

**Education 327 ( Literature Across the Curriculum)**  
Charleston Southern University  
School of Education

**Policy on Tardy, Absences, Dispositions, and FTS**  
*Teacher Candidates enrolled in Educ. 327 are expected to demonstrate specific behaviors consistent with high quality future teachers. A “tardy” of more than 15 minutes will be considered an absence, and coming to class tardy on a regular basis will result in a lower grade. There are 5 possible “Participation Points” linked to our School of Education Dispositions. All candidates are encouraged to join and participate in FTS, attending at least 2 meetings and completing at least 1 service project. Cell phones must be on “vibrate” during class and there is a “NO TEXTING” policy in effect at all times. To earn all 5 points, one must fulfill the requirements described above, regarding class attendance, promptness, FTS, communication in class, and dispositions.*

**Conceptual Model**

The School of Education has as its vision the preparation and sustained development of candidates who are “**called to serve as competent, caring educators committed to student success.**” Candidates who are **called to** the education profession accept the ethical responsibility to practice and model integrity and Christian values in creating safe and effective learning environments for all students. **Competent** educators *learn* continuously and systematically to demonstrate the knowledge, skills and dispositions to create and manage supportive learning environments that result in increased student learning. **Caring** educators who are taught to see the connections between their daily work and Christian faith *serve* sensitively and effectively in their roles as educators. They intentionally view their lives as a form of Christian service and strive to provide the best environments to meet the diverse needs of all students and the broader educational community. Educators who are **committed** to student success are advocates for children--- learning, leading and serving in ways that support the entire educational community in its pursuit of quality education and increased learning for all.

**Mission: CSU Provides Academic Excellence in a Christian Environment.**

**Faith Integration : School of Education Scriptural Emphasis**

Verse: Proverbs 3:6 (New International Version) <sup>6</sup> in all your ways acknowledge him, and he will make your paths straight

*The Competent, Caring, Committed Professional and Literature Across the Curriculum ( Children's Literature)*

In the course, **Teaching Literature Across the Curriculum**, candidates will have the opportunity to practice, reflect on, assess, and develop their skills and dispositions related to the CSU *Conceptual Framework and AECI Standards* in the following ways:

- ❖ By developing a **book file** of 100 high quality children's books, spanning 14 **genres of literature**, candidates will gain knowledge of what is available in children's literature. This increases the candidates' **competency**. **AECI Standard 2.1**
- ❖ Candidates will develop skills in using the literary elements of theme, setting, point of view, conflict, style, characterization, and plot to nurture high levels of comprehension and inference skills among learners. **AECI Standards: 2.1 and 3.1-3.5**
- ❖ Candidates will establish skills in tapping out the 5 elements of literacy: phonics, phonemic awareness, fluency, vocabulary, and text comprehension from children's literature to increase listening, speaking, reading, and writing ability among learners. **AECI Standards: 2.1 and 3.1-3.5**
- ❖ Through teaching a **model lesson** at a high poverty school or child care site, candidates have the opportunity to practice **caring and commitment**, as they interact with the pupils and fulfill the professional requirements of doing the model lesson. **AECI Standard 3.1-3.5 and 5.1**
- ❖ **Engaging in the "Read for the Record" initiative and the "Walk for Water" project offers students an opportunity to engage in work that builds an ethic of social justice. AECI Standard 3.1-3.5 and 5.1**
- ❖ Guest lectures and demonstrations by **experts** in story boxes, middle grade curriculum, and storytelling expand candidates' **competency** in children's literature curriculum. **AECI Standard 2.1**
- ❖ The development of a **bulletin board and book chat** that showcase a **Caldecott or Newbery winning book** gives candidates an opportunity to expand their expertise in children's literature. **AECI Standards 1.1; 2.1; 3.5; and 5.1**
- ❖ Class activities that focus on the use of children's literature in **bibliotherapy** help candidates to develop a **caring disposition** and to apply constructs of social justice and equity. **AECI Standards 3.2 and 3.4**
- ❖ Learning to use the **Internet and Online Data Bases** to identify resources for children's literature prepares the candidate to apply technology and research skills to curriculum and instruction. **AECI Standards 3.3 and 3.5**

