

**Cal State San Marcos
COLLEGE OF EDUCATION**

Mission Statement

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. *(Adopted by COE Governance Community October, 1997)*

EDMX 622

Literacy Education for Education Specialists

(Please note that approximately 50% of this course is on WebCT)

Instructors: Antonette (Toni) Hood, Ed.D. and Suzanne Stremel, M.Ed.

Office: University Hall 212

Office Phone: 760/750-8513 FAX: 760/750-3352

Office Hours: By appointment

E-mail: thood@csusm.edu and sstremel@csusm.edu

PREREQUISITES

EDMS 521 or CA Multiple Subjects credential, and admission to the Level I or Level II Mild/Moderate or Moderate/Severe Disabilities Education Specialist credential program. (Note: Candidates who have a Single Subject credential may request a waiver of this course, and will be required to complete EDMS 521.)

1. INFUSED COMPETENCIES

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. See “Authorization to Teach English Learners Competencies.”

(Approved by CCTC in SB 2042 Program Standards, August 02)

Special Education

Consistent with the intent to offer a seamless teaching credential in the College of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice, as well as to research the topics discussed in this course.

Visual and Performing Arts

(<http://www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf>)

The Visual and Performing Arts Content Standards for California Public Schools describe what every student should know and be able to do in the visual and performing arts, prekindergarten through grade twelve in five strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships and applications.

STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

COURSE DESCRIPTION

This course will focus on methods, materials and adaptations in approaches to language and literacy instruction for learners who have various special learning characteristics, including atypical patterns of language and literacy development. Strategies will be provided for using literacy across the curriculum in inclusive and responsive K-12 classroom environments.

This course is supplemented by an online site, which may be accessed at <http://courses.csusm.edu>. You will be required to do certain classes and assignments online. Locate and click on your course section of EDMX 622 in WebCT. You will need a *username and password* to access the online components, which will be the equivalent of approximately 50% of the course.

To avoid penalty for late assignments, communicate immediately with the instructors via regular email (thood@csusm.edu or sstremel@csusm.edu) if you have any difficulty accessing the site at any time during the course.

College of Education Attendance Policy

Due to the dynamic and interactive nature of course in the COE, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time (which includes online classes), or s/he may not receive a passing grade for the course at the discretion of the instructor.

WebCT Online Course Supplement Attendance and Participation

Please note that this course includes classes online in WebCT (<http://courses.csusm.edu>). Students are also required to participate in online discussions and class activities. This requirement is included in the attendance and participation grade in this course.

REQUIRED TEXTS and WEB SITES

1. American Psychological Association (2001). *Publication manual of the American Psychological Association (5th ed.)*. Washington, D.C.: Author. (a.k.a. “The APA Manual”) (or abridged version online at www.apastyle.org)
2. Choate, J. S. (2000). *Successful inclusive teaching: (4th ed.)*. Needham Heights, MA: Allyn and Bacon.
3. Council for Exceptional Children Website: www.cec.sped.org
4. Curriculum Development and Supplemental Materials Commission (1999). *Reading/Language Arts Framework for California Public Schools*. California Department of Education. Also at: http://www.cde.ca.gov/cdepress/lang_arts.pdf
5. Language Arts Standards Management System: <http://www.sdcoe.net/lret/sms/la>
6. Lenski, S., Wham, M., and Johns, J. (1999). *Reading and learning strategies for middle and high school students*. Dubuque, IA: Kendall/Hunt.
7. Literacy Link: <http://www.csusm.edu/literacy/websitebib.html>
8. Managing RICA PowerPoint:
<http://courses.csusm.edu/ricastudy/module01/Managingrica.htm>
9. NCCSE (www.preschoolfun.com) or SDCOE Special Education Forms Manual (for San Diego Interns only)
10. Quiocho, A., Macintosh, D., and Hood, A. (2000) *Reading instruction portfolio*: <http://www.csusm.edu/Quiocho/rip.html> (Focus: Hood, A. *Special Needs Considerations*)
11. Visual and Performing Arts Standards (<http://www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf>)

