

EDMX 622: Spring 2007
Literacy Education for Education Specialists (3 units)

Instructor	Office	Office Hours	Phone	E-mail Address
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Mission of the College of Education at Cal State San Marcos: 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 on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (adopted by COE Governance Community, October 1997)

Prerequisites: EDMS 521 or CA Multiple Subject 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.)

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.

WebCT: This course is supplemented by an online site, which may be accessed at <http://courses.csusm.edu>. You will be required to attend certain classes and complete certain 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. To avoid penalty for late assignments, communicate immediately with me via regular email (thood@csusm.edu) if you have any difficulty accessing the site at anytime during the course.

Infused Competencies

Authorization to Teach English Learners: The Cal State San Marcos credential programs have 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. (approved by CCTC in SB 2042 Program Standards, August 2002)

Special Education Inclusion: 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. Students are encouraged to keep a digital copy of all assignments for use in a teaching portfolio. Details will be given in class.

Accommodations and Policies

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.

College of Education Attendance Policy: Due to the interactive nature of courses in the COE, and the value placed on the contributions of every student, students are expected to prepare for, attend, and participate in all classes. For extenuating circumstances contact the instructors before class is missed, and make arrangements to make up what was missed. At minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course. If a student misses two class sessions or is late (or leaves early) for more than three sessions, the highest possible grade earned will be a “C”. Notification of absences does not allow students to assume they are automatically excused from class or making up missed class.

WebCT Online Course Attendance and Participation: Please note that this course includes class sessions online in WebCT. Students are also required to participate in online discussions and in online class activities. Credit for these requirements is embedded in the attendance and participation points, and in the assignment points for this course.

Course Requirements: Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments, and participate in class activities. Students are expected to adhere to academic honesty and integrity, standards of dependability, confidentiality and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is original, clear and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Academic Honesty: “Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

“Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include [but is not limited to] the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.” – CSUSM Catalogue

Level I Standards Interface of EDMX 622: TaskStream Responses Required

Standard 23	<p>Demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities.</p> <p>Utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations and instructional plans. Instructional plans are responsive to unique needs of the student, general education settings, and the core curriculum, and are implemented and adjusted systematically to promote maximum learning and generalization.</p> <p>Suggested Artifact: Best Practices Report</p>
Standard 25	<p>Identifies the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and to determine the implications of these characteristics for service delivery.</p> <p>Suggested Artifacts: Facts about Learning Challenges Paper Best Practices Report</p>

Additional Level I Standards Interface of EDMX 622: No TaskStream Responses Required

11.4	Demonstrate ability to implement state framework
12.2	Uses strategies and techniques for developing students' communication skills that are age-appropriate and reflect an understanding of diverse modes and systems of communication
17.1	Uses data-based assessment to drive curriculum and instruction that is appropriate for individuals with diverse backgrounds, varying language and cognitive abilities, and special needs.
17.2	Uses standardized district/state or assessment information to drive instructional plan.
20.3	Uses instructional strategies appropriate for individuals with diverse needs, interests, and learning styles in a variety of educational environments.
22.1	Appropriately chooses, administers, and interprets a variety of individual assessments and evaluations to determine a student's profile (i.e., strengths and needs in developmental, academic, social/emotional, behavioral, communication, employment, community access and living domains)
22.2	Make appropriate instructional decisions based on the results of given assessments and evaluations.

GENERIC RUBRIC FOR ASSIGNMENTS

(Some assignments may have more specific rubrics and will be disseminated during class sessions.)

4 points: 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: high range of achievement; on time; complete; significant evidence of knowledge/comprehension of course content; some evidence of ability to analyze/generalize new info; noticeable effort to extend learning to high level

2 points: mid-range achievement; on time; several gaps/incomplete; generally solid work; some evidence of knowledge and comprehension of course content; inconsistent effort in most parts

1 point: 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.

**Course Content and Performance Goals:
Level I Education Specialist Credential Requirements**

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 student 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, and performance and presentation options; and their usefulness in designing appropriate instruction.
Goal 9:	demonstrate the ability to design and adapt instruction and classroom environment 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 student, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs.

