FALL 2007
CRN # 41414
Course Location: Ronald Regan Elementary School, Wildomar
Tuesdays 9:00-3:15 p.m. (8/28, 9/4, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16)

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

This course 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. This course is aligned with the California 2042 standards.
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
Admission to the Multiple Subject/CLAD Teacher Credential Program.

Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. 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
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 to learn to read and write in 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 1A and TPE 4 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

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)

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 1a – Subject Specific Pedagogical Skills for MS Teaching
TPE 4 – Making Content Accessible

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."
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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 and 3x5 lined index cards for this course.

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.

<u>**Grading Emphasis**</u>
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

Field Observations (6)	18 points
Reading Strategy Lesson Plan (1)	20 points
Emergent Reader Mini Case Study (1)	34 points
TPEs Reflective Statements & Electronic Portfolio (2)	10 points
Attendance/Participation/Professionalism	10 points
Rica Study Cards (8)	8 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 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
(Timeline Subject to Change pending "Teachable" Moments)

Date	Topic	Reading Assignment Due
Session 1 8-28-07	• Course Overview • Balanced Literacy instruction • Assessment informs instruction • L2 reading/lang. acquisition • The reading process • Cueing system: Phonemic Awareness (Domain #2) • Emergent reader & CAP	Tompkins chapter 1, 2 pp. 46-56 ELA Standards (online at www.cde.ca.gov) Tompkins chapter 4 pp. 116-124; Tompkins chapter 9 p. 294- 301 Zarillo chapter 1 & 3 (RICA cards) Johns Part 3
Session 2 9-4-07	• Reading structure (emergent & beginning) • Alphabetic code-Phonics (Domain #2) • Concepts About Print (Domain #2) • Reading Comprehension-narrative *Reading Strategy lesson: building background, comprehension factors and strategies*	Tompkins chapters 3 & 4, chapter 9 pp. 300-302 (CAP) Zarillo Chapters 3 & 4 (RICA cards) Johns Part 3 Tompkins chapters 7 & 8 pp.254-270 Observation share (be prepared)
Session 3 9-11-07	• Phonics word recognition, identification, fluency • Spelling & word study (Domain #2) • Reading Stages of Development *Reading Strategy lesson: grouping & interaction* Observations due (3) hard copy & file	Johns, Basic Reading Inventory ELA standards Tompkins chapters 4 pp. 124-147 & 5; chapter 9 pp. 314-315 Zarillo chapters 5 & 6 (RICA cards) Tompkins chapter 10
Session 4 9-18-07	• Reading Strategy Lesson • Reading assessment • Planning, organizing and managing reading instruction (domain #1) • Vocabulary (Domain #4) • Writing, word choice • Integration of oral language, reading & writing (Domain #4) • TPEs Observations due (3) hard copy & file	Tompkins chapter 7 & 8 Zarillo chapters 2 & 7 (RICA cards) Tompkins chapter 9 p. 305-310 Johns Zarillo chapters 11 & 12 (RICA cards) Tompkins chapter 2 pp. 57-73 Tompkins Chapter 6 RICA CARDS due
Session 5 9-25-07	• Reading Workshop • Independent reading (Domain # 3) • Writing, syntax, grammar • Emergent Reader Mini-Case Study	Tompkins chapter 13 pp. 400-415 Tompkins chapter 13 pp. 416-424
Session 6 10-2-07	• Emergent Reader mini-case study & literacy • Assessment (Domain #1) Reading Strategy Lesson/Presentations Due	Zarillo Chapter 1 & 14 (RICA Cards) Johns Tompkins chapter 9 TPE Reflection 1a (FO/Case Study)
Session 7 10-9-07	• Comprehension of narrative text (Domain #3) • Response to lit (Domain #3) • Case Study drafts Reading Strategy Lesson/Presentation Due	Tompkins chapter 7 pp. 223-244 Tompkins chapter 12 & 13 ELD standards (available on-line at www.cde.ca.gov) TPE Reflection 4 (Reading Strategy Lesson)
Session 8 10-16-07	Preparing for RICA Evaluation of Instructor Case Study Due round table discussions	No readings Due task stream entries must be "done"

ASSIGNMENTS:
Field Observations (18 pts) (TPE 1A-Reading Artifact for Task Stream 3-portfolio))

In the Literacy courses EDMS 521 and EDMS 522, you will complete Field Observation (FO) forms. Each Field Observation topic is related to a RICA area. Find the list of FO topics listed in the table below under the title of the literacy course you are taking this semester. Complete one Field Observation form for six (6) of these topics.