RECOMMENDATIONS FOR EXTENDING YOUR PROFESSIONAL DEVELOPMENT

1. Allen, Janet. (1999). *Words, Words, Words: Teaching Vocabulary in Grades 4-12*. York, Maine: Stenhouse.
2. California Avenue School www.preschoolfun.com
3. California Dept. of Education (2000). *Strategic Teaching and Learning: Standards-Based Instruction to Promote Content Literacy in Grades 4-12*.
4. Cunningham, P. (2000). *Phonics they use: Words for reading and writing*. New York: Longman.
5. Cunningham, P., & Allington, R.L. *Classrooms that Work: They All Can Read and Write*
6. Herrell, Adrienne L. (2000). *Fifty Strategies for Teaching English Language Learners*. New Jersey: Prentice-Hall.
7. Johns, J. L. (2001). *Basic Reading Inventory: Pre-primer through grade twelve and early literacy assessments (8th ed.)*. Dubuque, IA: Kendall/Hunt.
8. Schoenbach, Ruth, et.al. (1999). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco: Jossey-Bass.
9. Taberski, S. (2000). *On solid ground: Strategies for teaching reading K-3*. Portsmouth, NH: Heinemann.
10. Thousand, Villa, & Nevin (2002) *Creativity and collaboration: The practical guide to empowering students, teachers, and families*. Baltimore: Brookes.
11. Tompkins, G.E. (2001). *Literacy for the 21st century: A balanced approach*. Upper Saddle River, NJ: Merrill.
12. Walter, T. (1996). *Amazing English: How-to handbook*. Reading, MA: Addison-Wesley
13. Wilde, S. (1992). *You can read this*. Portsmouth, NH: Heinemann.

CHILDREN’S BOOKS

The following list includes books that may be shared in class. Purchase of these books is not required. These are among the many books and stories that illustrate the power of using children’s literature in K-12 classrooms – even in teacher credential programs! Several of the books could be used thematically to represent learners who struggle with language and literacy. These books are generally available at your local library, or you may want to purchase them for your personal or professional library.

- Abeel, S. Reach for the Moon
- Bunting, E. The Wednesday Surprise
- Carroll, L. Jabberwocky
- Giff, P. Today Was a Terrible Day
- Levine, E. I Hate English
- Mosel, A. Tikki Tikki Tembo
- Polacco, P. Thank You, Mr. Falker
- Whiteley, O. Opal: The Journal of an Understanding Heart
- Young, E. Seven Blind Mice
- Tsuchiya, Y. Faithful Elephants

ACTIVITIES AND METHODS FOR REALIZING COURSE OBJECTIVES

class discussions lectures readings demonstrations & simulations guest speakers videos
written reflections online activities group work content and performance goals

EVALUATION OF ATTAINMENT OF COURSE KNOWLEDGE BASES AND SKILLS

attendance/participation/punctuality collaborative activities projects & presentations
attainment of course content and performance goals reading comments
best practices report APA skill development online activities person-first language use
written reflections Universal Design lesson plan writing and analysis professionalism
infusion of special education, English language learning, technology, and visual and performing arts

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS: “THE TPES” AND EDMX 622

TPE	Description	Course Assignment or Activity
TPE 2	Monitoring Student Learning During Instruction	Readings, Discussions, Simulations
TPE 3	Interpretation and Use of Assessments	Readings, Best Practices Report and Class Activities
TPE 4	Making Content Accessible	Readings, Discussions, Universal Design Lesson Plan
TPE 5	Ensure the Active and Equitable Engagement of All Students in the Learning Process	Readings, Discussions, Universal Design Lesson Plan, and Best Practices Instructional Plan Dev’t.
TPE 6a-b	Developmentally Appropriate Practices in the Elementary Grades	Readings, Lectures, Presentations, Best Practices Report
TPE 6d	Developmentally Appropriate Practices for Special Ed	Readings, Lectures, Presentations; Best Practices Report
TPE 7	Teaching English Language Learners	Readings, Discussions, Universal Design Lesson Plan
TPE 8	Learning about Students	Readings, Facts about Learning Challenges activity
TPE 9	Instructional Planning	Best Practices Report: Instructional Plan Dev’t.
TPE 10	Instructional Time	Best Practices Report: Instructional Plan Dev’t.
TPE 11	Social Environment	Best Practices Report: Instructional Plan Dev’t.
TPE 12	Professional, Legal, and Ethical Obligation	Special Education Law discussions; class simulations
TPE 13	Professional Growth	Literacy for Education Specialists Portfolio
TPE 14	Educational Technology	Universal Design Lesson Plan; Best Practices Instructional Plan Dev’t.
TPE 15	Social Justice and Equity	Readings, Discussions, Course Portfolio

EDMX 622 COURSE CONTENT AND PERFORMANCE GOALS

The candidates will:

- Goal 1. develop a sensitivity to and appreciation for children with special learning needs.
- Goal 2. examine the California Language Arts Framework and Standards, and gain an understanding of the curriculum of language and literacy as they are taught in the elementary, middle and secondary school.
- Goal 3. gain an understanding of how patterns of typical and atypical language development influence students academically, socially and behaviorally in today's classrooms.
- Goal 4. become familiar with current approaches to the teaching of reading and writing of children with special learning needs.
- Goal 5. understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds.
- Goal 6. become sensitive observers of children's language-using behaviors.
- Goal 7. become familiar with formal language and literacy assessment instruments and their usefulness in designing appropriate instruction.
- Goal 8. become familiar with informal language and literacy assessments, such as portfolios, performance and presentation options, and their usefulness in designing appropriate instruction.
- Goal 9. demonstrate the ability to design and adapt instruction and classroom environments which are responsive to all learners.
- Goal 10. translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners.
- Goal 11. understand middle and secondary language and literacy issues in today's classrooms.
- Goal 12. develop an appreciation for the need of all learners to experience success in middle and secondary classrooms.
- Goal 13. develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools.
- Goal 14. develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
- Goal 15. develop a respect for each students, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs.

AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND CULTURAL DIVERSITY
I. Language Structure and Use: Universals and Differences (including the structure of English)	I. Theories and Methods of Bilingual Education	I. The Nature of Culture
A. The sound systems of language (phonology)	A. Foundations	A. Definitions of culture
B. Word formation (morphology)	B. Organizational models: What works for whom?	B. Perceptions of culture
C. Syntax	C. Instructional strategies	C. Intragroup differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	Physical geography and its effects on culture
E. Language in context	A. Teacher delivery for both English language development and content instruction	E. Cultural congruence
F. Written discourse	B. Approaches with a focus on English language development	II. Manifestations of Culture: Learning About Students
G. Oral discourse	C. Approaches with a focus on content area instruction (specially designed academic instruction delivered in English)	A. What teachers should learn about their students
H. Nonverbal communication	D. Working with paraprofessionals	B. How teachers can learn about Their students
III. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	C. How teachers can use what they learn about their students (culturally- responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Contact
B. Psychological factors affecting first- and second- language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second - language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second- language development	D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second- language development	E. Technical concepts	D. Strategies for conflict resolution

GRADES, RUBRICS, and ASSIGNMENTS

ASSIGNMENT	% of GRADE
Participation	20%
Reading Comments	10%
Partner Strategies Presentation (Lenski)	10%
Facts about Learning Challenges	5%
Universal Design Partner Learning Lesson Plan: Writing and Analysis	20%
Best Practices Report	20%
Formative and Summative EDMX 622 Portfolio	15%

GRADING NOTES

- Students must meet the attendance and average assignment score requirements to be eligible for the grade described. They are “prerequisites” for being eligible for a particular grade.
- Students falling in between grade levels will earn a (+) or (-) at the instructor’s discretion.
- In order to receive a California State Teaching Credential, you must maintain a B average in your College of Education classes and receive no lower than a C+ in any one course. A grade lower than a C+ indicates serious concern about a student’s readiness for a teaching credential—significant concerns exist about his/her quality of learning, quality of work, etc. If you are concerned about meeting this requirement at any time, you should talk with your instructor immediately.
- All students will come to class prepared. Readings and homework assignments are listed on the dates on which they are due.
- All required work is expected to be on time. One grade level will be deducted for each class meeting for which it is late (e.g., an “A” assignment that is submitted one class session late will be marked down to an A-). Unless *prior* instructor approval is secured, assignments will not be accepted after the class session in which they are due. Extraordinary situations will be handled on a case-by-case basis, as determined by the instructor.
- It is expected that students will proofread and edit their assignments prior to submission. Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. (Refer to American Psychological Association (APA) manual, 5th edition, for guidance.) Neglecting to do the above will impact the instructor’s ability to read and understand the text; the assignment’s grade will be negatively affected as a result of this oversight.