Required Texts:

1. Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Portland: Stenhouse.
2. Fisher, D. & Frey, N. (2004) *Improving adolescent literacy: Strategies at work*. Columbus: Pearson.
3. Turnbull, A., Turnbull, R., & Wehmeyer, M. L. (2007). *Exceptional lives: Special education in today's schools* (5th ed.). Upper Saddle River, NJ: Pearson. **(Concurrent candidates already have this text.)**
4. Curriculum Development and Supplemental Materials Commission (1999). *Reading/Language Arts Framework for California Public Schools*. California Department of Education. (Hard copy required for class.)
5. Task Stream Electronic Portfolio: ***Students must register & pay fee online prior to first class:*** at www.TaskStream.com (Register for 2-year minimum when commencing your Level I Education Specialist Program.)
For TaskStream Directions, go to: <http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm>
For directions on writing TaskStream Narratives, go to: <http://lynx.csusm.edu/coe/eportfolio/Narrative.Directions.htm>

Required Web Sites:

1. Teacher Performance Expectations (Level I Standards): Level I Standards At-a-Glance: <http://lynx.csusm.edu/COE/fieldExperience/Level I Standards.at.a.Glance.pdf>
Full Text: <http://lynx.csusm.edu/coe/fieldExperience/Handbook.MS/Level I Standards.FullText.doc>
2. Individuals with Disabilities Education Improvement Act of 2004
http://www.edlawrc.com/special_education.htm

3. Literature Circles Resources: <http://www.litcircles.org/>
4. NCTE Principles of Adolescent Literacy Reform: http://www.ncte.org/library/files/About_NCTE/Overview/Adol-Lit-Brief.pdf
5. When Older Students Can't Read (LD Online) <http://www.ldonline.org/article/8025>
6. Strategies that Work for Students Grade 9-12 with Dyslexia (LD Online) <http://www.ldonline.org/article/6371>
7. Helping Your Teenager Write Better (NCTE) http://www.ncte.org/library/files/Parents_Students/tips-parents.pdf
8. Journaling: <http://www.sdcoe.k12.ca.us/score/actbank/tjournal.htm>
9. Council for Exceptional Children Website: www.cec.sped.org
10. Quioco, 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>
12. Managing RICA PowerPoint: <http://courses.csusm.edu/ricastudy/module01/Managingrica.htm>
13. Citing Research: <http://citationmachine.net/>
14. The abridged version of The American Psychological Association (APA) Manual: www.apastyle.org

Recommended Texts:

1. Cunningham, P. (2000). *Phonics they use: Words for reading and writing*. New York: Longman.
2. Cunningham, P., & Allington, R.L. *Classrooms that work: They all can read and write*.
3. Deschler, D.D., & Schumaker, J.B. (2006). *Teaching adolescents with disabilities: Accessing the general education curriculum*. Thousand Oaks: Corwin Press.
4. Longman. (2000). *Dictionary of American English*. New ed., 2nd ed. ed. White Plains, NY: Addison Wesley Longman.
5. Marzano, R., Pickering, D., & Pollack, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria: ASCD.
6. Stephanie, H., & Goudvis, A. (2000). *Strategies that work*. Portland, ME: Stenhouse Publishers.
7. Tompkins, G.E. (2001). *Literacy for the 21st century: A balanced approach*. Upper Saddle River, NJ: Merrill.

“Generally Accepted Attributes of Highly Effective Teachers” (as seen in pre-service programs)
(Roberts & Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating, & Bachman, 2003; Johnson & Johnson, 1994)

- 1) **General class attendance, promptness, participation:** on time, respects time boundaries (i.e., breaks), regular attendance, and actively participates.
- 2) **Attention to classroom discussion protocols:** respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.
- 3) **Social and cooperative skills (as illustrated in cooperative projects):** assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.
- 4) **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.
- 5) **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid; works to include all “voices” in the classroom; is aware of/responsive to issues and behaviors that might marginalize colleagues in the classroom.
- 6) **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-

solving with others and not letting emotional responses dominate or impair thinking; “bounces back” easily; can work calmly under stress.

