

CALIFORNIA STATE UNIVERSITY SAN MARCOS

SCHOOL OF EDUCATION

EDMX 622: Literacy Education for Education Specialists (4 units)

[CRN 41922] and [CRN 41834]

Instructor: Toni Hood, Ed. D.	Office: UH 408	Phone: 760-750-8513
E-mail: thood@csusm.edu	Office Hours: arranged individually	Course Meeting Time & Sites: Time: 5:00 pm-8:50 pm Location: Wed.: U. Hall 441 Thurs.: U. Hall 439

College of Education Mission

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)

Course Description

This course was recently reconstructed and approved to include an additional focus on the Autism Authorization, and therefore this description may vary from the one in the University catalog. The course will focus on developing an advanced understanding of theory, methodology, and assessment in English Language Arts in integrated and inclusive K-12 classrooms. It includes significant additional instruction that relates specifically to special education. Students will explore strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success.

This course meets candidates' requirements in this content area for consideration of a Concurrent Preliminary Multiple Subject/Level I Education Specialist Credential (Mild/Moderate), or an add-on Preliminary Multiple Subject/Level I Education Specialist Credential (Mild/Moderate); and the Autism Spectrum Disorder Added Authorization. In EDMX 622, credential candidates are provided instruction, experiences, and opportunities to become skilled in observing students' language-using behaviors; and in using materials, strategies, and adaptations in approaches to language and literacy instruction for K-12 learners, including those who have

various special learning characteristics. There is particular emphasis on teaching students with autism spectrum disorders and students who have atypical patterns of language and literacy development.

EDMX 622, in part, supplants the Multiple Subject courses EDMS/EDMI 522. This course addresses the new literacy standards, and Reading Instruction Competence Assessment (RICA) categories, supporting candidates' successful completion of this State of California assessment, which is a required element of their teaching credential. The pedagogy of EDMX 622 also includes competencies contributing to the candidates' Autism Spectrum Disorder Added Authorization.

Course Prerequisites

Admission to the School of Education is a prerequisite to this course. Additionally, the prerequisite for Credential Candidates: Successful completion of EDMX, EDMS, EDMI, or EDSS 521.

Course Objective #1:

As indicated in the following tables, given the pedagogy and experiences of EDMX 622, Level I Education Specialist Credential Candidates are expected to meet certain elements of Education Specialist Standards 3, 4, 5, 10, 11, 13, and 15; as well as all of the elements of Education Specialist Standard 9. Candidates will also meet elements of the Multiple and Single Subject Standard 7 (A and B respectively); as well as certain elements of the Multiple Subject Standards 6, 9, and 13. Many of these standards support the candidate's performance on the RICA. All of these standards will be met through class participation in activities, lectures, text readings, assignments, reflection journals, and discussions; as well as demonstrated in relevant observations and professional communications completed throughout the course.

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 and the knowledge of reading content including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).

- Become familiar with multiple monitoring measures within the three basic types of assessments (entry-level, progress monitoring, and summative) to determine students' progress toward state adopted content standards.
- Become familiar with differentiated reading instruction and interventions to meet the needs of the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading styles and levels, cognitive styles and levels, and language backgrounds.

SKILLS - Teacher candidates will:

- Become sensitive observers of children's language using behaviors.
- Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards: entry level assessment for instructional planning, monitoring student progress, post test or summative assessment.
- Be able to analyze and interpret results [of children's reading and writing behaviors] to plan effective and differentiated instruction and interventions.
- Demonstrate knowledge of components of effective instructional delivery in reading, writing and listening and speaking.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching reading and writing to the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading styles and levels, cognitive styles and levels, and language backgrounds.

ATTITUDES AND VALUES – Teacher candidates will:

- Develop an appreciation for children's natural language abilities for processing and producing print.
- Appreciate the need and value of integrating reading writing into all curricular areas.
- Affirm the importance of a language 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 Objective # 2:

Because this course is a required component of the candidates' Autism Spectrum Disorder Added Authorization, candidates will meet all of the elements of Autism Authorization Standard 1. Given the pedagogy and experiences of EDMX 622, candidates are expected to develop effective instructional skills to accommodate, develop, and improve the literacy skills of students with autism spectrum disorder (ASD). This objective will be met as demonstrated through the assignment, *Principled Lesson Design for Students with Autism Spectrum Disorder*; virtual and authentic observations of students with ASD; class discussion of students with ASD; text readings; and other class activities.

