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SCHOOL OF EDUCATION
Mission Statement

The mission of the School 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 ongoing 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

The primary aim of this course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in integrated and inclusive elementary and middle school classrooms.

California Teaching Commission 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:

3- Relationship between theory and practice
 4-Pedagogical thought and reflective practice
5-Equity, Diversity & Access
7: Preparation to Teach Reading Language Arts
7-A: Multiple Subject Reading, Writing, and Related Language Instruction in English

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, 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 to determine students' progress towards 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 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 levels and language backgrounds*
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ATTITUDES AND VALUES - Teacher candidates will:
- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- Appreciate the need and value of integrating reading writing into all curricular areas
- 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
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INFUSED COMPETENCIES

Authorization to Teach English Learners
This credential program was 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.)*

Special Education
Consistent with the intent to offer a seamless teaching credential in the School of Education, this course demonstrates the collaborative infusion of special education competencies reflecting inclusive educational practices.

Technology
This course infuses technology competencies to prepare candidates to use technology, emphasizing use in both teaching practice and student learning.

All University Writing Requirement
Writing requirements for this class will be met as described in the assignments. Every course at the university, including this one, must have a writing requirement of at least 2500 words.

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.

Dispositions and Disposition Rubric for the School of Education, CSUSM
http://www.csusm.edu/education/ClinicalPractice/HandbookSS.html

STUDENT LEARNING OUTCOMES

Teacher Performance Expectation (TPE) Competencies

Teacher Performance Expectations are standards for student teachers. 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 implement 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.

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), embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTAP or TPA for short. To assist your successful completion of the TPA a series of informational seminars are offered over the course of 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 you 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

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities requiring reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). The office is located in Craven Hall 4300, and can be contacted by phone at 760.750.4905 or TTY 760.750.4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, to ensure confidentiality, in a more private setting.

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 or materials borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism
As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, please consult the University catalog.

Electronic Communication Protocol
Electronic correspondence is a part of professional interactions. If you need to contact me, e-mail is often the easiest way to do so at pwilson@csusm.edu. 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.

Grading Standards (Points)

In order to earn a teaching credential from the state of California, you must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in your teacher education program.

A	93-100	B+	87-89	C+	77-79
A-	90-92	B	83-86	C	73-76
		B-	80-82	C-	70-72

School of Education Attendance Policy
Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and actively participate. **For this class,** students missing more than one class session cannot earn an A or A-. Students missing more than two class sessions cannot earn a B or B+. Students missing more than three classes cannot earn a C+. Arriving late or leaving early by more than 20 minutes counts as an absence. Notifying the instructor does not constitute an excuse. **All assignments must be turned in on due date even in case of an absence.**

Required Texts:

Tompkins, Gail. (2008). Teaching Writing: Process and Product.
Johns, Jerry. (any). Basic Reading Inventory (any edition).
Cooper, Kiger, Robinson & Slansky: Literacy – Helping Students Construct Meaning

Choose one (sign up in class before you buy it):

Anderson, Laurie	*Fever*		Avi,	*Secret School*
Forbes, Esther	*Johnny Tremain*		Lenski, Lois	*Indian Captive*
George, Jean C.	*My Side of the Mountain*		Paulsen, Gary	*Brian's Hunt*
Avi,	*The Fighting Ground*			

Optional Texts:
Zarrillo, James. Ready for RICA: A Test Prep Guide (highly recommended)
Alice Quiocho & Sharon Ulanoff . (2009). Differentiated Literacy Instruction for English Language Learners.
www.allynbaconmerrill.com ISBN-13: 978-0-13-118000-0

ASSIGNMENTS

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. Assignments are to be turned in on the due date**, no exceptions**.
Proofread and edit word-processed assignments prior to submission. Hand-written work is not accepted. Assignments are written in Times, size12 font, and are double-spaced. Ensure the text is error-free (grammar, spelling), and ideas are logically and concisely presented. All citations, where appropriate, use American Psychological Association (APA) format.

