

**CALIFORNIA STATE UNIVERSITY, SAN MARCOS  
COLLEGE OF EDUCATION**

**EDMX 622: Literacy Education for Education Specialists  
CRN 21992**

**SPRING 2008**

**UH 441                      Thursdays 7:30AM-2:15PM and Online**

<b>Instructor</b>	<b>Phone</b>	<b>E-mail Address</b>	<b>Office Hours</b>
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**Mission of the College of Education at Cal State San Marcos:** The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance. (adopted by COE Governance Community, October 1997)

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

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

**WebCT:** This course is supplemented by an online site, which may be accessed at <https://webct6.csusm.edu>. You will be required to attend certain classes and complete certain assignments online. Locate and click on your course section of EDMX 622 in WebCT. You will need a username and password to access the online components. To avoid penalty for late assignments, communicate immediately with me via regular email ([thood@csusm.edu](mailto:thood@csusm.edu)) if you have any difficulty accessing the site at anytime during the course.

**Infused Competencies**

**Authorization to Teach English Learners:** The Cal State San Marcos credential programs have been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. (approved by CCTC in SB 2042 Program Standards, August 2002)

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

**Technology:** This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice as well as to research the topics discussed in this course. Students are encouraged to keep a digital copy of all assignments for use in a teaching portfolio. Details will be given in class.

### **Accommodations and Policies**

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

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

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

#### **All University Writing Requirement**

Every course at the university must have a writing requirement of at least 2500 words. This course meets that requirement through the Best Practice Report and TPE reflective statements.

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

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

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

**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.

**TASKSTREAM RESPONSES REQUIRED: TPEs AND LEVEL I STANDARDS**

**California Teaching Performance Expectations: “The TPEs” (TaskStream Responses Required for Concurrent Candidates))**

<b>TPE</b>	<b>Description</b>	<b>Course Assignment or Activity</b>
TPE 3	Interpretation and Use of Assessments	Readings, Best Practices Report and Class Activities
TPE 4	Making Content Accessible	Readings, Discussions, Universal Design Lesson Plan
TPE 6d	Developmentally Appropriate Practices for Special Ed	Readings, Lectures, Presentations; Best Practices Report
TPE 8	Learning About Students	Readings, Facts about Learning Challenges activity
TPE 9	Instructional Planning	Best Practices Report: Instructional Plan Dev't.

**Level I Education Specialist Standards (TaskStream Responses Required)**

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

**Additional Level I Standards Interface of EDMX 622 (No TaskStream Responses Required)**

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

## GENERIC RUBRIC FOR ASSIGNMENTS

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

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

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

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

1 point: low range achievement; on time or late; numerous gaps/incomplete; cursory; sketchy; little evidence of knowledge and comprehension of course content; minimal/hasty effort overall

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

### Expected EDMX 622 Outcomes for Level I Education Specialist Credential Requirements

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

### Required Texts:

1. Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Portland: Stenhouse.
2. Fisher, D. & Frey, N. (2007) *Improving adolescent literacy: Strategies at work*. (2<sup>nd</sup> ed.). Columbus: Pearson.
3. Curriculum Development and Supplemental Materials Commission (current). *Reading/Language Arts Framework for California Public Schools*. California Department of Education. (Copy needed for in-class activities; also available to you on the web: <http://www.cde.ca.gov/re/pn/fd/documents/lang-arts.pdf> )
4. Task Stream Electronic Portfolio: ***Students must register & pay fee online prior to second class:*** at [www.TaskStream.com](http://www.TaskStream.com) (Register for 2-yr minimum when commencing your Level I Program.)  
**For TaskStream Directions**, go to: <http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm>  
**For directions on writing TaskStream Narratives**, go to:  
<http://lynx.csusm.edu/coe/eportfolio/Narrative.Directions.htm>