Reading Instruction Competence Assessment (RICA)

The California Commission on Teacher Credentialing (CCTC) requires passing the Reading Instruction Competence Assessment (RICA) for the initial issuance of an Education Specialist Credential, unless the candidate holds a previously issued Multiple or Single Subject Credential. RICA consists of passing one of two components: either a comprehensive examination or a performance assessment. It is recommended that the RICA be taken after completion of EDMX, EDMS, EDMI, or EDSS 521.

Required Texts and Materials

1. American Psychological Association (APA) (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: APA. Access to the abridged version APA Manual (6th ed.) will suffice: <http://flash1r.apa.org/apastyle/basics/index.htm> [Required of all graduate-level courses]
2. California Reading/Language Arts Framework (2007): Purchase or borrow a hard copy; or, if you bring your laptop to class, you may use this web site for in-class activities:
<http://www.cde.ca.gov/CI/cr/cf/documents/rlafw.pdf>
3. Kluth, P., & Chandler-Olcott, K. (2008). *A land we can share: Teaching literacy to students with autism*. Baltimore: Paul H. Brookes.
4. Krausz, M., & Hood, T (2008). *The DECODERS' First Adventure: A Flight of Greed and Glory*. Loretto, PA: Star Publish LLC.
5. Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Portland, ME: Stenhouse.

6. Villa, R. A., & Thousand, J. S. (2011). *RtI: Co-teaching & Differentiated Instruction* (tri-fold). Port Chester, NY: National Professional Resources, Inc. [Used in several Education Specialist program courses]
7. Zarillo, J. J. (2010). Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment (2nd ed.). Upper Saddle River, NJ: Prentice-Hall. [Do not purchase if you have already passed RICA.]
8. A journal with at least 50 blank pages

Web Resources and Other Recommendations

During this course, you will be accessing several Web sites. These may include:

1. The abridged version of The American Psychological Association (APA) Manual (6th ed.):
<http://flash1r.apa.org/apastyle/basics/index.htm>
2. Council for Exceptional Children: <http://www.cec.sped.org/am/template.cfm?section=Home>
3. Individuals with Disabilities Education Improvement Act of 2004
http://www.edlawrc.com/special_education.htm
4. Journaling and Graphic Organizers: <http://www.sdcoe.k12.ca.us/score/actbank/tjournal.htm>
5. National Council of Teachers of English: Adolescent Literacy: <http://www.ncte.org/adlit> and
<http://www.ncte.org/positions/statements/chiladolitguideline>
6. An RtI Clearinghouse with Interventions : <http://www.rti4success.org/>
7. RtI in Middle Schools: <http://pubs.cde.ca.gov/tcsii/ch2/rtispecialeduca.aspx>
8. Teacher guide for the 2008 CA Writing Standards Test in Grade Seven [excerpts]:
<http://www.cde.ca.gov/ta/tg/sr/documents/cstgr7wrttg.pdf>
9. RtI Resources from the CA Dept. of Education: <http://www.cde.ca.gov/ci/cr/ri/rtiresources.asp>
10. Adolescent Development: <http://pubs.cde.ca.gov/tcsii/adoldev/adoldev4rec2.aspx>
11. Speech and Language Disabilities: <http://nichcy.org/wp-content/uploads/docs/fs11.pdf>
12. Strategies that Work for Students Grade 9-12 with Dyslexia [Instructor's note: A teacher's perspective]
<http://www.ldonline.org/article/6371>
13. When Older Students Can't Read (LD Online) <http://www.ldonline.org/article/8025>
14. Oral Reading Fluency Norms: A Valuable Assessment Tool for Teachers (IRA)
http://www.humboldt.k12.ca.us/images/secure_reading.pdf

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)*

Candidate Learning Outcomes

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Level I Education Specialist 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. (TPE 1: Specific Pedagogical Skills for Subject Matter Instruction; TPE 2: Monitoring Student Learning During Instruction; TPE 3: Interpretation and Use of Assessments; TPE 4: Making Content Accessible; TPE 6: Developmentally Appropriate Teaching Practices; TPE 7: Teaching English Learners; TPE 8: Learning about Students; TPE 9: Instructional Planning; TPE 11: Social Environment; TPE 12: Social Environment; TPE 13: Professional Growth)

California Teacher Performance Assessments (CalTPAs)

(Note: Add-On credential candidates are not responsible for completion of TPA Tasks.)