Assignment	Points Possible
Literacy Lesson Plan *Focus: Using language arts in mathematics*	25
Lesson Plan Implementation Reflection	5
Literacy Case Study	35
Reflections (5)	10
Field Observations (x 3)	10
Writing Strategy Lesson	10
Professional Demeanor	10
Total Points	105

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Check rubrics as you are completing your assignments to be sure you are including all aspects of the requirements

LITERACY/MATH LESSON PLAN   *25 Points*
Task Requirements:
* Write one lesson plan for both your math methods course (EDMS 543B) and your literacy methods course (EDMS 522B).
* Integrate math and writing into one lesson.
* Use the lesson design format that is included in this available on Cougar Courses
* Work with a small group (classmates in the same grade level for the practicum experience),
* Turn the same lesson plan in for both classes. (522B and 543B)

Use the questions below **to guide your thinking** as you write the lesson plan.

- CA Content Standard(s), and Common Core learning objectives, and assessments (all must be connected)
- Into
  - Describe what you will do prior to teaching the lesson to connect to students' prior knowledge and to engage them in the topic. Describe instructional strategies and student activities.
- Through
  - Write a detailed instructional plan of what you will do when teaching the reading lesson.
  - What will you do for each of the following steps of instruction?
    - Modeled instruction: ("I do")
      - Describe Instructional Strategies
      - Describe Student Activities
    - Shared instruction: ("We do")
      - Describe Instructional Strategies
      - Describe Student Activities
    - Guided instruction ("You do")
      - Describe Instructional Strategies
      - Describe Student Activities
- Beyond
  - Write a paragraph that describes how you want students to apply what you have taught them to do in this lesson.
  - How will you reinforce and review the key concepts and skills of this lesson?

LESSON PLAN RUBRIC – Total 25 Points

Below Expectations 1 point	Approaching Expectations 2 – 3 points	Meets Expectations 4 points	Above Expectations 5 points
Some sections may be missing and/or most sections need to be clearer	All sections are included, though some need to be made clearer	All sections are addressed	All sections thoroughly addressed
ELA objectives are not stated	ELA objectives are ambiguous or the connection to the standard(s) is not clear	ELA objectives are stated but could be more specific about knowledge and skills to be learned, focusing on a specific standard(s)	ELA objectives stated concisely, stating what learners should know and be able to do, focusing on specific standard(s).
Teacher strategies and learning activities are not connected to the objective	Teacher strategies and learning activities are ambiguous and/or the connection to the standard(s) is not clear	Teacher strategies and learning activities could be better connected to standards and objectives.	Teacher strategies and learning activities are clearly connected to standards and objectives.
Assessment shows no connection to objectives and does not provide data about learning	Assessment is stated but it is unrelated to objectives or it does not provide the data needed	Appropriate assessment is stated but connection to objectives needs to be stronger.	Appropriate assessment links to objectives.
The learning plan lacks student engagement, appropriateness, differentiation and proper sequence	The learning plan is weak in student engagement, appropriateness, differentiation and/or proper sequence.	The learning plan engages most students. However, some differentiation is weak and could be expanded to reach more students	The learning plan engages *all* students, is differentiated, and is creative and original.
Total Points			

LITERACY LESSON PLAN IMPLEMENTATION REFLECTION *5 Points*

Task Requirements:

- You will work with your practicum teacher to identify a date on which you will teach your lesson plan.
- After teaching the lesson plan you will write a one (1) reflection about the teaching experience
  - Focus your reflection on the English Language Arts portion of your lesson
  - What went well?
  - What would you change?
  - How effective was your lesson in combining two content areas?
  - What value do you see in designing lessons which crosses over content areas
  - Be sure to include the date you taught the lesson

LESSON PLAN IMPLEMENTATION RUBRIC - 5 Points

Below Expectations 1 point	Approaching Expectations 2 – 3 points	Meets Expectations 4 points	Above Expectations 5 points	Points
No reflection submitted	Reflection is weak in addressing the ELA portion of lesson	Reflection addresses the ELA portion of the lesson, but could be expanded to the value and effectiveness.	Reflection clearly addresses the value and effectiveness of the ELA portion of the lesson	

READING REFLECTIONS   **10 Points**

Task Requirements:

- Reflect and respond to the assigned readings
- **Do not summarize** the assigned readings
- Respond to the readings by agreeing, disagreeing, noting specific ideas etc.
- Make connections to the content.
- Reflect on how you might incorporate the ideas into your own classroom.
- Each reflection should be one (1) page in length

You will have 5 specific reflections due – Due dates are listed on the course schedule. **Reflections must be submitted by 11:55 pm on the Sunday before class.**

READING REFLECTION RUBRIC

Approaching Standards 1 Point	Meets Standards 2 Points	Total Points
Reflection summarized the reading No indication of agreement/disagreement or notation of specific ideas Vague connections were made Classroom implementation ideas were vague	Reflection shows a response through agreement, disagreement or notation of specific ideas Clear and appropriate connections to the content were evident Classroom implementation ideas are clear and specific.	

