBN: 978-1-4652-1469-0

Course Outline and Objectives: The students in this course will examine the reading process, including the relationship between reading, writing, listening, and speaking; the roles of diversity, individual needs and abilities in reading instruction; and how to organize their classrooms and select materials to teach reading and writing. This course will provide students with the theoretical knowledge necessary to be able to select appropriate literature for use in early, elementary, and middle level classrooms and implement the use of credible literature as part of a well developed literacy program.

Conceptual Framework: The conceptual framework identified by Southern Illinois University-Carbondale’s College of Education and Human Services illustrates the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders not only practice reflective thinking but also become practitioners of reflective action, engaging in informed reflection during and after interactions with their students. Thus, this course will develop skills and competencies related to the major tenets of SIU-C’s Teacher Education Program. Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and serving as advocates for students, parents/families/guardians, and the profession. Reflective educational leaders understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy. Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences, they create instructional opportunities to maximize student learning.

Illinois professional teaching standards
http://www.isbe.net/peac/pdf/IL_prof_teaching_stds.pdf

IRA standards
InTasc Standards
http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_and_Learning_Progressions_for_Teachers_10.html

Required Technology
Live Text. Students in this course are required by the College of Education to have an active Live Text account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements.

Course Objectives:
Objectives were developed using the Illinois Professional Teaching Standards:
http://education.illinois.edu/ci/oce/Documents-new/Professional_Teaching_Standards.pdf
Standard Six | Reading, Writing, and Oral Communication
The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

Students will demonstrate:
1) Examine how learning theories influence various models of literacy instruction.
2) Evaluate the components of a comprehensive and balanced framework for literacy instruction.
3) Be exposed to the relationship among language acquisition (first and second), literacy development, and acquisition of academic content and skills [to include reading, writing,
speaking, dramatic interpretation, listening, and media technology] and be able to apply that understanding to literacy learning.

4) Understand the nature, development and communicative role of various features of language, including the four cuing systems (phonological, syntactic, semantic, and pragmatic) in the language experiences of children.

5) Explore strategies used to teach and assess comprehension, fluency, word identification, and vocabulary.

6) Develop knowledge (identification, selection, and assessment) of a wide range of quality children’s and adolescent literature, including varied genres, along with its application across the curriculum to meet the needs of all learners, including English learners.

7) Explore approaches for sharing quality literature, including responding through art, music, movement, drama, and digital means.

8) Apply and adapt an array of content area literacy strategies to make all subject matter accessible to each student.

9) Explore approaches to learning that are interdisciplinary and that integrate multiple content areas.

10) Understand the benefits of technology to maximize student learning and facilitate higher order thinking skills related to literacy learning.

Requirements:

1. **Attendance (3 points lost for each class HOUR of absence). Grade will drop one letter for every 2 classes missed.** A course in elementary teaching requires both good class attendance and professional demeanor. A phone call or message to my office is appropriate when a class must be missed. Promptness, organization, interest, enthusiasm, and dedication are traits of the best elementary teachers in our nation’s schools. Students’ dedication and interest in your future profession will become apparent through participation and interest in the course. (See IPTS 9) models professional behavior that reflects honesty, integrity, personal responsibility, confidentiality, altruism and respect). Students absent from classes because of observances of major religious holidays will be excused. Students must notify the instructor at least three regular class periods in advance of an absence from class for a religious holiday and must take the responsibility for making up work missed. Students are expected to be in class on time. Tardiness can disrupt the learning of other students. Tardiness sets a negative tone in the class by “tacitly sending a message that the class is not important enough for you to be on time”. **Three tardies will be considered the same as one absence.**

**Professionalism includes being on time, prepared and engaged every day.** Students will be responsible for what occurred in class when they must be absent. Participation includes sharing with the class appropriate children’s literature; points will be deducted from grade for lack of active participation in both small and large group activities. Attendance at class session is prerequisite to receiving a passing grade in the course. Professionalism and class participation will constitute 5% of your course grade. See handout * Personal absences _____ *Regardless of grades on assignments, quizzes, and tests, absence from CI 431 is justification for FAILURE (F) or an Incomplete (INC) in the course. **Thompson, Julia G. [2007] First Year Teacher’s Survival Guide: Ready-To-Use Strategies, Tools & Activities For Meeting The Challenges Of Each School Day.