### Required Web Sites:

1. Curriculum Development and Supplemental Materials Commission (current). *Reading/Language Arts Framework for California Public Schools*. California Department of Education. (Only available to you on the web: <http://www.cde.ca.gov/re/pn/fd/documents/lang-arts.pdf> )
2. Teacher Performance Expectations (Level I Standards): Level I Standards At-a-Glance: <http://lynx.csusm.edu/COE/fieldExperience/Level I Standards.at.a.Glance.pdf>
3. Full Text: <http://lynx.csusm.edu/coe/fieldExperience/Handbook.MS/Level I Standards.FullText.doc>
4. Individuals with Disabilities Education Improvement Act of 2004 [http://www.edlawrc.com/special\\_education.htm](http://www.edlawrc.com/special_education.htm)
5. Literature Circles Resources: <http://www.litcircles.org/>
6. NCTE Principles of Adolescent Literacy Reform: [http://www.ncte.org/library/files/About\\_NCTE/Overview/Adol-Lit-Brief.pdf](http://www.ncte.org/library/files/About_NCTE/Overview/Adol-Lit-Brief.pdf)
7. When Older Students Can't Read (LD Online) <http://www.ldonline.org/article/8025>
8. Strategies that Work for Students Grade 9-12 with Dyslexia (LD Online) <http://www.ldonline.org/article/6371>
9. Helping Your Teenager Write Better (NCTE) [http://www.ncte.org/library/files/Parents\\_Students/tips-parents.pdf](http://www.ncte.org/library/files/Parents_Students/tips-parents.pdf)
10. Journaling: <http://www.sdcoe.k12.ca.us/score/actbank/tjournal.htm>
11. Council for Exceptional Children Website: [www.cec.sped.org](http://www.cec.sped.org)
12. Quiocho, A., Macintosh, D., and Hood, A. (2000) *Reading instruction Portfolio:* <http://www.csusm.edu/Quiocho/rip.html> (Focus: Hood, A. *Special Needs Considerations*)
13. Visual and Perf. Arts Standards: <http://www.cde.ca.gov/cdepress/standards-pdfs/visual-performing-arts.pdf>
14. Managing RICA PowerPoint: <http://courses.csusm.edu/ricastudy/module01/Managingrica.htm>
15. Citing Research: <http://citationmachine.net/>
16. The abridged version of The American Psychological Association (APA) Manual: [www.apastyle.org](http://www.apastyle.org)

### Recommended Texts:

1. Beers, K. (2003) *When kids can't read*. Portsmouth: Heinemann.
2. Cunningham, P. (2000). *Phonics they use: Words for reading and writing*. New York: Longman.
3. Cunningham, P., & Allington, R.L. (2006). *Classrooms that work: They all can read and write*.
4. Deschler, D.D., & Schumaker, J.B. (2006). *Teaching adolescents with disabilities: Accessing the general education curriculum*. Thousand Oaks: Corwin Press.
5. Johns, J. (8<sup>th</sup> ed.) (1997) *Basic Reading inventory*. Iowa: Kendall Hunt.
6. Longman. (2000). *Dictionary of American English*. New ed., 2nd ed. ed. White Plains, NY: Addison Wesley Longman.
7. Marzano, R., Pickering, D., & Pollack, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria: ASCD.
8. *Rethinking schools. Rethinking our classrooms 2: Teaching for Equity and social justice*
9. Stephanie, H., & Goudvis, A. (2000). *Strategies that work*. Portland, ME: Stenhouse Publishers.
10. Strong, W. (2006) *Write for insight: Empowering content area learning, grades 6-12*
11. Tompkins, G.E. (2001). *Literacy for the 21<sup>st</sup> century: A balanced approach*. Upper Saddle River, NJ: Merrill.