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 candidates' 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. Candidates' attendance to TPA seminars will greatly contribute to their success on the assessment.

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

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website provided at the website provided:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

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. Candidates must attend a minimum of 80% of class time, or they may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. If candidates have extenuating circumstances, they should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997)*. Candidates should not assume notification of absence means an automatic excuse from class.

Candidates 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 Disabled 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 privately with their instructors in order to ensure confidentiality.

California Teaching Commission Standards Alignment

The EDMX 622 course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple and Single Subject credentials, the Preliminary Education Specialist Mild/Moderate credential, and the Autism Authorization.

The following are the primary Multiple and Single Subject credentials standards emphasized in EDMX 622:

Standard	Where/How Addressed	Artifacts
Standard 6: Pedagogy and Reflective Practice	Session 1-16 Text readings, lectures, discussions, and class activities	Case Study: Data Analysis and Instructional Planning Class Journal Reflections
Standard 7-Preparation to Teach Reading	Sessions 1-10	

<p>Language Arts</p> <p>Standard 7 (7-A): Multiple Subject Reading, Writing, and Related Language Instruction</p> <ul style="list-style-type: none"> ▪ Instructional Planning/Objectives/Design ▪ Instructional Delivery of Reading ▪ Instructional Delivery of Writing ▪ Instructional Delivery of Listening and Speaking <ul style="list-style-type: none"> ▪ Assessment ▪ Universal Access/Differentiated Instruction 	<p>Text readings, lectures, discussions, and class activities</p>	<p>Case Study: Data Analysis and Instructional Planning</p> <p>RtI²: A Persuasive Oral Argument</p> <p>Action Research: Volunteerism Log and Reflections</p> <p>Class Journal Reflections</p>
<p>7-B: Single Subject Reading, Writing, and Related Language Instruction</p> <ul style="list-style-type: none"> ▪ Content-based Literacy Strategies ▪ Reading Comprehension Strategies ▪ Writing using Discipline-Specific Formats ▪ Vocabulary Development ▪ Academic Language ▪ Assessment ▪ Universal Access/Differentiated Instruction 	<p>Sessions 3-12</p> <p>Text readings, lectures, discussions, and class activities</p>	<p>Action Research: Volunteerism Log and Reflections</p> <p>Class Journal Reflections</p>
<p>Standard 9: Equity, Diversity, & Access to the Core Curriculum for All Children</p>	<p>Session 2, 5, 9, 12, 15</p> <p>Text readings, lectures, discussions, and</p>	<p>Case Study: Data Analysis and Instructional Planning</p> <p>Class Journal Reflections</p>

	class activities	
Standard 13: Preparation to Teach Special Populations in the General Education Classroom	Sessions 1-6; 9, 12-15 Text readings, lectures, discussions, and class activities	Case Study: Data Analysis and Instructional Planning Principled Lesson Design for Learner with ASD RtI ² Presentation Class Journal Reflections

The following are the primary Preliminary Education Specialist credential standards emphasized in EDMX 622:

Standard	Where/How Addressed	Artifact
3: Educating Diverse Learners	Sessions 2, 5, 9, 12, 15 Text readings, lectures, discussions, and class activities	Case Study: Data Analysis and Instructional Planning RtI ² Presentation Principled Lesson Design for Learner with ASD
4: Effective Communication and Collaborative Partnerships	Sessions 2-4; 9-11; 13, 14 Text readings, lectures, discussions, and class activities	Case Study: Data Analysis and Instructional Planning RtI ² Presentation Action Research: Volunteerism Log and Reflections Observation of a Student with ASD
5: Assessment of Students	Sessions 2, 6-10 Text readings, lectures,	Case Study: Data Analysis and Instructional Planning

	discussions, and class activities	RtI ² Presentation
9: Preparation to Teach Reading/Language Arts	All class sessions Text readings, lectures, discussions, and class activities	All assignments
10: Preparation to Teach English Language Learners	Sessions 3; 5-10; 12-15 Text readings, lectures, discussions, and class activities	Case Study: Data Analysis and Instructional Planning
11: Typical and Atypical Development	Sessions 1, 3, 6-8 Text readings, lectures, discussions, and class activities	Principled Lesson Design for Learner with ASD RtI ² Presentation Observation Report of Children with ASD
13: Curriculum and Instruction of Students with Disabilities	Sessions 2-5; 9-14 Text readings, lectures, discussions, and class activities	Case Study: Data Analysis and Instructional Planning Principled Lesson Design for Learner with ASD
15: Field Experiences in a Broad Range of Service Delivery Options	Session 6 Text readings, lectures, discussions, and class activities	Action Research: Volunteerism Log and Reflections Observation Report of Children with ASD

