

California State University San Marcos
College of Education

EDMS 522
Elementary Literacy II (3 units)

SPRING 2008
CRN # 22620

Course Location: Ronald Regan Elementary School, Wildomar
Fridays 9:00-3:15 p.m. (1/25, 2/1, 2/8, 2/15*, 2/22, 2/29, 3/7, 3/14) *see class schedule

Instructor	Office	Office Hours	Phone	E-mail Address
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Mission Statement of the College of Education, CSUSM

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).*

Infused Competencies

Authorization to Teach English Learners Senate Bill (SB) 2042

This 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 addressed by SB 2042. The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

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.

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.

This course is Web Based Instruction enhanced using WEB CT6 and can be found at: <http://courses.cusum.edu>. On-line access/work for web based instruction portion of the course is required.

Course Prerequisite

Successful completion of EDMS 521 is required.

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 standards are a primary emphasis for 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

Course Objectives

KNOWLEDGE—Teacher candidates 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 understanding of how people learn to read and write in their first and second languages.
- 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—Teacher candidates will:

- Become sensitive observers of children's language using behaviors.
- Analyze children's reading/writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plan.
- 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—Teacher candidates 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 an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' 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/her individual needs.

COURSE REQUIREMENTS

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 and Participation

The course deals with complex material processed in a variety of ways. Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.** The degree of your engagement in these processes forms the basis for points assigned. Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows: **1. Missing more than 1 class meeting will result in the reduction of one letter grade. 2. Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade. 3. Illness and emergency circumstances will be considered/negotiated on a case-by-case basis.** These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment.

Unique Course Requirements:

TPE Reflective Writing

This course requires you to address TPE 3 and TPE 8 by completing course assignments. Completion of the course assignments will include submitting them in the appropriate format to your electronic portfolio. Assessment of each TPE is directly related to the assessment of your course assignments. You write summary reflections to be submitted, responded to, and archived via Task Stream. When the reflection is finalized, it will become a permanent record in your Task Stream Portfolio. Return to the TPE's at other points in your program to make modifications as your understanding deepens.

The following link will take you to the CSUSM COE website where you can get help creating your electronic portfolio: <http://lynx.csusm.edu/coe/eportfolio/index.asp>

This following is the Task Stream home page link where you will register for Task Stream and return to when working on your electronic portfolio: <http://www.taskstream.com>

Teacher Performance Expectations (TPE) Competencies

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 in implementing effective programs for 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 primarily addressed in this course:

Primary Emphasis

TPE 3-Interpretation and Use of Assessments

TPE 8-Learning About Students

GENERAL CONSIDERATIONS

Outcomes and Standards

The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in “seat time”, meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

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 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 the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Appeals

Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. P. Kelly, Associate Dean.

Students with Disabilities Requiring Reasonable Accommodations Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

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.

Writing: In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways. Writing requirements for this course will be met as described in the assignments.

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. All work submitted for this course should reflect students’ efforts. When relying on supporting documents authored by others, cite them clearly and completely

using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.

Electronic Communication Protocol (E-mail & Online Discussion Protocol)

Email & On-Line Discussion Protocol: Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact the instructor or other students, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own form of nuances and meanings. For instance, electronic messages sent with all upper 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.

All electronic messages should be crafted with professionalism and care. For more guidance see Core Rules of Netiquette at <http://www.albion.com/netiquette/corerules.html>.

COURSE REQUIREMENTS

Required Texts

- Johns, J. (2005). ***Basic Reading Inventory: Pre-primer through grade twelve & early Assessments.*** Dubuque, Iowa: Kendall-Hunt.
- Tompkins, G.E. (2006). ***Literacy for the 21 Century: A Balanced Approach 4th Edition.*** Prentice Hall.
- Zarrillo, J. J. (2005). ***Ready for RICA: A test preparation guide for California's Reading instruction Competence Assessment.*** Merrill prentice Hall. (packaged as one).
- California Department of Education. (1999). ***Reading Language Arts Framework for California Public Schools: Kindergarten through grade twelve.*** Available on-line.

NOTE: Assigned texts and readings **MUST** be brought to **ALL** class sessions.

Other Materials: You will need a composition book to be used as a writer's notebook for this course. Additional children's literature will be introduced during the course.

Recommended Texts

- Culham, R. (2003) ***6+1 Traits of Writing: The Complete Guide Grades 3 and Up.*** Northwest Regional Educational Laboratory
- Fletcher, R. (1996) ***A Writer's Notebook: Unlocking the Writer Within You.*** HarperTrophy.

Grading Policy

All students will come prepared to class; 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 a "B"). Unless prior instructor approval is secured, assignments will not be accepted three class sessions after which they are due. Exceptions will be handled on a case-by-case basis, as determined by the instructor.