While observing in your classrooms, look for evidence of the following processes:

EDMS 521	EDMS 522
Ongoing assessment (Ch. 1)	
Planning, organizing, managing reading instruction (Ch. 2) (managing groups, classroom organization: time and physical layout)	
Phonemic Awareness (Ch. 3)	
Concepts about Print (Ch. 4)	Content Area Literacy (Ch. 9)
Phonics Instruction and word Identification Strategies (Ch. 5)	Independent Reading (Ch. 10)
Spelling Instruction (Ch. 6)	Literacy Assessment (Ch. 1)
Reading Comprehension – Narrative (Ch. 7) (not assessment) (guided reading)	Reading Comprehension – Expository (Ch. 7)
Vocabulary Development (Ch. 12)	Literary Response and Analysis (Ch. 8)
Structure of the English Language (Ch. 13)	Supporting Reading through Oral and Written Language (Ch. 11)
Supporting Reading through Oral and Written Language (Ch. 11)	

You do not have to observe a separate lesson on each of the above areas. Several concepts may be integrated into one lesson or you might see evidence on bulletin boards or in student work. You need at **least six** written observations documenting what you observed.
Note: In EDMS 521, you must accompany your FO assignment with the Task Stream "reflection" in order to earn full credit. In EDMS 521, your FO forms must all be placed into one (1) word document. This FO document is one of the artifacts for the <u>TPE IA-Reading</u> and you must attach it to that section of your e-portfolio on Task Stream.

In a Field Observation, write your observations of lessons related to balanced literacy and the RICA content areas taught in this course. Jot notes about activities teachers and students engage in, room arrangement, instructional methods and materials, student groupings, etc. Be sure to write your observations of the teacher and students in the "Activity" section and explain what two things you would have done differently in the "Modifications" section.
Observations are **turned in electronically to WebCT 6 and later submitted to Task Stream for completion of TPE 1A.**

Use this format when completing each observation:

Your observations should be written on the left hand side of the FOB form and your reflections should be written on the right hand side of the FOB form. Please make sure to reserve your *judgments*, *opinions*, and *evaluations* for your reflections. Replicate the FOB form on your computer and type them in size 10 Arial or Times New Roman font. Compile all FOB forms into one document file.
Below, you see the FO form; save it to your word processing program. Field Observations are typed on a word processor to be submitted electronically to Web CT 6 and to your Task Stream electronic portfolio.

Use this format when completing each observation:

Student Name	
Topic of Lesson	
Date/Time	
Place (school/grade/classroom)	
Activity	**Reflective Notes** **Modifications (2)**

FIELD OBSERVATION FORM
SAMPLE

Topic: RICA 5, Phonics	**Date:** 9/6/2006
Grade Level: Kindergarten	**Additional Descriptors:** SEI class
Activity:	**Reflective Notes to Myself**
Teacher taught "B" sound using alphabet cards and the pocket chart. Students wrote words beginning with B then illustrated the following – bird, ball, balloon, and boat.	The teacher did a good job being inclusive with all students. Accommodations were made for second language learners when the teacher used some words that were close cognates (ball-bola) to help the students make connections. I noticed that one of the children who have trouble focusing was seated next to the teacher. She was very effective in selecting children to participate in order to ensure that the students did not get out of hand. I would modify this lesson in order to help English learners by using some cognates in Spanish and showing the students how the beginning sounds work in their language. **Modifications I would make (2)**

<u>**Reflective Statement for TPE 1A:**</u>
After completing the Field Observations, write a Reflective Statement for TPE 1A. See TPE Reflection
Assignment Format near the end of this syllabus for directions on writing your reflection..

Assignment Description: Reading Strategy Lesson Plan
(Task Stream Artifact - TPE 4) 20 pts

In pairs, you will write and present a Reading Strategy Lesson Plan that is active, meaningful and accessible to
diverse students. You will write and present a reading strategy lesson plan for a small group activity that takes into
account student needs. They can be mini-lessons, direct instruction, inquiry, or any format you chose. Select a
reading standard for your grade level to guide your objectives.
Sample lessons might include:
> ➤ Monitoring reading
> ➤ Comprehension
> ➤ Content area reading
> ➤ Phonics
> ➤ Phonemic awareness
> ➤ Organizing information while you read
> ➤ Relating what you are reading to what you already know
> ➤ Finding the main idea of a story
> ➤ Identifying patterns in a text
> ➤ Using graphic organizers for comprehension

Your presentation will be evaluated based on the following criteria:
- **Presenters collaboratively teach the "THROUGH" of the written lesson plan**
- **demonstrate quality direct instruction of reading comprehension strategy**
- **demonstrate quality shared instruction of reading comprehension strategy**
- **demonstrate quality guided practice activity of reading comprehension strategy**
- **demonstrate quality SDAIE strategies throughout**
- **A graphic organizer is used effectively**

Use the lesson plan guide below to write your entire Reading Strategy Lesson Plan. This will be posted with TPE 4.