LITERACY CASE STUDY   **35 Points**

Task Requirements

- The Literacy Case Study is described in detail in the Literacy Case Study Handbook provided on my Moodle site.
- Conduct a literacy assessment with one child who is a reader.

- Analyze, and interpret the resulting data and describe the child's strengths and needs in reading.
- Develop recommendations in the form of specific instructional strategies that support the child's progress in reading.
- The case study child **must** already be reading.
- It is recommended that s/he **be in the upper elementary grades and be reading below his/her current grade level.**
- The completed assessment forms are placed in an appendix that is handed in to the professor in a hard copy format.
- A parent permission (consent) form must be included in the appendix.

CASE STUDY RUBRIC – 35 Points

	Below Expectations **1 Point**	Approaching Expectations **2 Points**	Meets Expectations **3 Points**	Above Expectations **4 Points**	Total Points
Student Profile and RAS	Unable to score	**Little** description of the student with limited support Incomplete RAS	**Basic** description of the student with some support. Some explanation of importance of information to teacher Some explanation of findings and insights of RAS	**Clear and In depth** description of the student Includes age, sex, grade, primary language and interests. Clear and in depth explanation of importance of information to teacher Clear and in depth explanation of findings and insights of RAS	

	Below Expectations **1 Point**	Approaching Expectations **2 Points**	Meets Expectations **3 Points**	Above Expectations **4 Points**	Total Points
Writing Sample Analysis	Writing sample may not be included Explanation makes a weak attempt to explain 1 or 2 levels of the student's writing	Writing sample is in the Appendix. A score is **partially** given for each of 6 Traits Explanation **unclear** and may not explain student's ability.	Writing sample is in the Appendix. A score for each of the 6 Traits **Satisfactory** explanation including 3-4 sentences for each trait's score 6 Trait language used in explanation	Writing sample is in the Appendix. A score for each of the 6 Traits **Thorough** explanation including 3-4 sentences for each trait's score 6 Trait language used in explanation	

	Below Expectations **1 Point**	Approaching Expectations **2 Points**	Meets Expectations **3 Points**	Above Expectations **4 Points**	Total Points
Oral Language Sample Analysis	Oral language skill assessment was not conducted No evidence of an analysis of the student's oral language skills	Oral Language skill analysis based on the rating scale is **incomplete and brief.**	Analysis of oral language skills was based on assessment results **Some** explanation for each trait is included, but is **not specific** with examples **Some** language from the rubric is used within the explanation	**Clear and in depth** analysis of oral language skills using the rubric. Includes a score and analysis for each trait Includes 3-4 sentences for each trait explaining the rating. **Rubric language** is used within the explanation.	

	Below Expectations **1 Point**	Approaching Expectations **2 Points**	Meets Expectations **3 Points**	Above Expectations **4 -5 Points**	Total Points
Analysis of Data Gathered	No data analysis grid submitted	**Incomplete** data analysis grid **Some** information identified Data analysis **not** supported by evidence	**Satisfactory** information included in completed data analysis grid **Minimal** depth of data analysis **Some** clear examples	**Complete** assessment data listed according to the areas of strength and need. Findings are listed and **clearly** explained according to patterns emerging from data. Areas of strength and need are identified and placed in proper columns	

	Below Expectations **1 Point**	Approaching Expectations **2 Points**	Meets Expectations **3 Points**	Above Expectations **4 Points**	Total Points
Description of Literacy Strengths	**Limited** attempt to explain the student's strengths **No** evidence of student strengths	**Basic** explanation of student's areas of strength **Weak** explanation with little evidence support	**Understandable** explanation of student's areas of strength Explanation is supported with **some evidence**	**Detailed** description of the student's two main strengths Assessment data used as evidence **strongly** supports conclusions Explanation is **clear and in depth** with detailed evidence	

