

LIST 5354.01 Multicultural Literature for Children and Young Adults
 Spring 2018 - Subject to Modification as Needed, and with Notice

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Catalog Description: Study of literature for 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 Statement: This course explores current theory and research regarding multicultural teaching with a 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 diverse 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.

Getting Started: This course is entirely in [Blackboard](#). Log in using your UTA NetID and password, and go to the *Getting Started* folder. In that folder you will find additional information to help you navigate the course. Be sure to read the syllabus carefully, record important dates, and order the textbook in the first days of the course. Doing these things early will contribute to your success and enjoyment.

The second folder to open is titled *Introduction Activity*. You will find this folder on the left side of the main course screen. The first two assignments are in this folder. The first is a quiz over the syllabus – intended as a way to familiarize you with the course by asking you to go through the syllabus looking for answers to specific questions. The second assignment is an introduction posted to our Discussion Board, and updating your Blackboard profile so that there is an image other than the Blackboard default gray blob. I have found in the past that engagement is greater if we have individualized pictures that pop up in our discussions. You can use a photo of yourself, or an image that represents you.

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.

1. demonstrate knowledge of the goals and purposes of multicultural education with regard to the special role of children's literature (ILA Standard II, TESOL Domain 2);
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 identification, etc. (ILA Standard II TESOL Domain 3,);

3. develop a knowledge base of contemporary authors, illustrators, poets, and publishers of multicultural juvenile literature (ILA Standard II, TESOL Domain 3)
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 (ILA Standard IV, TESOL Domain 3)
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 (ILA Standard 5)
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 (ILA Standard VI)
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 (ILA Standard VI)

Required
Texts:

[Critical Multicultural Analysis of Children's Literature: Mirrors, Windows, and Doors](#), (2009). Botelho & Rudman. NY: Routledge. Available in paper, as an e-book to purchase, and as an e-book to rent.

I selected this book because it provides a framework for exploring children's literature through a critical analysis of the ways language, meaning, reading, and literature contribute to an understanding of culture and inclusiveness. The book uses the metaphor of "mirrors, windows, and doors" as it guides us in seeing how our own lives and the lives of others are represented, and provides a door that lets us into new terrain. There are helpful recommendations for classroom applications, action research, and additional reading. This is one of my favorite books about the study of children's literature!

Other
Required
Material

Other materials will be posted or linked in Blackboard. These are PDF or media files you will download, emails, or comments embedded into Discussion Forums. Each module has relevant readings that you are expected to read in order to understand new facets of literature written for children and young adults. You are expected to use everything that is assigned and refer to them in your discussions and other assignments.

Children's &
Young Adult
Literature

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. You do not have to purchase these books; you may borrow them from libraries or read them in cozy reading rooms in book shops.

Module Two (3 books to read)

- ★ One African-American picturebook *illustrated* by Jerry Pinkney, John Steptoe, Ashley Bryan, Carole Byard, or Donald Crews – must focus on African-American culture
- ★ One *novel* by Jacqueline Woodson or Angela Johnson
- ★ One [Coretta Scott King award-winning](#) or honor picturebook, novel, or poetry book of your choice

Module Three (5 books to read)

- ★ One picturebook or poetry collection by Pat Mora or Alma Flor Ada
- ★ One novel or poetry book with a Latino focus written by Gary Soto or Pam Muñoz Ryan
- ★ One [Pura Belpre award-winning](#) or honor picturebook, novel, or poetry book of your choice
- ★ One picturebook or novel with a Native American focus by Joseph Bruchac
- ★ One [American Indian Youth Literature award-winning](#) or honor picturebook, novel, or poetry book

Module Four (4 books to read)

- ★ One picturebook or novel by Allen Say or Linda Sue Park
- ★ One Chinese-American picturebook, early reader, or novel by Grace Lin or Gene Luan Yang
- ★ Any YA novel or poetry book by Randa Abdel-Fattah, Marina Budhos, or Naomi Shihab Nye
- ★ Choice of ONE:
 - An Anklet for a Princess* by Lila Mehta
 - Yen-Shen* by Ai-Ling Louie
 - Angkat* by Jewell Reinhart Coburn
 - Raisel's Riddle* by Erica Siverman
 - The Golden Sandal* by Rebecca Hickox

Module Five (3 books to read)