Grading Emphasis

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. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will also include a component of "professional demeanor." Students will conduct themselves in ways that are generally expected of those who are entering the education profession. This includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

The following grading scale will be used:

93 – 100	A	75 – 79	C+
90 – 92	A-	72 – 74	C
88 – 89	B+	70 – 71	C-
83 – 87	B	60 – 69	D
80 – 82	B-	59 – below	F

COURSE ASSIGNMENTS/POINTS POSSIBLE

Writing Strategy Lesson Plan (1 w/partner)	15 points
Writers' Workshop (1)	10 points
Case Study (1)	55 points
TPEs Reflective Statements & Electronic Portfolio (2)	10 points
Professional Disposition (Attendance/Participation/Professionalism)	10 points
Total	100 points

Please note assignments are due whether or not you are present in class that day. On the required due date, turn in your assignment and a **copy of the assignment rubric (rubrics found on WebCT) attached to your work.**

While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.

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

Date	Topic	Readings/Assignments Due
Session 1 January 25	<ul style="list-style-type: none"> Course Overview Connecting 521 with 522 Assessment What is a Writer's Notebook & how will this benefit me? 	<i>Tompkins chapter 5</i> <i>A Writer's Notebook</i> Search for Case Study Subject
Session 2 February 1	<ul style="list-style-type: none"> RICA warm up Assessment/Case Study Miscue Analysis The Writing Process/Writers' Workshop Reading/Writing in content areas 	<i>Johns</i> <i>Tompkins chapter 2; 13 pp.416-423</i> <i>6+1 Traits (intro)</i> <i>Tompkins chapter 14; Zarillo pp. 55-64</i> Search for Case Study Subject/begin assessing
Session 3 February 8	<ul style="list-style-type: none"> RICA warm up Assessment Writers' Workshop Intro to Literature Circles Writing strategy lesson overview/workshop 	<i>Johns</i> ELA standards for grade level <i>6+1 Traits</i> <i>Tompkins chapter 12</i> <ul style="list-style-type: none"> Bring draft of writing piece Case Study sections due
Session 4* February 15 <i>No class meeting</i>	<ul style="list-style-type: none"> AM work on writing strategy lesson w/partner Literature Circles assignment/WebCT 	<ul style="list-style-type: none"> Read Lit. Circle book Complete lit. circle role & submit to WebCT by noon 2/16 Bring hard copy of role to class on 2/22
Session 5 February 22	<ul style="list-style-type: none"> RICA warm up Assessment Literature Focus Units Literature Circles Indep. Reading/ Integrating R&W with oral language 	<i>6+1 Traits</i> <i>Tompkins chapter 11</i> <ul style="list-style-type: none"> TPE 8 Reflection (Case Study) <i>Zarillo chap. 10 & 11</i>
Session 6 February 29	<ul style="list-style-type: none"> RICA warm up Assessment Writing Strategy Lesson/Presentations Due	<i>Zarillo pp. 78-83</i> Writers' Workshop reflection due
Session 7 March 7	<ul style="list-style-type: none"> Case Study workshop RICA review games Writing Strategy Lesson/Presentation Due	<ul style="list-style-type: none"> Bring all case study data Bring Johns book <i>Tompkins chap 6</i> <ul style="list-style-type: none"> TPE Reflection 3 (Case Study)
Session 8 March 14	Preparing for RICA Evaluation of Instructor Case Study Due round table discussions	No readings TPE 3 and 8 must be posted in taskstream 3/14/08, 12:00 am Bring hard copy of case study to class Due: task stream entries must be "done"

ASSIGNMENTS

✓ Writing Strategy Lesson Plan (15 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 (follow the format learned in your EDMS 511 course for lesson plan writing):

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!** You will submit your reflection to WebCT and bring a hard copy to class to share with peers.

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 (55 points)

Overview:

You will **select an intermediate student (if possible) at your site that is experiencing difficulties in reading**. 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 help in selecting a good candidate. Please don't shy away from second language learners or students with active IEP's. Discuss possible times for giving the assessments. You will probably need to meet with the student about 3 or 4 times. When conducting this case study, it is important to **record all of the student's oral responses on tape**. An important part of the assessment is developing a rapport with the child in which s/he is comfortable to fully participate. If you think the child is getting tired, stop the assessment and pick up another day. Prepare a reading and writing case study on this student.

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: Observe the student** in the classroom and other school settings. **Take anecdotal notes** about the student's interests and participation. Write a **one page** overview about your student (including his/her age, gender, grade level, interests, ethnic and linguistic background, etc.) Include the **conditions** under which the assessment was administered. (Suggestion: Select 3 students you might use. Though you'll only work with one, you might need a back up.
 - b. **Reading interview:** Use a reading attitude survey; surveys are included with this assignment. Summarize the interview (include three important findings you made about the reader from the interview). Include the original survey responses in your appendix.
 - c. **Reading assessment:** Write a well-developed paragraph(s) summarizing the information you obtain from each part of the Informal Reading Inventory (IRI). The IRI includes four areas (see "d, e, f & g below for details on the IRI). Include the original data in the appendix.

