

**LIST 5354      Multicultural Literature for Children and Young Adults**

**Spring 2014   -   Subject to Modification as Needed, and with Notice**

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Catalog      **LIST 5354 Multicultural Literature for Children and Young Adults (3-0).** Study of literature for  
Description: children and young adults which reflects the culture and experiences of African Americans,  
Asian Americans, Mexican Americans, and Native Americans, and other cultural groups.  
Consideration of selection guidelines, evaluation of literary quality as well as cultural  
authenticity and teaching applications, including adaptations for culturally and linguistically  
diverse populations.

Instructor      This course explores current theory and research regarding multicultural teaching with a  
Statement      special focus on using children's and young adults' literature to develop multicultural  
awareness and understanding. The purpose of this course is to learn about multicultural  
literature for children and young adults through extensive reading. The emphasis will be on  
reading and responding to a multitude of novels, picturebooks, poetry, and nonfiction  
representing the experiences of various American and international cultures. In addition,  
students will develop the ability to analyze and critique multicultural literature using  
appropriate criteria. The most current research in the field will ground both theory and  
practice, including understanding, selecting, and evaluating multicultural literature, as well as  
integrating such literature into the curriculum.

Objectives      Students enrolled in LIST 5354 will have an opportunity to learn the theory, pedagogical practices, and  
author/illustrator craft of multicultural children's and young adult literature. Successful students will:

1. demonstrate knowledge of the goals and purposes of multicultural education with regard to the special role of children's literature.
2. demonstrate familiarity with children's and young adult literature of major cultures within the United States: African American, Asian American, Hispanic/Latino American, and Native American, as well as for other cultural groups, international children's literature, and for topical categories such as literature related to gender, disabilities, sexual preference, etc.
3. develop a knowledge base of contemporary authors, illustrators, poets, and publishers of multicultural juvenile literature.
4. demonstrate knowledge of the major awards and recommendations given in the field of children's literature including the Coretta Scott King Award, the Pura Belpre Award, and others.
5. demonstrate the ability to select and critically evaluate literature based on literary quality and appeal to youth, and on aspects of cultural authenticity and accurate representation.
6. demonstrate knowledge of appropriate reference and resource materials for selecting and evaluating multicultural literature for children, as well as for keeping current with changes in

the field and building their knowledge base of recent trends and topics in research in multicultural children's literature.

7. investigate and develop resources and techniques for introducing and sharing multicultural literature with children and young adults, and for stimulating and extending readers' responses to literature.
8. demonstrate the ability to communicate about multicultural literature for children and young adults, including introducing books, guiding children's responses, developing projects, and highlighting author profiles with an audience.

Required Texts: *Critical Multicultural Analysis of Children's Literature: Mirrors, Windows, and Doors*, (2009). Botelho & Rudman. NY: Routledge. Available in paper, as an ebook to purchase, and as an ebook to rent.

Other materials will be posted or linked in Blackboard. These may be PDF or media files you can download, emails, or comments embedded into Discussion Forums. You are expected to use all materials everything that are assigned and refer to them in your assignments.

Other Required Material 15 children's and YA books – picturebooks, poetry books, or novels as indicated on the list of choices below. No one book can be used to meet more than one requirement. Please pay close attention to the due dates on the calendar, because the book schedule aligns to course content.

#### Children's & Young Adult Literature **Module Two**

- ★ One African-American picture book illustrated by Jerry Pinkney or Brian Pinkney – must focus on African-American culture (e.g. *John Henry*, *Minty*, *Sweethearts of Rhythm*, or *Ella Fitzgerald*).
- ★ One novel by Jacqueline Woodson or Angela Johnson (e.g. *Locomotion* or *The First Part Last*).
- ★ One [Coretta Scott King Award-winning](#) or honor picturebook, novel, or poetry book of your choice by an African American author and/or illustrator.

#### **Module Three**

- ★ One picture book or poetry collection by Pat Mora (e.g. *Abuelos*, or *Yum! Mmmm! Que Rico!*
- ★ One novel or poetry book with a Latino focus written by Gary Soto (e.g. *The Afterlife*, or *Partly Cloudy*) or Pam Muñoz Ryan (e.g. *Saving Naomi Leon*, or *Esperanza Rising*).
- ★ One [Pura Belpre Award-winning](#) or honor picture book, novel, or poetry book of your choice.
- ★ One picture book or novel with a Native American focus by Joseph Bruchac (e.g. *Code Talker*, or *Raccoon's Last Race*).
- ★ One [American Indian Youth Literature Award](#)-winning or honor picturebook, novel, or poetry book of your choice.

#### **Module Four**

- ★ One picture book by Allen Say with a Japanese-American focus (e.g. *Tea with Milk*, or *Erika-San*).
- ★ One Chinese-American novel by Grace Lin (e.g. *Where the Mountain Meets the Moon*, or *The Year of the Dog*).
- ★ One [Asian Pacific American Award for Literature \(APALL\) Award](#)-winning or honor picturebook, novel, or poetry book.
- ★ Any YA book by Randa Abdel-Fattah, Marina Budhos, or Naomi Shihab Nye.

#### **Module Five**

- ★ One international book from 2006 – present on the [Outstanding International Books](#) list.
- ★ One picturebook or novel *written for children or YA* from [The Over the Rainbow Project](#) or the [Rainbow List](#).
- ★ One [Schneider Family Book Award](#) or honor list picturebook or novel of your choice that focuses on a character with disabilities.