- ★ One picturebook or novel from 2006 to the present from the [Outstanding International Books](#) list (look at the Bookmarks in the middle of the page)
- ★ One [Schneider Family Book Award](#)-winning or honor picturebook or novel of your choice
- ★ One book children's or young adult book [The Stonewall List](#) (award-winning or honor) – look *carefully*, as the list has more titles than those for children and young adults. Some specific suggestions:
 - *Better Nate than Never* by Tim Federle (novel)
 - *And Tango Makes Three* by Justin Richards (picturebook)
 - *Beauty Queens* by Libba Bray (novel)
 - *Boy Meets Boy* by David Levithan (novel)
 - *The Difference Between You and Me* by Madeline George (novel)
 - *It's Our Prom (So Deal With It)* by Julie Anne Peters (novel)
 - *Parrotfish* by Ellen Wittlinger (novel)
 - *Wildthorn* by Jane Eagland (novel)
 - *Huntress* by Malinda Lo (novel)
 - *Dogs Don't Do Ballet* by Anna Kemp (picturebook)
 - *Beautiful Music for Ugly Children* by Kristin Cronn-Mills (novel)
 - *Fat Angie* by E.E. Charlton-Trujillo (novel)

TK20

You will be using Tk20, a comprehensive data management system, and you must purchase it. The College of Education has adopted Tk20 to provide us with powerful tools to manage our growth and streamline our processes to enable us to meet your needs more efficiently and effectively. The set of Tk20 tools that is required as a course text is called Tk20 HigherEd.

We understand that textbooks and materials can be expensive, and we strive to not create an unnecessary financial burden when we select textbooks for courses. **Tk20 is a purchase that you will use throughout your program, but you purchase it once.** The following listing provides key details about the use of Tk20 in your program of study.

- ★ Tk20 will be the place where you submit key performance artifacts and build your academic performance portfolio.
- ★ Tk20 also serves as the centralized location for submitting program forms and field placement documents.
- ★ Tk20 will help ensure continuous quality of programs and preparation, which will result in a better experience for you and increase the value of the degrees and certifications you complete here.
- ★ For designated key assessment assignments, you must submit your work in both Tk20 and in Blackboard to receive credit.
- ★ It is best to purchase Tk20 during the initial weeks of your first course so that you have access to Tk20 for submitting work on time.
- ★ You will not be penalized for any Tk20 technical problems that cannot be avoided, but you must have access to TK20 so that you can submit work once any technical delays are addressed.
- ★ On-line tutorials and training materials have been organized to orient you to the TK20 system, and information is provided to address questions you have and how to purchase Tk20: <https://www.uta.edu/coed/academics/tk20/index.php>.

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, Michelle Reed, michelle.reed@uta.edu. She 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.

Instructor Response: You should expect a response to email you send to the instructor or other course personnel within 48 hours Monday through Friday. Response times for emails sent from Friday afternoon through Monday morning may be longer; plan ahead. Work you submit will be graded within 72 hours of the due date.

Accessibility The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in Room 102 of University Hall, or call them at (817) 272-3364.

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

Assignment	Points Possible	Grading Scale A = 465 –500 (93 – 100%) B = 420 – 464 (84 – 92%) C = 375 – 419 (75 – 83%) F = below 419 (<74%)
Layered Identity assignment & BB profile	15	
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	
Professional Presentation	100	
Posting the Key Assessment – 15 Critical Analyses and the Professional Presentation file to TK20	10	
Submitting a book review to W.O.W. Reviews https://wowlit.org/on-line-publications/review/reviewcall/	50	
Total	500	

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.

- a. Create a Thread in the Discussion Board with your name as the Thread Title.
- b. Paste your writing into your thread.
- c. 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 there first. If responses are about evenly distributed, reply to whichever ones you would like.
- d. Update your Blackboard profile (see video in BB) so there is a picture of you or that represents you instead of the “blob” default avatar.

2. Discussion Board Reflective 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.

The instructions and rubrics for discussions are in Blackboard. Please note that the Module 1 Discussion format is different from the format for Modules 2 – 5.

KEY ASSESSMENT

MULTICULTURAL LITERATURE PROJECT

This assignment is designed to help you grow as and allow us to assess you as Literacy Leaders and/or ESL teachers. It enables you to synthesize and apply your knowledge of multicultural children’s literature, culture, and cultural groups. There are two different parts: First, you'll show you understand the literature by writing a series of Critical Book Reviews of Children's and Young Adult books. Second,

you'll show you can share what you understand by constructing a Professional Development Session to present to other teachers, which will include a Multimodal Presentation. Third, you will demonstrate that you are a contributing member of the literacy profession by writing and submitting a review of a children's or young adult book to World of Words Review.

Scholarly Framework

Throughout the course you will learn through professional readings, tradebooks, discussions, and other activities that expand your knowledge of multicultural literature, culture, and diverse cultural and linguistic groups. You also will learn about how to share literature in the classroom in ways that are culturally relevant and authentic to meet the needs of all students, including English Language Learners, so that all students can participate in literacy and grow in language proficiency. Experiences with multicultural literature provide a way for students to see themselves and their lives represented in books, which affirms their cultural and linguistic backgrounds. Multicultural literature also provides a way for students to experience vicariously the lives of others whose cultural backgrounds differ from their own, which can foster understanding, confront stereotyping, and expand perspectives. Additionally, when multicultural literature is incorporated in sound ways, teachers can provide opportunities for students to grow in language development as they hear, read, and respond to works of literature.