RUBRIC FOR ASSIGNMENTS

4 points: Exceeds Teacher Performance Expectations - Highest range of achievement; on time; complete; exhaustive; significant evidence of critical thinking and reflection, application of new information, and analysis, synthesis, or evaluation of course content; significant effort to extend learning to highest levels

3 points: Meets Teacher Performance Expectations - High range of achievement; on time; complete; significant evidence of knowledge and comprehension of course content; some evidence of ability to analyze and generalize new information; noticeable effort to extend learning to high level

2 points: Emerging Teacher Performance Expectations - Mid-range achievement; on time or late; several gaps/incomplete; generally solid work; some evidence of knowledge and comprehension of course content; inconsistent effort in most parts

1 point: Does Not Meet Teacher Performance Expectations Low range achievement; on time or late; numerous gaps/incomplete; cursory; sketchy; little evidence of knowledge and comprehension of course content; minimal/hasty effort overall

0 points: No work submitted, or work submitted excessively late.

Grading Rubric for EDMX 622

“A” students:

1. perform at the highest level, showing sustained excellence in meeting all course objectives and requirements and exhibiting an unusual degree of intellectual initiative.
2. demonstrate serious commitment to their learning, making full use of the learning opportunities available to them and searching out the implications of their learning for future use.
3. complete ALL major assignments thoroughly, thoughtfully, professionally, receiving 3.5 – 4 average on all assignments.
4. make insightful connections between all assignments and their developing overall understanding of the teaching of literacy by education specialists continually questioning/examining assumptions in a genuine spirit of inquiry.
5. show high level achievement of or progress toward course goals.
6. always collaborate with their colleagues in professional and productive ways, working with integrity to enhance each participant’s learning .
7. consistently complete all class preparation work and are ready to engage in thoughtful discourse.
8. demonstrate responsibility to meeting attendance requirements.

“B” - “C+” students:

1. perform at a high or adequate level, adequately/consistently; effectively meet course objectives and requirements.
2. comply with the course requirements and expectations.
3. complete ALL major assignments, usually thoroughly, thoughtfully, professionally; receive 2.6 –3.5 on assignments.
4. usually connect assignments to their developing overall understanding of teaching and learning; may be satisfied with “accepting” their learning as it’s “received” without examining, very deeply, their and others’ assumptions or seeking a deeper understanding of the implications.
5. show reasonable achievement of or progress toward course goals.
6. generally collaborate with colleagues in professional/productive ways, enhancing each participant’s learning.
7. complete most class preparation work and are ready to engage in thoughtful discourse
8. demonstrate responsibility to meeting the attendance requirements.

Less than “C+” students:

1. perform at less than an adequate level, insufficiently meeting the basic course objectives and requirements.
2. demonstrate an inconsistent level of compliance to course requirements and expectations.
3. complete some assignments OR fail to complete one major assignment, but with limited thoroughness, thoughtfulness, and/or professionalism, receiving 0 – 2.5 average on all assignments.
4. make limited connections between assignments and their developing overall understanding of teaching and learning; may not be open to examining assumptions or implications.
5. attempt but show limited progress in achieving course goals.
6. not always collaborate with their colleagues in professional or productive ways; may distract others learning.
7. complete some class preparation work and are generally under-prepared to engage in thoughtful discourse
8. meet the minimum attendance requirements.

GRADING SCALE

Grade	Rubric	Percent
A	(3.5-4.0)	93-100
A-	(3.5-4.0)	90-92
B+	(3.5-4.0)	87-88
B	(2.6-3.5)	83-86
B-	(2.6-3.5)	80-82
C+	(2.6-3.5)	77-79
C	(0-2.5)	73-76
C-	(0-2.5)	70-72
D	(0-2.5)	65-69
F	(0-2.5)	Below 65

Academic Honesty and Plagiarism

All work submitted for this course should reflect the individual efforts of each student. When relying on supporting documents authored by others, cite them clearly and completely. Failure to do so may result in failure of the course. For a complete discussion on Academic Honesty please refer to the General Catalog of the University, and Section 41301, Title 5, of the California Code of Regulations.

ASSIGNMENTS

CLASS PARTICIPATION (20% of grade)

As they are critical and expected behaviors in this profession, regular, punctual attendance and participation is required in all face-to-face and online classes. The experiences, assignments, activities, and discussions of class meetings are difficult to recreate on your own. You will also be expected to demonstrate professional behaviors consistent with dispositions of the profession of teaching at all times.

One of your first Participation tasks is to post a “How Do you Do?” response on the Discussion Board. See WebCT for instructions.