**Note:** This course is an intensive reading course. The only way to build your understanding of children's and young adults' literature is to keep reading it, and reading about it. You are expected to read everything assigned, to think deeply and critically, and to respond accordingly. In general, you should expect to spend about 10 hours per week in doing the work required of any 3-hour university-level course.

**UTA Library:** If you need help with any library concerns related to education, you can contact the education library liaison, Andy Herzog at 817-272-7517 or [amherzog@uta.edu](mailto:amherzog@uta.edu). He can provide you with valuable help throughout your entire Master's program. As UTA students, there are several options available to you, including checking books from the library via mail if necessary, requesting interlibrary loans, and getting a Tex-Share card that grants you borrowing privileges at other libraries. In addition, the library has video tutorials for things you might find helpful.

**Evaluation:** The assignments and point values for this course are:

Assignment	Points Possible	Grading Scale
Layered Identity assignment	10	
Discussions for Modules 1 – 5: Reading Response & Replies (5 Modules @ 20 points per Module.	100	
Critical Analysis of Children's/YA Books (15 at 15 points each)	225	
Plus points for submitting a formatted document of entire set of revised critical analyses to TK20	30	
Professional Presentation	80	
<b>Total</b>	<b>445</b>	

**Assignment Details:**

**1. Layered Identities Assignment (10 points)**

We all have "layered identities" – we don't fit neatly into one box called Gender, or Race, or Social Class, or Ability. Rudine Sims Bishop (1990) writes about multicultural literature being a window that lets us see other people, and a mirror that reflects ourselves. In this assignment, write about your layered identity, so that we have a window to see who you are, and so that you have a mirror to see your reflection. It can be in the form of a narrative or a poem.

- Create a Thread in the Discussion Board with your name as the Thread Title.
- Paste your writing into your thread.
- Read at least 5 of your group-mates' writing, and respond under their Thread. If you see that there is someone with no responses, please respond to there. If responses are about evenly distributed, reply to whichever ones you would like.
- As a courtesy, respond to those who have responded to you.

**2. Discussion Board Reading Response and Replies has TWO parts (a) Response and b) Replies. (20 points per Module = 100 points)**

You will engage in an electronic discussion in response to the textbook, online course material, and children's and young adult books.

**Format & Content:** Please arrange your posts in the sequence that follows, with the required sections and subheadings. A template is provided in the Blackboard Discussion folder for each Module.

**Part A: Response:** You will submit to your Group Discussion Board a reading response summarizing and linking the textbook *and* other online material (as indicated in the schedule), as well as personal

reactions to the material. You should make **ONLY ONE** original response posting per module, no matter how many chapters/lessons you read. The posting should synthesize the information for all the textbook chapters and other material read as well as connections to children's and young adult literature. When you post, use this thread name: Your Name - Response Module 1, etc.

Include the following sections:

- **TWO Key Points I Learned/I Found Interesting from the Textbook and Online Readings:** Cite *at least 2* specific pieces of research, findings, suggestions from the textbook *and* course material, noting the chapter/page/author *and* what was learned that was new/interesting. Cite how these points relate to your developing understanding of multicultural literature with personal reactions, responses, and/or critical analysis.
- **FOUR Personal Responses to the Children's/Young Adult Books and Connections to Text and other Reading:** Cite at least 4 personal responses related to the children's/young adult books and their connection to the related session and text reading. Connect your personal responses to teaching through a critical analysis. (These can be key pieces pulled from your Critical Analyses of Children's/YA Books. \*Because Module 1 does not have children's or YA books, for Module 1 ONLY, this section will be a continued discussion of the Module 1 assigned reading.
- **ONE question for further study:** Ask at least one relevant question worthy of further study, as a means to engage in conversation on and about children's literature. The question should relate to the particular topics presented in that Module, and should explore topics that interest you as you think about the professional development session you will develop.

**Part B: Replies:** Following response posting, you will return to the discussion board to read and reply to at least five peer responses. Label replies as Reply Module 1A, Reply Module 1B, etc. The format for the reply part of this assignment is as follows.

- You may reply directly to the content of a post.
- You may respond to a question for further study a group mate has asked.
- You may reply to the same peer more than once as long as each reply contributes something meaningful to the conversation.

Please reply to posts that have no other replies first. It would be good if everyone in your group had at least one reply. If replies are about evenly distributed, you may reply to posts as you wish. Continued and engaged conversation is the most valuable.

### GRADING RUBRIC for Discussions

Tasks for Part A Reading Response	Expert	Acceptable	Unacceptable
<b>Format</b>	Fully follows the required format, and provides additional details  1 point	Follows required format for review  1 point	Does not follow the required format, and/or sections are missing  0 points
<b>Two Key Points</b>	Notes at least two key points. Posts draw from the text and other course materials, with <i>excellent</i> elaboration, <i>in depth</i> insights, and <i>specific</i> examples  4 points	Notes two points drawn from the text and other course materials, and offers insights, application to classrooms, and examples  2 – 3 points	Notes fewer than two points, and/or points are limited or superficial  0 – 1 point