Rudine Sims Bishop (1990) wrote that multicultural books benefit everyone, because they serve as mirrors, windows, and doors. They are mirrors in the sense that they can reflect our own backgrounds and experiences when we see ourselves represented in the pages. They are windows when they serve as openings into other cultures and experiences – ones that are not our own. They are doors because they allow readers to step through, to make personal connections to experiences. These connections are affirming, and they provide motivation for students to engage in literate practices that foster learning.

Students need to know that people from all cultural groups have made contributions to our world. When students read from multicultural literature that represents diversity, they learn to explore and discuss important themes, such as their own search for identity, the identity of people who are unlike themselves, the rewards and challenges of various cultural experiences, and how to engage constructively in a diverse society. They learn to see and confront stereotypes, and learn to value differences.

There are many high-quality books that feature diverse characters, and who are written by and for people from diverse cultural backgrounds. Teachers need to know these books and authors, and how to share these books, so that they can get them into the hands of children and other teachers, so that all children have opportunities to experience literature that promotes a healthy view of identity, culture, and diversity.

The purpose of this Multicultural Book Project, then, is for you to explore multicultural literature, to become skillful at critiquing it in terms of authenticity and accurate representation, and to explore ways to share it with children and colleague teachers in your work as ESL teachers and/or literacy leaders.

Part 1 - Critical Reviews of Children's and Young Adult Books

Over the semester, you will read a total of **15** titles of children's/young adult literature that represent

diverse cultural groups including African-American, Latina/o, Native American, Asian-Pacific, and Middle Eastern, as well as diversity represented in international perspectives, ability/disability, and gender.

- A) **WHAT YOU WILL DO:** For each book you read, you will submit a response in the form of a Critical Book Analysis. Your critical review should reflect thought, and should relate to the professional readings for the module and the course textbook. In what way did you gain a window into another person’s experiences and culture, and in what ways did you see a reflection of yourself (a mirror). In what way would it act as a door into a new culture? How would the book serve as a mirror, window, and/or door for students? How would this book engage and motivate students from diverse cultural and linguistic backgrounds, and how could it engage students looking at a culture unlike their own?
- B) **HOW YOU WILL GO ABOUT DOING IT:** 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 book review. For the purposes of this course, you will choose 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 folktale, *The Ugly Duckling*, is NOT an African American book and would NOT be an acceptable choice for this assignment. However, his book *The Hired Hand: An African American Folktale* would be acceptable because it addresses African-American culture and history.

For each critical book review you will include the following components:

- 1) Bibliographic information in *modified** APA 6th. Be sure to cite the author, publication year, title, illustrator (if there is one), location information, and publisher. Cite any awards that the book has won. Include additional details, such as an image of the book cover.

**Modified APA* – For the purposes of this course, we will use complete author and illustrator names as they appear in book titles, as a way to become familiar with these people and their work.

Example:

Tingle, Tim. (2006). *Crossing Bok Chitto: A Choctaw tale of friendship and freedom*. Jeanne Rorex Bridges, illus. El Paso, TX: Cinco Puntos Press.

- 2) Brief plot summary - in your own words.
- 3) Critical review with specific literary considerations and particularly themes and cultural markers pertinent to each culture. What did you learn about culture and cultural groups as you read this book? How would this inform your teaching as you provide supportive learning environments for all students?
- 4) Instructional Connections – How could this book be used in a school setting to foster literacy and language development for all students? How might it help students make connections to their own and other cultures? Might it fit into a text set with other books or media? What other resources would expand on the themes of the book - Internet resources such as YouTube interviews with the author, etc.

- C) **HOW YOU WILL TURN THEM IN:** There will be critical analyses due at the end of each of the modules, when they will be assessed and you will be given feedback. At the end of the course,

the individual analyses that you have revised will be compiled into one document, combined with the Professional Development Session Multimedia Presentation, and uploaded to TK20.

Multimodal Presentation (Embedded into a Professional Development Session)

This part of the assignment enables you to synthesize and apply your knowledge of multicultural children’s literature, and is designed to support your growth as literacy leader, coach, and/or ESL teacher. You will prepare a multimodal Professional Presentation that you could share with colleagues during a Professional Development Session in your own school.