READING STRATEGY LESSON PLAN GUIDE

Facts About Learners: Who are your students and how do they learn?
The Reading Strategy: What is the name of the reading strategy you plan to teach?
English Language Arts Standard: Write ONE standard your lesson teaches.
Lesson Objective: What you want students to be able to know and do. Include an (observable verb). Sample
sentence frame: Complete this sentence frame: *Students will (**demonstrate in writing, share out loud with a
partner**) the _____strategy to improve their reading comprehension while reading the children's story
titled _____.*
Lesson Assessment: Write criteria you plan to use to evaluate student's performance The assessment should be
directly related to the lesson objective.
- **Students will be able to _____**

<u>INTO</u>:
Prior to the lesson, you must create the conditions needed for all students to fully participate in the lesson and,
therefore, the INTO must include:
Write what you plan to do **before** your direct instruction to prepare students.
- We interest students in the topic by_____
- We relate the topic to students' lived experience by _____
- We activate students' prior knowledge related to the reading strategy by_____
- We build the needed background knowledge for the lesson by _____
- The three key vocabulary words we introduce are _____

<u>THROUGH</u>:
Write what you plan to do **during** your direct, shared and guided instruction.
- We model the reading comprehension strategy by _____
- Plan for explicit SDAIE instruction of the key concepts and skills which incorporates modeling and student
  interaction

- o Your modeling must reach a variety of learning modalities and intelligences.
- o Use of a graphic organizer is recommended (for ALL students).
- Plans for shared instruction which involves students in the key concepts and skill by following the teacher's lead.
  - o When leading the shared experience, provide visual and vocal points of reference to ensure all students can follow you.
- OPTIONAL: Plans for interactive instruction of the key concepts and skill in which the teacher and the students demonstrate the key concepts and skills together interactively.
  - o When taking turns with the 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 the key concepts and skills.
  - o When guiding the students' practice, plan to deal with errors in student performance in constructive, positive, encouraging and motivational ways.
  - o Describe the hands-on activity in detail and how your students will be grouped while practicing.

BEYOND:
Write what you plan to do **after** practice so students can review and apply the reading strategy.
- Plans to review the lesson concepts and skill immediately after the lesson and also in the following days/weeks.
  - o Opportunities for review should include a variety of modalities and intelligences.
  - o
- Plans to apply the key concepts and skill students learned in the lesson to other learning tasks.
  - o Opportunities for application should include a variety of modalities and intelligences.

Reflective Statement for TPE 4:
After completing the Reading Strategy Lesson, write a Reflective Statement for TPE 4 as you did for TPE 1A.

Emergent Reader Mini-Case Study (35 pts)

Gather and analyze data using emergent reader assessments to write a 5-page paper to share with your peers in round table discussions. We use the CSUSM Literacy Team's guide for conducting assessments and writing the case study. The procedures for conducting the assessments and writing the paper are described below:

ASSESS

Choose a child between the ages of 3.5 - 6 years of age who is NOT yet a reader. Use the JOHNS text, part 3, "Early Literacy Assessments", to conduct the 5 emergent reader assessments listed below. Record the scores on the record booklets for each assessment. Place these in an appendix to be handed in to the professor on the due date for the paper.

- **Alphabet Knowledge** - (Johns 463)
- **Writing** – (Johns 465)
- **Literacy knowledge** - Concepts About Print (Johns 466)
- **Wordless picture reading** (Johns 481) or **Phoneme Segmentation** (Johns 488)
- **Auditory discrimination** (Johns 486)

You will write a detailed paper that describes the emergent reader's strengths & needs and that explains an appropriate instructional strategy for helping the child to develop as a reader. Your paper must closely follow the guidelines outlined in the Mini-Case Study Guide below.

ANALYZE:

Use the Profile of an Emergent Reader and the Qualitative Analysis of Early Literacy Assessment Insights forms found in Johns 496 and 497 to help you analyze the data from the assessments. On each line in the profile, mark and X on the spot that best represents the level of proficiency the child demonstrated according to the assessment data.

