CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 522
Language and Literacy in Elementary and Middle School Classrooms
Spring 2008
Mondays (8:00-2:15 P.M.)
Center for Children and Families, CSUSM

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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.

Students with Disabilities Requiring Reasonable Accommodations
Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The 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, to ensure confidentiality, in a more private setting.

INFUSED COMPETENCIES
Authorization to Teach English Learners
In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Special Education
Consistent with the intent to offer a seamless teaching credential in the College of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

Technology
This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

All University Writing Requirement
Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

HONESTY, PLAGERISM, ELECTRONIC PROTOCOL
CSUSM Academic Honesty Policy
"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 presentation assignments must be original work. All ideas or materials 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 the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism
As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol
Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at bingalls@csusm.edu. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the College of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.
Things to consider:
  • Would I say in person what this electronic message specifically says?
  • How could this message be misconstrued?
  • Does this message represent my highest self?
  • Am I sending this electronic message to avoid a face-to-face conversation?
In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

PREREQUISITE: EDMS 521

COURSE DESCRIPTION
The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive elementary and middle school classrooms.

California Teaching Commission Standards Alignment
The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio. The following are the primary emphasis of this course:
Standard 3-Relationship between theory and practice
Standard 4-Pedagogical thought and reflective practice
Standard 5-Equity, Diversity, & Access to the Core Curriculum
Standard 7-Equity, Preparation to Teach Reading Language Arts

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

Teacher Performance Expectations are standards for student teachers. This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts implement effective programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. The following TPE's are the primary emphasis of this course:

TPE 3-Interpretation and Use of Assessments
TPE 8-Learning About Students

OBJECTIVES

Knowledge

Students will:
- gain an understanding of how a first and second language is acquired.
- gain an understanding of the reading process and its relationship to thought, language and learning.
- gain an understanding of how people learn to read and write in their first and second language
- become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.
- become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms
- become familiar with classroom diagnostic techniques and evaluation procedures.
- become familiar with current approaches to the teaching of reading and writing to children with special learning needs

Skills

Students will:
- become sensitive observers of children's language using behaviors.
- analyze children's reading and writing behavior as a basis for making instructional decisions
- translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plans
- develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students
- learn how to organize the classroom for teaching reading and writing to culturally and linguistically diverse populations.

Attitudes and Values

Students will:
- develop an appreciation for the natural language abilities children possess for processing and producing print
- develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum
- affirm the importance of a rich environment for developing an effective language arts program.
- develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- develop a sensitivity to and appreciation for children with special learning needs
- develop an appreciation for the importance of reading and writing for their own personal and professional growth
- develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his or her individual needs.

REQUIRED TEXTS
(Bring to class each meeting.)
- Johns, J. (2000). *Basic Reading Inventory: Pre-primer through Grade Twelve and Early Literacy Assessments. 9th Edition.* Kendall-Hunt.
- Tompkins, G. E. (2006). *Literacy for the 21st Century: A Balanced Approach. 4th Edition.* Prentice Hall.
- Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Merrill Prentice Hall.(packaged as one).

- CHOOSE ONE:
  Betty G. Birney, *Seven Wonders of Sassafrass Springs*
  Clements, A , *Frindle*
  Fleischman, P. *Seedfolks*
  Dicamillo, K. *Because of Winn Dixie*
  Juster, N. *Phantom Tollbooth*
  Ryan, P. M. *Esperanza Rising*

RECOMMENDED TEXTS
- Reardon, M. (2004) *Strategies for Great Teaching.* Zephyr Press
- Beers, K. (2003) *When Kids Can't Read.* Heinemann.

COURSE REQUIREMENTS

✓ Writing Strategy Lesson Plan (10 points)
Overview:
In pairs, write and present a WRITING strategy lesson plan that is *active, interesting, meaningful and accessible* to diverse students. It can be a mini-lesson, direct instruction, inquiry, or any format you choose. Choose a writing standard for your grade level to guide your objectives. Sample lessons might include:
- Using graphic organizers to write
- Writing an engaging opening
- Using a piece of literature as a model for writing
- Writing paragraphs
- Making transitions between paragraphs
- Developing characters
- Developing a central idea
- Editing writing
- Peer response
- Strategies specific to a particular style (response to literature, persuasion, etc.)