To focus for your presentation, you may choose one or more of these options:

- provide a general introduction to multicultural literature written for children and young adults, with an emphasis on how to select and integrate high quality diverse literature that meets the needs of culturally and linguistically diverse students and classrooms for the teachers in your school grade levels;
- provide a specific introduction to the literature of a particular culture/group relevant to your school and grades – for example, Latina/o or Asian-Pacific American literature;
- focus on the work of a specific author or illustrator whose work represents a cultural group (for example, a Latina/o or Asian-Pacific author) relevant to your school and grades;
- focus on a particular way of sharing multicultural literature with children (for example – conducting Read-alouds, or Workshop in culturally and age relevant ways)
- focus on a specific multicultural award for literature for young people (for example, the Pura Belpre award, or the Asian-Pacific Award for Literature as support for building a high quality classroom book collection that reflects diversity.

In an Introduction, you will provide an outline of the entire Professional Development Session. Your presentation should include the following pieces:

- *Objective: Teachers will be able to ...* What is it that you want teachers to be able to do following your presentation? For example, be able to analyze their own classroom libraries in terms of multicultural text? Be able to prepare a literature focus unit or author study about a particular topic or author? Prepare a text set around a particular theme using high-quality multicultural books?
- *Plan:* As part of the whole Professional Development Session, what will you and the teachers do? For example, how will it begin? Will there be time for discussion? To look at and analyze books? What will you do in addition to show the Multimedia Presentation you have prepared?
- *Evaluation:* Describe a way you would measure whether the teachers have reached the objective. Will you ask them to demonstrate their learning as part of the Professional Development Session? Will it be something that you can see later when you visit their classrooms? Will you use a survey, a checklist, or observe, or talk with them? How will you know whether teachers learned something as a result of your session?
- *Method of Analysis:* How would you analyze that data and interpret the results of the project? Your evaluation must yield data that you can analyze, interpret, and report.
- *Method for Reporting Data and Results:* How would you report your findings? You might explain how you would report raw data in charts or tables, and how you would report your analysis and interpretation in a narrative.

The Multimodal Presentation:

Using a combination of narrative text and graphics – and perhaps sound and/or other multimodal formats, you will prepare a presentation that can be used as part of a bigger Professional Development Session in the form of a slide show, screen capture, PowerPoint, Prezi, video, or other multimodal format. The narrative may be part of the presentation or provided separately as a script. The presentation should be one that takes about 15 minutes to share with your colleagues, and is intended to be *part of a larger* Professional Development Session.

TEMPLATE

Title of Professional Development Session

I. Introduction:

Narrative: In about 2 paragraphs, introduce your topic and describe *why* you have selected it. For example, have you talked to teachers at your school to determine that this topic is of interest to them? Have you done a survey of multicultural books available in your school? Cite professional readings (Botelho & Rudman and other articles and materials you’ve read over this course) to help explain why this is worthwhile.

Objective(s): What is it that you want teachers to learn to do as a result of your Professional Development Session? For this assignment, be sure to focus on teacher development, and not student learning. The objective(s) will be short statements that begin with “Teachers will be able to ...”

Evaluation: In this section you will describe how you will evaluate the extent that teachers demonstrate that they meet your objective. It might be something they show you during the Professional Development Session, or something that you would observe at a later time, after they have time to incorporate their learning.

Method of Analysis: How will you know if your objectives are met? Will you have a survey for them to fill out? A checklist?

*You will not actually present this Professional Development Session during this course – the evaluation, analysis, and reporting sections are *plans for the future*.

2. Multimodal Presentation: The body of your presentation is what you will show the teachers as part of the entire Professional Development Session. There are many options for the format – a PowerPoint, Prezi, screen capture, video – or a combination. There should be at least a rough script (can be in the notes section of PowerPoint) provided if not everything you’d say would be on a slide or included as narration. It should include graphics (book covers? author photos?), and can include sound (your voice-over?) or media (an embedded video?). The multimodal presentation should take about 15 minutes.

2. Bibliography and citation information. Don’t forget to cite your work!

RUBRICS

GRADING RUBRIC for Critical Analyses

Criteria	Expert	Acceptable	Unacceptable
Format	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

Bibliographic Data	Is complete, in modified* APA 6 th 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
Book Summary (one paragraph)	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
Critical Analysis (about one page single-spaced)	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 reflective insights into how the book serves as a mirror, window, and door. 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, window, and door. 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, window, or door. 0 - 1 points
Instructional Connections (one paragraph or bulleted list)	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

GRADING RUBRIC for Professional Presentation

	Expert 100 points	Acceptable	Unacceptable
Format (15 points)	Fully follows the instructions for the assignment. No grammatical or spelling errors. Layout is appealing and easy to follow.	Follows the instructions for the assignment. May be minor spelling or grammatical errors that do not interfere with the overall presentation.	Does not follow the instructions for the assignment. Grammatical and/or spelling errors that interfere with the overall presentation.