- 7) **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

ASSIGNMENTS

Assignments	Points:
Course Attendance, Professionalism, & Participation	25
Teacher as Reader & Value-Added Comments	10
Learning Challenges & Literacy: Paper & Presentation	8
Best Practices Report	25
Social Justice and Service: Choice Activity (Synopsis/DB)	5
Literature Circles	10
Journals	7
TaskStream Postings: Standards #23 and 25 (Level I Bucket)	10
Total Points:	100

#1: COURSE ATTENDANCE, PROFESSIONALISM, & PARTICIPATION (25 POINTS)

As it is a critical and expected behavior in this profession, regular, punctual attendance is required in all face-to-face and online classes. The experiences, activities, and discussions of class meetings are difficult to recreate on your own. Attendance alone does not constitute points awarded. In addition to the assignments that follow, you will be expected to fully participate in all of your class sessions. You will also be expected at all times to demonstrate professional behaviors consistent with dispositions of the profession of teaching.

#2: TEACHER AS READER + VALUE-ADDED COMMENTS (10 POINTS) (DB)

A. After reading a professional education journal article related to literacy (with underlying issues related to special education and English language learners at the middle or secondary level), post an *original* abstract (one you have written yourself) on the Discussion Board in WebCT. Your abstract should be limited to 300 words, and must include the following:

- Title
- Author(s):
- Source:
- Abstract:
 - Premise of the article (hypothesis, theme, objective, etc.)
 - Type of article (research, information only/expository...)
 - Brief discussion of opinions or findings of the author(s)
- Include one or two sentences with YOUR opinion about the article content, and how it might apply to your teaching. (This may be in addition to the 300-word abstract – but keep it brief!)

B. Read a minimum of 2 abstracts from your classmates, and respond to them with *value added statements* regarding their postings. When replying to a posting in the discussion area by another student, instructor, or guest, your reply must include the previous message below your comment. You can do this by clicking the quote button, instead of reply, to begin the post.

To **Add Value**, your response must do one of the following:

1. give an example of what the prior post had described;
2. provide a different perspective of the topic posted; OR
3. expand upon the idea posted in the message by including more detail and depth.

#3: LEARNING CHALLENGES & LITERACY OF MIDDLE & SECONDARY STUDENTS: (8 POINTS) (DB)

A. PAPER

During the first week of class, you will be assigned a learning challenge that affects the literacy skills of a middle or secondary student. You will investigate that challenge by using resources you may have from previous classes or other sources. You will then post the following information on the Discussion Board on or before the second class:

- Name of learning challenge
- A specific definition of the learning challenge, including your own words (Cite sources.)
- Examples of ways in which this challenge may affect or create special problems in reading 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 reading achievement, interest, performance, and/or growth and development (Feel free to use Turnbull, Choate, or other references for ideas!)

Sample learning challenges to be examined: Learning Disabilities/English learner; autism; mental retardation; homeless; English learner w/o disabilities; speech and language impairment; traumatic brain injury; emotional disturbance; attention deficit disorder; visually impaired; hearing impaired/deaf;

B. PRESENTATION OF STRATEGIES FOR MIDDLE AND SECONDARY LEARNERS

During a designated class session you will demonstrate the reading and learning strategies to mediate reading problems for middle and secondary students. You will demonstrate at least two strategies that would be useful when working with students with special learning needs in an inclusive middle or secondary classroom setting. Accompany your lecturette with visuals to scaffold your classmates' learning.

#5: BEST PRACTICES FOR STRUGGLING READERS AND WRITERS REPORT (25 POINTS)

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. Mark is an English learner who has been in school in the US for 3 years. He is in 5th grade this year.

Part I: Assessing Mark's Reading and Writing Behaviors (4 points)

- First, write a brief (1 paragraph) description of Mark, including his background and learning characteristics. You may embellish the data above.
- Then, create a table (see model below) in which, using the given assessment data, you respond thoroughly to these questions:
 - What would you determine to be Mark's strengths?
 - What would you determine to be Mark's weaknesses?
 - What is your evidence to support your conclusions?

(To create a table for this section, go to "Table" and Insert a table into your paper with 4 columns and several rows. The first row is for your column titles. Subsequent rows are for the many strengths and weaknesses demonstrated by Mark.

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) (8 points)

Investigate two (2) teaching strategies that are, according to your research, experiences, and observations, effective in teaching reading and/or writing to struggling English learners. ONLY TWO!

(Note: You may not use *Graphic Organizers, Journaling, or Literature Circles*, as we will be thoroughly discussing these in class.)

Part III: Instructional Plan (approx. 2-4 pages) (10 points)

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.