	Below Expectations **1 Point**	Approaching Expectations **2 Points**	Meets Expectations **3 Points**	Above Expectations **4 Points**	Total Points
Description of Literacy Needs	**Limited** attempt to explain the student's needs **No** evidence of student needs	**Basic** explanation with of the student's areas of need **Weak** explanation with little evidence support	**Understandable** explanation of student's areas of need Explanation is supported with **some** evidence	**Detailed** description of the student's two main needs Assessment data used as evidence **strongly** supports conclusions Explanation is **clear and in depth** with detailed evidence	

	Below Expectations **2-3 Points**	Approaching Expectations **4-5 Points**	Meets Expectations **6-8 Points**	Above Expectations **9 - 10 Points**	Total Points
Recommendations	Recommendations for instructional strategies show **minimal** consideration and explanation of student's strength and need	Recommendations for instructional strategies have **some** consideration and explanation of student's strength and need Recommendations **not strongly supported** with evidence	Two general strategies are recommended for one area of need Strategies **show** consideration and explanation of student's strengths and needs **Some** evidence of data analysis is clear in	**In depth, clear and detailed** explanation of two appropriate strategies for one area of need Strategies **directly relate** to the student's identified strength and need **Strong** supporting rational is present for each strategy in	

				recommendations	relationship to student's strength and need. Each instructional strategy includes a **description** of how it will help student's area of need Strategies are **researched based and specific** in their description.	
Appendix : Yes	No				**TOTAL POINTS**	

FIELD OBSERVATIONS   10 Points

In both the Literacy courses (EDMS 521 and EDMS 522), you will study topics in literacy instruction related to RICA domains. Find the list of RICA domains in the table below.

RICA DOMAINS COVERED
Embedded in each area: Assessment, Universal Access/Differentiated Instruction, Oral Language and Writing
Domain 1: "Planning Reading Instruction based on Assessment"
Domain 2: "Word Analysis"
Domain 3: "Fluency"
Domain 4: "Vocabulary, Academic Language, and Background Knowledge"
Domain 5: "Comprehension"

Task Requirements
- You will conduct 3 observations of reading instruction in any content area from any of the RICA domains for your Field Observations.
- To complete the 3 Field Observations you observe a teacher while she/he is teaching a reading/language arts lesson. You will need to identify the RICA topic(s) that was being taught.
- You will submit your observations on the Field Observation form. Your observations should be written on the left hand side of the Field Observation form.
  - **Your observations are not judgmental but only state what you observed the teacher doing during the lesson**.
- Your reflections should be written on the right hand side of the form.
- You should reflect on what you learned from this lesson about teaching this area of literacy.
  - **Include RICA domain(s) observed**
  - **What did you learn about teaching the RICA domains?**
  - **Why do you think the teacher chose the specific strategies/activities to address the RICA domain?**
  - **What do you think the next step in reading instruction would be?**

Below is an example of a completed observation form. Replicate the Field Observation form on your computer. Completed forms should be no longer than one full page. Please compile all 3 forms into one document file, one after the other, and submit them as one document.

FIELD OBSERVATION FORM SAMPLE

Literacy Topic: Phonemic Awareness	**Date:** 9/17/11
Grade Level: Kindergarten	**Additional Descriptors:** SEI class
Activity:	**Reflective Notes to Myself**
Teacher taught /B/ sound using picture cards and the pocket chart. The students sat together on the carpet as a whole group. The teacher asked the students to help him place the picture cards that represented words starting with /B/ in the pocket chart. The teacher also used some words that were Spanish-English cognates, (ball/bola). Some pictures represented words starting with other letter sounds and so the students had to decide which ones did and which ones did not go in the pocket chart. The teacher then had them look for word cards that matched with the /B/ picture cards. Then, the teacher had the students work at their tables sorting small objects that did begin with /B/ into one column on their worksheet and items that did not begin with /B/ into the other column.	While observing this lesson, I realized that the teacher was teaching the RICA content area of phonemic awareness. I learned that phonemic awareness can be taught directly and effectively in a whole group when the teacher uses interactive activities like this sorting activity. In this lesson, I noticed that the children were engaged in identifying the /B/ sound. I think that they enjoyed making the matches between /B/ and the picture cards. When I saw the teacher making use of cognates to support ELLs, I realized how do-able that is. I learned that sorting activities are an effective way to get children engaged actively in their learning. The teacher also began making connections between the sounds, the pictures and the words. I think that the next step for them is learning the letter "B".