What to Do:
MY STUDENTS: Provide this information about your learners and lesson.
- Facts About Learners: Who are your students and how do they learn?
- Writing Strategy: What is the name of the writing strategy you plan to teach?
- Lesson Related Language Arts Writing Standard(s): See the California Department of Education Web Site (K-12)
- Lesson Objective(s): What you want students to be able to know and do?
- Lesson Assessment: Assessment should be directly related to lesson objectives.

INTO: Prior to the lesson, create conditions needed for all students to fully participate in the lesson. The INTO must include:
- Plans to motivate and engage the students in the lesson topic and objectives
- Plans to connect to students' experience, culture, and language
- Plans to make students aware of prior knowledge and experience relevant to topic

- Plans to build background knowledge needed to be successful in the lesson
- Plans to introduce key vocabulary

THROUGH: During the lesson, instruction must provide multiple and varied opportunities to learn the objectives. The THROUGH portion of lesson plan must include:
- Plans for how you assess students' comprehension of content and procedures and how you assess students' developing performance of key concepts and skills.
- Plans for explicit SDAIE instruction of the key concepts and skills incorporating modeling and student interaction
    - Your modeling must reach a variety of learning modalities and intelligences.
    - Use of a graphic organizer is recommended.
- Plans for shared instruction involving students in the key concepts and skill by following the teacher's lead.
    - When leading the shared experience, provide visual and vocal points of reference to ensure all students can follow you.
    - When taking turns with students, plan to deal with errors in student performance in constructive, positive, encouraging and motivational ways.
- Plans for guided instruction in which the teacher provides students hands-on activities for students to work with each other to practice key concepts and skills.
    - When guiding students' practice, plan to deal with errors in student performance in constructive, positive, encouraging and motivational ways.
    - Describe the hands-on activity in detail and how your students will be grouped while practicing.

BEYOND: After the lesson, give students opportunities to review and apply key concepts and skills learned. BEYOND includes:
- Plans to review the lesson concepts and skills immediately after the lesson and also in the following days/weeks.
    - Opportunities for review should include a variety of modalities and intelligences.
- Plans to apply the key concepts and skill students learned in the lesson to other learning tasks.
    - Opportunities for application should include a variety of modalities and intelligences.

CHECKLIST (Writing Strategy Lesson Plan)

1. _____ I used an appropriate writing strategy and the California Department of Education's standards for the appropriate grade level and cited them.

2. _____ I INTRODUCED my students and writing strategy at the beginning of my plan.

3. _____ I completed all parts of the lesson plan.

INTO was when _____

THROUGH was when _____

BEYOND was when _____

✓ Writers' Workshop (10 points)
Overview:
In EDMS 522, we concentrate on writing as part of balanced literacy. This assignment emphasizes the nature of writing and how it relates to student performance. DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS!

What to do:

In class we explore some topics about which to write. Using the writer's workshop model, you will develop a short (1 page) piece of writing. Bring your draft to class, and we will have conferences about it. Then, finish the piece on your own.

After you finish, reflect upon and write about your own writing process.
- How did you get started? What was it like writing the first draft?
- What was difficult for you? What was easy?
- What kinds of decisions did you have to make in the writing?
- Did you consider your audience ? Who was your audience?
- What did you learn about fostering student's writing through this experience?

CHECKLIST (Writers Workshop)

1. _____ I participated in our writers' workshop: prewriting, drafting, responding, revising, editing, and publishing an original piece of writing.

2. _____ I thoughtfully reflected on the writing process, answering the five (5) bulleted questions.

✓ Case Study (54 points)
Overview:
Choose a student at your school site struggling with reading and writing. Choose a student who is reading at least at a first grade level; identify her/him as quickly as possible after starting your observation. Ask your cooperating teacher for a good candidate. Prepare a reading and writing case study on this student.

Overview:
What to do:
1. *Take anecdotal notes as you work with your student* (the student's behavior during the activity, reactions to the activity, comments, etc.). Include your notes in the appendix.
2. *Record all the student's oral responses on tape.* Don't try to assess the child in one day! If you think the child is getting tired, stop for the day and pick up another day. An important part of the assessment is developing rapport with the child so that s/he feels comfortable participating.
3. *Your case study will include labeled sections.*
   a. Learning about my student: This section includes the students age, grade level, interests, ethnic and linguistic background, etc. Select 3 students you might use. Though you'll only work with one, you might need a back up.
   b. Reading interview: Use an attitude survey; surveys are included with this assignment. Summarize the interview and include the original responses in your appendix.
   c. Reading assessment: Summarize the information gained from an Informal Reading Inventory and include the original data in the appendix. Insert the following chart at the appropriate place:

Independent	Instructional	Frustration
Grade level	Grade level	Grade level

   d. Word list. Use the graded word lists to determine the level at which you will have your student read the reading passage. Start at 2 to 3 grade levels below your student's grade level placement.

   e. Miscue Analysis. Use an expository and narrative text. Record the student reading to be able to conduct the analysis.

   f. Recording and Analysis. Listen to the tape. Record the miscues on a piece of paper containing a duplication of the reading selection. Use the *Johns* to record and analyze the miscues. Analyze the miscues made by your student using what you know about this

student. What cues did your student use to make meaning? What are the strengths of your student? Use the analysis sheets in the John's and transfer that information to the assessment grid provided to record data about your student. Write your analysis in a clear manner. As you write your analysis, consider your original reading interview and consider how the answers given by the student during the interview connect to the miscues.

g. Retelling. Before your student reads the expository or narrative text, be sure to tell him/her that you will be asking him/her to retell the story. Ask the comprehension questions as listed in the John's IRI. Also use the criteria provided in the John's to analyze the student's retelling.

h. Writing assessment: Use a Writing Survey about attitudes toward writing. Summarize the writing interview. Obtain a writing sample from the student. Have him or her write about a favorite toy, book, food, sport or anything that is personal, or use a piece of writing the student's teacher has. Personal writing encourages more writing! Students can draw if they want. You want to see in what stage of writing the child is as well as the child's ability to manipulate abstract language. Summarize the student's strengths and areas of improvement in writing.

i. Recommendations: Based upon the information you gathered about the student, discuss his or her strengths and weaknesses. What can s/he do? On what does this student need to work? Make specific instructional recommendations for how a teacher could work with this student. You might also make recommendations for the student and parents. What can the student do on his or her own independent of the teacher?

j. Instructional Plan: Design an instructional plan for your student. You are the teacher. Knowing what you know about your student as a result of assessment, what areas would an appropriate instructional plan focus on? Why? Refer to the standards in the reading/language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan.

k. Reflection: Based on your classroom observations of reading and writing as well as on what you learned in the assessment process and intervention process, what would you do differently or try differently? What other scaffolds or strategies would you use? How would you use them? What other interventions would you try? What would your next steps in assessment be?

l. Appendix: Include the reading and writing interviews, the John's forms, writing samples, and writing rubric.

CHECKLIST (Case Study)

1. _____ I took anecdotal notes, recorded student responses on tape, and labeled all sections of the case study.

2. _____ (a.) I completed the Learning About My Student section, including demographic and other personal information.

3. _____ (b.) I completed the Reading Interview section, summarizing the results of a reading attitude survey and including the survey in my appendix.

4. _____ (c.) I completed the Reading Assessment, inserting the chart, summarizing the assessment, and including the assessment in the appendix.

5. _____ (d.) I used the graded Word List to determine the level at which to have my student read. I recorded the results here.

6. _____ (e.) I recorded my student reading two types of text in the Miscue Analysis.

7. _____ (f.) I listened to tape, noted errors on text, used Johns, transferred information, and wrote a summary in Recording and Analysis. Work is included in the Appendix.

8. _____ (g.) I completed the Retelling section, using Johns and analyzing results.

9. _____ (h.) I completed the survey, summarized results, obtained a sample, and discussed writer's strengths and weaknesses in Writing Assessment. Work is included in the Appendix.

10. _____ (i.) Based upon results, I discussed strengths, weaknesses, and made Recommendations in this section.

11. _____ (j.) In Instructional Plan, I created a plan based upon the student's needs.

12. _____ (k.) I completed my Reflection, noting what I would do differently.

13. _____ (l.) My Appendix includes everything noted above.

14. _____ I thoughtfully completed all tasks described in <u>What to do</u>.

✓ **Reflections: Teacher Performance Expectations (5 points each)**
<u>Overview</u>:
EDMS 522 requires you address TPE 3 and 8 for your TaskStream electronic portfolio. To do this:
        a. Complete the Case Study. This serves as the artifact - evidence – to prove you have met the standards (TPE's).
        b. Write "Reflections" describing how your work is evidence of completing TPE's. Reflections are described below.
        c. Assigned TPE artifacts and Reflections must be submitted, responded to, and archived via TaskStream. The table below lists the TPE's and artifacts for 521 and 522. **PLEASE NOTE: Credit is earned only after the TPEs are posted**.