Your research and observation report should be 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.
- Describe what research/resources used had to say: Text synopsis and internet discoveries of identified strategies .
- Discuss direct contact with teachers about the strategies; OR observation of strategies in use, and overall impressions of effectiveness.
- Describe suggested uses for and/or adaptations of strategies reported.

Part IV: Best Practices Statements (1 page) (1 point)

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. 1 page) (2 point)

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

#6: SOCIAL JUSTICE AND SERVICE: CHOICE ACTIVITY (Synopsis/DB) (5 POINTS)

During your teaching career, you will have many opportunities to participate with your students in events that promote social justice. Last Fall, for example, there were two major events at CSUSM, and the campus community commemorated World AIDS Day on December 1, 2006. Two giant panels of the AIDS Memorial Quilt were on display on campus, and the College of Education facilitated an AIDS Walk on to raise funds that were donated to HIV/AIDS related charities. Students in EDMX 622 engaged in activities to help this event be successful.

In our continuing commitment to social justice and on-going service, the Circle of Courage will again come to life for us in Special Education, as we generously conduct a service and practice social justice within our local schools or communities.

During Spring 2007, you will participate in some way to forward that commitment. How you participate will be **your own choice**. Your participation should represent a minimum of two hours of time. Post a synopsis of your Social Justice and service activity on the Discussion Board in WebCT in the area designated as **SOCIAL JUSTICE AND SERVICE**. The brief narrative (no more than 2 paragraphs) should include the *where, when, and what* of your activity.

#7: LITERATURE CIRCLES (10 POINTS)

Using Literature Circles is a best practice in education. “Literature circles provide a way for students to engage in critical thinking and reflection as they read, discuss, and respond to [texts]. Collaboration is at the heart of this approach” (from www.litcircles.org/Overview/overview.html)

You will engage in literature circles during face-to-face class sessions in this course. You will have the opportunity to participate in cooperative groups in the rotating roles of **Discussion Director, Summarizer, Vocabulary Reporter, Passage Master, and Story Mapper**. (See detailed description of roles at

http://www.studyguide.org/lit_circles_high_school.htm) During designated classes, assigned readings will be your literature topics. Further details will be provided in class.

#8: JOURNALS (7 POINTS)

You will be required to bring to class a journal of a minimum of 15 blank pages. During 7 designated classes, you will receive information about various types of journals to use with your students. You will have an opportunity to use each type of journal during those same classes, and you will be given feedback by classmates regarding your journal.

#9: TASKSTREAM PORTFOLIO (REQUIRED IN ALL CREDENTIAL COURSES) (10 POINTS)

Learner Objectives:	Knowledge and skill in creating an electronic portfolio. Submission of artifacts for Level I Standards
Assessment:	Candidates apply what they have learned from the required assignments to the Level I Standards designated in a cogent, first-person reflection in their electronic portfolio. Candidates include necessary components in final submission of their electronic portfolio.
Resource(s):	http://lynx.csusm.edu/coe/eportfolio/index.asp This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements. http://www.taskstream.com This is the TaskStream homepage where you will register for Taskstream and to where you will return when working on your electronic portfolio.

TASK GUIDELINES FOR TASKSTREAM

The purpose of the portfolio is to assess how well you meet Level I Standards. Although all artifacts you place (often more than 1 per LEVEL I STANDARD) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of Level I Standards and can make the connection between (a) class assignments completed with (b) the teaching you have experienced, and (c) the Level I Standards. *Your* task is to write a cogent reflective essay for each LEVEL I STANDARD about how artifacts you have chosen provide evidence that you have met each LEVEL I STANDARD. ***You must include a description, an analysis, and a reflection.***

About Posting Evidence for Level I Standards in TaskStream...

It is important to recognize that the Level I and English Language Authorization Standards are threaded *throughout* your credential program, and are addressed multiple times in each course. Even though we are referencing and seeking to understand several of these standards in this course, you are specifically responsible for writing a reflective statement for specific LEVEL I STANDARDS (23 and 25) in the electronic portfolio in TaskStream.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified LEVEL I STANDARD. As you write, the goal is to

- describe your learning as it relates to the LEVEL I STANDARD,
- analyze artifacts (assignments) and explain how they are evidence of your learning, and
- reflect on the significance of your learning (the “so what”) and where you need to go next with the Level I Standard.

A three- to four-paragraph structure will help you develop your response. You must attach at least one artifact to each LEVEL I STANDARD response, but may attach others as well.