FIELD OBSERVATIONS RUBRIC

	Below Standards 1 Point	Approaching Standards 2 Points	Meets Standards 3 Points	Points
RICA domains	• Observation has 1 Rica Domain accurately identified	• 2 observations have Rica Domains accurately identified	• All 3 observations have Rica Domains accurately identified	
Observations	• Observations contain little information and are incomplete. • Little information on what the teacher did • Little information on student responses and activities.	• Observations contain some detailed and complete information • Some information on what the teacher did • Some information on student responses and activities.	• Observations are detailed and complete. • Clear, concise, and complete information on what the teacher did • Clear, concise and complete information on student responses and activities	
Reflection/ Analysis	• Response includes a basic explanation of what you learned from the lesson. • Response shows a beginning	• Response includes a detailed explanation of what you learned from the lesson. • Response includes an understanding of how	• Response includes a clear analysis and complete explanation of what you learned from the lesson. • Response includes a	

	understanding of how this lesson meets RICA domain	this lesson meets RICA domain	clear and complete understanding of how this lesson meets RICA domain	
Total Points				

WRITING STRATEGY MINI LESSON   10 Points
Task Requirements:
- You will write **and present** a writing strategy lesson plan for a small group or whole class activity that takes into account the needs of your students.
- They can be mini-lessons, direct instruction, inquiry, or any format you choose.
- This is also an opportunity to try a writing-in-the-areas lesson.
- Make your lesson active, interesting, fun and meaningful
- Your lesson demonstration should be no more than 10 minutes.
- Use the lesson plan template in CC
- Bring a hard copy of your lesson plan for the instructor.

Things to keep in Mind When Writing Your Lesson:
- What is the purpose of your lesson?
- How does it relate to real writing?
- What are your learning goals?
- How are they aligned with the CA Reading/Language Arts standards and/or Common Core?
  - Check the Reading/Language Arts framework for CA public school
- How will you present the lesson
  - Instructional strategies, resource materials, time frame
- How will you group students for the lesson?
- How will you assess your students?
- What accommodations will you provide for students who need additional help?

Important
- Your lesson must address the needs of mainstream students, as well as make provisions for second language learners, students struggling, and accelerated students.
- How are you going to work with students who are having difficulty?
- How will you scaffold second language learners' learning during the lesson?
- How will your lesson provide enrichment for accelerated students?
- Will you meet with students individually or in a small group while other students work independently?

Post your lesson in Cougar Courses before you demonstrate it.

Recommended sites for literacy lessons (in no particular order): There are many websites with lesson plans. You don't have to use these. I'm just trying to save you some time. There are many more websites out there, just be aware of who sponsors the site and what the sponsor might be trying to sell you or what their philosophical orientation might be.

1. **Readwritethink**: Co-sponsored by NCTE and IRA the two premier literacy professional organizations: http://www.readwritethink.org/
2. **Teaching that makes sense**: www.ttms.org
3. **Scholastic**: http://www2.scholastic.com/browse/home.jsp
4. **Kathy Schrock**: Educator who vetted and compiled an impressive list of resources for teachers. She was one of the first to post a website of resources for educators on the web: http://school.discoveryeducation.com/schrockguide/
5. **National Council of Teachers of English**: www.ncte.org. While you are there join the Ning: http://ncte2008.ning.com/

6. **International Reading Association**: http://www.reading.org/General/Default.aspx
7. **National Writing Project**: www.nwp.org
8. **Writing Fix**: Sponsored by the Northern Nevada Writing Project: http://writingfix.com/
9. **University of Connecticut site:** A great resource for finding other good resources: http://www.literacy.uconn.edu/teachers.htm
10. **Reading Quest:** A great site full of comprehension strategies for all content areas: **http://www.readingquest.org/strat/**
11. **Greece Central School District:** http://www.greece.k12.ny.us/instruction/ela/Index.htm
12. **Web English Teacher:** http://webenglishteacher.com/

WRITING MINI LESSON RUBRIC – Total 10 Points

Approaching Expectations 1 points	Meets Expectations 2 points
Writing objectives are stated but could be more specific about knowledge and skills to be learned, focusing on a specific standard(s)	All sections are addressed Writing objectives stated concisely, stating what learners should know and be able to do, focusing on specific standard(s).
Teacher strategies and learning activities could be better connected to standards and objectives.	Teacher strategies and learning activities are clearly connected to standards and objectives.
Appropriate assessment is stated but connection to objectives needs to be stronger.	Appropriate assessment links to objectives.
The learning plan engages most students. However, some differentiation is weak and could be expanded to reach more students	The learning plan engages **all** students, is differentiated, and is creative and original.
Presentation shows some preparation. However lacks some organization	Presentation is clearly prepared and organized

LITERATURE CIRCLE PARTICIPATION
Grade will be a participation grade and included in professional demeanor.
Task Requirement:
- Sign up for a specific children's literature book
- Read the book
- Complete a literature circle assignment page
- Participate in a literature circle discussion group within class.