### Descriptive Information

**099-327 Literature Across the Curriculum (3) Credit Hours.**

***Prerequisite: Education 201 with a grade of “C” or better.***

### Catalog Description:

**This course provides a survey of children’s literature to prepare competent, caring, committed new teachers. Interns review literature appropriate for early childhood, elementary, and middle grade teachers, across 14 genres including: Animal books, Bibliotherapy, Biography, Caldecott Award Winners, Chapter books, Counting and Number books, Easy Readers, Creativity and Arts-Infused books, Nature or Science books, Multi-cultural books, Newbery Award Winners, Poetry, Phonics-Driven Books, and Value or Character building books. Students will have the opportunity to develop and present activities for using the books in drama, storytelling, and other creative methods of teaching. The course will emphasize the importance of children’s literature in critical thinking, celebrating cultural diversity, building values, social justice and understanding poverty, and developing a life-long love of learning.**

### Intended Audience and Rationale

This course is a survey of children’s literature and its applications to teaching across the curriculum. It is intended for teacher education majors and can be taken before formal admission to the program, so that they can begin thinking about how to introduce children’s literature in all content areas and among a diverse group of learners.

### Policy:

CSU complies with Title IX Federal policies that state that students, faculty, and staff should be provided with an environment for teaching, learning, and working that is free from sexual harassment. See the SOE Handbook if additional information is needed.

### Special Needs Students

Students who have special needs will receive reasonable accommodations to help them be successful in this course. Students who have a 504 Plan or IEP should be registered with the Dean of Students and should have their plans approved by the university.

### **Dispositions Statement**

As outlined in the CSU Teacher Educational Professional Dispositions and Dispositional Behaviors Rubric, each candidate is expected to demonstrate the proper dispositions and behaviors related to: (1) professional responsibility (2) school and classroom technical operations (3) learning community (4) communication and collaboration (5) responsiveness to diversity and (6) professional integrity and commitment. Any behaviors demonstrating a lack of these six dispositions will be addressed individually with the student and may result in being recorded on the Charleston Southern University Candidate Remediation Teacher Education Professional Dispositions and Dispositional Behaviors Form and placed in the candidate's Permanent Record. Multiple citations after an initial referral will result in a recommendation for review by the Teacher Education Committee.

### **Course Objectives:**

**By the end of the course, students will be able to:**

- 1) Define the role that children's literature plays in an integrated curriculum.**
- 2) Identify Caldecott and Newbery award books**
- 3) Describe the characteristics of quality children's literature.**
- 4) Prepare a file of 100 quality children's book summaries across 14 genres of literature.**
- 5) Identify major authors and illustrators of children's books.**
- 6) Discuss the use of bibliotherapy as a means of reaching children with emotional, social, and physical needs and challenges.**
- 7) Use children's literature in long and short range planning to provide diversity in the curriculum.**
- 8) Describe and implement multiple, creative teaching strategies that involve children's literature.**
- 9) Design and present book talks using children's literature.**
- 10) Use technology to identify resources for children's literature and to place a sample Book File Card in Live Text.**

### **Class Assignments and Grading**

- 1. "Book Talk and Bulletin Board "on a Caldecott or Newbery Award Winning Book 20 pt. The attached checklist will be used to evaluate the student's completion of the project.**
- 2. File of 100 children's books ( final exam) 30 pt. The attached rubric describes the product in terms of *expert, competent, or weak performance*.\* Note: **This is the final exam for the course. Failure to complete or "pass" this project results in an automatic F for the course.****

- 3. Teach a lesson using a children's book 20 pt. Students will be given an assignment at an inner city school. They must use the attached form to document their completion of the project and turn in an evaluation form completed by the classroom teacher.**
  - 4. Internet Scavenger Hunt. Candidates will use the internet and online data bases to identify multiple resources in Children's Literature. 10 points.**
  - 5. Blackboard Quizzes. There will be 3 online quizzes using the book of readings. Failure to complete any or all of them results in loss of all 15 points.**
  - 6. Dispositions and Membership in FTS. All candidates enrolled in this course must join and participate in FTS. This is considered part of the dispositional requirement. 5 points**
- 100 points!**