<b>Four personal responses to Children's and YA Books in relation to the assigned professional reading</b>	Notes at least four developed responses to relevant children's and YA books, and explains their connection to the related Module reading. Includes a critical analysis. 3 points	Notes three personal responses related to children's and YA books, connected to the specific Module reading. 2 points	Fewer than three personal responses; no connections made to the specific Module. 0 – 1 point
<b>One Point for Further Study</b>	Notes at least one key issue or piece of information from the text or other course materials that would be interesting for further study, with a detailed explanation. 2 points	Notes one key issue or piece of information from the text or other course materials that would be interesting for further study. 1 point	Does not note interest in an idea or issue for further exploration. 0 points
<b>Tasks for Replies</b>	<b>Expert</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Format</b>	Posts at least five required replies according to the required format and participates in ongoing engagement 3 points	Posts four required replies according to the required format. 2 point	Does not follow format for replies or make required number of replies. 0-1 points
<b>Quality of Replies</b>	All replies reflect well developed understanding of reading and synthesis of material with personal connections and application of material to classroom settings. 4 points	Replies reflect understanding of reading and some synthesis of material with personal connections and application of material to classroom settings. 2-3 points	Replies reflect limited understanding or synthesis of reading with few personal connections or limited application of material to classroom settings. 0–1 points
<b>Extension of Dialogue</b>	Engages in genuine, in-depth discussion with peers, providing well-developed support and encouragement and extensions of the dialogue. 3 points	Engages in good discussion with peers, providing support and encouragement and some extension of the dialogue. 2 points	Engages in limited discussion with peers or limited extension of the dialogue. 0 – 1 point

### 3. Critical Analysis of Children's /Young Adult Literature (15 Analyses at 15 points each; total 225 points)

You will be reading a total of **15** titles of children's/young adult literature. For each book, you will submit a response in the form of a Critical Analysis —**about 2 single-spaced pages per book**. Include bibliographic data in a *modified*\* APA 6<sup>th</sup> format, a brief (1 – 2 paragraph) summary of the book, your *critical analysis* of the book based on the professional reading for the Module and Botelho & Rudman, and instructional connections for practically applying this in classrooms. Your critical analysis should reflect thought on your part. For example, in what way did you gain a window into another person's

experiences, and in what ways did you see a reflection of yourself (a mirror). How did this book compare to what you learned in your professional reading?

NOTE: Review the books' contents; analyze the style and substance of the books, and *give special consideration to themes and cultural markers particular to each culture* in every critical analysis. Cite professional readings; it will always be appropriate to cite Botelho & Rudman, and you should also cite readings for each individual module. For the purposes of this course, you will choose children's and YA books by authors from within the designated cultural group for that session, as well as books specifically about the designated culture. For example, Jerry Pinkney is an African American author, but his book, a retelling of Hans Christian Andersen's tale, *The Ugly Duckling*, is NOT an African American book and would NOT be an acceptable choice for this course.

For each book review you will include the following components:

- a. Bibliographic data in a *modified*\* APA 6<sup>th</sup> format. Be sure to cite the author, year of publication, title, illustrator (if there is one), location, and publisher. As a modification, we will use *complete* author and illustrator names so that you become familiar with these names.

Example:

Pomerantz, Charlotte. (1980). *The tamarindo puppy*. Illus. Byron Barton. NY: Mulberry Books.

Also, cite any major awards that the book has won. You can include additional information, such as an image of the book cover and/or of the author/illustrator.

- b. Brief plot summary (1-2 paragraphs)
- c. Critical analysis with specific literary considerations and particularly themes and cultural markers pertinent to each culture, in reference to professional readings (about 1 page) – *this is the most important part of your review*.
- d. Instructional Connections (such as perfect books or media to pair with the required book, text sets around the themes of the book or that support a balanced view of a culture, Internet resources such as YouTube interviews with the author, etc.). (about 1 paragraph, or a bulleted list)

### GRADING RUBRIC for Critical Analyses

Criteria	Expert	Acceptable	Unacceptable
<b>Format</b>	Fully follows the required format, and provides additional details 2 points	Follows required format. 1 point	Does not follow the required format, and/or sections are missing 0 points
<b>Bibliographic Data</b>	Is complete, in modified APA 6 <sup>th</sup> citation style. Major book awards are listed. 2 points	Is complete. There may be small APA style errors or missing book awards 1 point	Incomplete, missing significant information 0 points
<b>Book Summary (one paragraph)</b>	Succinct, well-developed <i>original</i> summary of the book 3 points	Basic summary of the book. 1 - 2 points	Limited or poorly written summary of the book 0 point

<b>Critical Analysis (about one page single-spaced)</b>	Fully developed analysis of the style and substance of the book. Includes key themes and cultural markers particular to the culture in the book reviewed. Fully developed personal insights into how the book serves as a mirror and a window.  5 points	Basic analysis of the style and substance of the book. Includes themes and cultural markers particular to the culture of the book reviewed. Personal insights related to how the book serves as a mirror and a window.  2-4 points	Limited analysis of the style and substance of the book, and/or the analysis is missing key cultural markers. Limited or poorly developed personal insights into how the book serves as a mirror or window.  0 - 1 points
<b>Instructional Connections (one paragraph or bulleted list)</b>	Offers a thoughtful and accurately cited set of connections that includes book(s), media, and/or other resources, as well as a brief statement explaining the pairing and a description of how these materials would engage the student.  3 points	Offers an example of another book or other media, with bibliographic citation, that can be paired with the book. There is a brief justification for the pairing.  1-2 points	There is no instructional connection.  0 points

#### 4. Professional Presentation (80 points)

This presentation enables you to synthesize and apply your knowledge of multicultural children's literature. As you progress through the course, you will encounter many new book titles, authors, publishing trends, literary perspectives and practical applications related to multicultural literature. As you explore, consider which area interests you the most. Develop a professional presentation that you can share with your colleagues as a Professional Development session to promote recent multicultural children's/young adult literature and to encourage your colleagues to integrate this literature in the classroom.

In terms of a focus for your presentation, you may:

- provide a general introduction to multicultural literature for children and young adults;
- provide a specific introduction to the literature of a particular culture/group;
- focus on a specific author and his/her works;
- focus on a specific multicultural award for literature for young people (e.g., Coretta Scott King award, Pura Belpré award, etc.)
- focus on an issue or trend within the field of multicultural literature for youth.
- Your presentation should be multimodal – using presentation tools such as PowerPoint or Prezi, screen capture software, or video. It should provide visuals as well as a written script, and can include audio narration. More details will be provided in an instruction sheet in Blackboard.

### GRADING RUBRIC for Professional Presentation

	<b>Expert</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>Format</b>	Fully follows required format with appropriate subheadings and formal presentation language. No grammatical or spelling errors. Layout is appealing and easy to follow.  5 points	Follows required format with subheadings and formal presentation language. There may be minor spelling or grammatical errors that do not interfere with the overall presentation.  2-4 points	Does not follow format for one or more of the parts. Grammatical and/or spelling errors that interfere with the overall presentation.  0-1 point
<b>Introduces Issue/Topic (15 points)</b>	Well-developed introduction to topic (5) Presents strong justification of significance of topic with key points supported by scholarly research (10)  14 – 15 points	Good introduction to topic (3-4) Presents justification of significance of topic with points supported by scholarly research (6-9)  8 – 13 points	Limited introduction to topic (0-2) Poorly developed justification of topic and/or lacking scholarly research support (0-5)  0-7 points
<b>Cites Key Authors and Books Reflecting the Issue/Topic (25 points)</b>	Demonstrates expert knowledge by citing numerous examples of key authors and books that reflect the issue and topic with graphics (book covers, author photos, etc.) and well developed points that connect the examples to the topic/issue  23-25 points	Demonstrates basic knowledge by citing numerous examples of authors and books that reflect the issue and topic with graphics (book covers, author photos, etc.) and points that connect the examples to the topic/issue (20)  10-22 points	Demonstrates limited knowledge; cites examples of some authors and books that reflect the issue but offers limited connection to topic (13)  0-9 points
<b>Encourages integration of literature (25 points)</b>	Presents well developed instructional ideas and action plan for integration of these authors and books into classrooms and schools (18-20) All points are supported by scholarly research (5)  23-25 points	Presents instructional ideas and action plan for integration of these authors and books into classrooms and schools (7-17) Points are supported by scholarly research (3-4)  10-22 points	Poorly developed instructional ideas and action plan for integration of these authors and books into classrooms and schools (8) Points are not always supported by scholarly research (2)  0-9 points



<b>Provides Bibliographic Citations and annotated web resources (10 points)</b>	Provides a full APA 6 <sup>th</sup> format bibliography citing all children's and young adult literature noted and all scholarly resources used (5) Provides a well-developed webliography of more than five helpful web resources with fully developed annotations for each resource (5) 10 points	Provides APA 6 <sup>th</sup> format bibliography citing children's and young adult literature noted and scholarly resources used (4) Provides a well-developed webliography of at least five helpful web resources with annotations for each resource (2-4) 6-9 points	Limited bibliography of children's and young adult literature and scholarly resources and/or does not follow APA 6 <sup>th</sup> format (0-3) Limited webliography of resources or lacking annotations for each resource (0-2) 0-5 points
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## POLICIES

### INSTRUCTOR/COURSE POLICIES

**Academic Integrity:** Misconduct, dishonesty, plagiarism, cheating, hiring or allowing someone else to do your work, purchasing essays, and other forms of academic dishonesty, or facilitating any such act will not be tolerated. Academic misconduct is an offense against honest students, and children in classes you will teach. Suspicions of it will be reported and are subject to discipline according to UTA policy. Academic dishonesty of any kind may result in the failure of the course, and suspension or expulsion from the University. There are tools provided to professors that can identify academic dishonesty. It is academically dishonest to pass someone else's work off as your own. Don't even think about doing it. The UTA Honor Code should be pasted to the cover sheet of the Critical Analyses and Professional Presentation assignments.

**Due Dates:** Complete all assignments by the due date posted. Pay careful attention to Discussion Forum dates – the first date is for original postings, and the second is for responding to classmates. Assignments submitted late will not be evaluated, and will receive the grade of 0. All discussion areas will be permanently closed after assignment deadlines. Once areas are closed, you will not be able to post in these areas. *There are no exceptions.*

**Back-Up Your Work:** Maintain copies of all work submitted. Be sure to make back-up copies of all work. I suggest having 2 forms of back-up. One of these should be an external space that will be accessible even if your computer is unavailable – for example, a "cloud" service like Dropbox, or emailed to yourself at a web-based provider like Gmail. *There are no provisions for handling problems that having a backup copy of your work would have prevented. Hard drive failures, corrupted files, and other technological glitches happen to all of us, and should be anticipated.*

**"Incomplete" Grades:** Grades of Incomplete are given in only the most extreme circumstances – e.g. serious illness, or a death in the immediate family. The circumstance must be documented. In order to request an Incomplete, you must be up to date in all assignments, with an average grade of B or better. Incompletes cannot be given to students who are behind in assignments, or who have an average grade that is below a B. The time-frame for completing all course requirements will be the week before grades are due in the next long semester – i.e. May for Fall incompletes, and December for Spring incompletes. Work submitted to fulfill incomplete grade requirements will not be graded until the end of the next long semester – i.e. May for Fall incompletes, and December for Spring incompletes. Therefore, if a grade for this course is a prerequisite for a course in the immediately following semester, you should not request an Incomplete, because the work will not be graded during winter or summer breaks.

**Attendance:** All students are expected to participate fully. Each week of class replaces a 3-hour course session. At the Master's level, one should expect to spend about 3 hours per week per credit hour per class. Therefore, you should expect to spend up to 12 hours per week on this course.

**Modifications to Syllabus:** As the instructor and designer of this course, I reserve the right to make adjustments to the syllabus if necessary. Students will always be given notice if there is a change.

## COLLEGE OF EDUCATION AND HEALTH PROFESSIONS POLICIES

**Dispositions:** Each candidate in the Educator and Administrator Unit of the College of Education of UT-Arlington will be evaluated on PROFESSIONAL DISPOSITIONS by faculty and staff. These dispositions have been identified as essential for a highly-qualified educator. Instructors and program directors will work with candidates rated as “unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to remediate any deficiencies.

These dispositions include:

- Demonstrates excellence
- Participates in a learner-centered environment and shows respect for self and others
- Research-based pedagogy
- Participates in on-going collaboration with peers and professionals
- Exhibits stewardship of diversity
- Advocates use of technology
- Shows interest in the learner and the learning process

**TK20 Requirement:** The College of Education and Health Professions has adopted TK20, a comprehensive data management system that provides powerful tools to manage growth and streamline our processes. You will need to subscribe to the program for a one-time only, non-refundable cost of about \$100. You may purchase your subscription online from a link provided on the system’s web site or from the UT Arlington Bookstore as you would a textbook or other course materials. Please see the letter from Dean Gerlach and visit <http://www.uta.edu/coehp/tk20> for more information.

## UNIVERSITY POLICIES

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Adds and Drops:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://www.uta.edu/ses/fao>).

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation.

**Student Support Services:** UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources)

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

# TOPIC SCHEDULE:

\*All assignments must be posted by 11:59 p.m. CENTRAL TIME on the date indicated.

Topic & Required Readings		Assignment	Due Dates
<b>Module 1</b>	<b>Introduction to Children's and Young Adult Multicultural Literature</b>  Entire Rudman & Botelho book	Syllabus quiz Layered Identities and peer conversation  Discussion – original posts and peer discussion	1/19 1/26 & 2/2  2/2 & 2/9
<b>Module 2</b>	<b>African-American literature</b> Professional Reading as posted to Blackboard  Children's and YA literature: ★ One African-American picture book illustrated by Jerry Pinkney or Brian Pinkney – must focus on African-American culture (e.g. <i>John Henry</i> , <i>Minty</i> , <i>Sweethearts of Rhythm</i> , or <i>Ella Fitzgerald</i> ). ★ One novel by Jacqueline Woodson or Angela Johnson (e.g. <i>Locomotion</i> or <i>The First Part Last</i> ) ★ One <a href="#">Coretta Scott King Award-winning</a> picture book, novel, or poetry book of your choice by an African American author and/or illustrator.	Discussion and peer responses  Critical Analyses	2/16 & 2/23  2/23
<b>Module 3</b>	<b>Latino/a literature, Native American literature</b> Professional Reading as posted to Blackboard  Children's and YA literature: ★ One picture book or poetry collection by Pat Mora (e.g. <i>Abuelos</i> , or <i>Yum! Mmmm! Que Rico!</i> ) ★ One novel or poetry book with a Latino focus written by Gary Soto (e.g. <i>The Afterlife</i> , or <i>Partly Cloudy</i> ). ★ One <a href="#">Pura Belpre Award-winning</a> picture book, novel, or poetry book of your choice. ★ One picture book or novel with a Native American focus by Joseph Bruchac (e.g. <i>Code Talker</i> , or <i>Raccoon's Last Race</i> ). ★ One <a href="#">American Indian Youth Literature Award</a> -winning picture book, novel, or poetry book of your choice.	Discussion and peer responses  Critical Analyses	3/9 & 3/16  3/16

<b>Module 4</b>	<p><b>Asian-American literature, Middle-Eastern literature</b> Professional Reading as posted to Blackboard</p> <p>Children’s and YA literature:</p> <ul style="list-style-type: none"> <li>★ One picture book by Allen Say with a Japanese-American focus (e.g. <i>Tea with Milk</i>, or <i>Erika-San</i>).</li> <li>★ One Chinese-American novel by Grace Lin (e.g. <i>Where the Mountain Meets the Moon</i>, or <i>The Year of the Dog</i>).</li> <li>★ One <a href="#">Asian Pacific American Award for Literature (APALL) Award</a>-winning picture book, novel, or poetry book.</li> <li>★ <i>Does My Head Look Big in This? Or Ten Things I Hate About Me</i> by Randa Abdel-Fattah, or <i>Ask Me No Questions</i> by Naomi Shihab Nye.</li> </ul>	<p>Discussion and peer responses</p> <p>Critical Analyses</p>	<p>3/23 &amp; 3/30</p> <p>3/30</p>
<b>Module 5</b>	<p><b>International literature, and Other Forms of Diversity</b> Professional Reading as posted to Blackboard</p> <p>Children’s and YA literature:</p> <ul style="list-style-type: none"> <li>★ One international picture book or novel from 2006 – present <a href="#">Outstanding International Books</a> list.</li> <li>★ One picture book or novel from <a href="#">The Over the Rainbow Project</a>.</li> <li>★ One <a href="#">Schneider Family Book Award</a>-winning picture book or novel of your choice that focuses on a character with disabilities.</li> </ul> <p>Complete document, formatted, revised, spell-checked, etc. posted to TK20</p> <p>Professional Presentation</p>	<p>Discussion and peer responses</p> <p>Critical Analyses</p>	<p>4/6 &amp; 4/13</p> <p>4/13</p> <p>4/20</p> <p>4/27</p>

Alignment of Outcomes, Assignments, Standards, and Competencies			
LEARNING OUTCOMES The learner:	Assignments / Assessments	National Standards	TEExES Domains Competencies
<b>Content Knowledge</b> <ul style="list-style-type: none"> <li>TESOL 2. Culture as It Affects Student Learning. Candidates know, understand, and use major theories and research related to the nature and role of culture in their instruction. They demonstrate understanding of how cultural groups and individual cultural identities affect language learning and school achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response &amp; Replies</li> <li>Critical Analyses</li> <li>Power Point Presentation</li> </ul>	TESOL 2	<p>TEExES Reading Specialist Domain I, Competency 001-008, Domain IV, 013</p> <p>TEExES ESL Domain I, Competency 001-002; Domain III Competency 009</p>
<b>Pedagogical Knowledge &amp; Skills—Instruction</b> <ul style="list-style-type: none"> <li>IRA 4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</li> <li>IRA 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.</li> <li>IRA 4.3 Develop and implement strategies to advocate for equity.</li> <li>TESOL 3a. Planning for Standards-Based ESL and Content Instruction. Candidates know, understand, and apply concepts,</li> </ul>	<ul style="list-style-type: none"> <li>Reading Response &amp; Replies</li> <li>Critical Analyses</li> <li>Power Point Presentation</li> </ul>	<p>IRA 4.1-4.3</p> <p>TESOL 3a-3c,</p>	<p>TEExES Reading Specialist Domain I, Competency 001-008, Domain II, Competency 009-010, Domain III Competency 011-012, Domain IV Competency 013-014</p> <p>TEExES ESL Domain II Competency 003–007</p>

<p>research, and best practices to plan classroom instruction in a supportive learning environment for ELLs. They plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.</p> <ul style="list-style-type: none"> <li>• TESOL 3b. Managing and Implementing Standards-Based ESL and Content Instruction. Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Candidates support ELLs' access to the core curriculum by teaching language through academic content.</li> <li>• TESOL 3c. Using Resources and Technology Effectively in ESL and Content Instruction. Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.</li> </ul>			
<p><b>Dispositions</b></p> <ul style="list-style-type: none"> <li>• TESOL 5a. ESL Research and History. Candidates demonstrate knowledge of history, research,</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Response &amp; Replies</li> </ul>	TESOL 5a-5b	<p>TEExES Reading Specialist Domain IV, Competency 014</p> <p>TEExES ESL Domain III Competency 008, 010</p>

<p>educational public policy, and current practice in the field of ESL teaching and apply this knowledge to inform teaching and learning</p> <ul style="list-style-type: none"> <li>• TESOL 5b. Professional Development , Partnerships, and Advocacy. Candidates take advantage of professional growth opportunities and demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs.</li> </ul>			
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TExES Master Reading Teacher Competencies  
(This is a Texas only certificate and as such, has no national counterpart.)

**Domain I: Foundations of Reading Knowledge & Instruction, Part I**

Competency 001: The Master Reading Teacher applies knowledge of oral language skills and development to teach reading.

Competency 002: The Master Reading Teacher applies knowledge of phonological and phonemic awareness skills and development to teach reading.

Competency 003: The Master Reading Teacher applies knowledge of the alphabetic principle to teach reading.

Competency 004: The Master Reading Teacher applies knowledge of word analysis skills and development to teach reading.

**Domain II: Foundations of Reading Knowledge & Instruction, Part II**

Competency 005: The Master Reading Teacher applies knowledge of reading fluency at the word and text level to teach reading.

Competency 006: The Master Reading Teacher applies knowledge of vocabulary development and reading comprehension to teach reading.

Competency 007: The Master Reading Teacher applies knowledge of written language and concepts of print to facilitate and promote student literacy.

**Domain III: Principles of Instructional Design, Delivery, & Assessment in Reading**

Competency 008: The Master Reading Teacher knows how to design and implement reading instruction that reflects state content and performance standards, addresses the varied learning needs of all students, and is based on converging evidence from research.

Competency 009: The Master Reading Teacher knows how to select and administer appropriate assessments on an ongoing basis and uses the results to design, inform, and adjust reading instruction.

**Domain IV: Reading Instruction for Students with Diverse Backgrounds and Needs**

Competency 010: The Master Reading Teacher applies knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy.

Competency 011: The Master Reading Teacher applies knowledge of reading difficulties, dyslexia, and reading disabilities to teach reading.

**Domain V: Roles of the Master Reading Teacher**

Competency 012: The Master Reading Teacher knows how to communicate and collaborate with educational stakeholders to facilitate implementation of appropriate, research-based reading instruction.

Competency 013: The Master Reading Teacher knows how to provide professional development through mentoring, coaching, and consultation with colleagues to facilitate implementation of appropriate, research-based reading instruction.