PROFESSIONAL DEMEANOR – 10 Points

PROFESSIONAL DISPOSITIONS RUBRIC
The School of Education of California State University San Marcos fosters the development of the following professional dispositions among our candidates. Candidates increasingly reflect these dispositions in their work with students, families, and communities.

Dispositional Element	Unacceptable 1 2	Initial Target 3 4	Advanced Target 5
1. Social Justice and Equity Candidates appreciate the languages, communities, and experiences learners bring to the classroom. Candidates advocate for and support marginalized communities and individuals.	Behaves in a manner that is discriminatory, intolerant, or close-minded. Resists working with some groups or individuals, makes derogatory remarks, or rejects views based on factors such as gender, exceptionalities, race, culture, religion, or socioeconomic background. S	Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that	Consistently models respect for all learners. Behaves in ways that reflect concern and equitable effort on behalf of all. Written work and other expressions reflect understanding of diversity (race, gender, culture, exceptionalities). Selects materials, designs activities, and interacts in ways that

		demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Interacts with students in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students. Consistently advocates for inclusion and consideration of diverse perspectives.	demonstrate appreciation of diversity (e.g., includes models from diverse backgrounds/settings in learning experiences and provides opportunities for students to hear, consider, discuss different viewpoints). Interacts in ways that consider individual differences and life experiences. Takes care to provide appropriate experiences for all students. *Works to influence others' provision of services for those beyond those in his/her immediate setting. Seeks forums or leads efforts to advocate for inclusion and consideration of diverse perspectives.*
2.Collaboration Candidates practice the skills of collaboration in their professional interactions with students, colleagues, parents/guardians/caregivers and those in the wider community.	Interacts with others (students, parents, colleagues) in ways that does not communicate respect. For example, uses destructive criticism, derogatory remarks, threats, physical coercion, or other inappropriate language or behavior. Does not reasonably allow others to express ideas. Discourages or undermines the work of others.	Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all.	Consistently interacts with others (students, parents, colleagues) in ways that communicate respect such as being courteous, demonstrating consistency and impartiality, and providing opportunities for others to express or demonstrate their needs and viewpoints. Values and builds relationships. Encourages and supports participation and success for all. *Advocates for the expression of diverse perspectives. Seeks forums and leads efforts to assist others in developing understanding and skills in being supportive of others (e.g., students, parents, colleagues).*
3.Critical Thinking Candidates analyze various professional contexts, resulting in more informed decision-making about professional practice.	Does not gather, analyze or use data to make informed decisions. Behaves in ways that reflect a belief that others should provide what is needed. Does not ask appropriate questions or take initiative to work toward achieving goals or solving dilemmas.	Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources.	Analyzes professional contexts, by a) seeking information from a variety of sources to analyze student needs and b) planning and implementing appropriate decisions about professional practice. Seeks a variety of perspectives in exploring issues. Asks questions and takes action to achieve goals or solve dilemmas. Anticipates needs and assists others in obtaining or managing resources. *Provides leadership in solving dilemmas involving the procurement or distribution of resources. Actively seeks or leads opportunities to select or create appropriate new forums to advocate for students or the profession.*
4. Professional Ethics Candidates make and act on well-reasoned, principled judgments.	Fails to consistently honor the needs and best interests of students, the work setting (school, district, university) or profession. Demonstrates a pattern of unprofessional behavior such as	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors	Consistently honors the needs and best interests of students, the work setting (school, district, university), and the profession. Makes well-reasoned, principled judgments regarding professional behaviors