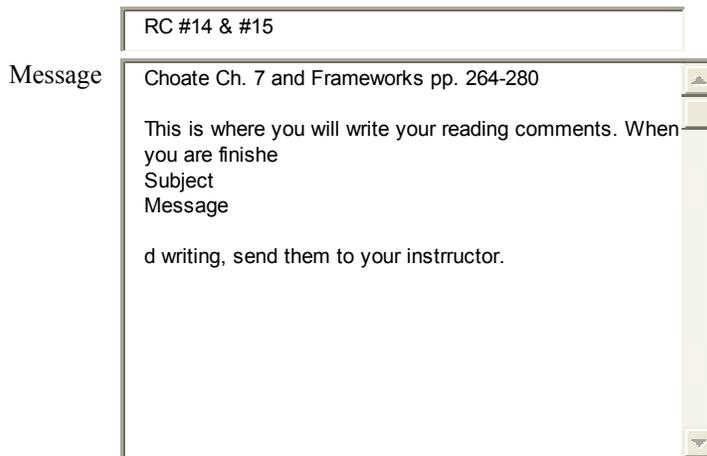
READING COMMENTS (RCs) (10% of grade: Sent to Instructors via Class Mail in online course supplement)

It is expected that you will do all assigned readings and will come to class prepared to discuss them. To come prepared, write at least **two (2) reflective comments** (approximately one paragraph in length) from the readings (texts and websites) for session *as noted on the class schedule*. (There may be certain classes for which no comments are due.)

Do not summarize what you have read.

If the readings due are from more than one source, comment on more than one source. The reading comments (RCs) should be sent via Class Mail in the online supplement **prior to class**. Please indicate the comment number in the Subject Line of the mail message.

For example:



(Do *NOT* put your name or any chapter numbers, page numbers, or author’s names in the Subject Line. You only need to indicate the RC numbers as modeled above. Your name will automatically be logged onto your Class Mail by WebCT.)

FACTS ABOUT LEARNING CHALLENGES

(5 % of grade: Posted to Discussion Board in online course supplement)

During the first week of class, you will be assigned a learning challenge to investigate. You will be using the expertise you develop from this assignment again when you write a Universal Design Lesson Plan later on in the semester.

Using resources you may have from other/previous classes, plus the web sites provided through the Resources Links page on the Course Menu, you will post the following information on the Discussion Board on or before the second class. These postings should include the following information:

- A specific definition of the learning challenge, with any known statistics
- Examples of ways in which this challenge may affect or create special problems in language and literacy achievement, interest, performance, and/or growth and development
- At least 2 ideas for remediating or supporting the student whose learning challenge is interfering with his/her language and literacy achievement, interest, performance, and/or growth and development (Feel free to use Choate or Lenski for ideas!)
- Type and **save** your response in a word-processing document first (Word), and then copy and paste (**not attach!**) it onto the Discussion Board. In that way, you will be able to spell and grammar check your response before you post it (which you will NOT be able to do if you type it directly onto a Discussion Board message). Additionally, you will then have a copy of your message if something goes wrong!

**LENSKI PARTNER PRESENTATIONS:
STRATEGIES LESSON FOR MIDDLE AND HIGH SCHOOL LEARNERS
(10 % of grade)**

With partners, and using the Lenski, Wham, and Johns text as your primary resource, you will:

1. present a 10-15-minute lesson about reading and learning strategies for middle and high school students;
2. demonstrate at least two strategies from the assigned Lenski chapter;
3. conduct lesson as a simulation of one you would do for an audience of middle and/or high school students;
4. teach the lesson in accordance with the disposition that all students in your inclusive classroom setting will benefit from this instruction;
5. accompany your lesson with **graphic organizer overheads and a brief handout** (2 pages max per team) of your topic(s) and the strategies demonstrated;
6. provide the instructor with the overhead and a copy of your handout when you do the presentation.; and
7. distribute a copy of the handout to each class member at the time of your presentation, or post your handout on the Discussion Board under "Lenski Handouts."

PARTNER LEARNING LESSON PLAN and CONTEXTUAL ANALYSIS

(20 of grade%)

There are two parts to this assignment. Each part is worth 10% of your course grade.

- Part 1: Universal Design Lesson Plan
- Part 2: Peer Evaluation and analysis of a classmates’ Universal Design Lesson Plan

Details

Part 1: Following instruction regarding the development of lesson plans using Universal Design, you will create a **language arts lesson plan** for a heterogeneous 10th grade English class that incorporates **partner learning/peer support structures** at the **secondary level**. The lesson must also incorporate the use of **technology**, and at least **one of the Visual and Performing Arts Standards**. The Lesson Plan Format is provided in the WebCT course supplement.