**\*Detailed guidelines and accompanying rubrics for all assignments are attached.**

<b>Grading Scale for School of Education</b>	
<b>A = 93-100</b>	<b>C+= 82-84</b>
<b>B+ = 90-92</b>	<b>C=77-83</b>
<b>B = 85-89</b>	<b>*Candidates must maintain a C or better</b>

**Textbooks**

- 1. Bibliotherapy: Children's Stories that Train the Brain and Jumpstart the Heart. Karges-Bone**
- 2. Course Reading Book**
- 3. Brain Verse. Linda Karges-Bone. 2012.**

**Bibliography of Related Readings**

- Ada, Alma Flora. ( 2003) A Magical Encounter: Latino Children's Literature in the Classroom. Boston: Allyn & Bacon. 2<sup>nd</sup> edition.
- Charlsworth, Liza. ( 2004) "31 Flavors of Children's Literature". *Scholastic Instructor.* May/ June 2004.
- Clayton, Victoria.(2004) "Snow White's dark side? Fairy tales stress beauty over brains researchers say." MSNBC.
- Davis, Anita P. and McDaniel, Thomas R. (1999)" You've Come a long way baby-or have you? Research evaluating gender portrayal in recent Caldecott-winning books". *The Reading Teacher.*
- Dickinson, D. and DiGisi, L.(1998) "The Many Rewards of a Literacy-Rich Classroom. *Educational Leadership.*
- Freeman, Evelyn. ( 2005) Global Perspectives in Children's Literature. Boston: Allyn & Bacon.
- Franklin, John. (2001)"Helping Ophelia and Hamlet: How Teachers Can Develop Boys' Interests in Literature. *ASCD Update.*

- Guide to Children’s Literature and Disability.( 2004.) [www.kidssource.com/NICHCY](http://www.kidssource.com/NICHCY)
- Gurdon, MF. ( 2011) *Darkness Too Visible: Contemporary fiction for teens is rife with explicit abuse, violence, and depravity. Why is this considered a good idea.* Wall Street Journal. June 4, 2011.
- Holt, John. How Children Learn. Dell Books, 1967.
- Ilnytzky, Ula, The Associated Press. “Book Experts Release list of top 100 English Novels. July 21, 1998. List attached.
- Karges-Bone, L.( 1997) “A New Look at Old Books: Using Literature to Build Values”. Christian Parenting Today.
- Karges-Bone, L. (2006) “Biblio-Therapy”. Book List
- Karges-Bone, L. “Smart Girls Need Smart Books”. Challenge Magazine. 1994.
- Karges-Bone, L. ( 2012) Brain Verse: Children’s Poetry and Activities to Build Literacy and Neural Connectivity. Lorenz Educational Press.
- Krashen, Stephen,(1998) “Bridging Inequity with Books”. Educational Leadership.
- Lemann, Nicholas.(1997) “The Reading Wars”. Atlantic Monthly.
- Lindquist, Tarry.(1995) “Why and How I Use Historical Fiction”. *Instructor*.
- Lukens, Rebecca.( 2003) A Critical Handbook of Children’s Literature. Boston: Allyn & Bacon. 7<sup>th</sup> edition.
- Mann, Larry. “The Stories of their lives: Changing conversations-making connections through literature.” ASCD Update. Spring 1999.
- Montessori, Maria. The Secret of Childhood. Ballantine Books, 1966.
- Moss, Barbara. (2004) “Fabulous, fascinating, fact books.” *Scholastic Instructor*.
- Nilsen, Alleen & Donelson, Kenneth.( 2005) Literature for Today’s Young Adults. New York: Longman.
- Norton, Donna. (2005)Through the Eyes of a Child: An Introduction to Children’s Literature. 5<sup>th</sup> Edition. Merrill.
- Pratt, Linda & Beaty, Janice. ( 2005) Transcultural Children’s Literature. Merrill.
- South Carolina Reading and Language Arts Standards 2005.
- Tovey, et al (1998)“Beginning Reading: A Natural Language Process”. Childhood Education.
- Trelease, Jim. (1989)“Jim Trelease Speaks on Reading Aloud to Children”. The Reading Teacher. December.
- Wise, Lindsey.(2000) “Harsh realities a traditional part of children’s books: Harry Potter series draws on long history of dark themes.” MSNBC.com.