		Reflections on 3 Observations of Reading Instruction: RICA Domains; Reading to Children Reflection
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The following elements of the Autism Authorization Standard I: *Characteristics of Students with Autism Spectrum Disorder* are emphasized in EDMX 622:

Standard 1 Elements	Where/How Addressed	Artifact
1-1: The ability to access and articulate current research and literature regarding the basis for and characteristics of ASD and the resulting implications for learning and functioning.	Class Sessions 1, 3, 4, 7, 8 Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities	A Principled Lesson Design for Students with Autism Spectrum Disorder
1-2: The ability to plan for instruction of a student with ASD based upon the characteristics of ASD and the student's cognitive functioning.	Class Sessions 1, 3, 4, 7, 8 Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities	A Principled Lesson Design for Students with Autism Spectrum Disorder
1-3: Knowledge of unique verbal and nonverbal communication and language development characteristics/challenges of students with ASD and implications for program planning and service delivery	Class Sessions 1, 3, 4, 7, 8 Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities	A Principled Lesson Design for Students with Autism Spectrum Disorder Observation Report of Children with ASD
1-4: Knowledge of unique auditory and visual processing	Class Sessions 1, 3, 4, 7, 8	A Principled Lesson Design for Students with Autism

and sensory integration characteristics/challenges of students with ASD and implications for program planning and service delivery.	Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities	Spectrum Disorder Observation Report of Children with ASD
1-5: Knowledge of social skill and behavioral characteristics/challenges of students with ASD and implications for program planning and service delivery.	Class Sessions 1, 3, 4, 7, 8 Text readings (Kluth & Chandler-Olcott Ch 1-7); class video observation and discussions of students with ASD; lectures; class activities	A Principled Lesson Design for Students with Autism Spectrum Disorder Observation Report of Children with ASD

Course Requirements

Teacher education is a professional preparation program. It is expected that candidates will come to every class prepared to discuss the readings, submit required assignments (including online class responses), and participate in class activities. Candidates are expected to adhere to academic honesty and integrity policies, and 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 School 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.

Assignments and Grading Standards

All assignments have specific rubrics to guide completion. No course grade may be less than a C+, and a B-average must be maintained to earn a credential. Candidates earning less than a C+ in any credential program course must repeat the course. Please refer to the University Catalog for further details regarding grading policies. In EDMX 622, the following grading standards apply:

A = 93-100% A- = 90-92 B+ = 87-89% B = 83-86% B- = 80-82% C+ = 77-79%

Infused Competencies

Special Education Inclusion: Consistent with the intent to offer a seamless teaching credential in the School 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.

Graduate Writing Assignment Requirement

California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM School of Education graduate-level courses. For further information, see http://www.csusm.edu/policies/active/documents/graduate_writing_assessment_requirement.html

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 assignments noted in the *Assignments and Grading Standards* table. In EDMX 622, this requirement will be met through completion of the following assignments: Principled Lesson Design, Case Study, Observation of a Child with ASD, and Literacy Action Research.

CSUSM Academic Honesty and Integrity

“[Candidates] 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. [Candidates] are responsible for honest completion of their work. There will be no tolerance for infractions. If you believe there has been an infraction by someone in class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with 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.” (see University Catalogue)

Incidents of Academic Dishonesty will be reported to the Program Coordinator, Dean and Associate Dean of the School of Education, and 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 candidates are in doubt about whether their work is paraphrased or plagiarized, they should see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>.

Use of Technology

Candidates are expected to demonstrate competency in using various forms of technology (i.e., word processing, electronic mail, Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the instructor’s discretion. Candidates should keep a digital copy of all assignments for their teaching portfolio. Some assignments will be submitted online; some will be submitted in hard copy. Details will be given in class.