1st paragraph: Introduction to your response that uses the words of the LEVEL I STANDARD. DO NOT restate the LEVEL I STANDARD; instead, introduce the reader to the focus of your response as it relates to the LEVEL I STANDARD. This is basically an extended thesis statement related to the LEVEL I STANDARD.

2nd paragraph: Explain how one attached artifact is evidence of your learning related to the Level I Standard. The key here is “evidence.” How does this artifact prove that you have learned something specific related to this LEVEL I STANDARD? You may expand to another paragraph here, if you choose.

3rd paragraph: Reflect upon/summarize the significance of your learning overall (connect to the Level I Standard); explain what must still be learned for this STANDARD, addressing the “so what?” of your learning.

- Please be succinct in your writing; more is *NOT* better.
- State ideas clearly and keep them grounded in evidence of your learning, represented by your artifacts.
- After submitting each LEVEL I STANDARD response, you will receive feedback from the instructor that asks for revision or says that you are done.
- You will not get full credit for this assignment if you are asked to revise and you do not.
- Please continue to check your TaskStream portfolio until the instructor says you are done with responses for LEVEL I STANDARD.

TENTATIVE COURSE SCHEDULE: Spring 2007

(Bring Fisher and Tovani texts on Literature Circle Days. Bring a Journal to every face-to-face class.)

Class	Date	F2F or OL topic	Readings Due	Literature Circle & Journals	Other Assignments Due
1	1/25	Icebreaker & Introductions Routines & Class Norms Syllabus & Assignments Literature Circles + Grouping for Class LCs Assign Facts about Learning Challenges*	Syllabus http://www.litcircles.org/ and http://www.sdcoe.k12.ca.us/score/civnov/civilwar18.htm		Purchase texts Copy syllabus
2	2/1	Journaling: Introduction Metacognitive Journal Lit. Circle #1 NCTE Principles of Adolescent Literacy Reform	Fisher 1; Tovani 1 http://www.sdcoe.k12.ca.us/score/actbank/tjournal.htm http://www.ncte.org/library/files/About_NCTE/Overview/Adol-Lit-Brief.pdf	Lit Circle Journal # 1: Metacognitive	BRING JOURNAL
3	2/8	Online Class #1 Typical and Atypical Language Development; Motivation, Comprehension, Critical Thinking & Assessment	Turnbull 14; Online WebCT		Online Class #1
4	2/15	Lit. Circle #2 Reflective Journal Facts About Learning Challenges: Presentations	Tovani 3, 5 Turnbull: Relevant Chapter(s)	Lit Circle Journal # 2: Reflective	<i>Facts about Learning Challenges Paper and Presentation</i> Bring Flash Drive and laptops (if possible) BRING JOURNAL
5	2/22	Literature Circle #3: Framework & Standards Scavenger Hunt	Tovani 3, 5 Frameworks	Lit Circle Journal # 3: Double Entry	BRING JOURNAL

		Double Entry Journal Co-Teaching & Role Release with the Speech and Language Pathologist (Guest Speaker)			
6	3/1	Online Class #2 Language Diversity	Turnbull 5; Tovani 5; Online WebCT		Online Class #2
7	3/8	“Centers” Class with Guest Speakers: 4-12 Reading Strategies Dialectical journal		Journal # 4: Dialectical	<i>Teacher as Reader: Posted to DB</i>
8	3/15	Online Class #3 Differentiating Instruction	Tovani 6, 7 + Online WebCT		Online Class #3 <i>Teacher as Reader: Value Added Comments</i>
9	3/22	Literature Circle #4 Response Journals Graphic Organizers Best Practices Report Introduction	Tovani 2, 4	Lit Circle Journal # 5: Response	<i>Social Justice and Service: Choice Activity Synopsis posted to DB</i> BRING JOURNAL
10	4/5	Online Class #4 Supporting Struggling Readers	Fisher 2, 8 + Online in WebCT		Online Class #4
11	4/12	Lit Circle #5 Nondiscriminatory Literacy Assessment Reading Log Journals	Turnbull 2 Fisher 4, 5	Lit Circle Journal #6: Learning Log	<i>Best Practices Report (Bring Hard Copy to Class + Send as Attachment in WebCT Class Mail)</i> BRING JOURNAL Bring Turnbull & Tovani texts
12	4/19	Online Class #5 Assessing Text Readability	Fisher 3, Tovani 4, + Online in WebCT		Online Class #5