	<p>Presentation is attractive, easy to follow, and multimodal. Presentation would take <i>about</i> 15 minutes to share.</p> <p>15 points</p>	<p>Presentation would take <i>about</i> 15 minutes to share.</p> <p>11-14 points</p>	<p>0-10 points</p>
<p>Introduces Issue/Topic (25 points)</p>	<p>Well-developed introduction to topic (5) Topic selection is based on a clearly articulated need – based on teachers AND the research literature. (9-10 points) Presents a strong objective, means for evaluating, analyzing, and reporting. (10)</p> <p>24-25 points</p>	<p>Good introduction to topic (3-4) Topic selection is justified with adequate research literature (7-8) Presents an objective, means for evaluating, analyzing, and reporting (7-9)</p> <p>15-23 points</p>	<p>Limited introduction to topic (0-2) Poorly developed justification of topic and/or lacking scholarly research support (0-5) Weak objectives, means for evaluation, analyzing, and/or reporting (0-6)</p> <p>0-14points</p>
<p>Body of Presentation (25 points)</p>	<p>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</p> <p>23-25 points</p>	<p>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)</p> <p>10-22 points</p>	<p>Demonstrates limited knowledge; cites examples of some authors and books that reflect the issue but offers limited connection to topic (13)</p> <p>0-9 points</p>
<p>Encourages integration of literature (30 points)</p>	<p>Presents well developed instructional ideas and action plan for integration of multi/cross cultural authors and books into classrooms and schools (18-20) All points are supported by scholarly research (10)</p> <p>26-30 points</p>	<p>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)</p> <p>16-25 points</p>	<p>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)</p> <p>0-16 points</p>
<p>Provides Bibliographic Citations and annotated web resources (15 points)</p>	<p>Provides a full APA 6th format bibliography citing all children’s and young adult literature noted and all scholarly resources used (10) Provides a well-developed</p>	<p>Provides APA 6th format bibliography citing children’s and young adult literature noted and scholarly resources used (8-9) Provides a well-developed</p>	<p>Limited bibliography of children’s and young adult literature and scholarly resources and/or does not follow APA 6th format (0-7) Limited webliography of resources and/or lacking</p>

	webliography of at least five helpful web resources with fully developed annotations for each resource (5) 15 points	webliography of at least four helpful web resources with annotations for each resource (2-4) 10-14 points	annotations for each resource (0-2) 0-9 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 identify academic dishonesty. It is academically dishonest to pass someone else’s work off as your own. 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. Discussions 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: Be sure to make and keep 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.*

Attendance: All students are expected to participate fully. Each week of class replaces about 3 hours of a face-to-face course session. At the Master’s level, one should expect to spend about 3-4 hours per week per credit hour per class. Therefore, you should expect to spend up to 15 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 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 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.

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 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.

Attendance: At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I expect all students to participate fully in all assignments and online discussions. Failure to participate will impact the final grade, and can result in failure of the course. Failure in a graduate course leads to probation and possibly dismissal from the program. If you find yourself in trouble with grades, consider withdrawing by the drop date.

Drop Policy: 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/aao/fao/>).

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

The Writing Center

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays, and they offer online services. Walk In Quick Hits sessions during all open hours Mon-Thurs. Register and make appointments online at <http://uta.mywconline.com>. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

On the pages to follow, you will find a course calendar and topic schedule.

LIST 5354.01 Multicultural Literature for Children and Young Adults

Calendar - Spring 2018 - Subject to Modification as Needed, and with Notice

The reading response and replies schedule:
 Work is due at 11:55 PM Central on the due date.
 You are always welcome to work ahead.

SEMESTER INFORMATION						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
January Introductory Week	15 MLK Holiday	16 CLASS BEGINS! Take this day to explore Blackboard, take the syllabus quiz, and update your Blackboard profile.	17	17 Due: <i>Layered Identities</i>	19	20 Due: conversation – meet and greet at least 5 classmates by responding to <i>Layered Identities</i>
21 Begin Module 1 Begin reading the Botelho & Rudman book	22	23	24	25	26	27
27	29	30	31	February 1	2	3 Due: Original Discussion posts on Botelho & Rudman

4	5 End Module 1 Due: Peer responses to Botelho & Rudman	6 Begin Module 2 African-American Literature	7	8	9	10
11	12	13	14	15	16	17 Due: original discussion posts to course materials in Blackboard
18	19 End Module 2 Due: Peer responses to discussion Due: Module 2 Critical Book Analyses	20 Begin Module 3 American Indian and Latina/o literature.	21	22	23	24
25	26	27	28	March 1	2	3