Electronic Communication Protocol: Electronic correspondence is an important and ever-increasing part of candidates’ professional interaction. If candidates need to contact the instructor, e-mail is often the easiest way to do so (thood@csusm.edu). It is the instructor’s intention to respond to all received e-mails in a timely manner. E-mail and online 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, and/or slang often communicate more than the sender originally intended. Please be mindful of all e-mail and online discussion messages sent to 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.

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 candidates ever have a concern with an electronic message they receive, they should speak with the author in person in order to correct any confusion.

Course Assignments and Values

Course Attendance, Professionalism, & Participation	10 points
Case Study: Best Practices Project (Middle Level English Learner) MS/SS Standards 6, 7, 9, 13 ES Standards 3, 4, 5, 9, 10, 13	20 points
Response to Intervention (RtI ²): Persuasive Oral Presentations MS/SS Standards 7, 13 ES Standards 3, 4, 5, 9, 11	15 points
Literacy Action Research/RICA Observations: K-12 Volunteerism (Elem. and Secondary) MS/SS Standard 7 ES Standards 4, 9, 15	20 points
Observation of a Child with Autism Spectrum Disorder ES Standards 9, 11, 15 Autism Authorization Standards: 1 (Elements 3-5)	15 points
Principled Lesson Design for a Learner with ASD Autism Authorization Standards: 1 (Elements 1-5)	20 points
Total Points:	100

Note: Details of all assignments are available in the EDMX 622 Cougar Course supplement effective 8/31/11. Additional information will be given in class.

“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.

EDMX 622 TENTATIVE COURSE SCHEDULE: Fall 2011

[Bring texts to classes in which they are assigned. Bring journal every week.]

Class #	Topics	Readings and Assignments Due
<p>#1</p> <p>8/31 & 9/1</p> <p>F2F</p>	<p>Welcome and Introductions</p> <p>Course overview</p> <p>What is Literacy?</p> <p>Implications of Disability and Literacy</p> <p>Goal #1: Characteristics of children with special learning needs</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p>	<p>Syllabus</p> <p>Purchase texts</p> <p>Make a hard copy of the Tentative Course Schedule</p> <p>Journal</p>
<p>9/7 & 9/8</p> <p>#2</p> <p>F2F</p>	<p>Universal Access & Universal Design</p> <p>Language Arts Framework and Standards</p> <p>Differentiation in Literacy Instruction</p> <p>Response to Instruction and Intervention (RtI²)</p> <p>RtI² and Adolescent Literacy</p> <p>Goal #2: The California Reading/ Language Arts Framework</p>	<p>*Bring hard copy of <i>Tentative Course Schedule</i> to class</p> <p>Kluth Ch. 2</p> <p>Reading/ Language Arts Framework: Ch. 1, 2, & 7 + all UAs http://www.cde.ca.gov/ci/rl/</p> <p>RtI²: http://www.cde.ca.gov/ci/cr/ri/</p> <p>http://www.rti4success.org/whatisrti</p>

	ES Standard: 3, 4, 5, 9 MS Standard: 6	
9/14 & 9/15 #3 F2F	<p>When Older Students Can't Read:</p> <ul style="list-style-type: none"> • decoding • word recognition • comprehension • fluency • written response <p>Typical and Atypical Language Development</p> <p>7:30-8:30 Guest: Dr. Jodi Robledo "Students with Autism"</p> <p>Communicating with Students with Autism</p> <p>Goal #3: How the patterns of typical/atypical language development influence students in school</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p>	<p>One given Tovani chapter (1-6) w/ "What Works"</p> <p>Kluth: Intro + Ch. 1</p> <p>RtI² Persuasive Arguments (15-pt. assignment)</p>
9/21 & 9/22 #4 OL	<p>Observing Language Use in Children</p> <p>Goal #6: Becoming sensitive observers of children's language-using behaviors</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p>	<p>Observation of a Child with ASD assignment is due by midnight 9/25</p> <p>*Journal Posting online</p>