## **Book File Project Description** **Final Examination for 327**

### **Purpose**

The purpose of this project is to give you the opportunity to read and review 100 children's books that you will be able to use in your future teaching.

### **Directions**

1.  
Read 100 children's books ( numbers for each of the categories provided below).
2.  
Prepare a review card that is done in the format provided.
3.  
The cards must be organized in a Word File, numbered and indexed by category. The file must include a table of contents and an information card with your name, phone, address.
4.  
You must be prepared to discuss the "category" of cards during the class sessions listed on the schedule. For example, during the "Animal Books" week, you must be prepared to share and/or bring in one of the "animal books" that you are reading. However, the final project, which also serves as the final examination, is not due until the last day of class.

### **Categories**

1. Animal Books ( picture, story, or fable books in which animals are the primary characters) (5 each)
2. Bibliotherapy ( books that can be used to counsel children in situations such as illness, divorce, storms, death, moving) ( 10 each)
3. Biographies (5) ( Both men and women)
4. Caldecott Award Winners (15)
5. Chapter Books for grade 2-5 (5)

6. Counting and number books (5)
7. Banned Books (5)
8. Creativity Themed/Arts' Infusion (5) Must Use Template on pg. 14.
9. Nature/Science/Informational Books ( picture and upper grade) (10)
10. Multi-Cultural Story and Picture Books (10) *Include diversity in culture, ethnicity, religion* \* Note....you may donate to <https://fundly.com/books-for-honduras> to reduce your books in this category by 2 . Attach receipt.
11. Newbery Award Winners ( 10)
12. Poetry Books for Children (5)
13. Rhyming or Phonics-Driven Books ( Dr. Seuss) (5)
14. Values and Character building books (5)  
 \*Must contain a Scripture Citation and a brief reflection on how this book can help to share a Biblical Worldview in ways that are appropriate for the public school classroom.

**Format for Cards**

Title of Book: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher and Date: \_\_\_\_\_

Summary of Plot: (3-4 lines) You must include at least one *literary element*.  
*Plot, Conflict, Theme, Point of View, Setting, Style, or Characterization.*

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Your Analysis of the Value of the Book, target grade level, and use in teaching (2-3 lines) *You must include at least one element of literacy*.  
*Phonics, Phonemic Awareness, Vocabulary, Fluency, Text Comp.*

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**Rubric for the Children's Literature File**  
**Educ. 327 Dr. Linda Karges-Bone**

Student \_\_\_\_\_ Date \_\_\_\_\_ Points \_\_\_\_\_

**Expert Performance (30-25 points)** The literature file contains at least 100 separate cards covering all of the 10 categories. ( 50 from textbooks) The cards are attractive, free of errors, and organized in a user-friendly format. Each citation follows the format for information and analysis provided by the instructor. The books selected for the file are varied and age appropriate. The selections represent a variety of authors, perspectives, and insights. Award-winning books are represented. **Both literary elements and literacy steps are addressed.** The overall product is well written, thoroughly researched, and attractively prepared for future classroom use. **When you look at this file, it is clear that the intern teacher has spent a great deal of time and thought about how to select and use children's books.**

**Competent Performance ( 24-20 points)** The literature file contains 100 cards with appropriate format and citations. However, the cards may not reflect a rich variety of books or may not represent award -winning books. Several cards may have spelling or grammar errors on them that detract from the professionalism of the product. Attention to **elements of literacy and literacy steps may be fragmented.** This is a good file, but not impressive. **When you look at this file, it seems that the intern teacher spent time looking for and at books, but may not have read all of the books or devoted a great deal of time to the analysis. The job was nicely, but not beautifully done.**