2. All assignments must be handed in on time. Points will be deducted from all assignments that are handed in late.

3. All assignments must be typed. Assignments should reflect professionalism. All written work must exhibit professional standards for grammar, punctuation, fluency, and word choice. Work should be neat, legible and well organized in content. NO assignments will be accepted in plastic sleeves or on lined paper.

***NOTE: As future teachers you are expected to spell and write correctly. Points will be deducted from the total score for any grammatical or spelling errors. It is important that teachers who are responsible for teaching children to be literate be able to write and speak well themselves. Therefore, appropriate written and oral
language is valued highly in this class; students who anticipate difficulty with either form of our language are encouraged to speak with the instructor as soon as possible.

4. In a recent article in *The Illinois Reading Council Journal*, titled, “Leveling, Text Complexity, and Matching Students with texts in the Common Core Era: Where is the Child?” by Handsfield et al, the authors encourage teachers “to observe and document students’ knowledge” and interests. As reflective decision-makers, the students in this course will select and conduct the Burke Reading Interview found in the text with another student and summarize the results of the interview. See format given in class.

5. Phonemic Awareness Activity. Your text notes that ‘the best way to teach phonemic awareness is by reading to children, especially books with rhyme, rhythm and repetition.’ P. 13. Students will select a quality picture book which demonstrates one of the styles of rhyming found in the text and be prepared to share the book with the class. This presentation must include an electronic sharing of the title, author and rhyme scheme for the book.

6. Read aloud a quality children’s book to a class of elementary students. With the help of the classroom teacher, select an appropriate book to share with the class. Practice reading orally until you can read with excellent fluency (appropriate rate, phrasing, intonation, and expression). Develop an edTPA lesson plan for a literacy lesson related to the book you share and submit the lesson plan to Live text. This lesson must demonstrate at least one literacy strategy. See “Guidelines for Effective Read - alouds” in your text and the section on instructional strategies, p. 375 2nd edition. *This project is a key assessment for this course. Due April 25*

7. Weekly journals and response to readings. You will be assigned various reading from the text, *Hooked on Books*. For each reading, you will be expected to Discuss and critique what you have read. Come to class with 3 – 5 personal connections for each reading. These should include new concepts and affirmation of prior knowledge as well as points to discuss with the class. Quizzes will be given on the readings.

8. Reviews of children’s literature. Your text notes that Donalyn Miller, author of *The Book Whisperer* (2009) knows how to awaken the inner reader in every child. In fact her sixth graders read 40 or more books every year.” Learning about books for children and early adolescents and the insight, comfort, pleasure, and potential for growth they offer (Jacobs and Tunnel, 1993) is a major tool for helping children (and the adult) find their way into good reading. Your own personal booklist is one of the best sources you can take with you into the classroom. You will create an annotated bibliography in paper file form to include: 7 books for grades 6–9, 14 books appropriate for grades 4–6, and 21 picture story books for use in grades K–3. You must include one book from each genre in each age group. **All books that you select to review must be award winners or written by an award winning author, or listed on the required author list.** The annotated bibliography may not include books read orally by the instructor to the class. All book summaries must follow the template/format provided in class. Points will be subtracted for any grammatical errors or spelling mistakes. **This assignment MUST be submitted in a 3-ring binder. Half due March 7, All 42 due April 25.**

9. Exam 1 – the first exam will have questions based on the assigned readings for the course, lectures, and class discussions.
10. “The new Common Core language arts and literacy standards place more emphasis on reading nonfiction.” In accordance with this emphasis, students will select a topic and develop a literature web using fiction and non-fiction books. This activity must use media and at least one reading/writing strategy. This assignment is to be shared electronically with the class. **Due April 18**

11. Author presentation with Power Point or Prezi. See page 91 in text, “Reasons to do an Author Study”. The outline for this assignment will be given in class. There will be several in-class assignments related to this presentation. See handouts for more information.

12. Poetry - Based on the criteria given in class, students must choose three poems, which they feel, reflect the characteristics of good poetry for children. The total collection will be included in a section of the ‘Resource File’ and can be used to create a poetry file for your future classroom. The poetry collection should be organized into relevant categories for convenient classroom use. A table of contents for the collected poems must be included.