4 If you have not already purchased TK20, please do so now.	5	6	7	8	9	10
11	12	13	14	15	16	17
<i>Spring Break!</i>						
18	19	20	21	22	23	24 Due: Module 3 original discussion posts to course materials in Blackboard
25	26 End Module 3 Due: Peer responses to discussion Due: Module 3 Critical Book Analyses	27 Begin Module 4 Asian and Middle Eastern Literature	28	29	30 Last day to drop	31

<p>April Easter</p> <p>1</p>	2	3	4	5	6	<p>7 Due: original discussion posts to course materials in Blackboard</p>
8	<p>9 End Module 4 Due: Peer responses to discussion Due: Module 4 Critical Book Analyses</p>	<p>10 Begin Module 5 Ability, Gender, and other diversity in children's literature</p>	11	12	13	14
15	16	17	18	19	20	<p>21 End Module 5 Due: original discussion posts to course materials in Blackboard</p>
22	<p>23 Due: Module 5 Critical Book Analyses Due: Peer Responses to discussion</p>	<p>24 Begin Course Completion tasks 1. professional presentation 2. compiled book analyses 3. course evaluation</p>	25	26	27	28

29	30	May 1	2	3	4 Last Day of Classes Due: Professional Presentation and Compiled Book Analyses – posted to TK20	5
6	7	8	9 Grades Posted	10	11	12 Commencement!

TOPIC SCHEDULE:

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

Topic & Required Readings		Assignment	Module Dates
INTRO	Meet instructor and classmates	Layered Identities and peer conversation (meet, greet on discussion board) Update Blackboard Profile (photo, short bio)	Jan 16 - 20
Module 1	Introduction to Children’s and Young Adult Multicultural Literature Entire Rudman & Botelho book, <i>and The Art of the Picturebook</i>	Discussion and peer responses	Jan 21 – Feb 5
Module 2	African-American literature Reading as posted to Blackboard ★ One African-American picturebook <i>illustrated</i> by Jerry Pinkney, John Steptoe, Ashley Bryan, Carole Byard, or Donald Crews – must focus on African-American culture ★ One <i>novel</i> by Jacqueline Woodson or Angela Johnson ★ One Coretta Scott King Award-winning picture book, novel, or poetry book of your choice by an African American author and/or illustrator.	Discussion and peer responses Critical Book Analyses	Feb 6 – Feb 19

<p>Module 3</p>	<p>Latino/a literature, Native American literature Reading as posted to Blackboard</p> <ul style="list-style-type: none"> ★ One picturebook or poetry collection by Pat Mora or Alma Flor Ada ★ One novel or poetry book with a Latino focus written by Gary Soto or Pam Muñoz Ryan ★ One Pura Belpre award-winning or honor picturebook, novel, or poetry book of your choice ★ One picturebook or novel with a Native American focus by Joseph Bruchac ★ One American Indian Youth Literature award-winning or honor picturebook, novel, or poetry book 	<p>Discussion and peer responses</p> <p>Critical Book Analyses</p>	<p>Feb. 20 – Mar. 26 (includes spring break)</p>
<p>Module 4</p>	<p>Asian-American literature, Middle-Eastern literature Reading as posted to Blackboard Children’s and YA literature:</p> <ul style="list-style-type: none"> ★ One picturebook or novel by Allen Say or Linda Sue Park ★ One Chinese-American picturebook, early reader, or novel by Grace Lin or Gene Luan Yang ★ Any YA novel or poetry book by Randa Abdel-Fattah, Marina Budhos, or Naomi Shihab Nye ★ Choice of ONE: <ul style="list-style-type: none"> <i>An Anklet for a Princess</i> by Lila Mehta <i>Yen-Shen</i> by Ai-Ling Louie <i>Angkat</i> by Jewell Reinhart Coburn <i>Raisel’s Riddle</i> by Erica Siverman <i>The Golden Sandal</i> by Rebecca Hickox 	<p>Discussion and peer responses</p> <p>Critical Book Analyses</p>	<p>Mar.27 – April 9</p>
<p>Module 5</p>	<p>International literature, and Other Forms of Diversity Reading as posted to Blackboard Children’s and YA literature:</p> <ul style="list-style-type: none"> ★ One international picture book or novel from 2006 – present Outstanding International Books list. ★ One Schneider Family Book Award-winning picture book or novel of your choice that focuses on a character with disabilities. ★ One children’s or YA award or honor picturebook or novel from the Stonewall List. 	<p>Discussion and peer responses</p> <p>Critical Book Analyses</p>	<p>April 10 – April 23</p>