9/28 & 9/29 #5 F2F	<p>Differentiating Literacy Instruction in Inclusive Classrooms</p> <p>Grouping for Success</p> <p>Goal #9: Designing responsive instruction and environments</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p>	<p>Kluth Ch. 5 + 6</p> <p>Tovani Ch. 7</p>
10/5 & 10/6 #6 OL	<p>Assessing Literacy Learning</p> <p>Entry Level, Progress Monitoring, and Summative Assessment</p> <p>What and When to Assess</p> <p>Goal #7: Formal language and literacy assessment</p> <p>ES Standard: 3, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p>	<p>Tovani Ch. 8</p> <p>Kluth Ch. 4</p> <p>FWK/Ch. 6</p> <p>Principled Lesson Design due by midnight 10/9</p> <p>*Journal Posting online</p>
10/12 & 10/13	<p>Effective Language Arts Instruction: Goal and Key Components</p> <p>Literature Circles + Roles</p>	<p>*Bring hard copy of 5-item assessment</p> <p>Read prior to class: http://www.litcircles.org/</p> <p>DECODER pp. 1-78</p>

<p>#7</p> <p>F2F</p>	<p>(Novel Ideas)</p> <p>Teaching Writing</p> <p>Journaling</p> <p>Graphic Organizers</p> <p>Goal #4: Current approaches to teaching reading and writing to children with special needs</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p>	<p>Review FWK Ch. 2</p> <p>Writing Standards: See relevant sections of Gr. 3 and 4 of FWK</p> <p>Kluth Ch. 3</p>
<p>10/19 & 10/20</p> <p>#8</p> <p>F2F</p>	<p>Case Study Preview: Marcus (Informal literacy assessment)</p> <p>Author Visit: Dr. Marjorie Krausz</p> <p>Comprehension Strategies for Diverse Learners</p> <p>Goal #5: The value of SDAIE for students with diverse backgrounds</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p>	<p>Finish DECODER bk.</p> <p>*DECODER Dialogue Jacket for given character</p> <p>Writing Traits Demos http://www.writingfix.com/Traits.htm#inservice</p>
<p>10/26 & 10/27</p>	<p>Assessing Students Informally</p> <p>Goal #8: Informal language and literacy assessment</p> <p>ES Standard: 3, 5, 9</p>	<p>Case Study Part 1: due by midnight, 10/30 Background Info.</p> <p>Case Study Part 2: due by midnight, 10/30 Assessment Analysis</p> <p>*Journal Posting online</p>

#9 OL	MS Standard: 6 Autism Authorization Standard 1	
11/2 & 11/3 #10 OL	The Relationship between Assessment and Instruction Goal #10: How assessment results drive instruction ES Standard: 3, 5, 9 MS Standard: 6 Autism Authorization Standard 1	http://teachingld.net/pdf/teaching_how-tos/assessment.pdf Tovani Ch. 8 *Journal posting online
11/9 & 11/10 #11 F2F	14 Issues and Counting Peer Evaluation Goal #11: Middle and secondary school literacy issues ES Standard: 3, 4, 5, 9 MS Standard: 6	Case Study Part 3: Lesson Design
11/16 & 11/17 #12 F2F	The Meaningful and Relevant Curriculum Goal #12: Success for middle and secondary learners ES Standard: 3, 4, 5, 9	Case Study Part 4: Reflection Tovani Ch. 9
11/23 & 11/24 #13	Goal #13: Influencing literacy decisions in today's schools ES Standard: 3, 4, 9	FWK Ch. 8 & 9 *Journal posting online MODIFIED THANKSGIVING WEEK SCHEDULE

OL	MS Standard: 6	
11/30 & 12/1 #14 F2F	<p>The Responsible Professional</p> <p>Goal #14: Selecting appropriate materials and strategies</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6 Autism Authorization Standard 1</p>	<p>Volunteerism Reflection and Log</p> <p>*Bring a copy of Fry's Readability Graph from http://school.discoveryeducation.com/schrockguide/fry/fry.html</p> <p>*Bring a TEXT SET to class and prepare to explain your choice (@4-8 books)</p> <p>*Bring one school textbook (Gr. 4-12), or novel listed on CA 4-12 reading lists</p>
12/7 & 12/8 #15 F2F	<p>Attributes of Highly Effective Teachers</p> <p>Literacy Beyond Mild & Moderate Disabilities</p> <p>Goal #15: Respecting all students</p> <p>ES Standard: 3, 4, 5, 9 MS Standard: 6</p>	<p>Quickwrite Journal</p> <p>Kluth Ch. 7</p> <p>Course Evaluation</p>