13. Traditional Literature – Select two folk tales from different countries or cultures. Use a Venn diagram to compare similarities and differences. See Activity page in text, p.227. Be prepared to present your findings to the class.

14. Children’s and Young Adult’s Literacy Resource File - During the course of the semester, you will receive numerous handouts which are related to literacy instruction. These handouts will include strategies that you will be able to use in your future classroom. As a way of compiling a useful resource you are required to organize these handouts in a three ring binder that will be turned in the 14th week of class. The materials for the notebook should be organized into five sections: class handouts and notes; shared readings; author sale handouts; poetry file; and literacy strategies. The guidelines for each section will be provided in class. Due May 2.

15. Students will be required to attend one professional organization meeting. Possible organizations include EESO or OMSE. Must bring form with approved signature and summary of meeting. [Meets Illinois Professional Teaching Standards] 5 points.

16. Final exam – comprehensive exam covering all course content. Finals Week.

**Tentative Point Values for Assignments:**

- Reading Inventory = 5 points
- Professional Meeting = 5 points
- Book Reviews with strategies for use = 200 points
- Phonemic awareness activity = 5 points
- Folk tale = 5 points
- Resource file = 25 points
- Fiction/non-fiction Web = 50 points
- Read aloud with lesson plan = 40 points
- Exam 1 =40 points
- Weekly assignments = 5-10 points each, total TBA
- Final Exam = 50 points
- Author Presentation = 50 points
- Attendance = 45 points

**Supplies needed in addition to texts:**
- 1 – 3” or 4” – 3 ring binder for class handouts, notes, etc. (Resource File)
- 1 – 1 inch - 3 ring binder for annotations of books.
- 1 – library card for a public library & highlighters, pens, and paper

**Sticky Notes – any size**

**RELATED WEBSITES:**
- Kids Read - [http://www.kidsreads.com/](http://www.kidsreads.com/)
- Literature/Authors - [https://multcolib.org/homework-center/literature-and-authors](https://multcolib.org/homework-center/literature-and-authors)
Read Write Think by IRA and NCTE with lesson plans - www.readwritethink.org
Reading Online-http://www.reading.org/
Reading Rockets: Interviews with children’s authors - www.readingrockets.org
Rebecca Caudill Awards - http://www.rcyrba.org/
Super Teachers Worksheets- www.superteachersworksheets.com
Teacher’s College Reading and Writing Project Website for Implementing the
Common Core State Standards: 30 video clips, 6 albums, and 6 portfolios:
https://vimeo.com/tcrwp/albums
Word Cloud - www.wordle.net

References:
Fountas, Irene C. & Pinnell, Gay Su. (2012) Genre Study Teaching with Fiction and Nonfiction books. NH. Heinemann
Kane, Sharon. (2007) Integrating Literature in the Content Areas: Enhancing Adolescent Learning and Literacy. AZ: Holcomb Hathaway
“Seven Actions that Teachers Can Take Right Now: Text Complexity” retrieved from http://textproject.org/professional-development/text-matters/7-actions-that-teachers-can-take-right-now-text-complexity on March 1, 2013.

Grading Scale: 92% = A, 85% = B, 70% = C, 60% = D, Below 60% = Failing
*NOTE: This course is based on points, and your grade is based on the percentage of points you achieve. I reserve the right to deduct points for late assignments and excessive absences. All activities, assignments and examinations in this course are intended to assist you in becoming an effective and affective educator. The requirements for this course are rigorous and demanding and the standards are high, but so are those of the teaching profession.

This classroom is a cell phone free area.

All cell phones must be set to ‘MUTE’ and all phone conversations MUST take place outside the classroom. Please do not send or receive any text messages during class time. [* IPTS 9.9 models digital etiquette and responsible social actions in the use of digital technology;]

Plagiarism

Copying the work of web articles, other writers, or students, and turning it in as one’s own constitutes plagiarism and will not be tolerated. Any student found guilty of plagiarism may be asked to leave the University. See the SIU Handbook for a complete description. http://libguides.lib.siu.edu/plagiarism

(Definition from the SIUC Writing Center) Examples of plagiarism:

1. turning in a essay you found on the internet
2. not putting quotation marks around a quotation
3. copying words or sentences without citing where you got the information
4. making up a source because you couldn’t remember where you got the information
5. copying the sentence structure of a source even if you change the words

CONTENT OUTLINE/ TENTATIVE SCHEDULE

WEEK 1 Week of January 25
Introduction to course; expectations for professional conduct
Overview of course outline and content
Explanation of syllabus & assignments
Due for next week:
Three book summary pages
Get a public library card if you don’t have one.

**Read Chapter 1 in HOB [Hooked on Books]**

Come to class with 5 personal connections for each reading. These should include new concepts and affirmation of prior knowledge as well as points to discuss with the class. Quizzes will be given on the assigned readings.

**WEEK 2**  Week of February 1

Reading Motivation and Early Language Learning
Phonemic Awareness
Stages of Literacy Development:  Reading, Writing, & Speaking
Introduction of the writing process:  generating ideas, drafting, revising, editing & publishing

**Class activity on Chapter 1**

Students will select a *quality* picture book that demonstrates one of the styles of rhyming featured in the text and be prepared to share the book with the class. This presentation must include an electronic sharing of the title, author, and rhyme scheme.

**Due for next week: Chapter 2 in HOB**

Come to class with 5 personal connections for each reading - conduct a reading interest inventory - see text

Read a book by Patricia Polacco. Be ready to tell the class what the book meant to you.

**WEEK 3**  Week of February 8

Understanding the reading process and the writing process
Class activity on assigned chapter
Introduction to the lesson plan
Introduction to RTI and UDL

[http://www.udlcenter.org](http://www.udlcenter.org/)

Share results of interest inventories

**Due for next week: Chapter 3**

Come to class with 5 personal connections for each assigned reading

**WEEK 4**  Week of February 15

Organizing for Reading Instruction

**Balanced literacy instruction**

Creating a classroom environment that fosters literacy growth for all students: the physical, social, emotional and intellectual climate; exploring the relationship between the school/classroom context and student learning. Be able to design a classroom that reflects your commitment to literacy.

Culturally Responsive Classroom

English Language Development (ELD) Standards [http://www.wida.us/standards/eld.aspx](http://www.wida.us/standards/eld.aspx)

Introduction to the Author Study

**Due for next week: Chapter 4; bring a picture storybook that exemplifies a good writing trait. P. 132.**

**WEEK 5**  Week of February 22

Organizing for writing instruction

Teaching writing with the six traits
Assessing and evaluating writing

**Due for next week: Read Ch. 5 and bring a Caldecott winner or honor book to share.**

**WEEK 6**  Week of February 29– Exam 1 & Intro. To CH 5.

**Due week of February 29– Chapter 5 and bring a Caldecott winner or honor book to share.**

**WEEK 7**  Week of March 7 - Picture books

*Chapter 5 & 21 Book Summaries are due*

**WEEK 8**  Week of March 21

Read CH 6 & Ch. 8 - Traditional Literature – Select two folk tales from different countries or cultures. Be able to tell verbally the similarities and differences. See Activity page in text, p.227. Be prepared to present your findings to the class.
Traditional Literature

Introduction to Traditional literature
- Folktales, fairytales, fables
- Myths, legends,
- Tall tales, trickster tales, pour quoi tales

& Read Ch. 8 Poetry - Based on the criteria given in class, students must choose three poems that they feel reflect the characteristics of good poetry for children. The total collection will be included in a section of the 'Resource File' and can be used to create a poetry file for your future classroom. The poetry collection should be organized into relevant categories for convenient classroom use. A table of contents for the collected poems must be included.

AND Poetry
DUE: Poetry Mini Experience (in class activity)

TOPICS:
Types of poems
Poetry Slam

Poetry - Based on the criteria given in class, students must choose three poems that they feel reflect the characteristics of good poetry for children. These poems will be duplicated to share with classmates.

WEEK 9 Week of March 28 Chapter 7
Introduce the Fiction Family
- Fantasy

Week 10 and 11 – Weeks of April 4 and April 11
- Historical Fiction and Realistic Fiction

Week 12 – Week of April 18
Introduce the Nonfiction Family:
- Informational Text
- Biographies
- The Common Core language arts and literacy standards place more emphasis on reading nonfiction." In accordance with this emphasis, students will select a topic and a literature web using at least two fiction and two non-fiction books. This activity must include media and one reading/writing strategy. This assignment is to be shared electronically with the class. See examples given in class.
- Due next week – Read HOB Part III – Instructional Strategies – Before Reading

April 25– 42 Book Summaries Due!

WEEK 14 – Week of April 25 Chapter 9
Teaching Literacy in and Through Visual Arts
Introduce picture books and importance of literature in literacy instruction
- Instructional Strategies – Before Reading
Due next week – Read HOB Part III – Instructional Strategies – During & After Reading
Entire set of 42 Book Summaries Due

WEEK 15 May 2 – Read Part # of text – Instructional Strategies
& Read chapter one of “Literacy for the 21st Century” by Tompkins.
Bring 5 comments about this chapter [which will be available on the course website]
Literature Web Due

Week 16 – Final Exam, May 4, 5-7PM

L. Stearns 2016
INCOMPLETE POLICY - Undergraduate only
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within one semester following the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the term designated, that is, by no later than the end of the semester following the term in which the course was taken, or graduation, whichever occurs first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. For more information please visit: http://registrar.siu.edu/grades/incomplete.html

REPEAT POLICY
An undergraduate student may, for the purpose of raising a grade, enroll in a course for credit no more than two times (two total enrollments) unless otherwise noted in the course description. For students receiving a letter grade of A, B, C, D, or F, the course repetition must occur at Southern Illinois University Carbondale. Only the most recent (last) grade will be calculated in the overall GPA and count toward hours earned. See full policy at http://registrar.siu.edu/pdf/ugradcatalog1314.pdf

GRADUATE POLICIES
Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please visit http://gradschool.siu.edu/about-us/grad-catalog/index.html

DISABILITY SUPPORT SERVICES
Disability Support Services provides the required academic and programmatic support services to students with permanent and temporary disabilities. DSS provides centralized coordination and referral services. To utilize DSS services, students must come to the DSS to open cases. The process involves reviews of student-supplied documentation, and completion of Disability Accommodation Agreements. http://disabilityservices.siu.edu/

PLAGIARISM CODE

MORRIS LIBRARY HOURS
http://www.lib.siu.edu/about

SAFETY AWARENESS FACTS AND EDUCATION
Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accounta- bility and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: http://safe.siu.edu

SALUKI CARES
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-5714, or siucares@siu.edu, http://salukicare.siu.edu/index.html

EMERGENCY PROCEDURES
Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. We ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) programs. Please reference the Building Emergency Response Protocols for Syllabus attachments on the following pages. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency.

INCLUSIVE EXCELLENCE
SIU contains people from all walks of life, from many different cultures and subcultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ is an important part of education as well as an essential preparation for any career. For more information please visit: http://www.inclusiveexcellence.siu.edu/

LEARNING AND SUPPORT SERVICES
Help is within reach. Learning support services offers free tutoring on campus and math labs. To find more information please visit the Center for Learning and Support Services website: Tutoring: http://tutoring.siu.edu/
Math Labs http://tutoring.siu.edu/math_tutoring/index.html
WRITING CENTER The Writing Center offers free tutoring services to all SIU students and faculty. To find a Center or Schedule an appointment please visit http://write.siu.edu/

AFFIRMATIVE ACTION & EQUAL OPPORTUNITY
Our office's main focus is to ensure that the university complies with federal and state equity policies and handles reporting and investigating of discrimination cases. For more information visit: http://diversity.siu.edu/

Additional Resources Available:
SALUKINET: https://salukinet.siu.edu/cp/home/displaylogin
ADVISEMENT: http://advisement.siu.edu/
SIU ONLINE: http://online.siu.edu/
Spring 2015 R.O’Rourke

Teacher Education Program
The Teacher Education Program (TEP) at Southern Illinois University Carbondale is fully accredited by the National Council for the Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) and by the Illinois State Board of Education. Spanning the entire university, the Teacher Education Program is administered through the College of Education and Human Services and includes majors from the College of Education and Human Services, the College of Science, the College of Liberal Arts, and the College of Agricultural Sciences. Teacher education programs approved by the State Educator Preparation and Licensure Board (SEPLB) are offered at the undergraduate level in early childhood education, elementary education, special education, secondary education, and in majors and minors that lead to the special certificate to teach K-12 art, music, physical education, and foreign languages.