End of Course	<ul style="list-style-type: none"> ★ Professional development/multimodal presentation ★ Post presentation and compiled analyses to TK20 ★ Course evaluation 	Professional Development Complete document – all 15 critical analyses put into one document – must be submitted to TK20	April 24 – May 4
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Alignment of 2010 ILA/ILA/NCATE Reading Specialist Standards and TExES Reading Specialist Standards

TEExES State Standards - Reading Specialist Certification

Please Note: To access a complete copy, please visit the following:

<http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=6054>

Reading Specialist Standard I - Components of Reading: The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

Reading Specialist Standard II - Assessment and Instruction: The reading specialist uses expertise in implementing, modeling and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

Reading Specialist Standard III - Strengths and Needs of Individual Students: The reading specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy and applies knowledge of reading difficulties, dyslexia and reading disabilities to promote literacy.

Reading Specialist Standard IV - Professional Knowledge and Leadership: The reading specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing and evaluating professional development programs.

Overview:

ILA/NCATE	TExES		ILA/NCATE	TExES
1.1	Standard I		4.1	Standard III

ILA/NCATE	TE _x ES		ILA/NCATE	TE _x ES
1.2	Standard IV		4.2	Standard III
1.3	Standard IV		4.3	Standard III
2.1	Standard II		5.1	Standard II
2.2	Standard II		5.2	Standard II
2.3	Standard II		5.3	Standard II
3.1	Standard II		5.4	Standard II
3.2	Standard II		6.1	Standard IV
3.3	Standard II and III		6.2	Standard IV
3.4	Standard II		6.3	Standard IV
			6.4	Standard IV

**2010 ILA /NCATE Program
Standards for Reading
Specialist**

TEXES Reading Specialist Standards

ILA Standard 1. Foundational Knowledge. Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction. As a result, the candidates:

2010 ILA /NCATE Program Standards for Reading Specialist	TexES Reading Specialist Standards
<p>1.1 Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p>	<p>Standard I - Components of Reading: <i>Oral Language</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p> <p>Standard I - Components of Reading: <i>Phonological and Phonemic Awareness</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p> <p>Standard I - Components of Reading: <i>Concepts of Print and the Alphabetic Principle</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p> <p>Standard I - Components of Reading: <i>Word Identification</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p> <p>Standard I - Components of Reading: <i>Fluency</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.</p> <p>Standard I - Components of Reading: <i>Comprehension</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.²⁴</p> <p>Standard I - Components of Reading: <i>Vocabulary Development</i> The reading specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and</p>

2010 ILA /NCATE Program Standards for Reading Specialist	TexES Reading Specialist Standards
<p>1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.</p>	<p>Standard IV - Professional Knowledge and Leadership: <i>Theoretical Foundations and Research-Based Curriculum</i> The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.</p>
<p>1.3 Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement.</p>	<p>Standard IV - Professional Knowledge and Leadership: <i>Theoretical Foundations and Research-Based Curriculum</i> The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.</p>
<p>ILA Standard 2. Curriculum and Instruction. Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing. As a result, the candidates:</p>	
<p>2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</p>	<p>Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p>
<p>2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</p>	<p>Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p>

2010 ILA /NCATE Program Standards for Reading Specialist	TEXES Reading Specialist Standards
<p>2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</p>	<p>Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p>
<p>ILA Standard 3, Assessment, Diagnosis, & Evaluation. Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.</p>	
<p>3.1 Understand types of assessments and their purposes, strengths, and limitations.</p>	<p>Standard II - Assessment and Instruction: <i>Assessment</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p>
<p>3.2 Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.</p>	<p>Standard II - Assessment and Instruction: <i>Assessment</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p>

2010 ILA /NCATE Program Standards for Reading Specialist	TexES Reading Specialist Standards
<p>3.3 Use assessment information to plan and evaluate instruction.</p>	<p>Standard II - Assessment and Instruction: <i>Assessment</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p> <p>Standard II - Assessment and Instruction: <i>Instruction for English Language Learners</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p> <p>Standard III. Strengths and Needs of Individual Students: <i>Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities</i> The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</p>
<p>3.4 Communicate assessment results and implications to a variety of audiences.</p>	<p>Standard II - Assessment and Instruction: <i>Assessment</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p>
<p>ILA Standard 4. Diversity. Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.</p>	

2010 ILA /NCATE Program Standards for Reading Specialist	TexES Reading Specialist Standards
<p>4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</p>	<p>Standard III. Strengths and Needs of Individual Students: Instruction for English Language Learners The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</p> <p>Standard III. Strengths and Needs of Individual Students: Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</p>
<p>4.2 Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.</p>	<p>Standard III. Strengths and Needs of Individual Students: Instruction for English Language Learners The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</p> <p>Standard III. Strengths and Needs of Individual Students: Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</p>