<p>IRA /NCATE Program Standards for Reading Specialist</p>	<p>Cross Reference IRA/NCATE Reading Specialist Standards Matched to TExES Reading Specialist Competencies</p> <p>TExES Reading Specialist Competencies</p>
<p><b>Standard 1 Foundational Knowledge</b></p> <p>Candidates have knowledge of the foundations of reading and writing processes and instruction.</p>	<p><b>TExES Competency 001 (Oral Language)</b> The reading specialist understands knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students' oral language development at the levels of early childhood through grade 12.</p> <p><b>TExES Competency 002 (Phonological and Phonemic Awareness)</b> The reading specialist understands and applies knowledge of phonological and phonemic awareness and the relationships between phonological and phonemic awareness and the development of reading competence, and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.</p> <p><b>TExES Competency 003 (Concepts of Print and the Alphabetic Principle)</b> The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.</p> <p><b>TExES Competency 004 (Word Identification)</b> The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.</p> <p><b>TExES Competency 005 (Fluency)</b> The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 through 12.</p> <p><b>TExES Competency 006 (Comprehension)</b> The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.</p> <p><b>TExES Competency 007 (Vocabulary Development)</b> The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.</p> <p><b>TExES Competency 008 (Written Language)</b> The reading specialist understands and applies knowledge of written language and instructional methods to reinforce students' reading and writing at the levels of early childhood through grade 12.</p> <p><b>TExES Competency 013 (Theoretical Foundations and Research-Based Curriculum)</b> The reading specialist understands and applies knowledge of the theoretical foundations of literacy and of research-based reading/literacy curriculum.</p>

<p><b>IRA Standard 2 Instructional Strategies and Curriculum Materials</b></p> <p>Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.</p>	<p><b>TEXES Competency 010 (Instructional Methods and Resources)</b> The reading specialist understands and applies knowledge of methods and resources for providing effective literacy instruction that addresses the varied learning needs of all students at the levels of early childhood through grade 12.</p> <p><b>TEXES Competency 011 (Instruction for English Language Learners)</b> The reading specialist understands and applies knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.</p> <p><b>TEXES Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities)</b> The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.</p>
<p><b>RA Standard 3 Assessment, Diagnosis, &amp; Evaluation</b></p> <p>Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.</p>	<p><b>TEXES Competency 009 (Assessment)</b> The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.</p> <p><b>TEXES Competency 011 (Instruction for English Language Learners)</b> The reading specialist understands and applies knowledge of effective literacy instruction for English Language Learners at the levels of early childhood through grade 12.</p> <p><b>TEXES Competency 012 (Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities)</b> The reading specialist understands and applies knowledge of effective literacy instruction for students with reading difficulties, dyslexia, and reading disabilities at the levels of early childhood through grade 12.</p>

<p><b>IRA Standard 4 Creating a Literate Environment</b></p> <p>Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.</p>	<p><b>TEXES Competency 001 (Oral Language)</b> The reading specialist understands and applies knowledge of oral language development, relationships between oral language development and the development of reading skills, and instructional methods that promote students' oral language development at the levels of early childhood through grade 12.</p> <p><b>TEXES Competency 002 (Phonological and Phonemic Awareness)</b> The reading specialist understands and applies knowledge of phonological and phonemic awareness, relationships between phonological and phonemic awareness and the development of reading competence, and instructional methods that promote students' phonological and phonemic awareness at the levels of early childhood through grade 12.</p> <p><b>TEXES Competency 003 (Concepts of Print and the Alphabetic Principle)</b> The reading specialist understands concepts of print and the alphabetic principle and applies knowledge of instructional methods that promote students' reading acquisition at the levels of early childhood through grade 12.</p> <p><b>TEXES Competency 004 (Word Identification)</b> The reading specialist understands and applies knowledge of word identification skills and strategies and instructional methods that promote students' reading competence at the levels of early childhood through grade 12.</p> <p><b>TEXES Competency 005 (Fluency)</b> The reading specialist understands and applies knowledge of reading fluency and instructional methods that promote students' reading competence at grades 1 through 12.</p> <p><b>TEXES Competency 006 (Comprehension)</b> The reading specialist understands and applies knowledge of reading comprehension and instructional methods that promote students' reading comprehension at the levels of early childhood through grade 12.</p> <p><b>TEXES Competency 007 (Vocabulary Development)</b> The reading specialist understands and applies knowledge of vocabulary development and instructional methods that promote students' oral and written vocabulary knowledge at the levels of early childhood through grade 12.</p> <p><b>TEXES Competency 008 (Written Language)</b> The reading specialist understands and applies knowledge of written language and instructional methods to reinforce reading and writing at the levels of early childhood through grade 12.</p> <p><b>TEXES Competency 009 (Assessment)</b> The reading specialist understands and applies knowledge of assessment instruments and procedures used to monitor and evaluate student progress in reading and to guide instructional decision making at the levels of early childhood through grade 12.</p>
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<p><b>IRA Standard 5 Professional Development</b></p> <p>Candidates view professional development as a career-long effort and responsibility.</p>	<p><b>TExES Competency 014 (Collaboration, Communication, and Professional Development)</b> The reading specialist understands and applies procedures for collaborating and communicating with educational stakeholders and for designing, implementing, evaluating, and participating in professional development.</p>
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Cross Reference TESOL/NCATE English as a Second Language Standards Matched to  
TEsES English as a Second Language Competencies

OVERVIEW:

TESOL	TEsES
1.a-b	I. 001-002
2.a-b	III. 009
3.a-c	II. 003-006
4.a-c	II. 007, 003
5.a-c	III. 008, 010

TEsES	TESOL
I. 001	1.a
I. 002	1.b
II. 003	3.a, 4.c
II. 004	3.b
II. 005	3.b
II. 006	3.c
II. 007	4.a, 4.b, 4.c
III. 008	5.a
III. 009	2.a, 2.b
III. 010	5.b, 5.c