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

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

**ASSIGNMENTS**

Assignments	Points Value:	Points Earned
Course Attendance, Professionalism, & Participation	25	*
Option Day Paper	10	
Option Day Presentation	10	
Best Practices Report	25	
Response to Intervention Partner Presentation	20	
TaskStream Postings: Level I Standards #23 and 25 (Level I Bucket)	5	
TaskStream Postings: TPEs 3, 4, 6d, 8, & 9	5	
<b>*Leave blank</b>	<b>Total Points:</b>	<b>*</b>
	100	

**COURSE ATTENDANCE, PROFESSIONALISM, & PARTICIPATION (25 Points)**

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

**OPTION DAY PAPER and PRESENTATION (10 points)**

1. **Paper:** During the 4<sup>th</sup> class session, you will participate in “EDMX 622 Option Day.” Given a selected option, you will fully engage in the option described, and will submit a detailed written reflection to the Instructor through WebCT Mail. Details will be further discussed in class. The reflection will be due on the same day as your option participation.

2. **Presentation:** In the first class session following Option Day, you will participate in an Option Day Carousel with your classmates. You will be expected to discuss, demonstrate, or otherwise display details of your option. An evaluation form will be completed by Carousel participants. This will be discussed further in class.

**BEST PRACTICES FOR STRUGGLING READERS AND WRITERS REPORT (25 Points)**

Note: You will be using the information from the Case Study of “Mark” on the RICA Scenario page (<http://courses.csusm.edu/ricastudy/old/scenarios.html>) for this assignment. Mark is an English learner with a specific learning disability in reading and writing. He has been in school in the US for 3 years. He is in 7<sup>th</sup> grade this year.

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

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

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

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

**Part II: Two Best Practices (approx. 4-6 pages) (8 points)**

Investigate two (2) teaching strategies that are, according to your research, experiences, and observations, effective in teaching reading and/or writing to struggling English learners. **ONLY TWO!**  
 (Note: You may *not* use *Graphic Organizers*, *Journaling*, or *Literature Circles*, as we will be thoroughly discussing these in class.)

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

Based upon your investigation, describe an instructional plan for Mark that you would co-develop with a beginning English teacher with whom you are co-teaching (and in whose class, Mark is a student). The plan should include your research-based recommendations about how to improve his reading, writing, spelling, and response to literature. Your plan should demonstrate how you and your co-teaching partner would *differentiate* instruction, curriculum, and/or assessment for Mark.

Your research and observation report should be in APA format (check [www.apastyle.org](http://www.apastyle.org) or the APA manual), and should include ALL of the following:

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

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

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

**Part V: Reference Page (approx. 1 page) (2 point)**

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

**RESPONSE TO INTERVENTION PARTNER PRESENTATION (20 Points)**

This will be a role-playing presentation in which you and a partner will co-teach a LITERACY lesson as a general education and a special education teaching partners. Given a specific scenario, you and your partner will examine the literacy assessment results of a learner. You will design your co-teaching plan of intervention, which includes effective teaching strategies/best instructional practices. Further, you will

- Provide the instructor with a copy of your Universal Design Lesson Plan, which you have jointly prepared
- Post a brief handout about the instructional strategy on the Discussion Board.

**TASKSTREAM PORTFOLIO (REQUIRED IN ALL CREDENTIAL COURSES) (10 Points)**

**TASK GUIDELINES FOR TASKSTREAM**

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

<b>Learner Objectives:</b>	Knowledge and skill in creating an electronic portfolio. Submission of artifacts for Level I Standards #23 and #25.
<b>Assessment:</b>	Candidates apply what they have learned from the required assignments to the Level I Standards designated in a cogent, first-person reflection in their electronic portfolio.  Candidates include necessary components in final submission of their electronic portfolio.
<b>Resource(s):</b>	<a href="http://lynx.csusm.edu/coe/eportfolio/index.asp">http://lynx.csusm.edu/coe/eportfolio/index.asp</a> This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements.  <a href="http://www.taskstream.com">http://www.taskstream.com</a> This is the TaskStream homepage where you will register for Taskstream and to where you will return when working on your electronic portfolio.