**Weak Performance ( 19 points or less)** This literature file is weak in one or more of the following areas: 1)missing one or more key elements: 2) Too few cards; 3) Incorrect format; 4) Frequent errors in spelling or grammar; 5) Inadequate representation of award winning books; 6) Lack of diversity and richness in the choices; 7) Inadequate/weak analysis and application in the summary; 8) Sloppy or disorganized presentation of the materials. This file is not competitive with the work prepared by other students and does not reflect the kind of work that School of Education interns should be capable of. **When you look at this file, it seems that the intern teacher rushed through the task or did not follow directions.** \*This grade is also awarded to late files.

Final Course Grade \_\_\_\_\_ Remarks:

### DIRECTIONS FOR COMPLETING THE BOOK FILE PROJECT



1. The first 50 cards will be turned in by the date scheduled. This will include all the books in the first 7 categories described. These must be done in the prescribed format and marked “Book File Part One/Name”.
2. The second 50 cards will be turned in and marked “Book File Part Two/Name” Hard Copy.

**\*The e-files will be scanned to look for evidence of plagiarism from the internet or duplication among candidates’ work.**

**Rubric and Grading Scale for Bulletin Board/Book Talk  
Children's Literature Course 099-327**

**Bulletin Board 5 Points Possible**

Visual Appeal and Appeal to Children	0-1
Fits with the Book	0-1
Quality of Effort	0-1
Promotes Interest in the story	0-1
Spelling, Grammar, Neatness	0-1
Total Points Awarded _____	Comments

**Book Talk 15 Points Possible**

Fits with Newbery Book Chosen	0-3
Organization of the Presentation 7 Literary Elements Identified!	0-3
Appeal and Creativity	0-3
Grammar/ Presentation	0-3
Book and Props Used	0-3
Total Points Awarded _____	Comments

Student \_\_\_\_\_ Date \_\_\_\_\_

Book Chosen \_\_\_\_\_

### **Criteria for the Book Talk and Bulletin Board 099-327**

- ◆ Book Talk
  - ◆ 2 minute limit
  - ◆ Newbery Award book approved by professor
  - ◆ Must include the book, other books by the author or illustrator and props
  - ◆ Give a lively, convincing summary of the book
  - ◆ Must ID all 7 Literary Elements in the Talk!
  - ◆ Think of this as a “commercial” for the book
  - ◆ Do not give away the ending
  - ◆ Do not read the book to the group
  - ◆ Grammar, poise, and professional appearance are considered
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- ✓ Bulletin Board
  - ✓ Uses the same book as the book talk
  - ✓ Is meant to support and extend the book talk
  - ✓ Must be on a display board
  - ✓ Colorful, child-centered
  - ✓ Book jackets can be used
  - ✓ No purchased “kits” allowed
  - ✓ Spelling and grammar count!
  - ✓ There must be some kind of learning “activity” or thinking skill related to one of the SC Language Arts Standards on the board!!!

**Charleston Southern University School of Education**

Children's Literature Lesson Evaluation Form

To be completed by the Classroom Teacher

Intern\_\_\_\_\_Date of School Visit\_\_\_\_\_School\_\_\_\_\_

Completed by:\_\_\_\_\_

**Competency**

1. The intern spoke in a clear, audible voice and used proper grammar.  
YES NO
2. The intern selected a book that was developmentally appropriate for the audience. YES NO
3. The intern asked provocative questions during and after the story .  
YES NO
4. The intern provided a creative enrichment activity to follow the reading of the story. YES NO
5. The intern was able to manage the classroom during his/her lesson.  
YES NO

**Caring**

1. The intern demonstrated a friendly, warm rapport in the classroom. YES NO
2. The intern responded to pupils in a respectful, appropriate manner.  
  