DETAIL:

TESOL/NCATE Standards	TEsES English as a Second Language Standards (EC-12)
<b>DOMAIN 1: LANGUAGE</b> Candidates know, understand, and use the major concepts, theories, and research related to the nature and acquisition of language to construct learning environments that support ESOL students' language and literacy development and content area achievement.	<b>Domain I. Language Concepts and Language Acquisition</b> <b>Competencies 001–002</b>
<b>Standard 1.a. Describing language.</b> Candidates demonstrate understanding of language as a system and demonstrate a high level of competence in helping ESOL students acquire and use English in listening, speaking, reading, and writing for social and academic purposes.	<b>Competency 001.</b> The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.
<b>Standard 1.b. Language acquisition and development.</b> Candidates understand and apply concepts, theories, research, and practice to facilitate the acquisition of a primary and a new language in and out of classroom settings.	<b>Competency 002.</b> The ESL teacher understands the processes of first-language (L1) and second-language (L2) acquisition and the interrelatedness of L1 and L2 development.
<b>DOMAIN 2: CULTURE</b> Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ESOL students' cultural identities, language and literacy development, and content-area achievement.	<b>Domain III. Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement</b> <b>Competencies 008–010</b>

<p><b>Standard 2.a. Nature and Role of Culture.</b> Candidates know, understand, and use the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support individual students' learning.</p>	<p><b>Competency 009.</b> The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multi-cultural and multilingual learning environment.</p>
<p><b>Standard 2.b. Cultural Groups and Identity.</b> Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.</p>	<p><b>Competency 009.</b> The ESL teacher understands factors that affect ESL students' learning and implements strategies for creating an effective multicultural and multilingual learning environment.</p>
<p><b>DOMAIN 3: PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION</b> Candidates know, understand, and use standards-based practices and strategies related to planning, implementing, and managing ESL and content instruction, including classroom organization, teaching strategies for developing and integrating language skills, and choosing and adapting classroom resources.</p>	<p><b>Domain II.</b> ESL Instruction and Assessment <b>Competencies 003–007</b></p>
<p><b>Standard 3.a. Planning for Standards-Based ESL and Content Instruction.</b> Candidates know, understand, and apply concepts, research, and best practices to plan classroom instruction in a supportive learning environment for ESOL students. Candidates serve as effective English-language models, as they plan for multilevel classrooms with learners from diverse backgrounds using standards-based ESL and content curriculum.</p>	<p><b>Competency 003.</b> The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction.</p>
<p><b>Standard 3.b. Managing and Implementing Standards-Based ESL and Content Instruction.</b> Candidates know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing, and for accessing the core curriculum. Candidates support ESOL students in accessing the core curriculum as they learn language and academic content together.</p>	<p><b>Competency 004.</b> The ESL teacher understands how to promote students' communicative language development in English.</p> <p><b>Competency 005.</b> The ESL teacher understands how to promote students' literacy development in English.</p>
<p><b>Standard 3.c. Using Resources Effectively in ESL and Content Instruction.</b> Candidates are familiar with a wide range of standards-based materials, resources, and technologies, and choose, adapt, and use them in effective ESL and content teaching.</p>	<p><b>Competency 006.</b> The ESL teacher understands how to promote students' content-area learning, academic-language development, and achievement across the curriculum.</p>
<p><b>DOMAIN 4: ASSESSMENT</b> Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.</p>	<p><b>Domain II.</b> ESL Instruction and Assessment <b>Competencies 003–007</b></p>



<p><b>Standard 4.a. Issues of Assessment for ESL.</b> Candidates understand various issues of assessment (e.g., cultural and linguistic bias; political, social, and psychological factors) in assessment, IQ, and special education testing (including gifted and talented); the importance of standards; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests of overall mastery), as they affect ESOL student learning.</p>	<p><b>Competency 007.</b> The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</p>
<p><b>Standard 4.b. Language Proficiency Assessment.</b> Candidates know and use a variety of standards-based language proficiency instruments to inform their instruction and understand their uses for identification, placement, and demonstration of language growth of ESOL students.</p>	<p><b>Competency 007.</b> The ESL teacher understands formal and informal assessment procedures and instruments used in ESL programs and uses assessment results to plan and adapt instruction.</p>
<p><b>DOMAIN 5: PROFESSIONALISM</b> Candidates demonstrate knowledge of the history of ESL teaching. Candidates keep current with new instructional techniques, research results, advances in the ESL field, and public policy issues. Candidates use such information to reflect upon and improve their instructional practices. Candidates provide support and advocate for ESOL students and their families and work collaboratively to improve the learning environment.</p>	<p><b>Domain III.</b> Foundations of ESL Education, Cultural Awareness, and Family and Community Involvement <b>Competencies 008–010</b></p>
<p><b>Standard 5.a. ESL Research and History.</b> Candidates demonstrate knowledge of history, research, and current practice in the field of ESL teaching and apply this knowledge to improve teaching and learning.</p>	<p><b>Competency 008.</b> The ESL teacher understands the foundations of ESL education and types of ESL programs.</p>
<p><b>Standard 5.b. Partnerships and Advocacy.</b> Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students’ families.</p>	<p><b>Competency 010.</b> The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.</p>
<p><b>Standard 5.c. Professional Development and Collaboration.</b> Candidates collaborate with and are prepared to serve as a resource to all staff, including paraprofessionals, to improve learning for all ESOL students.</p>	<p><b>Competency 010.</b> The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.</p>