California State University SAN MARCOS | School of Education

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EDUC 614B
Reading Certificate Field Experience
CRN #45605
Days: Arranged
Time: Arranged
CSUSM University Hall 441
Fall 2013

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

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Hours:	By Appointment

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

Explores multiple assessments in a balanced comprehensive literacy program and the research basis for the provisions of effective assessment of literacy teaching and learning relevant to students from varied cultural and linguistic backgrounds. Students will be required to administer a battery of appropriate assessments, make recommendations, and communicate that information through professional reports. *Graded Credit/No Credit. Co/Prerequisite: EDUC 614A*

Course Prerequisites

EDUC 614A

Required Texts

- Johns, J. (11th ed.) (2012) *Basic Reading inventory*. Iowa: Kendall Hunt.

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. Candidates 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

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 candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate 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

Candidates 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. Candidates 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

Every course at the university must fulfill the university's writing requirement of at least 2500 words.

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 candidate 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:

Candidates 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

Project Descriptions

This part of the course includes field work. During this field work you must accomplish the following tasks to meet the CTC standards for a reading certificate.

1. Work with two students at two different grade levels.
2. Tutor the students on an individual basis, using the intervention plans developed.
3. Keep anecdotal notes (at least 10 total) on each student in a small group setting and in a class setting.
4. Develop and write up a case study for each student and submit that case study to your University Supervisor.

The case study format is as follows:
1. A brief biographical summary of the students.
2. The conditions under which the tests were administered.
3. A list of assessments administered – both standardized and authentic.
4. An intervention plan for each student. The plan should include three different contexts – one on one, small group, and whole class.
5. Grouping strategies should be recommended with a rational as to why each grouping structure should occur and why.
6. An evaluation of the results of the interventions with recommendations for future instructional plans.

You may receive credit for this part of the class in three ways.
1. Submitting videotapes of your instruction with these students to your university supervisor.
2. Submitting videotapes combined in class supervision by your university supervisor.
3. In class supervision by your university supervisor.

Please note that an administrator in your school should also be involved. Please ask your supervising administrator to observe you as you work with students one on one, in small group and whole class. Please provide the administrator with a copy of this syllabus. The administrator will be asked to sign off your experience along with the university supervisor.

If the administrator wishes, you may work collaboratively with the school-wide reading specialist or other resource teacher as designated by the site administrator.

Please refer to your University Supervisor who has the right to adjust the case study requirements.

You may use the following grid to record data. Expand the grid. The purpose of the grid is to transfer data from one area, that is, the assessments sheets to a place where you may easily access all the data. Not only does this tool help you record data in one place, it al so serves as an excellent reporting tool to students, parents, administrators, resources teachers, Student Study Teams.

Students Name_____

Grade_____

Date_____

Assessment	Date of Administration	What I Learned and Where	Patterns	Strengths/Areas of Need

Instructional strategy(ies) for each pattern

614B is a field work course designed to meet the state standards for the Reading Certificate. Students are required to meet all state competencies while completing two case studies. Students will submit binders for each case study student that contains all salient documentation of the case study. Students will be observed implementing intervention plan by the university supervisor as well as by an on-sight supervisor. University and on-sight supervisor complete the Competency Evaluation form which is signed and submitted to the college.

1) Choose two students at different grade levels. Both must be struggling with reading at grade level and at least one must be learning English as a second language (EL).
2) Dedicate one binder to each student's case study documentation.
3) See the outline showing the contents of each case study documented in each binder and the case study binder descriptive template.

Outline of Contents

- A biographical sketch/background of the student (use a pseudonym not child's real name)
- The analysis grid (matrix) which shows 1) the assessments administered, 2) the data from each assessment, 3) the analysis in terms of student strengths and needs.
- A clearly written description of each of the student's needs selected for the intervention plan.
- For each need, a clearly written description of the intervention strategy(ies) that the teachers believes will help the child improve in that particular area of need.
- For all intervention strategies, a sequential, comprehensible plan showing how the teacher will implement them over time, including check in points for on-going assessment. This plan must include grouping strategies (individual, small-group, whole class).
- A paragraph explaining the teacher's rationale for the intervention plan. Teacher explains how he/she expects his/her intervention plan (including the strategies and their implementation) to help the child progress.
- Implementation notes & adjustment notes
- A culminating analysis of the effectiveness of the intervention plan and a reflection on the process of intervention design and implementation.
- References in APA format
- Appendix. Remember to include in the appendix paper samples of the assessments or assessment score sheets, and salient samples of student work.