2010 ILA /NCATE Program Standards for Reading Specialist	TexES Reading Specialist Standards
<p>4.3 Develop and implement strategies to advocate for equity.</p>	<p>Standard III. Strengths and Needs of Individual Students: <i>Instruction for English Language Learners</i> The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</p> <p>Standard III. Strengths and Needs of Individual Students: <i>Instruction for Students with Reading Difficulties, Dyslexia, and Reading Disabilities</i> The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.</p>
<p>ILA Standard 5. Literate Environment. Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments. As a result, candidates:</p>	
<p>5.1 Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.</p>	<p>Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p>
<p>5.2 Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.</p>	<p>Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p>

2010 ILA /NCATE Program Standards for Reading Specialist	TexES Reading Specialist Standards
<p>5.3 Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).</p>	<p>Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p>
<p>5.4 Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</p>	<p>Standard II - Assessment and Instruction: <i>Instructional Methods and Resources</i> The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.</p>
<p>ILA Standard 6. Professional Learning and Leadership. Candidates view professional development as a career-long effort and responsibility. As a result, candidates:</p>	
<p>6.1 Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</p>	<p>Standard IV - Professional Knowledge and Leadership: <i>Collaboration, Communication, and Professional Development</i> The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.</p>
<p>6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</p>	<p>Standard IV - Professional Knowledge and Leadership: <i>Collaboration, Communication, and Professional Development</i> The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.</p>

2010 ILA /NCATE Program Standards for Reading Specialist	TExES Reading Specialist Standards
<p>6.3 Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.</p>	<p>Standard IV - Professional Knowledge and Leadership: <i>Collaboration, Communication, and Professional Development</i> The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.</p>
<p>6.4 Understand and influence local, state, or national policy decisions.</p>	<p>Standard IV - Professional Knowledge and Leadership: <i>Collaboration, Communication, and Professional Development</i> The Reading Specialist understands the theoretical foundations of literacy; plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.</p>

Alignment of TESOL/NCATE English as a Second Language Standards and TExES English as a Second Language Standards

TExES State Standards – English as a Second Language (ESL)

Please Note: To access a complete copy, please visit the following by copying/pasting the link in a browser and scrolling to Supplemental Certificate Standards and then English as a Second Language:

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.

Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English.

Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

Standard V. The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.

Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Overview:

TESOL/NCATE	TE _x ES
1.a	Standard I
1.b	Standard II
2.a	Standard IV
2.b	Standard IV
3.a	Standard I and IV
3.b	Standard IV
3.c	Standard IV
4.a	Standard VI
4.b	Standard VI
5.a	Standard II
5.b	Standard VII
5.c	Standard VII

TESOL/NCATE Standards	TExES English as a Second Language Standards (EC-12)
<p>DOMAIN 1: LANGUAGE 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.</p>	
<p>Standard 1.a. Describing language. 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.</p>	<p>Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</p>
<p>Standard 1.b. Language acquisition and development. 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.</p>	<p>Standard III. The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.</p>
<p>DOMAIN 2: CULTURE 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.</p>	
<p>Standard 2.a. Nature and Role of Culture. 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>Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.</p>

TESOL/NCATE Standards	TExES English as a Second Language Standards (EC-12)
<p>Standard 2.b. Cultural Groups and Identity. Candidates know, understand, and use knowledge of how cultural groups and students' cultural identities affect language learning and school achievement.</p>	<p>Standard V. The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.</p>
<p>DOMAIN 3: PLANNING, IMPLEMENTING, AND MANAGING INSTRUCTION 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>Standard 3.a. Planning for Standards-Based ESL and Content Instruction. 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>Standard I. The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.</p> <p>Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</p>
<p>Standard 3.b. 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, 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>Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</p>

TESOL/NCATE Standards	TExES English as a Second Language Standards (EC-12)
<p>Standard 3.c. Using Resources 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.</p>	<p>Standard IV. The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.</p>
<p>DOMAIN 4: ASSESSMENT Candidates understand issues of assessment and use standards-based assessment measures with ESOL students.</p>	
<p>Standard 4.a. Issues of Assessment for ESL. 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>Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.</p>
<p>Standard 4.b. Language Proficiency Assessment. 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>Standard VI. The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.</p>

TESOL/NCATE Standards	TExES English as a Second Language Standards (EC-12)
<p>DOMAIN 5: PROFESSIONALISM 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>Standard 5.a. ESL Research and History. 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>Standard II. The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment.</p>
<p>Standard 5.b. Partnerships and Advocacy. Candidates serve as professional resources, advocate for ESOL students, and build partnerships with students' families.</p>	<p>Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.</p>
<p>Standard 5.c. Professional Development and Collaboration. 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>Standard VII. The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.</p>