California State University
SAN MARCOS
School of Education

333 South Twin Oaks Valley Road   San Marcos, California 92096-0001
Tel: 760.750.4300   Fax: 760.750.3160   www.csusm.edu/education

EDMS 521
Elementary Literacy I
CRN #45840
Fridays
8:30 am – 3:00 pm
Bonsall Elementary School | 31555 Old River Rd. | Bonsall, CA 92003
Fall 2013

Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.

Professor:	Alice Quiocho
Phone:	760.750.4035
E-Mail:	aquiocho@csusm.edu
Office:	UH 468A
Hours:	Before and after the off campus class

School of Education Mission & Vision Statement
(Adopted by SOE Governance Community, January 2013)

Vision
To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission
The mission of the School of Education community is to collaboratively transform education. We:
- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

Basic Tenets of our Conceptual Framework

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

COURSE DESCRIPTION

Focuses on developing a preliminary understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms. *Enrollment restricted to students in the ICP.*

Course Prerequisites:
Admission to the Multiple Subject Program, Completion of EDUC 350, 362, 422 or approved equivalent courses.

Course Objectives:
Teacher candidates in this course will learn the following measurable skills:
- Assess elementary students K-8 in reading acquisition, reading development, and interventions based on authentic assessments as measured by a mini case study.
- Understand the integration of reading, writing, listening and speaking as measured by an integrated lesson plan that addresses all modalities of language.
- Understand RTI (Response to Intervention) for struggling students as measured by a lesson plan designed to differentiate instruction for struggling student based on authentic assessment that meets the description in the rubric.
- Understand the place of the five RICA domains as measured by individual identification of the RICA components (Planning and organizing for instruction/assessment, word analysis, fluency, vocabulary academic language and background knowledge, and comprehension).
- Understand how to deliver instruction that is aligned with Common Core Standards and RICA domains as evidenced by a reading lesson plan.

Required Texts
- Reutzel, D. Ray & Cooter. Robert B. (2012.) Teaching children to read: The teacher makes the difference. Sixth edition. Boston, MA: Pearson Education, Inc. ISBN: -13 (paperback). 978-0-13-256606-3. Avaliable in the bookstore.

- Johns, Jerry J. (2012). Basic reading inventory. Kendall Hunt.

- Zarillo, J. Ready for RICA.

Authorization to Teach English Learners
This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

STUDENT LEARNING OUTCOMES

Teacher candidates will be able to:
- Design literacy lesson plans
- Plan a balanced reading program based on the Common Core Standards
- Understand and differentiate instruction based on assessment
- Identify and implement the literacy domain of the RICA exam
- Be able to manage a variety of flexible reading groups
- Design an intervention for an RTI Level 2 student

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subject Credential. This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing 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. You will be required to formally address the following TPEs in this course:

- **This course explicitly addresses TPEs 1, 3, and 8.** Analyses of these TPEs can be found in your Cougar Course.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School 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).*

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, 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.

All University Writing Requirement

The all University writing requirement will be met in this course in following ways:

- In class reflections on the RICA domains
- Development of a literacy lesson plan and If-Then Thinking Charts
- RICA responses
- Description of a balanced reading program
- Development of the assessment grid
- Suggested intervention for an RTI level 2 student

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/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."

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.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, 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 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 School 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.

Course Requirements

Course Requirements are:

- Literacy lesson plans based on assessment and analysis of assessment data and developed with If-Then Thinking charts.
- Assessment grid that identifies the domain of RICA and how to assess each domain in at least three different ways.
- In class design of a balanced reading programs based on the Common Core Standards.
- Suggested intervention for an RTI level 2 student
- Active participation – on-task participation as measured by observations.

Grading Standards

There are four projects due in this course. Grades are based on the four projects and your active participation in class.

1. Three literacy lesson plans developed from If-Then Thinking Charts: 10 pts ea. = 30
2. Assessment grid that identifies a variety of assessments of RICA domains along with
   suggestions for use of assessments as evidenced in your If-Then Thinking Charts.   = 20
3. In-class grade level design of a balanced reading program: = 10
4. Intervention plan developed for an RTI Level 2 student: = 20
5. Active, on-task participation   = 20

	Total	**100 Points**

Course Schedule

This schedule can be modified at the discretion of the instructor based on the needs of the students in the course.

Date	Topic	Assignment (if any)
Session 1 August 30	**Session 1** **Introduction to the Common Core** **Authentic Assessment: The basis for all instruction** **What is assessment?** Talking circle How do I feel when I know I am being assessed? (Assigned Partner) - (Opposite Partner) **Looking at Student Work:** (Assigned Partner) - (Opposite Partner) - Consensus **Types of Assessment:** Begin the assessment grid Feedback on the process	**Becoming Teachers of Reading:** Read assigned sections of Chapter 1 in Reutzel & Cooter in class.
Session 2 September 6	**Language Development: Guest Speaker, Dr. Lori Heisler, Ph.D., SLP** What is it? How do you assess it? How do you teach it? How do you practice it? How do you master it? How is it related to common core? **Assessment**: Add to the assessment grid	**Chapter 2 in Reutzel & Cooter.** Have this chapter read by the second class session.
Session 3 September 13	**Word Analysis** What is it? How do you assess it? How do you teach it? How do you practice it? How do you master and apply the generalizations? How is it related to common core? **Assessment** Continue work on assessment discussions and work by looking at student work	**Chapter 3 in Reutzel & Cooter.** Have this chapter read by the third class session. Work in class on If-Then Thinking Charts. Submit on Cougar courses for feedback only.
Session 4 September 20	**Word Analysis** **Assessment** Continue discussions and work on assessment by looking at student work	**Chapter 4 in Reutzel & Cooter.** Read by beginning of class. Revise If-Then Thinking Charts Begin Assessment Grid on phonology, word analysis, vocabulary, fluency.

Session 5 September 27	**Fluency** What is it? How do you teach it? How do you practice it? How do you master the concept and apply it? **Assessment:** Add to the assessment grid	**Chapter 5 in Reutzel & Cooter.** Read for class. Develop If Then-Thinking Charts and lesson plan as well as intervention suggestion for RTI level 2 stdent.
Session 6 October 4	**Academic Language, Vocabulary, Background Knowledge** What is it? How do you assess it? How do you teach it? How do you master and apply the concept? **Assessment:** Assessing vocabulary - looking at student work.	**Chapter 6 in Reutzel & Cooter.** Read for Class. Develop If Then- Thinking charts. Submit vocabulary and fluency if-then thinking charts and intervention suggestion for RTI student for feedback only. Submit Assessment Grid
Session 7 October 11	**Comprehension** What are the types of comprehension? How it related to content area reading? How do I assess it? How do I teach it? How do I integrate writing? **Assessment:** Assessing comprehension with running records and informal reading inventories	**Chapter 7 in Reutzel & Cooter.** Read for class. Revise If-Then Thinking Charts and lesson plans and submit for grading.
Session 8 October 18	**Last session** **Debriefing: What have we learned and how do we use in our clinical practice?** **How do we apply what we learned to RICA?** **Preview of the second semester** **Evaluate the professor**	With a partner, develop a learning log and honest feedback, without names, for feedback to your instructor. In class design of a balanced reading program developed with a partner. Team up with similar grade level partner. Submit on Cougar course for credit.