YES NO

**Commitment**

1. The intern was punctual and prepared. YES NO
- 2.The intern treated the classroom teacher with respect. YES NO
3. The intern was neatly dressed and behaved professionally.  
YES NO

Comments on the performance of this intern:

**Possible Points 20    Points Awarded \_\_\_\_\_**

**Children's Literature Clinical Experience Worksheet**

Part 1) Describe your experience in complete sentences. Identify the school site, developmental and grade level of the children, and the book that you presented. \*Attach the lesson plan for the supporting activity.

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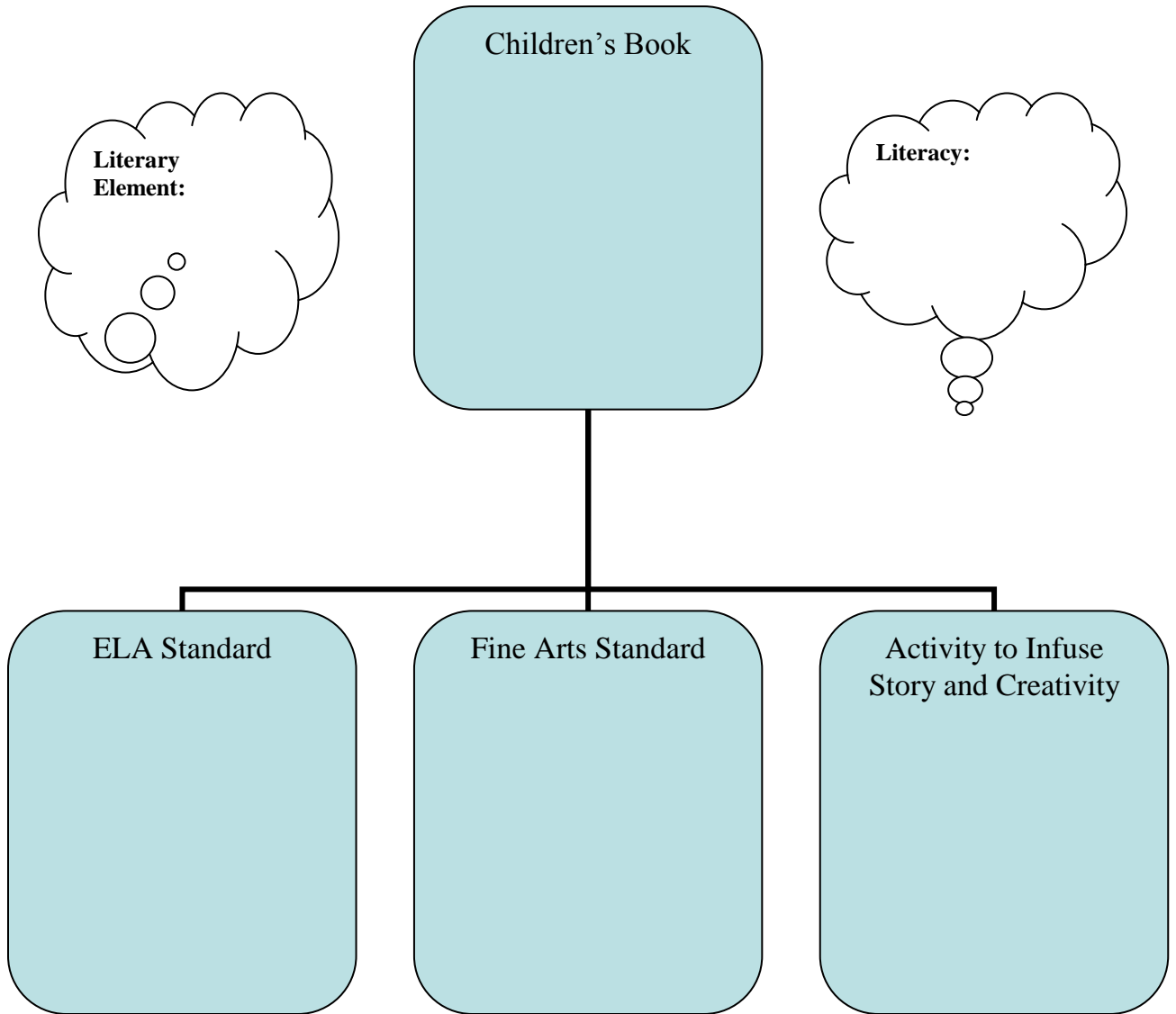
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Part 2): Attach a photograph of you working with the children as evidence of PD 7 of ADEPT: strategies for teaching.