CLASS	TPE	ARTIFACT
EDMS 521	1A	Field Observations
	4	Reading Strategy Lesson Plan
EDMS 522	**3, 8**	**Case Study**

<u>What to Do</u>:
Your TPE "Reflections" should follow the format described below.

<u>Paragraph 1</u>: This is a descriptive paragraph. Describe the TPE in your own words. This is NOT a huge paragraph, it is more of a "summary in my own words"

<u>Paragraph 2</u>: This is an analysis/explanation paragraph. Analyze the artifact describing how it demonstrates your understanding of the TPE. Make explicit links between the artifact and the TPE.

<u>Paragraph 3</u>: This is a reflective paragraph. Please reflect on the "big picture," why this TPE is important to you as a teacher and to your students as learners.

The following link will take you to the CSUSM COE website where you find help creating your electronic portfolio and information on the required elements: http://lynx.csusm.edu/coe/eportfolio/index.asp The TaskStream home page link is where you register for TaskStream and work on your electronic portfolio: http://www.taskstream.com

CHECKLIST (2 TPE REFLECTIONS)

1. _____ In paragraph 1 of <u>both</u> Reflections for TPE 3 and 8, I summarized the appropriate Teacher Performance Expectation clearly.

2. _____ In paragraph 2 of <u>both</u> Reflections, I analyzed and explained how the artifact (Case Study) demonstrates my understanding of the TPE.

3. _____ In paragraph 3 of <u>both</u> Reflections, I described why the Teacher Performance Expectation was important to me as a teacher and to my students as learners.

4. _____ My TPE Reflections are word-processed and ready to post to TaskStream.

✓ Professional Disposition (16 points)
<u>Overview</u>:
Grading in 522 includes a component of "professional disposition." Students in the College of Education conduct themselves in ways expected of those entering the profession. Disposition includes:
- General classroom attendance, promptness, and participation
- Attention to classroom discussion protocols
- Social and cooperative skills
- Attention to assignments (deadlines, quality, multi-tasking)
- General classroom demeanor
- Flexibility
- Openness to and enthusiasm for learning

<u>What to do:</u>
To measure professional dispositions fairly, there is an "Exit Slip" each class session, asking you to respond to the day's learning and to grade yourself in professionalism. See the exit slip below.

PROFESSIONAL DISPOSITIONS EXIT SLIP (522)

Directions: Print this form before coming to class; complete it at the end of each session. Answer questions 1.- 4., then choose <u>one</u> other question to answer. Turn it in to your instructor that day.

1. Name: Date:	
2. Were you on time, as you would be as a teacher? *If not, why not?*	Yes No
3. Were you an attentive listener and an enthusiastic learner? *If not, why not?*	Yes No
4. Did you complete assignments or readings on time today? *If not, why not?*	Yes No
5. What did you learn this session?	
6. How will you apply what you learned to your classroom?	
7. Today's topic_____ is like _____(noun) because	
8. How might we improve this lesson?	

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).* Attendance Policy
Even if you notify the instructor, your absence is not excused.

Grading Policy

Come prepared to class; readings and homework assignments are listed on the dates on which they are to be completed.

Work is submitted 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 a "B").

Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

COURSE REQUIREMENTS

Number Required	Assignment	Due Date	Points Possible
1	Writing Strategy Lesson Plan	Each Class	10
1	Writer's Workshop Reflection	March 3	10
1	Case Study	March 24	54
2	TPE Reflective Statements	March 17	10
8	Professional Dispositions	Each Class	16

Grading Standards (Points)

		A	93-100	A-	90-92
B+	87-89	B	83-86	B -	80-82
C+	77-79	C	73-76	C -	70-72

EDMS 522
BRING BOOKS TO EVERY CLASS SESSION
While this schedule is carefully planned, it may be modified at any time.

Date	Topics	Readings (*) Due Dates
Session 1: **January 28**	• Overview	✓**BRING SYLLABUS!** ✓Tompkins (5) ✓Search for CASE STUDY subject.
Session 2: **February 4**	• Assessment/Case Study • Miscue analysis	✓Search for CASE STUDY subject. ✓**Writing Strategy Lesson Due**
Session 3: **February 11**	• Writing workshop • Assessment/Case Study	✓Tompkins (1, 2, 10, 11) ✓Johns (1, 2, 3)
Session 4: **February 18**	• Writing workshop • Introduction to Literature Circles • (Talk/ choice)	✓Tompkins (3, 4) ✓**Bring draft of writing piece.**
Session 5: **February 25**	• Literature Circles • Introduction to RICA review games	✓**Book read – bring it.** ✓**Literature circle role complete – bring it.** ✓Student selected for CASE STUDY.
Session 6: **March 3**	• Content area reading and writing	✓Tompkins (8, 9, 12) ✓**Writers' Workshop reflection due.**
Session 7: **March 10**	• Case Study workshop • RICA review games	✓**Bring all Case Study data** ✓Bring Johns book ✓Tompkins (4, 6)
Session 8: **March 17**	• TPE feedback • Wrap up	✓**Bring drafts of TPEs:** ✓Posted 3/17, 12:00 a.m. ✓Bring draft of your Case Study

<u>CASE STUDY DUE</u>: MARCH 24, 12:00 p.m. in my office at CSUSM. For every day late, 5 points are deducted.

CALIFORNIA STATE UNIVERSITY SAN MARCOS
CONSENT TO PARTICIPATE IN RESEARCH

Dear Parents/Caretakers,

_____, a student teacher at California State University San Marcos, is enrolled this semester in a course that prepares our college students to assess their students' literacy levels and then design appropriate instruction that best addresses the needs of their students. One of the assignments for this class is a case study, which analyzes the literacy and learning practices of a student they are teaching. We are requesting permission to interview and observe your child for this purpose. The CSUSM student teacher will ask questions about the student's experiences with school and literacy and will evaluate the student's reading and writing skills. Reading will assessed by having the student read selected passages and answering comprehension questions. Writing will be assessed by having the student write a brief selection about a topic of interest to him/her. The CSUSM student teacher is not a reading or writing specialist and is not prepared to diagnose a student's difficulties. They will only gather information and look for patterns and areas of significance that can help them to be better teachers of students at the high school level.

There are no risks in this research greater than those involved in everyday classroom practices and assessment. The potential benefits to your child are that he/she gets individual attention and could receive helpful feedback for continued literacy development. Your participation will also help the teacher to better understand individual student needs and how to best teach to those needs.

Participation in this study is voluntary, and your child may withdraw from the study at any time without penalty. If your child does not participate in this study, his/her performance and grades at school will not be affected in any way. All identification from the data gathered will be blacked out so that your child will not be identifiable in the written analysis. All information gathered in this case study can be made available to you upon request. If you have further questions, please contact (instructor's name) at CSUSM (instructor's phone). This study has been approved by the Cal State San Marcos Institutional Review Board. Questions about your rights as a research participant should be directed to the Chair of the Board at (760) 750-8820. You will be given a copy of this form to keep for your records.

Check one:
_____I agree to participate in this research study. The experimenter has answered my questions.
_____I do not agree to participate in this research study.

_____
Participant's name (printed)   Participant's signature

_____   _____
Parent/Legal Guardian's signature   Date

_____
Researcher's Signature

CALIFORNIA STATE UNIVERSITY SAN MARCOS
PERMISO

_____

Estimados Padres o Encargada/o:

_____ es un estudiante de la Facultad de Pedagogía en la Universidad Estatal de San Marcos que cursa estudios para convertirse en maestra/o. Actualmente dicho estudiante está matriculada/o en un curso que prepara a futuros maestros en el campo de la evaluación. Parte de esta preparación incluye el evaluar a los niños en el proceso de la lecto-escritura. Uno de los trabajos que tienen que completar para recibir su título de maestro es de analizar las destrezas de lecto-escritura de los niños. Es por esta razón que usted recibe esta carta en la cual se solicita su permiso para que su hija/o pueda participar en esta actividad.

Nuestro estudiante universitatrio le hará preguntas a su hija/o con respecto a las experiencias que ha tenido su hija/o en la lectura y escritura, y evaluará estas destrezas. Para evaluar la lectura, su hija/o tendrá que leer un pasaje de un cuento y contestar algunas preguntas. Para evaluar la escritura, su hija/o tendrá que escribir un párrafo acerca de un tópico que le interese. El estudiante universitario no es especialista en lecto-escritura, solo recopilará datos que usará para analizar el nivel de aprendizaje de un niño. De esta manera, el estudiante universitario podrá aumentar su capacidad para entender mejor las necesidades en la lecto-escritura de los estudiantes.

En este studio no hay ningún riesgo previsible para su hija/o. Los beneficios de dicha evaluación podrían incluír ayuda especial para que su hija/o mejore su capacidad académica en la lecto-escritura. Su participación también podría ayudar a la maestra/o de su hija/o a entender mejor las necesidades en la lecto-escritura de los estudiantes.

La participación en este proyecto es completamente voluntaria, de tal manera que su hija/o podrá dejar de participar cuando quiera, sin ninguna consecuencia negativa. Su decisión de permitir o impedir que su hija/o participe no ejercerá ninguna influencia en sus calificaciones, el trato que recibe, o cualquier otro aspecto de su proceso escolar. Para asegurar confidencialidad total, todos los nombres de los estudiantes serán eliminados. La información recopilada estará a su disposición si desea verla. Si tiene preguntas o desea mayor información acerca de este estudio, por favor comuníquese con [instructor's name] en la Universidad Estatal de San Marcos, [instructor's phone number]. Este proyecto ha sido aprobado por la Junta Directiva Institucional (un comité universitario de protección a participantes en proyectos de investigación). Si tiene preguntas acerca de sus derechos como participante en esta investigación, puede dirígírselas al Presidente de la Junta Directiva, (760) 750-8820.

Se le otorgará una copia de este formulario.

Por favor marque uno:

_____ Doy permiso de que mi hija/o, _____,
participe en el estudio. Todas mis preguntas con respecto al estudio han sido contestadas.

_____ No doy permiso de que mi hija/o participle en el estudio.

_____
Nombre del participante (EN LETRA DE MOLDE)

_____
Firma del participante

_____
Firma del padre o encargada/o   Fecha

_____
Firma de la (del) investigador/a

1. What are you learning to do in reading? [writing]

2. How are you learning it? Who is helping you?

3. What is easy about reading? What's hard? [writing]

4. What do you do before you start to read? [write]

5. While you are reading, if you come to a word that you don't understand or don't know, what do you do? [writing]

6. How can you tell when someone is a good reader? [writer]

7. _____ is a good reader because _____

8. Do you think s/he ever comes to a word that s/he doesn't know?

9. If _____ comes to word s/he doesn't know, what do you think s/he does?

10. What would your teacher do to help someone who doesn't know a word s/he is reading? [writing]

11. What do you do to help yourself understand and/or remember a story after you have read it?

12. Do you think that you are a good reader? [writer] Why or why not?

13. What would you like to learn to do next as a reader? [writer] How do you think you will learn it? (will someone help you?)

1. ¿Que estas aprendiendo hace en la lectura? En la escritura?

2. ¿Como estas aprendiendo? ¿Quien te ayuda?

3. ¿Que es fácil acerca de la lectura? (Escritura?)   ¿Que es dificil acerca de la lectura? (Escritura?)

4. ¿Que haces antes de empieza a leer? ¿Que haces antes de empieza a escribir?

5. ¿Cuando lees, si llegas a una palabra que no entiende o no sabes, que haces tu?

6. ¿Como sabes cuando alguien es un buen lector? (Escritor?)

7. ¿Porque is el/la un buen lector?

8. ¿Piensas que _____ encuentra una palabra que no entiende/sabe?

9. ¿Si _____ encuentra una palabra que no sabe o entiende, que piensa que hace?

10. ¿Que haría tu maestro/a para ayudar a alguien que no sabe una palabra mientras el/la   lee?

11. ¿Que haces para ayudarte a ti mismo/a para comprender o recordar un cuento despues que lo has leído?

12. ¿Piensas que eres un buen lector/escritor? ¿Porque o porque no?

13. ¿Que te gustaría aprende como lector? (Escritor?) ¿Como piensas que lo aprenderas? ¿Te ayudara alguien ?

SB 2042 - 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. Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures)
D. Word meaning (semantics)	II. Theories and Methods for Instruction In and Through English	D. 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
I. Language Change		C. How teachers can use what they learn about their students (culturally responsive pedagogy)
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	III. Cultural Contact
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	A. Concepts of cultural contact
B. Psychological factors affecting first- and second-language development	B. Methods	B. Stages of individual cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	C. The dynamics of prejudice
D. Pedagogical factors affecting first- and second-language development	D. Limitations of assessment	**D.** Strategies for conflict resolution
E. Political factors affecting first- and second-language development	E. Technical concepts	IV. Cultural Diversity in U.S. and CA
		A. Historical perspectives
		B. Demography
		C. Migration and immigration

- **TPE 3: Interpretation and Use of Assessments**

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

- **TPE 8: Learning about Students**

   Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.