

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.					
a. Submitted by the College of: <u>Education</u>		Today's Date: <u>January 18, 2010</u>			
b. Department/Division: <u>Curriculum & Instruction</u>					
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)					
e. Contact Person Name: <u>Dr. Laurie A. Henry</u>		Email: <u>lauriehenry@uky.edu</u>		Phone: <u>257-7399</u>	
f. Requested Effective Date: <input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____					
2. Designation and Description of Proposed Course.					
a. Current Prefix and Number: <u>EDC 533</u>		Proposed Prefix & Number: <u>EDC 633</u>			
b. Full Title: <u>Teaching Reading in the Secondary School</u>		Proposed Title: <u>Teaching Adolescent Literacy across the Disciplines</u>			
c. Current Transcript Title (if full title is more than 40 characters):			<u>Teaching Reading in the Secondary School</u>		
c. Proposed Transcript Title (if full title is more than 40 characters):			<u>Adolescent Literacy across Disciplines</u>		
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current:	<u>3</u> Lecture	_____ Laboratory ⁵	_____ Recitation	_____ Discussion	_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency

Comment [OSC1]: Excerpt from SR 3.3.0.G.2
Definition. A request may be considered a minor change if it meets one of the following criteria:
 a. change in number within the same hundred series*;
 b. editorial change in the course title or description which does not imply change in content or emphasis;
 c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s); d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
 e. correction of typographical errors.
 *...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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	_____ Seminar	_____ Studio	_____ Other – Please explain: _____
Proposed:	<u>3</u> Lecture	_____ Laboratory	_____ Recitation
	_____ Clinical	_____ Colloquium	_____ Practicum
	_____ Discussion	_____ Research	_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____
f. Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
<i>Proposed Grading System:</i>	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g. Current number of credit hours:	<u>3</u>	<i>Proposed number of credit hours:</i>	<u>3</u>
h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<i>If YES: Maximum number of credit hours:</i>	_____		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i. Current Course Description for Bulletin:	None available. See Bulletin April 2001: http://www.research.uky.edu/g/bulletin/bullApr01/currinst.html		
<i>Proposed Course Description for Bulletin:</i>	<u><i>This course provides an in-depth study of theories and teaching methods for integrating literacy (including digital literacy) instruction into content area classrooms at the middle and high school levels. Instructional strategies, procedures, and assessments designed to increase vocabulary learning and comprehension of expository texts are emphasized.</i></u>		
j. Current Prerequisites, if any:	<u>Junior standing, admission to the TEP in English education, or consent of the instructor</u>		
<i>Proposed Prerequisites, if any:</i>	<u>Graduate standing or consent of the instructor</u>		
k. Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A	<input type="checkbox"/> Already approved for DL*	<input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.			
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3. Currently, is this course taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<i>Proposed to be taught off campus?</i>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<i>If YES, explain and offer brief rationale:</i>			
<u><i>Content and teaching objectives have been updated to better align the course experiences with the UK Educator Preparation Unit and the Kentucky Educational Professional Standards Board Standards for Teachers.</i></u>			

⁶ You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.

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5. Course Relationship to Program(s).		
a. Are there other depts and/or pgms that could be affected by the proposed change?		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?		YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and <i>you must include the differentiation</i> between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

⁷ In order to change a program, a program change form must also be submitted.

REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

Course Prefix and Number: EDC 533

Proposal Contact Person Name: Dr. Laurie Henry Phone: 7-7399 Email: lauriehenry@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
<i>Cores + Pract.</i>	<i>2/5/10</i>	<i>Mary Shaker 17-02621 mshaker1@uky.edu</i>	<i>Mary C. Shaker</i>
<i>Courses + Curricula</i>	<i>2/22/10</i>	<i>Jeff Reese 7-4909 jeff.reese@uky.edu</i>	<i>Jeff Reese</i>
<i>College of Education</i>	<i>3/9/10</i>	<i>Rosetta Sandidge 7-8847 rosetta.sandidge</i>	<i>Rosetta Sandidge</i>
		<i>Robert Shapiro 7-9795 rshap01</i>	<i>Robert Shapiro</i>

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council		<i>Bria Adams</i>	2010.11.05 14:21:44 -04'00'
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

EDC 633: Teaching Adolescent Literacy across the Disciplines
Department of Curriculum and Instruction (EDC)
College of Education

Instructor: Laurie A. Henry, Ph.D.

Email: lauriehenry@uky.edu

Office: 317 Dickey Hall Phone: 257-7399

Office Hours: Monday/Wednesday 2:30-3:30 and by appointment

Purpose

The general purpose of this course is to provide an in-depth study of theories and teaching methods for integrating literacy instruction into content area classrooms at the middle and high school levels. The course will focus on the manner in which the language arts (including reading, writing, speaking, listening, viewing, and visually representing) are developed and used within the learning of discipline-specific curriculum, including adaptations for culturally diverse and exceptional learners. Additionally, the course will provide connections between knowledge of literacy processes, using language to support learning, and effective instruction that integrates reading and writing. The course content, readings, and assignments are designed to fulfill the Kentucky Teacher Standards within the conceptual framework for the professional education unit at the University of Kentucky, which emphasizes the theme, *Research and Reflection for Learning and Leading*. In addition, course activities will require access to the Kentucky core Content for Assessment and program of Studies for middle and/or high school levels. Finally, overarching themes throughout the course include the role of the middle and high school teacher as a reflective decision maker, teacher as researcher, culturally responsive pedagogy, and global citizenship.

Course Objectives/Learner Outcomes

1. Learners will increase their understanding of developmentally appropriate practices to promote middle and high school students' growth in literacy engagements (including reading, writing, listening, speaking, viewing, and visually representing)
2. Learners will be introduced to and use literacy strategies that middle and high school students can apply to successfully comprehend, interpret, evaluate, and appreciate discipline specific texts.
3. Learners will create instructional goals and activities appropriate for middle and high school students' active learning through interaction with both print and digital text formats.
4. Learners will design, implement, and reflect upon instruction that supports middle and high school students' literacy development.
5. Learners will develop discipline specific instructional units that integrate reading, writing, speaking, and listening using multiple media formats to enhance middle and high school students' learning experiences.
6. Learners will demonstrate a basic understanding of literacy assessments for middle and high school students.

7. Learners will increase their repertoire of instructional strategies for teaching literacy in discipline specific classrooms in the middle and high school grades.
8. Learners will adapt instruction to accommodate middle and high school students' varying degrees of literacy proficiency.
9. Learners will identify and integrate appropriate texts (e.g. adolescent literature, trade books, and Internet resources) for instruction into their respective discipline specific area.
10. Learners will model effective oral and written communication.

Required Text

Fisher, D., & Frey, N. (2008). *Improving adolescent literacy: Content area strategies at work*, 2nd ed. Pearson Education.

Select one of the following texts

The following texts are related to specific subject area disciplines. Learners are required to obtain one text relevant to his/her discipline area focus.

English: Gallagher, K. (2004). *Deeper Reading: Comprehending Challenging Texts, 4-12*. Stenhouse.

Mathematics: Hancewicz, E. Heuer, L., Metsisto, D., & Tuttle, C. L. (2005). *Literacy strategies for improving mathematics instruction*. ASCD.

Social Studies: Ogle, D., Klemp, R. M., & McBride, B. (2007) *Building literacy in social studies: Strategies for improving comprehension and critical thinking*. ASCD.

Science: Dumbleton, M., & Lountain, K. (1999). *Addressing literacy in science: A middle years resource*. Curriculum Corporation.

Select one of the following texts in consultation with the instructor

Books in this section will be read and discussed in Literature Circles based on individual learner's interests. They are intended to extend understanding of the importance of reading engagement and motivation among middle and high school students.

Gallagher, K. (2000). *Readicide: How schools are killing reading and what you can do about it*. Stenhouse.

Lesesne, T. S. (2008). *Naked reading: Uncovering what tweens need to become lifelong readers*. Paw Prints.

Lesesne, T. S. (2005). *Making the match: The right book for the right reader at the right time*. Stenhouse.

Smith, M. W., Wilhelm, J. D., Newkirk, T. (2008). *Reading don't fix no chevys: Literacy in the lives of young men*. Paw Prints.

* Additional readings from professional journals and other texts may be provided via e-reserve or distributed in class to enhance learning

Course Attendance and Participation

Attendance in class and at field placements is expected. This course includes a variety of learning engagements and activities that require your regular presence and active participation. Since we will be working collaboratively, your attendance and preparation for **ALL** class meetings are crucial. Absences will result in make-up of class exercises missed and/or additional assignments. Regular attendance, punctuality, and participation are expected. Unexcused absences will adversely affect your grade. More specifically, your final grade will be **lowered by 5 points** for **each** class that you miss. **Two tardy arrivals will constitute as one absence.** Additionally, for an excused absence to be counted as such, documentation must be provided. If you must miss a class because of illness or other legitimate circumstance, **PLEASE** call, text, or email the instructor **before** class or as soon as possible afterwards.

You are expected to participate in class discussions, ask and answer questions, and voluntarily share your thoughts and ideas. The attendance/participation component of the course grade will reflect this requirement. It is expected that you will read and reflect on all required readings **PRIOR TO** the specified course meeting. Students are expected to exhibit courteous, professional behavior at all times. Everyone's opinion matters and may be expressed, but not to the extent that it becomes offensive to others. If serious concerns arise, documentation may be submitted to the program faculty. Further, **cell phones, beepers, pagers, and other electronic devices must be turned off or silenced** during class.

Assignments

This course includes a variety of experiences and assignments designed to support the learner's growth in learning effective methods of teaching literacy across the disciplines. As such, it is expected that all assignments will be submitted on their due dates. Late assignments will be penalized 20% of the total point value of the assignment for each successive class period past the due date. Daily assignments or other work missed due to an absence must be made up in full. Since all assignments are required, failure to submit work or participate fully in field experiences or other events will result in the lowering of the final grade at the discretion of the instructor.

Cheating and Plagiarism

Academic honesty is always expected and assumed. Cheating and plagiarism are serious offenses that lead to significant consequences. The University views academic dishonesty very seriously. Plagiarism and cheating on any assignment or exam will receive a minimum penalty of the grade "E" for the assignment or exam. Students should be aware that suspension or dismissal from the University is a possible consequence of academic infractions.

See part II: Selected Rules of the University Senate, section VI – Student Academic Affairs, 6.3.0 – Academic Offenses and procedures
(<http://www.uky.edu/StudentAffairs/Code/part2.html>)

Policy on Need for Instructional Modifications

Students who have a disability or condition that may impair abilities to complete assignments or otherwise satisfy course criteria are encouraged to meet with the course instructor to identify, discuss, and document any feasible instructional modifications or accommodations. The students should notify the instructor no later than the end of the second class session, or not later than the

next class session after the disability is diagnosed, whichever occurs earliest. If you need an accommodation for a disability that limits your ability to participate fully and meet the expectations of this class, you must first go through the University of Kentucky Disability Resource Center, located at 42 Alumni Gymnasium (257-2754).

Electronic Requirements

Email: Learners must have access to email and the internet, either at home, work, or on campus. (UKY provides all students with free email accounts.) Learners will be required to send and receive electronic documents throughout the semester.

Assignments: All required assignments must be comply to a file format that is compatible with Microsoft Office software products (e.g. Word, Excel, PowerPoint) unless other arrangements are made with the course instructor. (UKY provides all students with a site license for Microsoft Office.)

Guidelines for Written Assignments

All written assignments will be evaluated for content and presentation as graduate-level writing. The American Psychological Association (APA) style shall be followed for all written work. All written work must be completed in digital form and should be proofread carefully. (Do not rely solely on spell check!) Please follow these guidelines:

- Present your ideas in a clear, concise, and organized manner avoiding wordiness and redundancy.
- Develop points coherently, definitively, and thoroughly.
- Refer to appropriate authorities, studies, and examples to document where appropriate (providing accurate citations).
- Use correct capitalization, punctuation, spelling, and grammar.

Course Requirements and Evaluation

Grades for this course are based on the following scale:

- A = 90 – 100% (Excellent Work)
- B = 80 – 89% (Good Work)
- C = 70 – 79% (Satisfactory Work)

The following assignments will comprise the course grade:

Daily Participation and Attendance Grade – 10% – As we are building a community of learners, learning to be reflective decision makers and becoming professional educators who maintain the high standards set for us, attendance and participation must be high priority aims. Learners will be required to participate in individual and/or group activities carefully chosen to scaffold learning.

Leadership in class Discussions – 10% – Each learner will provide leadership for colleagues by taking on the role of discussion leader or facilitator. As discussion leaders, learners are responsible for:

- Reading and reflecting upon the given week's required readings and *selecting key information to emphasize* in discussion.
- Locating at least one additional related source and providing the group with information (either verbal, written, or visual) to *extend the group's understanding* of the topic.
- Using appropriate instructional strategies to *actively engage* the group in experiences to enhance understanding of the topic.

(KTS: 1, 2, 3, 4, 9, 10)

Literature Circles – 10% – Each learner will participate in literature circles that focus on text readings. These peer-led discussion groups will provide opportunities for you to discuss assigned readings and focus on ideas for teaching and learning with texts. Participation in the book discussions will comprise the grade. Each week, learners are responsible for:

- a. Assuming various roles to fully prepare and participate in literature circle discussions.
- b. Reading and reflecting upon the given week's required readings and selecting key information to emphasize in discussion based on assigned role.

(KTS: 1, 3, 8, 10)

Literacy Assessment Inventory - 10% - The purpose of this assignment is for learners to identify and understand authentic classroom-based literacy assessments that align with discipline-specific instruction. As various literacy assessment techniques are introduced throughout the semester, learners will compile an inventory of those assessments with a description of how that assessment can be applied within discipline-specific contexts. Learners will be required to identify the specific literacy skill that is being assessed as well as identify the type of assessment (informal/formal, objective/subjective, formative/summative, etc.).

(KTS: 1, 2, 5, 7)

Internet Text Sets – 10% --With increased attention to technology in the classroom and the many helpful websites available, teachers of all age groups will find useful online teaching tools. For this assignment, learners choose a discipline-specific theme. Then, learners research and find at least 10 websites that will help teach and/or present information related to that theme, which includes some type of literacy activity. The format for this assignment is that of an annotated bibliography. The annotation must include the APA style bibliographic information for the website followed by a paragraph summary, including:

1. Website description (e.g. instructional resource, student materials, content-specific information, etc.)
2. Example(s) of the information found on the website useful to your theme
3. Description of how you would use it to support literacy in the discipline area

(KTS: 1, 2, 5, 6)

Position Statement on Discipline Specific Literacy – 25%– The purpose of this assignment is to synthesize theory, research and best practice from course readings, activities, and assignments into a coherent statement of philosophy related to adolescent literacy in the learner's content area. This statement should include a well-organized presentation of key points, support from theory and research, and specific recommendations for the integration of literacy strategies in the learner's content area. Further guidelines will be provided during the course.

(KTS: 1, 7)

Integrated Instructional Unit – 25% – Learners will work in collaborative groups to complete an integrated instructional unit that emphasizes literacy instruction in specific discipline areas. Groups will be organized based on educational grade levels, middle or high school. Collaborative groups at the middle school level will develop an interdisciplinary unit that includes multiple discipline areas and integrates reading, writing, listening, speaking, viewing, and/or visually representing. Collaborative groups at the high school level will develop a discipline-specific unit that integrates reading, writing, listening, speaking, viewing, and/or visually representing. Each group will publicly present their unit at the end of the course.

(KTS: 1, 2, 7, 8, 10)

Summary of Course Content

WEEK	SUMMARY OF TOPICS
1	<p><i>Introduction & Course Overview</i> <u>Setting the Literacy Stage</u> What is content area literacy? Why do I need to know about teaching literacy?</p>
2-3	<p><u>Theoretical Foundations and Historical Perspectives</u> Behaviorism, constructivism, developmental models, social learning perspectives, information/cognitive processing, etc.</p>
4	<p><u>Discourse Practices and Discipline-specific genres</u> Characteristics of various texts, language structures and patterns. Reading print and non-print texts, including expository texts, visual texts, primary documents, charts, graphs, images, etc.</p>
5	<p><u>Instructional Contexts that Support Literacy Learning</u> Discovery learning, problem-based learning, reciprocal teaching, demonstrations and modeling, learning stations, etc.</p>
6	<p><u>Culturally Responsive Pedagogy and Global Citizenship</u> Characteristics of culturally responsive teaching, embracing diversity, addressing the achievement gap, viewing the world through cultural lenses, global citizenship, and interconnectedness</p>
7	<p><u>Literacy Assessments in Discipline Specific Contexts</u> Aligning standards with assessments, using assessments to guide strategic instruction, creating assessment criteria</p>
8	<p><u>Vocabulary Development</u> Word knowledge, vocabulary acquisition and application, intentional strategy instruction, word rich environments</p>

- 9 Increasing Reading Comprehension
Using graphic organizers, before/during/after reading strategies, read alouds, and shared readings
- 10 Critical Literacy/Critical Media Literacy
Critical evaluation of texts to determine relevancy, accuracy, author stance, bias, historical context, etc. Evaluating texts/messages to determine what is included/omitted.
- 11 Questioning Strategies that Develop Higher Order Thinking
Effective questioning techniques, questioning the author, question/answer relationships and connections, student-generated questioning
- 12 Writing To Learn Activities
Using writing to learn activities across the disciplines to develop writing skills
- 13 Note Taking for Increased Comprehension
Note taking techniques for discipline-specific contexts, lecture and text-based note taking that supports understanding
- 14 Digital Tools that Support Writing
Using various digital platforms (e.g. blogs, wikis, digital storytelling) to develop writing skills across the disciplines
- 15 Motivation and Engagement
Summary reports from literature circle book readings, factors affecting reading motivation and engagement, guidelines and strategies to promote reading motivation and engagement
- 16 *Presentation of Integrated Instructional Units*

Alignment of Course Experiences

A check list depicting the congruence of course experiences with the various standards of the Department of Curriculum and Instruction and the College of Education, the Educational Professional Standards Board, the Kentucky Department of Education, and the International Reading Association/National Council of Teachers of English Standards for the English Language Arts to which we must align follows this brief narrative that explains the context for the checklist.

The conceptual framework for the professional education unit at the University of Kentucky (UK) is guided by the theme, *Research and Reflection for Learning and Leading*. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive, land grant university. The

mission of the **Department of Curriculum and Instruction** is to 1) Design, develop, and implement programs that will improve the quality of elementary, middle, and secondary education and provide educational leaders; 2) Prepare teachers and provide continuing professional development; 3) Conduct and disseminate research; and 4) Provide services in a variety of educational and professional settings.

The UK Educator Preparation Unit Technology Standards.

- Standard 1: Candidates integrate media and technology into instruction.
- Standard 2: Candidates utilize multiple technology applications to support student learning.
- Standard 3: Candidates select appropriate technology to enhance instruction.
- Standard 4: Candidates integrate student use of technology into instruction.
- Standard 5: Candidates address special learning needs through technology.
- Standard 6: Candidates promote ethical and legal use of technology disciplines.

The **Education Professional Standards Board's (EPSB)** themes of diversity, assessment, literacy education, and closing the achievement gap are also imbedded in this course. The required text and supplemental readings pays attention to aspects of literacy instruction as it ties directly to the issue of diversity, paying attention to: who is privileged in literacy instruction; how literacy instruction should meet the needs of multicultural enrollments; the impact of race, poverty and power on students' literacy achievement; culturally responsive instruction within the new literacies paradigm; preparing literacy educators for divers settings; linguistic diversity, etc.

The Kentucky Teacher Standards include:

- Standard 1: The teacher demonstrates applied content knowledge
- Standard 2: The teacher designs and plans instruction
- Standard 3: The teacher creates and maintains learning climate
- Standard 4: The teacher implements and manages instruction
- Standard 5: The teacher assesses and communicates learning results
- Standard 6: The teacher demonstrates the implementation of technology
- Standard 7: Reflects on and evaluates teaching and learning
- Standard 8: Collaborates with colleagues/parents/others
- Standard 9: Evaluates teaching and implements professional development
- Standard 10: Provides leadership within school/community/profession

NCATE/EPBSB Checklist for Syllabus: EDC 533

Addressed
in Course

NCATE/EPBSB Checklist for Syllabus: EDC 533	Addressed in Course
Skills and Dispositions of UK Educator Preparation Unit	
Functional Skill and Disposition 1: Candidates communicate appropriately and effectively.	X
Functional Skill and Disposition 2: Candidates demonstrate constructive attitudes	X
Functional Skill and Disposition 3: Candidates demonstrate ability to conceptualize key subject matter ideas and relationships	X
Functional Skill and Disposition 4: Candidates interact appropriately and effectively with diverse groups of colleagues, administrators, students, and parents in educational settings.	X
Functional Skill and Disposition 5: Candidates demonstrate a commitment to professional ethics and behavior	X
Education Professional Standards Board (EPSB) Teacher Standards	
Standard 1: Demonstrates applied content knowledge	X
Standard 2: Designs and plans instruction	X
Standard 3: Creates and maintains learning climate	X
Standard 4: Implements and manages instruction	X
Standard 5: Assesses and communicates learning results	X
Standard 6: Demonstrates the implementation of technology	X
Standard 7: Reflects on and evaluates teaching and learning	X
Standard 8: Collaborates with colleagues/parents/others	X
Standard 9: Evaluates teaching and implements professional development	X
Standard 10: Provides leadership within school/community/profession	X
UK Educator Preparation Unit Technology Standards	
Standard 1: Candidates integrate media and technology into instruction	X
Standard 2: Candidates utilize multiple technology applications to support student learning.	X
Standard 3: Candidates select appropriate technology to enhance instruction.	X
Standard 4: Candidates integrate student use of technology into instruction.	X
Standard 5: Candidates address special learning needs through technology.	X
Standard 6: Candidates promote ethical and legal use of technology disciplines.	X
EPBSB Themes	
Diversity	X
Assessment	X
Literacy Education	X
Closing the Achievement Gap	X