*Infusing the Arts With Literature*  
( Please complete one of these for each of your books in lieu of a card)





### Spring 2015 Calendar for EDUC 327

This course meets on M/W at 1:30 PM in NH 212. Candidates must be in class for every session and for the entire session. Absences/tardies will result in serious grade reduction. No exceptions except for hospitalization/death in the immediate family.  
LKB

#### Week One: January 12 and 14, 2015

Syllabus and discussion of course requirements. Read the article on “31 Flavors of Children’s Books” and do the online discussion board item. Create a your name plate that represents your favorite cook. Dr. B will give you the blank plate. Purposes and Applications of Kiddie Lit to teaching. Power Point: *Literary Elements in Children’s Literature*. Assignment: Bring an ABC book for next week.

#### Week Two: January 19 and 21+Campus Closed MLK

Continue Literary Elements. Discuss plot, setting, point of view, theme, style, conflict, characterization. The SC Language Arts Standards and Kiddie Lit. Five Elements of Literacy” Power Point: Picture Books and Alphabet Books. Choosing quality books for children. Dr. Seuss Books and Rhyming Books. Create mini lessons in class using rhyming books and present.

#### Week Three: January 26 and 28 2015

Complete Literary and Literacy background information. Five Elements of Literacy...Phonics, Phonemic Awareness, Vocabulary, Fluency, Text Comprehension.

#### Week Four: February 2 and 4 2015

**\*The Internet Scavenger Hunt is Found In BB. It must be typed and every item done.**

You will be working online this week, completing the Internet Scavenger Hunt, which introduces you to a wide variety of sources in the discipline.



Week Five: February 9 and 11, 2015

Patriotic Books. Counting and Number Books. Make assignments for Lessons in Schools. Bring in a counting or number book. Overview of Lesson Planning for children's Literature. Internet Scavenger Hunt is DUE!!!

Week Six: February 16 and 18, 2015

Banned Books and

Books on Children and Poverty: \*Make School Assignments!!!

\*February 18 is an online class. Do Quiz I AND Quiz I Addendum Due Monday!!!!!!

Week Seven: February 23 and 25, 2015

Animal books/ Fables and wisdom tales featuring animals. Make paper bag books to retell a fable. \*Brain Animal Book! Multi-Cultural Books: The role of diversity in children's literature. The role of social justice and poverty in children's literature. Bring a Multi-Cultural Book! First Set of Book Cards Due Monday March 2<sup>nd</sup>.

Week March 2 and 4, 2015

Bibliotherapy. The role of Children's Literature and the Affective Domain. Catch up on Genres. March 4<sup>th</sup>. Do book lessons on poverty in schools!

Week Nine: Spring Break March 9 and 11, 2015!



Week Eleven: March 16 and 18, 2015 Book Boards and Book Talks Due!

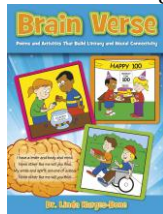
March 21: Saturday: Walk for Water

Week Twelve: March 23 and 25, 2015

Informational Books. Wednesday is a Make Up Day for Genres. Book Lesson Packets are due!

Week Thirteen: March 30 and April 1<sup>st</sup>, 2015

Poetry Books. Bring sample. Write cinquains to post. Use "Brain Verse" Book in



Class. April 1<sup>st</sup> . Quiz #2 Online!

Week Fourteen: April 6 and 8, 2015

Go over Quiz #2 on Monday. Wednesday is an Online Class for Quiz #3.

Week Fifteen: April 13 and 15, 2015

Review Quiz #3.