Case Study Binder Descriptive Template

Background

    A biographical sketch/background of the student provides a general introduction to the student. (Use a pseudonym not child's real name).

Below is the kind of information to include in this section.

    Obtain information on the backgrounds of each of the students. What grade level is the student? What is the academic history? How long has student been at the school? Does the student have siblings? What is the family language? socio-economic status? Access to books? What kinds of extracurricular activities interests the child? What has been his academic history? Have there been health issues? Referrals to social services? To the district/school psychologist? What does the office discipline file look like? How many referrals have there been, if any?

Matrix

The analysis grid (matrix) lists each assessment from which data is gathered. The teacher uses a wide variety of assessments, including those that he/she administers. The teacher uses the matrix to analyze the data learned from each individual assessment by determining what that data shows about the student's strengths and/or needs. In addition, the teacher uses the matrix to examine all assessment data for any apparent patterns of strength and need emerging across all data. Needs and strengths are listed concisely. Examples of two completed matrices are attached at the end of the document. Be sure to place assessment paperwork (scores, samples, etc) in the appendix of your case study binder.

Matrix template

Assessment & the date administered	The data/info learned	Areas of strength	Areas of need	Patterns across assessments

Description of Selected Needs and Intervention Strategies

The teacher's analysis of the data will likely reveal a number of needs. The teacher must select the needs that he/she wants to focus on in the intervention and write a description of each of the student's needs selected. In addition, the teacher chooses specific strategies to use during the intervention that he/she believes will help the student improve in the particular area of need. The teacher writes a description of the intervention strategy(ies) for each selected need. It is suggested that teachers *organizing these descriptions in a table like the one below.*

Description of selected student need	Description of strategy(ies) for the need

Intervention Plan

The teacher writes a sequential, comprehensible intervention plan. After the teacher has selected the needs to focus on and the instructional strategies to help the student improve in the areas of need, the teacher writes a plan which shows how these strategies are to be implemented in various contexts over time. Remember the smaller the grouping context, the more effective the intervention. For this reason, it is essential that the plan incorporate individual and/or small group contexts into the intervention. While there is no assessment data for any apparent patterns of strength and need emerging across all data. Needs and strengths are listed concisely. Examples of two completed matrices are attached at the end of the document. Be sure to place assessment paperwork (scores, samples, etc) in the appendix of your case study binder.

Matrix template

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Upon completion of each case study, the teacher writes a culminating analysis of the effectiveness of the intervention plan and a reflection on the process of intervention design and implementation.

<u>Questions to facilitate the analytical reflection</u>
What progress did the student make (based on your assessment)? How do you feel the teaching strategies helped this student get to where he is? What didn't happen that you were hoping would happen? Were there any surprises as you collected information about the student, developed a matrix and instructional plan, and implemented specific strategies? What did you learn from doing this case study intervention plan about literacy intervention design and implementation in general? What might you do differently in the future when developing literacy intervention plans?

References
In APA format, cite all assessments and materials used in the interventions.

Appendix

Matrix Example for
Student: 11 years/ Fifth grade

Type of Assessment	Learned	Strengths	Needs	Patterns
Personal Inventory	Likes adventures and mysteries but they are hard. Books about people are easier; Likes books in a series	Does attempt to read	Reading books below her reading level Doesn't read on her very much	Need to work on fluency and vocabulary Has difficulty sequencing event or ideas
San Diego Quick Test Date: 9/08	Fall 2008 - Decodes words well. Findings: Independent level = 3rd grade Frustration level = 4th grade	Tries to sound out words or letters. Only strategy used	Does not read chunks of words or anticipate words.	Needs other strategies to try with larger words
Running records- Fluency Test Date: 9/08	Few words misread, does replace word that is out of context 93 WPM	Recalls specific words or phrases	Decoding but not reading for meaning.	Does not realize when reads incorrectly
Running records- oral fluency Test Date: 5/09	Few words misread 146 WPM	Self-corrected for meaning	Read methodically and deliberately	