- 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. Include scoring forms in appendix. **Note: you will administer two types of passages – one narrative and one expository. Each passage must be examined separately.**
- e. **Miscue Analysis.** Use an expository and narrative text. Record (on audio tape) the student reading to be able to conduct the analysis. Let student know before s/he begins reading that you will be asking him/her to retell the afterwards. You may want to record miscues directly on your copy of the narrative/expository text as you listen. You must passages. Next, score the miscues for significant miscues. Record all the information from d, e, f and g on the overall assessment-recording sheet in Johns. (Include forms in appendix.)

Insert the following chart in this section based on the word analysis:

	Grade Levels for Independent Reading	Grade Levels for Instructional Reading	Grade Levels for Frustration Reading
Word Recognition Levels			

- 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. Transcribe the retelling word for word, designating who is talking (T for teacher; S for student). Ask the comprehension questions as listed in the John's IRI. **The student may not look back at the text to answer comprehension questions.** Use the criteria provided in the John's to analyze the student's responses. Determine if s/he is at independent, instructional, frustration level. If the child scores in the independent or instructional range continue having him/her read the next passage. If the student scores in the frustration range, STOP. (Include scoring forms in appendix.)

Insert the following chart in this section based on comprehension question scores:

	Grade Levels for Independent Reading	Grade Levels for Instructional Reading	Grade Levels for Frustration Reading
Comprehension Levels			

- h. **Writing assessment:** Use a Writing Survey about attitudes toward writing. Summarize the writing interview (include original survey in appendix). 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. Write a well-developed paragraph(s) that summarizes the information you learned from the student's writing sample; i.e. the child's stage of writing and spelling development, the student's strengths and areas of improvement. Analyze writing using 6+1 Traits model. (Include student writing sample(s) in appendix.)

- i. **Recommendations:** Analyze the data you have gathered about the student and organize it in the Data Analysis Grid (below) and use the grid to help you write the following:
- Write a well-developed paragraph(s) describing the student's strengths or what the student can do (3) in language arts.
 - Write a well-developed paragraph(s) describing the student's areas of need or what the student needs to work on (3) in language arts.
 - Write a well-developed paragraph(s) that describes **2 specific instructional strategies or recommendations** describing each strategy/recommendation step by step. **Note how each strategy will help your student become a better reader and writer.** Explain how your recommendations utilize the student's strengths and address his/her literacy needs. You might also make recommendations for the student and parents. What can the student do on his or her own independent of the teacher?

Assessments administered to student	Data from the assessments	Student Strengths (+)	Student Weaknesses (-)	Instructional Interventions

- j. **Instructional Plan:** 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? Design an instructional plan for your student. Choose one of the strategies/recommendations from your data analysis and write a well-developed paragraph(s) describing an instructional plan/intervention. 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. Your writing must be organized as a statement of your goal(s) in helping the child and a description of how you will incorporate the recommendation into your literacy instruction. Be sure to use instructional methods/approaches that are appropriate and research-based.
- 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 all assessment forms and records. Your case study will not be accepted as complete without a complete appendix. Turn in all paper copies to me on due date. In addition, your report needs to be submitted on WebCT. Items to include in appendix: reading and writing interviews, the John's forms (4+), 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 the 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 What to do.

✓ **Reflections: Teacher Performance Expectations (5 points each)**

Overview:

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.**

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

What to Do:

Your TPE "Reflections" should follow the format described below.

Paragraph 1: 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"

Paragraph 2: 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.

Paragraph 3: 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 both Reflections for TPE 3 and 8, I summarized the appropriate Teacher Performance Expectation clearly.
2. _____ In paragraph 2 of both Reflections, I analyzed and explained how the artifact (Case Study) demonstrates my understanding of the TPE.
3. _____ In paragraph 3 of both 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 (10 points)

Overview:

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

What to do:

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.

Not required...but highly recommended.....

RICA STUDY CARDS (Quiocho, 2000)

It is highly recommended that you complete a RICA study sheet (or cards) for the RICA areas covered in the course (RICA 1, 7,8,9,10,11 and/or those you have not studied). We will have a RICA study session at the end of the course. RICA study sheets (or cards) include information on (a) what the content area is about, (b) ways of assessing it, (c) ways of teaching it, and (d) accommodations. Besides the course readings, Dr. Alice Quiocho's web site can also serve as a resource. The address is: <http://www.csusm.edu/Quiocho>. Click on "reading instruction portfolio." See the section on accommodations for ideas on ways to support second language learners. Note: See www.ed.gov/free/ for free Educational Materials.

It is also highly recommended that students attend a RICA test preparation workshop offered by Dr. Alice Quiocho. The Extended Studies Catalog lists dates and prices of test prep workshops.

Component	How to Assess	How to Teach It (Strategies)	Accommodations

SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

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

- **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.

**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 be 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 universitario 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 estudio no hay ningún riesgo previsible para su hija/o. Los beneficios de dicha evaluación podrían incluir 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 dirigírselas 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 participe 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

EDMS 522 - Literacy Education
Reading and Writing Interview – Guiding Questions

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?)

EDMS 522 - Literacy Education
Reading and Writing Interview – Guiding Questions (Spanish)

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?