Part 2: Following discussion with your partner, you will select a given lesson plan done by another classmate, and will analyze it in terms of the Circle of Courage, with particular attention to how the lesson and its design empowers learners in their sense of Belonging, Mastery, Independence, and Generosity. You will use a graphic organizer of your choice in your analysis.

BEST PRACTICES FOR STRUGGLING READERS AND WRITERS REPORT

(20 % of grade)

(This assignment will be sent as an attachment to the instructors in Class Mail.)

Note: You will be using the information from the Case Study of “Mark” on the RICA Scenario page (<http://courses.csusm.edu/ricastudy/old/scenarios.html>) for this assignment. Not all essential information is included in the scenario.

You will need to embellish it and “make up” details to conform to your assessment.

Part I: Assessing Mark’s Reading and Writing Behaviors

Using a grid (see model below) and the information given, respond to these questions:

1. What would you determine to be Mark’s strengths?
2. What would you determine to be Mark’s weaknesses?
3. What is your evidence to support your conclusions?

To create a grid for this section, go to “Table,” and Insert a Table into your paper with 4 columns and two rows. The first row is for your column titles. Example:

Mark’s Strengths	Evidence of Strengths	Mark’s Weaknesses	Evidence of Weaknesses
List of Mark’s strengths would go in this column.	Etc.	Etc.	Etc.

Part II: Two Best Practices (approx. 4-6 pages)

Investigate two (2) teaching strategies that are, according to your research, experiences, and observations, effective in teaching reading and/or writing to struggling learners. Feel free to use Lenski and Choate for ideas. Supplement those ideas with additional investigation.

Part III: Instructional Plan (approx. 2-4 pages)

Based upon your investigation, describe an instructional plan you would develop for Mark to improve his reading, writing, spelling and response to literature? Your plan should demonstrate how you would differentiate instruction, curriculum, and/or assessment for Mark.

Note: Your report should be written in **APA format** (check www.apastyle.org or the APA manual), and should include ALL of the following:

- name and brief description of identified strategies,
- text synopsis and internet discoveries of identified strategies
- direct contact with and interview of /discussion with teachers about the strategies, OR observation of strategies in use and overall impressions of effectiveness
- suggested uses for and/or adaptations of strategies reported

Part IV: Best Practices Statements (one page)

To conclude your report, you must be able to demonstrate through your research, observation, interview/discussion with teachers and/or your own professional and informed opinions, exactly **WHY** you consider these to be “Best Practices.” Please make a simple statement relating to each practice that demonstrates your confidence that your choices are, indeed, “Best Practices.”

Part V: Reference Page (approx. one page)

Please cite all resources used, including personal interviews, web sites, texts, journals, and personal experiences. Use **APA format for citations** (www.apastyle.org).

CONTENT AND PERFORMANCE GOALS: PORTFOLIO CONFERENCE (15 % of grade)

During a class toward the end of the semester, we will have small group Portfolio Conferences, at which time you will share your EDMX 622 Portfolio to demonstrate the Content and Performance Goal competencies required by your program.

Part I:

During the semester, you will:

1. compile in a three-ring binder evidence that relates to each of the **15** Content and Performance Goals of this course;
2. use printed tabs to separate each section from the others;
3. write the goal on the cover page of each section;
4. write reflective comments about the goal and your evidence selections (approx. 1 paragraph only per goal); and
5. organize evidence behind the cover page of each section that attests to your completion of course goals. (This must be based upon the 622 class sessions, assigned readings, and your classroom experiences. You may also include additional information from other program coursework, professional journals, or other sources.)

Part II: Self-Evaluation (This will be collected by the instructors, and NOT returned.)

1. Locate the Self-Evaluation on the online Course Supplement under *Assignments: Portfolio*.
2. Make a copy of it, and complete it according to the given directions.
3. Bring a copy of the **completed** Self-Evaluation to the Portfolio Conference.

TENTATIVE CLASS SCHEDULE: SPRING 2004
SAN DIEGO CITY SCHOOLS INTERNS ONLY
Note: This schedule is subject to change.