Type of Assessment	Learned	Strengths	Needs	Patterns
Reading & Language Skills Assessment Date: 9/08	Overall skill 48%	Vocabulary 63% Comprehension 17% Literary Response/Analysis 50% Research/Information Skill 50% Language Skills 70%		Low skills do not support comprehension
Reading & Language Skills Assessment Date: 9/08	Overall skill 69%	Vocabulary 50% Comprehension 70% Literary Response/Analy 83% Research/Inform Skill 75% Language Skills 67%		Awareness of Complexity of vocabulary and grammar
Harcourt Phonics Inventory: 1/09	Has gaps in her phonics knowledge	Does well with consonant blends, diagraphs, and Short vowels	Lacks understanding for long vowels, multisyllabic words	Relies on what she knows; substitutes attempting to make it work
Phonemic Awareness Inventory Date 1/09	Doesn't hear the sounds in words Learns the word as a whole	Is able to separate beginning sound from word	Gets confused when ending sounds change. Loses beginning sounds	Has difficulty changing words from expectation
Spelling: Authentic Assessments Date: Ongoing	Noticed odd substitutions, letters sequence, or omissions	Sounds at initials/ending sounds were written correctly	Middle sounds were blended, or eliminated	Difficulty increases with size of word
Writing samples Authentic Assessments Date: On going	Uses phonics to sound out words as she writes. magnitfy = magnify Letters out of sequence coopreation = cooperation sysmbol=symbol	Showed that she does hear key sounds of letters and cannot break words down to phonemes	Doesn't use these tactic when she is reading or writing	

Type of Assessment	Learned	Positive	Negative	Patterns
Personal Inventory	Likes Dr. Seuss Books because they rhyme Wants to be a good reader	Uses rhyming pattern strategy Uses pictures for clues	Doesn't look for "chunks" She "pretend" reads	No strategy to attack word reading
San Diego Quick	Missed 4 words at level1 "road" > "rod" "bigger" skipped "always" skipped "night" > "nit"	Read pre-primer and primer level with no trouble.	Doesn't know what to do with digraphs and diphthongs	No strategy to attack word reading
100 high frequency words	Missed 6 out of 1st 50 Took a long time to read	From the ones she tried she seem to use a rime "or" she read as "your" "when: she read as "then"	She doesn't know many of the common first grade words. Doesn't know what to do out of context. Just gives up	Exposure to words
CORE Phonics Survey -Decoding	Missed 3/5 on pseudo words with digraphs, and tch And hard difficulty with long vowels. Speech impediment with the letter "r"	Knows short vowels	"wheck" > "which "phitch" > "p/hitk "chud" > "chup"	Learn phonics rules, blend sounds Need to work on digraphs and diphthongs
Spelling Test	Mixes up short vowels "i" for "e" mixes up endings control > controlo success > soccse tickets > tickest	Can segment sounds in single syllable words	Has difficulty identifying syllables	Need to work on chunking strategy
Running record	Missed 13 words from passage of 63 words	Used pictures for clues. Tried to find words that fit meaning	Doesn't chunk words or sounds that she knows.	Learn phonics rules, blend sounds
Writing Samples (beginning)	Beg. sample: Shows lack of conventions for capitals; does punctuations	Observed: on topic, has some order. Has knowledge of sentence structure	Displays reversals in writing "p" for "b"	
Writing Samples (2nd month)	1st quarter: Showing improvement on conventions, more complex sentence structure, signs of more consistent phonics use.	1st quarter: less letter reversals and more phonetic spelling	Observed: omits the r in word cares, uses k instead of c. Concern: use of p for b in about. Cause her use of backward letter	

Grading Standards

Grades for this class are credit/no credit You will receive timely feedback on all submissions. You will be asked to look at the requirements and submit to the instructor a timeline for submissions of the parts of the project in order to obtain ongoing feedback. These timelines will be due the end of September.

If at any time you are concerned about the grade you think you will be receiving in this class, please do not hesitate to communicate with the instructor to determine what needs to be completed or re-submitted.