Teacher Education Program
Teacher Education Conceptual Framework:
Preparing Reflective Educational Leaders

The conceptual framework identified by Southern Illinois University Carbondale’s College of Education and Human Services reflects the professional community’s commitment to preparing reflective educational leaders at both the undergraduate and graduate levels. Reflective educational leaders are able to review, reconstruct, reenact, and critically analyze their own and their students’ performances as a means to formulate explanations with evidence. A reflective educational leader fosters his/her professionalism in practice when he/she values students’ myriad identities, equips students with the literacies required to participate in a democratic society, and engages stakeholders to make this learning accessible, rigorous, and relevant.

Our conceptual framework views the professional development of teachers and other educational personnel to be an evolutionary and maturational process. Our goal is to prepare a competent, reflective educational leader, ready to assume the responsibilities of educating individuals but with full awareness that his or her induction into the profession continues throughout the duration of his or her professional career. We believe that our teacher candidates not only practice reflective thinking but also become practitioners of reflective action. We believe that effective teaching is characterized by interactions with students to present subject matter, followed by informed reflection on these interactions and presentations. Teachers should make decisions among methods and content based on their competence in both subject matter and pedagogy, rather than acting as technicians following a predetermined curriculum. All unit programs are aligned to the Illinois Professional Teaching Standards as well as standards from their respective content areas.

The model below represents the three major tenets of SIU’s Teacher Education Program: Literacies, Identities, and Engagement:

![Image of pyramid model representing Literacies, Identities, and Engagement]

**Literacies:**
Reflective educational leaders understand the vast array of literacies students need to function in today’s modern society. This includes knowledge of reading, writing, and aural communication within the content area as well as media, scientific and quantitative literacy (Chessin & Moore, 2004; Crowe, Connor, & Petscher, 2009; Cunningham & Stanovich, 2001; Delpit, 1995; Kear, Coffman, McKenna, & Ambrosio, 2000; Leinhardt & Young, 1996; McKenna & Kear, 1990; Moje, 2008; Perry, & Delpit, 1998; Shulman, 1987; Schwartz, 2005; Wilson, 2006; Wineburg, 2001).

**Identities:**
Reflective educational leaders understand the diverse characteristics and abilities of all students and how these students develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. Using these experiences they create instructional opportunities to maximize student learning (Brown, 2005; Cramer, 2006; Epstein, 2009; Irvine, 1997; Olsen, 2010; Rose & Meyer, 2002; Vygotsky, 1962/1996; Washburn, Joshi, & Binks-Cantrell, 2011).

**Engagement:**
Reflective educational leaders are ethical and reflective practitioners who exhibit professional engagement by providing leadership in the learning community and by serving as advocates for students, parents or guardians, and the profession (Amatea, Daniels, Bringman, & Vandiver, 2004; Bemak, & Chung, 2008; Hiebert, Morris, Berk, & Jansen, 2007; Keys, Bemak, Carpenter, & King-Sears, 1998; Lach & Goodwin, 2002; Ladson-Billings, 1995; McCann & Johannessen, 2008; Ratts, DeKruyf, & Chen-Hayes, 2007).

**Dispositions**
The professional attitudes, values, and beliefs demonstrated though verbal and nonverbal behaviors (dispositions) as educators interact with students, families, colleagues, and communities should support student learning and development. These dispositions are:

The candidate demonstrates professionalism:
- dependability and reliability
- honesty, trustworthiness, ethics
- enthusiasm, love of learning and commitment to the profession

The candidate values human diversity:
- shows respect and sensitivity to the learning needs and abilities of all individuals
• shows respect and sensitivity to the diverse cultures, languages, races, and family compositions of all individuals
• strives for best practices to address diverse learning needs and abilities of all individuals
• strives for best practices to address diverse cultures, languages, races, and family compositions of all individuals
• collaborates with diverse peers, professional colleagues, staff and families

The candidate develops professionally:
• engages in ongoing acquisition of knowledge
• engages in development of research-based practices
• assesses own performance and reflects on needed improvements

References