	absence, tardiness, failure to complete tasks, inappropriate dress or personal behavior, violation of confidentiality, academic dishonesty (e.g., plagiarism, cheating), or imposition of personal religious or political views upon others.	such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains.	such as promptness, task completion, maintaining confidentiality, academic honesty, and appropriate separation of personal and professional domains. *Actively seeks or leads forums to advocate for professional conditions and resources that will improve learning outcomes for students or the profession.*
5.Reflective Teaching and Learning Candidates critically review their professional practice and the impact it has on student success.	Does not critically evaluate own professional practice or performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Fails to see the need for positive change. Does not provide substantive suggestions for positive self-improvement. Rejects suggestions from others directly or by failing to act. Offers excuses and/or assigns blame for negative results to students, parents, colleagues, supervisors, or others.	Demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions.	Demonstrates understanding of the relevant teaching/learning standards. Consistently evaluates own professional practice and performance (e.g., interactions, written work, formal and informal assessments) and the impact on student success. Generates ideas for potential improvements or revisions and applies them to future professional practice and performance. Is open-minded and positive when receiving feedback from others, and acts upon suggestions. *Actively seeks further information and perspectives from others to evaluate own performance and demonstrates in depth analysis and synthesis of viewpoints. Applies relevant teaching/learning standards in their work.*
6.Life-Long Learning Candidates recognize the need for and are committed to actively seeking new knowledge, skills and experiences.	Does not consistently demonstrate intellectual engagement with material or others (e.g., peers, instructors, students). Verbal and written contributions do not demonstrate familiarity with required material. Fails to ask questions or make thoughtful references to concepts of study. Fails to meet professional standards in written work and participation. Argues point of view in terms of personal experience or hearsay rather than understanding of theory, research, or data-based evidence.	Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Seeks and uses contemporary theory, research, and data-based evidence to inform instruction.	Demonstrates intellectual engagement with material and others (e.g., peers, instructors, students). Seeks and takes advantage of learning opportunities to stay professionally current, acquire new knowledge, skills, and experiences. Is familiar with relevant professional organizations, current research, and interdisciplinary practices. Makes connections between concepts, experiences, and content. Seeks and uses contemporary theory, research, and data-based evidence to inform instruction. *Seeks further information and engages others in intellectual discussions. Creates learning opportunities for self and others. Is actively involved in professional groups and associations, or other professional decision-making bodies. Analyzes, synthesizes and evaluates material in order to provide professional development for others.*

Tentative Schedule/Course Outline

The instructor reserves the right to alter the instructional timeline, add, delete, and/or change topics and assignments in response to individual and class needs.

EDMS 522b – Elementary Literacy II Monday 1:00 – 3:45		
SESSION	**TOPIC**	**ASSIGNMENT**
Session 1 Aug. 27	Course Overview Assignments Discussion Writing	Bring Syllabus Get texts for course
September 3	**Labor Day – No Class**	
Session 2 September 10	Assessment Writing Strategies	Skim Johns text Bring John's to class
Session 3 September 17	Writing Process Writing Lessons (2)	Tompkins Ch. 1
Session 4 September 24	Pre-Writing Writing Lessons (2)	Tompkins Ch. 2 Reflection # 1 Due
Session 5 October 1	Writing – 6 Traits Writing Lessons (2)	Tompkins Ch. 3
Session 6 October 8	Writing – 6 Traits continued Writing Lessons (4)	Reflection # 2 Due Lesson Plan Math/ELA Due on 10/10 to CC
Session 7 October 15	Writer's Workshop Writing Genres Writing Lessons (2)	Tompkins: Chapters 5, 6, 8 or 10 (sign up in class)
Session 8 October 22	Case Study Workshop Writing Lessons (2)	Bring ALL case study info
Session9 October 29	Writing Assessment Response to Literature Writing Lessons (4)	Tompkins Chapter 4 Reflection # 3 Due
Session 10 November 5	Literature Circles Writing Lessons (4)	Case Study Due
November 12	**Veteran's Day – No Class**	
Session 11 November 19	Expository Reading & Writing Writing Lessons (2)	Tompkins Chapter 9 Literature Circle Assignment Due Reflection #4 Due
Session 12 November 26	Content Area Literacy Writing Lessons (3)	Tompkins Chapter 12 Field Observations Due Bring RICA Competency Summary
Session 13 December 3	Vocabulary / Background Knowledge Poetry Writing Lessons (4)	Tompkins Ch. 7 Reflection #5 due
Session 14 December 10	Bring it All Together Writing Lessons (2)	Math/ELA Lesson Plan Implementation Reflection Due