CLASS # + C= campus OL= online	DATE	TOPICS	READINGS, ETC.	DUE TODAY
1 C	1/26	Introductions; Syllabus; Online Components Preview <i>Jabberwocky</i> ELL Competencies 1: I, II; 2:I, II	Choate (C): Ch. 2	Purchase books Secure Cal State Email Account (for WebCT) Learning Challenge Sign-Up
2 C	2/2	The CA K-12 Language Arts Frameworks <i>Thank You, Mr. Falker</i> <i>Today was a Terrible Day</i>	F: 3, 4, & 5 LWJ: 1	BRING FRAMEWORKS TO CLASS! db: Post "How do you do" db: Post Learning Challenges Facts cm: Reading Comments 1&2 Partner Pres. Sign-Up
3 OL #1	2/9	Typical and Atypical Language Development	LWJ: Ch. 2 C: 4 & 5 & 7	Discussion Board Activities Catch up! Begin Portfolio!
4 OL #2	2/16	Reading Engagement & Comprehension ELL Competencies 1: I; 3:I, II, III	Review LWJ: 2 C: 4 & 5	cm: Reading Comments 3&4 Discussion Board Activities
5 C	2/23	Oral & Written Communication <u>Portfolio Check #1</u> <i>Opal: The Journal of an Understanding Heart</i> <i>I Hate English!</i> ELL Competencies 1: I, II, III; 2: III	C: 6, 8, & 9 LWJ: 3 & 4	BRING: ▪ ▪ CHOATE TEXT ▪ ▪ Portfolio Binder with Tabbed sections Lenski presentations 1- 4 cm: Reading Comments 5&6
6 OL #3	3/1	Language Diversity, Difference, & Dysfunction ELL Competencies 2: I, II, III	C: 7 F: pp. 232-236 Review LWJ: 4	discussion Board Activities cm: Reading Comments 7&8 Continue Portfolio Development
7 C	3/8	Informal Assessment of Language and Literacy <i>Tikki Tikki Tembo</i> ELL Competencies 2: III	LWJ: 5-8	Lenski pres. 5 - 8 cm: Reading Comments 9&10

8 C	3/15	Theme Immersion; Partner Learning The Wednesday Surprise <i>Faithful Elephants</i> <i>ELL Competencies 1, 2 & 3: I, II, III</i>	Online Partner Learning Chapter (McNeil & Hood)	Lenski pres. # 9 Lenski pres: Appendix D: Cloze cm: Reading Comments 11&12 Best Practices Report Due
9 OL #4	3/22	Supporting Struggling Readers	Review LWJ: 5 C: 4 &5	Discussion Board Activities
10 OL #5	3/29	Differentiating Instruction; Principles of Inclusive Instruction Due before 4/6 class (Spring Break = Week of 3/29)	C: 3 F: 7	Discussion Board Activities cm: Reading Comments 13&14 Due before 4/6 class (Spring Break = Week of 3/29)
11 C	4/5	Spelling; Journals Portfolio Check #2 Seven Blind Mice <i>ELL Competencies 2, III</i>	C: 8 & 9 Review LWJ: 3	BRING: <ul style="list-style-type: none"> ▪ CHOATE TEXT ▪ Portfolio Binder w/ 5 entries cm: Reading Comments 15&16
12 OL #6	4/12	<i>Assessing Text Readability</i> Reading in the Content Areas <i>ELL Competencies 2:I; 3: I-III</i>	L: Appendix C C: 11 (pp. 280-289) C: 12 (pp. 304-311) C: 13 (pp. 336-347)	Discussion Board Activities cm: Reading Comments 17&18
13 C	4/19	Universal Design Lesson Plans w/Peer Support Structures Visual and Performing Arts	Online Handouts	Discussion Board Activities Read for class: CA Visual and Performing Arts Standards
15 OL #7	4/26	Mission Prompts	COE Mission	
14 C	5/3	Portfolio Conferences (Individually Scheduled) (Class meets to do Lesson Plan Analysis during Portfolio Conferences)		UD Lesson Plan Due (Make an extra copy for your Portfolio.) EDMX 622 Portfolios and Self Evaluation Due (Accepted Today Only)
16 C	5/10	Reflections; Book/Theme Sharing	Mission Prompts on Discussion Board	Course Evaluation Bring a favorite book!

KEY to TEXT AUTHORS	NOTATED AS:
CA Dept. of Ed. (Frameworks)	F
Choate	C
Lenski, Wham, & Johns	LWJ

KEY to ASSIGNMENT NOTATIONS	WHERE ASSIGNMENTS ARE DUE
db	Posted to Discussion Board in online course supplement
cm	Posted in Class Mail in online course supplement
no notation	Due in class