All data will be entered on a grid and data analyzed. Your grid should look like this (this becomes page 4 or your mini-case study):

Assessments Administered	What I have learned from the assessment and where it occurs in the data	Patterns	Strengths (+) and/or Areas of Need (-)

REQUIRED COVER PAGE
for
EMERGENT READER MINI CASE STUDY

Name:
Date:

Mini case study check list
[ ] Emergent Reader Description
[ ] Profile of an Emergent Reader (form from Johns)
[ ] Description of Emergent Reader strengths
[ ] Description of Emergent Reader needs
[ ] Recommendation for Emergent Reader

[ ] A hard copy of the Appendix should be handed to the professor (not submitted electronically).
    Do NOT put the appendix in the document with the other sections of your case study. Your
    appendix includes all assessment forms and records that you used to conduct the Emergent
    Reader Mini Case Study. Submit the appendix in hard copy form to instructor.

[ ] The student you choose for the Emergent Reader Mini Case Study **must NOT already be a reader.** It

is recommended that s/he be a child between 3.5 and 6 years of age.

EMERGENT READER MINI-CASE STUDY GUIDE
Be sure to write each subheading at the beginning of each section of your paper.
SECTION 1: Emergent Reader Description
Write a description of the child as an introduction to your mini case study. Be sure to use a pseudonym
for the child and not the child's real name. Include details such as the child's age, interests, health, family
background, home language, educational experience (preschool?) and any other relevant background
information.

SECTION 2: Emergent Reader Strengths
Look at the Profile of an Emergent Reader, and identify the child's areas of literacy strength. Write a
description of the child's strengths as an emergent reader. Identify the name of the strength and describe
it. Next, explain what assessment data showed you this strength of the child. Make sure to use the data
from the assessments to support your statements.

SECTION 3: Emergent Reader Needs
Look at the Profile of an Emergent Reader, and identify the child's areas of literacy need. Write a
description of the child's needs as an emergent reader. Identify the name of the need and describe it.
Next, explain what assessment data showed you this need of the child. Make sure to use the data from
the assessments to support your statements.

SECTION 4: Data Analysis Grid

SECTION 5: Recommendation for Emergent Reader
Use the graphic organizer on the next page to organize a detailed paragraph describing your
recommendation. You will write a description of **ONE instructional strategy / activity** that you
recommend to help the child develop as a reader. The instructional strategy MUST be research based,
specific, and address at least one of the student's identified needs.

GRAPHIC ORGANIZER FOR RECOMMENDATION
For Emergent Reader Mini Case Study

Opening sentence: The need	I have decided to develop recommendations to address the student's literacy need of _____.
The reason	Helping the student improve in this area of need is important because_____.
Topic sentence	The one specific, research-based instructional strategy that I recommend is called _____.
Describe the strategy	This instructional strategy called _____ is…OR The way this instructional strategy works is… (What the teacher does…) (What the student does…)
Explain how it helps	This instructional strategy will help the student improve by… This instructional strategy taps the student's strengths by…
Overall conclusions about how you hope to see the child improve.	Overall, I recommend that this instructional strategy be used because… I believe that the emergent reader will grow in the following ways…

Emergent Reader Mini Case Study Rubric

Score of 4: 35 points	Score of 3: 25 points	Score of 2: 18 points	Score of 1: 13 points
The elements of the above checklist are included in the case study and are presented clearly: • The case study is well organized and flows logically. • The case study contains headings that separate and identify the necessary elements of the case study. • Each section of the case study data indicates that an analysis has been conducted. • Specific examples from the data are used in the analysis to provide elaboration. • The case study is very useful for instructional purposes and will support improved student achievement.	The elements of the case study are included and presented: • The case study flows fairly well, but with difficulties with flow of information. • The case study contains some headings, yet not all of the data is clearly separated. • An analysis has been done, but in general in nature and not specific enough. • Each section of the analysis contains some specific examples that support elaboration; however, some examples have not been provided. • The case study data is useful for instructional purposes but unclear about how it would support improved student achievement in literacy..	Most of the elements of the case study have been included: • The case is a little difficult to follow because if poor organization. • Items in the case study are not clearly labeled with information mixed together. • An attempt at analysis has been done; however, few examples are provided for elaboration. • Overall, the reader is unsure of exactly what has been done and what will be done for the student assessed. • The case study may be used for instructional purposes but does not support logical improvement in student achievement.	The case study is incomplete: • The case study is disorganized and difficult to follow. • Labeling is obscure and it is difficult to locate data in the case study. • It is unclear whether an analysis of the data has been done. • No elaboration has been provided as support. • The case study is not useful for instructional purposes.

Assignment Description: Teacher Performance Expectations & Task Stream:

The table below lists each elementary literacy course and their required TPE's and artifacts.

CLASS	TPE	ARTIFACT
EDMS 521	1A	Field Observations
EDMS 521	4	Literacy Strategy Lesson
EDMS 522	3	Case Study: Assessment Sections
EDMS 522	8	Case Study: Introduction to Student

The courses in Elementary Literacy EDMS 521 and EDMS 522 require that you address a total of four (4) TPE's for your Task Stream electronic portfolio. You will address these by completing course assignments that serve as artifacts for the TPE's and by writing "reflections" about TPE's. The assigned TPE artifacts and reflections must be submitted, responded to, and archived via Task Stream. **Any student having difficult with access to Task Stream must make arrangements with the instructor *BEFORE* the first Task Stream Assignment is due or will lose points for each TPE not submitted.** Use the following format for the TPE reflections:

TPE Reflection Format

TPE Reflection Assignment for TPE 1A and TPE 4

Paragraph 1: This paragraph shares about how you see yourself

- implementing the basic components of a balanced reading program (TPE 1A) or

- finding ways to provide access for all of your students, including ELLs, to the core curriculum (TPE 4).

In this paragraph you want to incorporate the language of the TPEs. This is a descriptive paragraph. Please *describe the TPE* in your own words. This is NOT a lengthy paragraph, it is more of a "summary in my own words".

Paragraph 2: This is an analysis/explanation paragraph. This paragraph demonstrates what you observed in your observations or your reading strategy lesson that addresses the TPE. Analyze the artifact for how it demonstrates your understanding of the TPE and make explicit links between the artifact and the TPE.

Paragraph 3: This paragraph makes a case in which you provide evidence from your work and your learning that assures the reader you have met the TPE. This is a reflective paragraph. Please reflect on the "big picture" as to why this TPE is important to you as teachers and to your students as learners.

Your Reflective Statement should be approximately 200-300 words. ***You must attach your Field Observations as an artifact to TPE 1a and your Reading Strategy Lesson as an Artifact for TPE4 to support your ideas for your reflective statement.*** You may attach other artifacts supporting your ideas; the same artifact may appear in multiple TPE reflections. When you submit each TPE reflection, you receive feedback from me. When the reflection is finalized, it will become a permanent record in your Task Stream Portfolio. You may return to the TPE at another point in your program and make modifications as your understanding deepens.

Samples
Read over the TPE and use it as a foundation to write your reflection. Use sentences, such as,

- In order to make content accessible to all students, I will…,
- I will provide opportunities to practice by …,
- I will motivate students by … as demonstrated by.

Also, use the concepts of the TPEs, such as,

- I will **motivate** by …,
- I will **teach** by …
- I will **re-teach** by …,
- I will **provide** opportunities for practice by…

FOR EXAMPLE (using the reading strategy lesson plan):

The development of my lesson plan demonstrates my understanding of Standards Based Instruction and TPE 4: Making Content Accessible. This lesson plan addresses the Language Arts Standard _____for a _____ grade class of varying abilities, skills, and proficiencies. I have used the following materials to reinforce state-adopted academic content standards _____.

In my lesson, I have made content accessible to all students in several ways, including _____, _____, and _____. This creates a lesson that is balanced and comprehensive.

I used the following strategies to reinforce content (SDAIE, MULTIPLE INTELLIGENCES, PRIMARY LANGUAGE SUPPORT, VISUAL, MANIPULATIVES, PHYSICAL MODELS, WRITTEN AND ORAL PRESENTATION, and VISUAL AND PEERFORMIG ARTS AND DIAGRAMS). Some examples include: _____

In my lesson, I provide the following opportunities for students to practice and apply what they have learned _____.

I motivate students by _____.

I am able to incorporate technology by using the following _____.

For those students not comprehending, I use the following strategies to re-teach and foster access and comprehension for all students _____.

I will foster a creative and imaginative atmosphere by _____.

In my lessons, I take into account students' level of achievement by including the following modifications: _____.

RICA STUDY CARDS (Quiocho, 2000)

It is highly recommended that you complete a RICA study sheet (or cards) for at least **eight (8)** of the RICA areas covered in the course. 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

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

TPE 1A: Teaching Reading-Language Arts in a Multiple Subject

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, and uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

TPE 4:   Making Content Accessible

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.