**About Posting Evidence for TPEs and Level I Standards in TaskStream...**

It is important to recognize that the Level I and English Language Authorization Standards are threaded *throughout* your credential program, and are addressed multiple times in each course. Even though we are referencing and



seeking to understand several of these standards in this course, you are specifically responsible for writing a reflective statement for specific LEVEL I STANDARDS (23 and 25) in the electronic portfolio in TaskStream.

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

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

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

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

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

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

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

**TENTATIVE COURSE SCHEDULE: Spring 2008**  
(Bring Fisher and Tovani texts and Journal to every face-to-face class.)

<b>Class</b>	<b>Date</b>	<b>FF or OL topic</b>	<b>Reading</b>	<b>Assignments Due</b>
1	1/24	Introductions; Syllabus Scavenger Hunt; Routines, Class Norms, Literature Circles; Review Assignments; Course Outcomes for Level 1		
2	1/24	Framework, Standards, Scavenger Hunt; Thinking Strategies	Fisher 1, 2 Tovani 1	
3	1/31	<b>Online Class #1</b> Learning Styles and Literacy		Online Class #1
4	1/31	<b>Online Class #2</b> Portfolio and Performance- Based Assessment		Online Class #2
5	2/7	Reading Comprehension through the Grades  Reading with Purpose  Response to Intervention (RTI): Assessment and Instruction DIBELS	Tovani 2, 3, 5 & 8	
6	2/7	<b>Online Class #3</b> Differentiating Instruction	Tovani 4 Fisher 3,6,7	Online Class #3
7 & 8	2/14	<b>Option Day</b> 1. California Modified Assessment (CMA) Training: Escondido (\$20.00) 2. <b>Online Class #3</b> Differentiated Instruction 3. RTI Shadowing: School visit		Option Day Reflection due in WebCT Mail to Instructor only.
9	2/21	Option Day Carousel What is a Best Practice in Literacy? Best Practices Report Intro	Tovani 2,6,7	Option Day Reports: Co- Teaching Approach
10	2/21	Middle and Secondary Strategies Study Groups	Fisher 4, 5	
11	2/28	<b>Online Class #4</b> Supporting Struggling Readers	Fisher 8	Online Class #4
12	2/28	<b>Online Class #5</b> Assessing Text Readability	Tovani – Rev. Ch 4	Online Class #5
13	3/6	Best Practices Work Session (No AM class meeting)	Fisher 9	Best Practices email me a copy on WebCT and bring hard copy to PM class
	3/6	Writing Strategies to Support Struggling Writers		
14	3/13	Supporting Students with Severe Disabilities	Tovani 8, 9 Fisher 10	Turn in Accountability Record
15	3/13	Course Self Evaluations Finish TaskStream		Post Task Stream

**Accountability Record of:** \_\_\_\_\_

<b>Assignments</b>	<b>Points Value:</b>	<b>Points Earned</b>
Course Attendance, Professionalism, & Participation	25	*
Option Day Paper	10	
Option Day Presentation	10	
Best Practices Report	25	
Response to Intervention Partner Presentation	20	
TaskStream Postings: Standards #23 and 25 (Level I Bucket)	5	
TaskStream Postings: TPEs 3, 4, 6d, 8, & 9	5	
<b>*Leave blank</b>	<b>Total Points:</b>	<b>*</b>
	100	

<b>Online Classes</b>	<b>Date Submitted</b>
Online Class # 1 _____	_____
Online Class # 2 _____	_____
Online Class # 3 _____	_____
Online Class # 4 _____	_____
Online Class # 5 _____	_____

<b>Attendance (Initial w/time)</b>		
<u>Date</u>	<u>Initials</u>	<u>Time</u>
1/24 AM		
1/24 PM		
1/31 OL		
1/31 OL		
2/7 AM		
2/7 PM/OL		
2/14 Option Day		
Name Option:		
2/21 AM		
2/21 PM		
2/28 OL		
2/28 OL		
3/6 Work Session (Best Practices due in PM)		
3/6 PM		
3/13 AM		
3/13 PM		