April 20-22<sup>nd</sup> 2015: Work on Book Files Part TWO

**MONDAY APRIL 27<sup>TH</sup>: BOOK FILES PART TWO ARE DUE.**

### **Referral Policy: Candidate Dispositions**

The School of Education at Charleston Southern University maintains the highest standards for professional conduct, ethics, and expectations for its candidates throughout the teacher preparation program. Candidates are reminded of the expectations and requirements for meeting with success in the teacher education program. Candidates are expected to model appropriate professional attitudes and aspirations in their conduct and performance as pre-service teachers, both in the classroom and in the field/clinical experiences settings. In addition to the CSU Student Code of Conduct, candidates in the School of Education adhere to a set of standards in all aspects of the teacher education programming. The classroom and field based experiences provide opportunities for candidates to engage in proficiencies related to knowledge and skills, in addition to the dispositions required of an effective and high quality educator. These standards, as they relate to expectations in the classroom and field/clinical experiences settings, include:

**Standard I: The competent educator demonstrates the knowledge, dispositions, and skills to create, manage, and/or supervise supportive learning environments that result in expected and/or increased student achievement.**

- I. The candidate demonstrates professional responsibility at all times.

Indicators of professional responsibility:

- appropriate and effective actions in field experience settings
- commitment to success for all learners
- initiative and strong work ethic
- flexibility and openness
- effective time management skills
- professional dress and appearance
- acceptance of constructive criticism with immediate positive action on the suggestions

**Standard II: The caring and reflective practitioner relates effectively and sensitively to the diverse needs of all learners and creates a positive and productive classroom and/or school-wide learning environment through on-going, systematic inquiry and reflection.**

2. The candidate demonstrates effective communication and collaboration skills in university and PK-12 school classrooms.

Indicators of Communication and Collaboration Skills

- responsive listening skills
  - clear and appropriate written and oral language
  - the ability to communicate with a variety of audiences/constituents
  - skills, responsibility and sensitivity in working in collaborative situations
  - a sense of inquiry, intellectual curiosity and effort
3. The candidate exhibits effective dispositions in working with diverse higher education and school faculty, peers, and diverse students in P-12 schools.

Indicators of Positive Response to Diversity

- respect and appreciation for differing opinions, insights, and cultural norms.
- respect for and responsiveness to the diverse abilities, backgrounds, skills, and interests of all learners
- respect for the needs and differences of families and communities
- desire to reach all students, especially those who have special needs and challenging circumstances

Standard III: The committed professional pursues personal and professional learning experiences alone and collaboratively on an ongoing, systematic basis thereby demonstrating a true commitment to the profession and to seeking the best educational practices.

4. The candidate demonstrates professional integrity and commitment.

Indicators of Integrity and Commitment

- critical thinking and self-directed learning
- the ability to model ethical, moral values
- self-awareness and honest reflection
- integrity in all situations
- respect for persons in authority, systems and institutions
- willingness to participate in professional development activities that will enhance personal/professional growth.

Referral Policy

Candidates exhibiting behaviors that are in opposition to the SOE Dispositions and, as applicable, to the CSU Student Code of Conduct, will be subject to the following responses by the SOE Faculty:

1. **Initial Encounter** – the faculty member and candidate will meet and discuss areas of opportunities for growth and adherence to the Dispositions and classroom performance expectations outlined in course syllabus. SOE Faculty member will document this meeting/discussion.
2. **Referral** – If the candidate’s behaviors do not show improvement after the initial encounter, the faculty member, in consultation with the candidate, will develop an action plan for the candidate to take for immediate corrective measures to address the concerns in the referral. A signed copy of the referral will be submitted to the Dean’s office.
3. **Serious infraction**- If the candidate is involved in a serious infraction of the CSU Student Code of Conduct or behaviors contradictory to the SOE Dispositions immediate action by the TEC and the Dean will occur, including possible dismissal from the program.
4. **Multiple referrals** – if a candidate has multiple referrals during progression through the program, the candidate will be required to meet with the TEC in a formal meeting to discuss behaviors and failure to adhere to expectations.
5. **Teacher Education Committee [TEC] Action** – the TEC will meet to discuss the candidate’s situation and recommend action by the Dean. As appropriate, the Dean of Students will be notified of situations violating the CSU Code of Conduct.