13	4/26	<p>Co-Teaching Reading and Writing with your Paraeducator(s)</p> <p>Integrating Drama into the Curriculum: “Yellow Brick Road” Part I http://www.vsarts.org/</p>		Journal #7: Interactive	
14	5/3	<p>Literature Circle: Tovani 8</p> <p>Writing Strategies to Support Struggling Writers</p> <p>TaskStream Responses (Field Trip to a Computer Lab during 2nd half of class)</p>	Fisher 6, 7 Tovani 8, 9 Fisher 10	Lit Circle Journal # 7: Synthesis	<p>Prior to class: Prepare TaskStream Responses to Standards 23 and 25 as Word Documents; Send to yourself as attachments in e-mail</p> <p><i>TaskStream Postings</i></p>
15	5/10	<p>Integrating Drama into the Curriculum: “Yellow Brick Road” Part II</p> <p>Synthesis Journal</p> <p>Accountability Record Submission</p> <p>Course Evaluations</p>			<p>BRING JOURNAL</p> <p><i>Accountability Record</i></p> <p>Course Self-Evaluations</p>

Affects of Learning Challenges on Literacy Development

Topic	2 Students per Topic
Learning Disability: Reading and Writing	
Mental Retardation	
Speech Impairment: Stuttering	
Speech Impairment: Apraxia	
Receptive Language Impairment	
Traumatic Brain Injury	
Autism	
Cerebral Palsy	
Visual Impairment: Low Vision	
Hard of Hearing	
Homeless or Low SES	
Gifted	
English Learner	
Emotional Disturbance: Depression	
Attention Deficit/Hyperactivity Disorder	

Sources to consider:

<http://www.nichcy.org/disabinf.asp>
<http://www.nichcy.org/pubs/genresc/gr3.htm#categories>
<http://www.literacyonline.org/products/ili/pdf/ilproceh.pdf>

...and hundreds of others

Accountability Record of _____

Phone number: _____

Email address: _____

Assignments	Points Value:	Points Earned
Course Attendance, Professionalism, & Participation	25	*
Teacher as Reader + Value-Added Comments	8	
Learning Challenges & Literacy: Paper & Presentation	10	
Best Practices Report	25	
Social Justice and Service: Choice Activity (Synopsis/DB)	5	
Literature Circles	10	
Journals	7	
TaskStream Postings: Standards #23 and 25 (Level I Bucket)	10	
*Leave blank	Total Points:	100

<u>Online Classes</u>	<u>Date Submitted</u>	<u>Online Classes</u>	<u>Date Submitted</u>
Online Class # 1 _____	_____	Online Class # 2 _____	_____
Online Class # 3 _____	_____	Online Class # 4 _____	_____
Online Class # 5 _____	_____		
Literature Circle #1 _____	Role: _____	Journal #1 _____	
Literature Circle #2 _____	Role: _____	Journal #2 _____	Journal #6 _____
Literature Circle #3 _____	Role: _____	Journal #3 _____	Journal #7 _____
Literature Circle #4 _____	Role: _____	Journal #4 _____	
Literature Circle #5 _____	Role: _____	Journal #5 _____	

Course Content and Performance Goals Checklist: Level I Educ. Specialist Credential Requirements

Met	Not Met		
		Goal 1	develop a sensitivity to and appreciation for children with special learning needs.
		Goal 2	examine California Language Arts Framework & Standards; gain understanding of language & literacy curriculum as taught in the elementary, middle and secondary school.
		Goal 3	gain an understanding of how patterns of typical and atypical language development influence student academically, socially and behaviorally in today's classrooms.
		Goal 4	become familiar with current approaches to teaching of reading & writing of children w/special needs 1
		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 (i.e., portfolios & performance and presentation options; & their usefulness in designing appro. instruction.
		Goal 9	demonstrate the ability to design and adapt instruction and classroom environment 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 appreciation for need of all learners to experience success in middle & secondary classrooms.
		Goal 13	develop effective collaboration skills to assist in positively influencing language and literacy curriculum decisions in today's schools.
		Goal 14	develop ability to select appro. materials & instruct'l strategies to meet all students' needs.
		Goal 15	develop a respect for each student, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs