California State University
SAN MARCOS | School of Education

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

EDMX 622 Section 1
Literacy Education for Education Specialists (4 units)
CRN #20832
Wednesdays
7:30 – 3:00 p.m.
Twin Oaks Elementary
Spring 2015

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

Professor:	Jodi Robledo, Ph.D., and Elizabeth Garza, Ph.D.
Phone:	760.750-4317 (Dr. Robledo)
E-Mail:	jrobledo@csusm.edu and egarza@csusm.edu
Office:	UH 468 D (Dr. Robledo)
Hours:	By Appointment

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

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

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

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

Table of Contents

COURSE DESCRIPTION

Focuses on developing an advanced understanding of theory, methodology, and assessment in English Language Arts in integrated and inclusive K-12 classrooms.

Expanded Course Description

EDMX 622 includes significant additional instruction that relates specifically to special education. Candidates 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.

Candidates are provided instruction and experiences to a) become skilled in observing students' language use behaviors; and b) use materials, strategies, and adaptations in approaches to language and literacy instruction for K-12 learners, including those who have various special learning characteristics. Emphasis is on students with autism spectrum disorders and students with atypical patterns of language and literacy development.

EDMX 622 addresses Education Specialist Program Standard 9: Preparing to Teach Reading/Language Arts and supporting candidates' successful completion of the Reading Instruction Competency Assessment (RICA) assessment as well as additional Program and Mild/Moderate Education Specialist standards identified on the assignment matrix on page 3.

STUDENT LEARNING OUTCOMES

KNOWLEDGE - Teacher candidates:

- 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 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 styles and levels, cognitive styles and levels, and language backgrounds.

SKILLS - Teacher candidates:

- 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 – 1) entry level assessment for instructional planning, 2) monitoring student progress, and 3) post test or summative assessment.
- 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, 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 language arts skills 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

ATTITUDES AND VALUES - Teacher candidates:

- Develop an appreciation for natural language abilities children possess for processing and producing print.
- Develop an appreciation for 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

Required Texts and TaskStream

American Psychological Association (APA) (2010). *Publication Manual of the American Psychological Association (*6th ed.). Washington, DC: APA.

Goddard, P., & Goddard, D. (2012). *I am intelligent: From heartbreak to healing—A mother and daughter's journey through autism.* Guilford, CT: Globe Pequot Press. *(Text to be purchased in class)*

Kluth, P., & Chandler-Olcott, K. (2008). *A land we can share: Teaching literacy to students with autism.* Baltimore: Paul H. Brookes.

Quiocho, A., and Ulanoff, S. (2009). *Differentiated Literacy Instruction for English Language Learners.* Boston, MA: Pearson

Selected readings posted on Moodle

California Department of Education (2014). 2014 ELA/ELD Draft Framework Chapters
http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp

California Department of Education (2013). *California's common core state standards: English language arts & literacy in history/social studies, science, and technical subjects.* Locate at http://www.cde.ca.gov/be/st/ss/index.asp

California Department of Education (2012*). Appendix A: Foundational Literacy Skills for English Learners (with alignment charts for ELD Foundational Literacy Skills and Common Core Reading Standards Foundational Skills* http://www.cde.ca.gov/sp/el/er/documents/sbeapdaliteracy.pdf

California Department of Education (2012). *Appendix [B]— The California English Language Development Standards Part II: Learning About How English Works* http://www.cde.ca.gov/sp/el/er/documents/sbeapdbhew.pdf

Duguay, A., Massoud, L., Tabaku, L., Himmel, J., & Sugarman, J. (2013). *Implementing the Common Core for English learners: Responses to common questions.* (Practitioner Brief). Washington, DC: Center for Applied Linguistics.

Freeman & Freeman (2004) *Connecting Students to Culturally Relevant Texts* & *Cultural Relevance Rubric.*

Freeman and Freeman (2009), *Distinguishing between Academic and Conversational Language* Ch 2 (pages 23 – 44)
Kluth, P., & Chandler-Olcott, K. (2008). *A land we can share: Teaching literacy to students with autism.* Baltimore: Paul H. Brookes.

Rivera, M. O., Moughamian, A. C., Lesaux, N. K., & Francis, D. J. (2008). *Language and reading interventions for English language learners and English language learners with disabilities.* Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Villa, R. & Thousand, J. (2011). *RTI: Co-teaching and differentiated instruction.* Port Chester, NY: NPR
[RTI trifold]

TaskStream Enrollment and Postings

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to www.taskstream.com and registering. If you are a continuing Concurrent candidate, access the Prelim Mild/Mod & Mod/Sev Ed Spec Credential 2014 bucket by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter edspecialist as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

COURSE FEATURES AND PROFESSIONAL AND ADMINISTRATIVE REQUIREMENTS

Authorization to Teach English Learners

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

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Preliminary Education Specialist Mild/Moderate Teaching 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.

California Teacher Performance Assessment (CalTPA)

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

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

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

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

Note: Add-On candidates who already hold a valid basic teaching credential are not responsible for TPAs.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program recognizes 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 disposition, there are four levels of performance - *unacceptable*, *approaches target, meets target*, and *meets advanced target*. The rubric for the levels of performance offers measurable behaviors and examples for each disposition. The assessment of dispositions includes a self-assessment by the candidate and is designed to provide candidates with ongoing feedback for their growth in professional disposition. Based upon assessment feedback, candidates compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *meets target* during the program. Please find the Education Specialist Profession Dispositions at http://www.csusm.edu/education/ClinicalPractice/HandbookSPED.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. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Students with Disabilities Requiring Reasonable Accommodations

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Graduate Writing Assessment Requirement

The 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, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the Publication Manual of the American Psychological Association (aka, APA Manual). This manual is a required across all graduate-level (600-level) courses.

CSUSM Academic Honesty Policy

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

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

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

Plagiarism:

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

All work in this course must be the original work of the credential candidate. Scanning of student work via TurnitIn™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in TurnitIn™ software feature. Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

Use of Technology

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

Electronic Communication Protocol

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:
- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Other Professional and Administrative Requirements

1. Use "Person-first" language (e.g., "Student with Down Syndrome" rather than "Down Syndrome student") must be used throughout all written and oral assignments and discussions.

2. Word-process all written documents. Be sure to keep an electronic copy of all of your work including Cougar Courses postings. Also, you will want these copies for your records and professional portfolio.

3. Always write in a professional voice. Be sure to avoid abbreviations, contractions, and slang. Write out acronyms on first appearance - such as Individualized Education Program (IEP).

4. Examine Moodle at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class prior to class and bring to class all required resources.

5. Complete and post all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments, please inform the instructor.

6. Participate in class discussions and group activities and demonstrate positive interpersonal skills with classmates and guests. Participation points are assigned on the basis of participation, collegiality, collaborative effort, and professionalism in interactions with fellow students, the instructors and guests.

7. If you are to miss class, be sure to select a class "buddy" to ensure that you receive handouts and information when you must miss class. You may wish to have the following:
    Buddy: Phone#:   e-mail:

COURSE SCHEDULE
The instructors reserve the right to modify the schedule

Dates	Topics	Readings & Assignment Date
<u>**Session 1A & 1B**</u> Week 1 Wed, 1/21 DAY	Intro to assignment, "I am intelligent" Book Response Intro to assignment "Case Study & Principled Lesson Design", in particular Intro to Section A of assignment, including expectations for written work 7 Principals for Inclusive Literacy Practice (ch 3 K & Ch) Overview of Autism Spectrum Disorder: Definitions, Facts, and Stats (ch 1 K & Ch)	**Goddard & Goddard** **Kluth & Chandler-Olcott Ch 1:** *What is Autism?* & **Ch 3:** *Promoting Literacy Development in Inclusive Classrooms* Cougar Courses Materials
<u>**Session 2A**</u> Week 2 Wed, 1/28 DAY	Characteristics Overview (Clinical and First-Person Accounts) Focus on Communication and Social (ch 1 K & Ch) Characteristics Overview (Clinical and First-Person Accounts) Focus on Sensory, Movement, Behavioral, and Learning Exploration of how characteristics could affect literacy/language development, learning and performance (ch 1, K & Ch)	**Goddard & Goddard** **Kluth & Changler-Olcott** Ch 1: What is Autism? pgs 12 – 15 on communication & pgs 16 -18 on social & Ch. 5: Focus on Reading, pgs 122 - 123 on comprehension, pgs 113 – 115 on fluency, pg 128 retelling **Kluth & Chandler-Olcott Ch 1:** *What is Autism? pgs 9 – 12 on sensory & pgs 6 – 8 on movement & pgs 19 -22 on learning*
<u>**Session 2B**</u> Week 3 **Mon PM,** 2/2 EVENING class with Garza Monday Feb 2	RTI Philosophical Principles (RTI Trifold by Villa & Thousand 2011) Intro to the Dimensions of Literacy (Dimensions PP; ch 2 K & Ch) Introduction to Academic Language in written text. Identify the characteristics of academic language in essay by Dolores and the specific kinds of feedback students learning English need to develop academic English in their writing. (F&F 2009) Examining ELA CC demands for students with ASD and students learning English on students' performance and salient classroom instruction for ELD. (Appendix B; Duguay, ELA/ELD Standards & Framework) Distinguishing learning disability from language difference & students learning English and with disabilities (Difference PP; Rivera)	**Goddard & Goddard** **Kluth & Chandler-Olcott, Ch** 2 *What is Literacy?* **Appendix B of ELD Standards:** *Learning How English Works* **ELA/ELD Standards & Framework** **Duguay (2013)** *Implementing the Common Core for English learners*, **Freeman & Freeman (2009),** *Distinguishing between Academic and Conversational Language Ch 2 (pages 23 – 44)* **Academic Language PowerPoint** **Difference vs Disability PowerPoint**

		Rivera (2008)*: Language and reading interventions for English language learners and English language learners with disabilities*
<u>**Session 3A**</u> Week 3 Wed, 2/4 DAY	Foundational Supports Description of the supports (i.e., elastic structures, flexible grouping, differentiated instruction) for instruction and also assessment that benefit students with ASD (pgs 56 - 72 K & Ch) Characteristics of Effective Literacy Interventions podcast & rubric (Allington) Effective Assessment; individual conferencing to elicit students' perspectives; retelling (ch 4 K & Ch; pgs 52 & 128 K & Ch	**Goddard & Goddard** **Kluth & Chandler-Olcott Ch 3:** *Promoting Literacy Development in Inclusive Classrooms pgs 56 – 72* **& Ch 4:** *Assessing Literacy Learning* **Allington, R (2007) Podcast:** *Allington on RTI* **& Rubric:** *Evaluating Reading Interventions Using Research Based Features Analysis Interventions On Effective Interventions* (www.reading.org/General/Publicat ions/Podcasts.aspx)
<u>**Session 3B**</u> Week 4 **Mon PM** 2/9 EVENING class Monday Feb 9	Guest Speaker: Peyton Goddard Local Understanding and ASD: Peyton Goddard Case Study	**DUE:** "*I am intelligent*" Book Response **Kluth & Chandler-Olcott Ch 3**
<u>**Session 4A & 4B**</u> Week 4 Wed, 2/11 DAY	½ day Site Visit for Observation of Student with Autism Analyze instructional scenarios using the principles of culturally responsive instruction and use the CR rubric to determine cultural relevance in literature. (ch 2 Q & U; F & F 2004) First & second language acquisition, the relationship between L1 & L2, transfer, typical patterns of L2 development (ELA/ELD PP; ch 3 Q & U). The typologies of the student learning English, the proficiency level descriptor(s) (i.e., emerging, expanding, bridging), and the student's oral language English and L1 print skills. How to adapt objectives based on students oral language in English and print skills in L2. (Typology Chart; Appndx A; Framework) Practice developing ELD instruction based on the interrelationships of ELA/ELD for "integrated" and "designated" ELD instruction. (ch 3 Framework; ELA/ELD PP) Examine 6 recommendations for interventions for students learning English across grade levels, including use of RTI model. (Rivera)	**Freeman & Freeman (2004)**: *Connecting Students to Culturally Relevant Texts* & *Cultural Relevance Rubric.* **Quiocho & Ulanoff Ch 2:** *The Role of Culture in Planning* pgs 43 – 46 *"Guidelines for developing culturally responsive differentiated lessons for ELLs & Planning for instruction"* **& Ch 3:** *The role of language in planning and delivering differentiated instruction for English language learner* **ELA & ELD PowerPoint:** *Students Learning English: Developing Language and Literacy in L2***.** **ELA/ELD Framework Ch 2 & Ch 3** **Reference Chart: EL Typologies** **Appendix A of ELD Standards:**

	Using "If-Then Thinking" Charts to match potential instructional strategies to student needs (ch 10 R & C; ch 6 Q & U; ch 5 K & Ch) Organizing ELA/ELD instruction, effective strategies, and grouping students 4 - 8 for learning to use English, learning content through English and learning about English (ch 5 & 6 Q & U; ch 12 R & C) Teaching English language structures by unpacking them from text level to word level and additional approaches for teaching ELA CC; Practicing sentence combining activities (Appndx B; Duguay) Using "Generous Reading" and "the 6 Traits Rubric" to evaluate writing samples, of students learning English in the upper grades, focusing on writer's message taking into consideration student characteristics and typology factors that students draw on as they write (ch 8 R & C; 6 Traits Rubric) Practicing the "Reciprocal Teaching" approach with expository text and identifying benefits for ELD and ASD. (pg 127 K & Ch) Practicing the "Before Reading Fluency Routine" with expository text and identify its benefits for ELD &ASD (pgs 533 & 543 R&C)	*Foundational Literacy Skills for English Learners alignment charts* **Rivera (2008):** *Language and reading interventions for English language learners and English language learners with disabilities - section on "Instruction and Intervention"* **Appendix B of ELD Standards:** *Learning How English Works* **Duguay (2013)** *Implementing the Common Core for English learners*, **"6 Traits of Writing Rubric"** **Reutzel & Cooter Ch 9** *pg 353: Generous Reading* **& Ch 10** *pgs 449- 451: If-Then Thinking,* **& pgs 533/** 543 *Before Reading Fluency Routine*, **& Ch 12:** *Effective Reading Instruction and Organization in Grades 4-8*, & pages 551 – 556: *RTI: Tier 2 Instruction Plans Grades 4 – 8* **Quiocho &Ulanoff Ch 5:** *Teaching and learning the necessary skills for literacy success* **& Ch 6:** *Strategies that count* **Kluth & Chandler-Olcott Ch 5** *Focus on Reading pg 127on reciprocal teaching and pg*
<u>**Session 5A & 5B**</u> Week 5 2/18 DAY	½ day Site Visit for Observation of Student with Autism Language Experience Approach & Scribing & Speak and Write (pgs 148-150, 159-160 K & Ch) Practicing the use of writing scaffolds with WALS (Written Academic Learning Summaries) to support students in upper grades writing of a retelling/summary of an expository text; Using Graphic Organizers (R & C; K & Ch) Practicing the use of R.A.F.T.S. writing strategy and identifying its benefits for ASD and ELD Identifying language functions, forms & vocabulary (semantic variety, cohesive links, conjunctions, referents, etc…) that students with ASD and that students learning English may find particularly challenging to develop meaning across text;	**Kluth & Chandler-Olcott Ch 6** *Focus on Writing and Representation & pgs161- 163 on graphic organizers and paragraph frames* **Reutzel &Cooter Ch 12** *& pages 511 & 537-539 on WALS strategy* **RAFTS description** **Grammar & Meaning PowerPoint**

	Practicing the use of CLOZE instructional activities that address specific areas. (Grammar PP)	
Session 6A & 6B Week 6 Wed, 2/25 DAY	Applying Local Understanding Workshop # 1 Applying Local Understanding Workshop # 2 Intro to Section B of Assignment "Case Study and Principled Lesson Design"	***Bring Section A to Class for workshop*** **DUE** by 11:30 pm: Section A of assignment "Case Study and Principled Lesson Design" (submit to cougar course)
Session 7A & 7B Week 7 Wed, 3/4 DAY	Applying Local Understanding Workshop # 3 In-class drafting lesson design	
Session 8A & 8B Week 8 Wed, 3/11 DAY	Peer Review of drafts the Principled Lesson Designs Reflecting on lesson design using the 7 Principles for Promoting Inclusive Literacy Practices Using the Quality Intervention Rubric by Allington to evaluate the lesson design to accelerate their literacy development.	Bring Draft of Section B of assignment "Case Study and Principled Lesson Design"
March 22 Sunday		**DUE:** Final Case Study and Principled Lesson Design (Submit in Cougar Courses and Taskstream)

COURSE ASSIGNMENTS AND REQUIREMENTS

Course **Attendance**, Professionalism, & Participation	15 points
"Local Understanding" Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder ***Section A. Case Study*** ***Part 1. Description of Study with ASD***	9 points
"Local Understanding" Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder ***Section A. Case Study*** ***Part 2. Autism and Literacy***	8 points
"Local Understanding" Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder ***Section B. Principled Lesson Design*** ***Part 3. Lesson Plan***	8 points
"Local Understanding" Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder ***Section C. Reflection*** ***Part 4. Reflection on Seven Principles for Promoting Inclusive Literacy Practices***	8 points
"Local Understanding" Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder ***Section C. Reflection*** ***Part 5. Reflective Practitioners***	6 points
"Local Understanding" Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder ***Section C. Reflection*** ***Part 6. Meta-Evaluation of Team Participation***	1 point
"*I am intelligent*" Book Response	25 points
Literacy Activities in-class (5 points) and online (15 points)	20 points
Total Points:	100 points

Grading Scale
93% = A   90% = A-   87% = B+   83% = B   80% = B-   78% = C+
No course grade may be lower than a 78%. A B- average must be maintained to earn a credential.

Assignment Descriptions

***"I am intelligent: From heartbreak to healing—A mother and daughter's journey through autism"* Book Response (25 points)**
In this book, self-advocate Peyton Goddard and her mother Dianne Goddard share their journey through autism. It is a powerful read, one that will impact you and your teaching. It is an excellent example of a gaining a "local understanding". Your response should be between 5-6 pages. Be sure to use APA writing style. The authors will be joining us in class on the evening this assignment is due. You can respond to one or more of the following prompts below or create your own prompt to respond to. Focus on elements of the book that taught you something and actions you might take based on your new learning or understanding. Please note that this book contains some content that may be difficult for some of you to read. If reading this book causes any distress or brings up any issues, please contact the CSUSM Counseling Center.

What is self-determination? What does it mean to Peyton? What does it mean to you?
Share a quote from the book (or two or three) that has significance for you. Why did you choose these quotes and what do they mean to you? What actions might you take because of these quotes?
From this book, what are some ways to encourage families to be involved, to lead IEP goals, instruction, and voice? To who would you give this book as a gift and why?
Peace and Forgiveness: Is there a more universal message and/or call to action for you?
Looking at the variety of experiences from preschool through college, what did teachers and peers do or not do to ensure that Peyton was included in the curriculum and community of learners and the culture of the school or community.
What is the message about relationships between people (whether or not disability is a factor) from Peyton's relationship with Gable?

"Local Understanding" Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder

In order to provide personalized literacy support and instruction to students with Autism Spectrum Disorder we must develop what Kliewer & Biklen (2007) described as "local understanding." Local understanding moves beyond the common dehumanizing, distant, or institutionalized labels, definitions, and expectations historically associated with significant developmental disabilities. Local understanding is a moral endeavor through which the literate potential of all children, with or without disabilities, is recognized (Kliewer, 2008). In this assignment, you will develop a "local understanding" case study of one student with Autism Spectrum Disorder. In order to complete this assignment you must spend time observing and interacting (when appropriate) with a student with ASD in a K-12 setting. The observation format provided below will help you focus your observation. You will be responsible for finding a student with Autism for this case study. The student must be served in a K-12 setting, currently has an Individualized Education Plan, and qualifies for special education services and supports under the disability category of Autism. Please note you must have both school and parent permission to observe/interact with the student (see consent letter). Pseudonyms must be used to protect confidentiality. More detail will be provided in class.

Your case study will be guided by the Kluth & Chandler-Olcott text "A Land We Can Share", specifically Chapters 1, 4,5,6, and 7. Your case study must evidence and integrate understandings from the text in connection with the student with ASD that you are observing. Grading Rubric will be provided.

Section A: Case Study Part 1. Description of Student with ASD (9 points):

For this section, complete the Observation Protocol Graphic Organizer by describing in detail the common characteristics of Autism of the student, referring to Chapter 1 of the Kluth & Chandler-Olcott text and course lectures. In addition, describe the student's current educational services, language proficiency, typology factors, culture, strengths, talents, interests and passions. Use the Kluth & Chandler-Olcott text to explain how each characteristic might impact literacy for this individual. In your explanation, state any specific difficulties and/or benefits the student might experience in their literacy learning as a result of each characteristic. Information for this section can be gathered by observation, interviews, review of records or student work sample. It is expected that you will write a detailed description in a paragraph format in each section of the Observation Protocol Graphic Organizer, which includes the following areas:

- Description of Current Educational Program/Services
- Strengths, Talents, Interests, and Passions
- Language proficiency, typology factors & cultural characteristics
- Learning Characteristics
- Communication Characteristics
- Social Characteristics
- Sensory Characteristics
- Movement Characteristics
- Behavioral Characteristics
- Other Important Information

Observation Protocol Graphic Organizer

Description of Current Educational Program/Services – *Include basic description – age, grade, educational setting, type of services.*
Describe current supports - *Describe current supports for the students' needs related to autism that benefit this student, including modifications, accommodations, adaptations.*
Strengths, Talents, Interests, and Passions – *Start with the positive – what do they love, what are they good at, what are their interests, etc.*
Language proficiency and typology factors (for ENGLISH LANGUAGE LEARNERS) Cultural characteristics (for ALL students)
Learning Characteristics (Description) – *How do they best input information, what are their learning strengths, challenges, etc.*
Learning Characteristics (Impact on Literacy) – *In what ways might this characteristic impact literacy (reading, writing, listening, and speaking)?*
Communication Characteristics – *How does this student communicate – with peers, with adults, etc. Strengths, Challenges…*

Communication Characteristics - *In what ways might this characteristic impact literacy (reading, writing, listening, speaking)?*

Social Characteristics – *How does this student interact with peers, adults, etc.? How does this affect instruction, belonging, etc.? How do peers interact/react to the students?*

Social Characteristics - *In what ways might this characteristic impact literacy (reading, writing, listening, speaking)?*

Sensory Characteristics – *How does sensory stimulation affect this student? Do they have particular areas of sensitivity? How does this affect their school day, interactions with others, etc.?*

Sensory Characteristics - *In what ways might this characteristic impact literacy (reading, writing, listening, speaking)?*

Movement Characteristics – *Are there times when they appear to be stuck or have trouble combining, switching, executing, starting movements, thoughts, and/or actions?*

Movement Characteristics - *In what ways might this characteristic impact literacy (reading, writing, listening, speaking)?*
Behavioral Characteristics – *What types of behaviors occur that may limit access to instruction and/or social relationships? What might be the possible functions of these behaviors?*
Behavioral Characteristics - *In what ways might this characteristic impact literacy (reading, writing, listening, speaking)?*
Other Important Information

Section A: Case Study Part 2. Autism and Literacy (8 points):

For this section, complete the Literacy Graphic Organizer by 1) describing in detail the student's Present Levels of Performance in literacy (*PLOP refers to what the student can do in literacy, inclusive of reading, writing, listening and speaking.);* 2) describing no more than 3 areas of need in literacy *(If the student is at grade level and does not appear to have an area of need in literacy, talk with the professor.)*; 3) describing the literacy opportunities that are available to this student throughout their day. Information for Part 2 should be drawn from interviews with the teacher, observations, records review and samples of student work. It is expected that you will write your detailed description in a paragraph format in each section of the *Literacy Graphic Organizer*.

Literacy Graphic Organizer

Reading, Writing, Listening and Speaking Present Levels of Performance
Reading, Writing, Listening and Speaking Areas of Need (not to exceed 3 total)

Description of the literacy opportunities that are available to this student throughout their day to engage in reading, writing, listening/speaking activity

Section B: Part 3. A Principled Lesson Design for a Student with ASD (8 points):

The 7 principles for promoting inclusive literacy practices presented in the Kluth & Chandler-Olcott text (Chapter 3) should be should be the foundation for all literacy instruction and support. Using the Kluth & Chandler-Olcott text as a guide, you will develop a lesson plan for your case study student with Autism Spectrum Disorder. This lesson could be designed for one to one, small group or whole group instruction. If you choose to create a group lesson, be sure to specify the supports received by your case study student. Create a lesson design for your student with ASD that includes all of the following components. Please organize your lesson design by including the subheadings for each component.

LD Connecting Local Understanding to Lesson Design

In this component of your lesson design, write the following items that you developed during the workshops in class:

Literacy:
•   Name the specific area(s) of the student's need in literacy that you want to focus on
•   Name and provide an introductory description of 3 – 4 appropriate instructional strategies for student's literacy learning in the specific area of need
ASD Support:
•   List the specific student characteristics of ASD that need to be supported for the student to access and perform in the specific area of literacy need
•   Name and provide an introductory description of the specific support(s) that would best help the student in the areas of literacy need

Heading of Lesson Design

In this component of your lesson design, write the following items:
• Curriculum Area(s): (i.e., reading, writing, listening, speaking)
• Title of Lesson
• Common Core Standard(s) Addressed (incorporate CAPA standards with students with Moderate/Severe ASD)
• Learning Objectives for this lesson

Body of the Lesson Design

Your lesson design should follow this format

Anticipatory Set:	Before you start teaching the student the lesson objective, describe specifically what you will do to engage/motivate/focus the student to begin this lesson. Describe any accommodations and/or adaptations you use during this anticipatory set.
Teach to the Objective	Now, describe how you teach the student the lesson objective - how you use your instructional strategy/activity to help the student to learn the objective. This description must *show step-by-step how* you explain and model. The description should provide details on how you plan to use your instructional strategy/activity to explain and model the objective to the student. In addition, you should incorporate into your description the accommodations and/or adaptations you use during your explanation and modeling. These should be highlighted in yellow. You should describe the way in which you accommodate and/or adapt any part of the instruction in order to provide the student access. It should be clear while reading your

	description of your instruction how you are using accommodations and/or adaptations. Make sure your description is detailed and specific enough so that the professor can know what your instruction looks like and sounds like. Also, make sure to describe how you check for comprehension to monitor the extent to which the student understands what you are explaining and modeling.
Guided Practice:	Now describe how you work together with the student to engage the student in doing the instructional strategy/activity together with you to perform the objective and practice it. This description must *show step-by-step how* you work together with the student. The description should provide details on how you plan to engage the student in doing the instructional strategy/activity together with you to practice the objective. Make sure to describe how you are providing corrective feedback as well as positive feedback so the student knows what he is doing "right." In addition, you should incorporate into your description the accommodations and/or adaptations you use as you and the student work together. These should be highlighted in yellow. You should describe the way in which you accommodate and/or adapt anything you do together in order to support the student's performance of the objective. It should be clear while reading your description of your instruction how you use accommodations and/or adaptations during guided practice.
Independent Practice and Generalization:	After you finish teaching the student the objective and practicing it with the student, describe an opportunity you provide the student to perform the objective on his/her own (or if appropriate, with a partner who has received the same instruction) to demonstrate understanding and to prepare him/her for generalization of the concept taught. Make sure to explain how specifically you intend to evaluate student performance to determine the extent to which the student can perform the objective. In addition, you should incorporate into your description of the independent practice and evaluation of performance during independent practice any accommodations and/or adaptations you use. These should be highlighted in yellow. It should be clear while reading your description how you are using accommodations and/or adaptations during independent practice.

Section C: Part 4. Reflection on 7 Principles For Promoting Inclusive Literacy Practices (8 points):
Write a reflective statement on each of the 7 principles for promoting inclusive literacy practices (Kluth & Chandler-Olcott, Ch. 3) and how they are addressed in your lesson. Your reflection must demonstrate an understanding of the text and its connection to your lesson and case study student.
- Maintain high expectations.
- Provide models of literate behavior.
- Elicit students' perspectives.
- Promote diversity as a positive resource.
- Adopt "elastic" instructional approaches.
- Use flexible grouping strategies.
- Differentiate instruction.

Section C: Part 5. Reflective Practitioners (6 points):
Write a reflective paragraph for *each* of the components of this signature assignment. Focus on things you learned throughout each component.
    Part 1. Description of ASD.
    Part 2. Autism and Literacy.
    Part 3. Principled Lesson Design
    Part 4. 7 Principles for Promoting Inclusive Literacy Practice

Instruction for Submitting this Assignment: Although this is a group project, each team member must submit their own assignment. Parts 1-4 will be identical. Part 5 will be individual to each team member. You must submit in Parts in Cougar Courses and as a whole document the final day of class. Submit to TASKSTREAM as one full document. The Rubric provided below will be used to measure the quality of your assignment and will be posted on TASKSTREAM ONLY. Therefore you will get a course grade in Cougar Courses and a quality rating in TASKSTREAM.

Grading Rubric for "Local Understanding" Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder

Components	0	1	2	3	4	
	Does Not Meet Expectations	Does Not Meet Expectations Requires significantly more experience understanding, instruction, and	Demonstrates understanding, but requires additional coaching or clarification	Meets Expectations as Stated	Exceeds Expectations Understands and/or performs beyond stated expectations	
PART A **"Local Understanding" Case Study**						**Score**
Part 1. Description of Student	No assignment submitted; assignment submitted after agreed upon due date.	Incomplete description of student with ASD, with little detail. Does not address strengths, challenges, and/or other student characteristics.	Somewhat complete description of student with ASD, with some missing details. Somewhat addresses strengths, challenges, and other student characteristics.	Complete and professional description of student with ASD, with sufficient detail. Adequately addresses strengths, challenges, and other student characteristics.	Thorough, detailed, and professional description of student with ASD, with exceptional clarity and detailed. Clearly addresses strengths, challenges, and other student characteristics.	

	0	1	2	3	4	**Score**
Part 2. Literacy and Autism	No assignment submitted; assignment submitted after agreed upon due date.	Incomplete descriptions of the student's present level of functioning, including strengths and challenges, and areas of need in reading, writing, listening, and speaking. Descriptions of daily literacy opportunities are limited, missing, or inappropriate. Minimal, missing, or inappropriate additional activities and/or strategies.	Somewhat complete descriptions of the student's present level of functioning, including strengths and challenges, and areas of need in t reading, writing, listening, and speaking. Descriptions of daily literacy opportunities are appropriate, but lack detail or clarity. Additional activities and/or strategies are appropriate, but lack detail or clarify.	Adequately detailed descriptions of the student's present level of functioning, including strengths and challenges, and areas of need in reading, writing, listening, and speaking. Daily literacy opportunities are appropriate and clearly described. Additional activities and/or strategies are appropriate and clearly described.	Exceptionally well-presented and detailed descriptions of the student's present level of functioning, including strengths and challenges, and areas of need in reading, writing, listening, and speaking. Daily literacy opportunities are appropriate and described with exceptional clarity and detail. Additional activities and/or strategies are appropriate and described with exceptional clarity and detail.	

	PART B **Principled Lesson Design**					
	0	1	2	3	4	Score
Part 3: Lesson Design	No assignment submitted; assignment submitted after agreed upon due date.	Components of the lesson design are brief, missing, and/or lacks clarity or detail. The lesson design is not well connected to standards, and/or does not match student characteristics or assessment results.	Most components of lesson design have adequately detailed and clarity. Most components of lesson design are appropriate to the student and connected to student assessment results and standards.	All components of the lesson design are present and are adequately detailed and clear. All components of the lesson design are appropriate to the student and connected to student assessment results and standards.	All components of the lesson design are exceptionally clear, detailed, and well described. All components of the lesson design are clearly appropriate to the student and well connected to student assessment results and standards.	
Part 4: Seven Principles	No assignment submitted; assignment submitted after agreed upon due date.	Response provides minimal evidence of understanding of the Kluth & Chandler-Olcott text and/or lecture content. More than one of the seven principles is not addressed or is incorrectly or inadequately addressed.	Response shows evidence of basic understanding of most of the Kluth & Chandler-Olcott text and lecture content. While, all seven principles are addressed, more depth and detail of description could be provided.	Response shows evidence of accurate understanding of the Kluth & Chandler-Olcott text and lecture content. All seven principles are adequately addressed, with adequate depth and detail.	Response shows evidence of accurate, complete, and in-depth understanding of the Kluth & Chandler-Olcott text and lecture content. All seven principles are exceptionally well addressed, with a high level of depth and detail.	
Part 5: Reflection on Parts 1 – 4 of Assignment	No assignment submitted; assignment submitted after agreed upon due date.	Reflection on assignment component parts is incomplete, limited, or missing depth of analysis.	Reflection on assignment component parts is somewhat complete, having some depth of analysis.	Reflection on assignment component parts is complete, with adequate detail and depth of analysis.	Reflection on assignment component parts is complete, with exceptional detail and depth of analysis.	

California State University
SAN MARCOS

RELEASE OF LIABILITY, PROMISE NOT TO SUE, ASSUMPTION OF RISK AND AGREEMENT TO PAY CLAIMS

Activity: Autism Spectrum Disorder Case Study

Activity Date(s) and Time(s): _____Fall 2014_____

Activity Location(s): _____

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, I **release from all liability and promise not to sue** the State of California, the Trustees of The California State University, California State University San Marcos and their employees, officers, directors, volunteers and agents (collectively "University") from any and all claims, **including claims of the University's negligence,** resulting in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other's actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). **Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from and during the Activity.**

I agree to **hold** the University **harmless** from any and all claims, including attorney's fees or damage to my personal property, that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, (c) and assuming all risks of participating in this Activity, including travel to, from and during the Activity.**

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant Signature: _____

Participant Name (print):_____ Date: _____

Emergency Contact (print):_____ Phone: _____

If Participant is under 18 years of age:

I am the parent or legal guardian of the Participant. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability on my and the Participant's behalf, (b) promising not to sue on my and the Participant's behalf, (c) and assuming all risks of the Participant's participation in this Activity, including travel to, from and during the Activity.** I allow Participant to participate in this Activity. I understand that I am responsible for the obligations and acts of Participant as described in this document. I agree to be bound by the terms of this document.

I have read this two-page document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

_____ _____

Signature of Minor Participant's Parent/Guardian   Date

_____ _____

Name of Minor Participant's Parent/Guardian (print)   Phone

_____

Minor Participant's Name (print)