



EDMX 622
Literacy for Education Specialist

Thursdays
5:00 pm – 8:00 pm
CSUSM University Hall 237
Fall 2013

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

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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
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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
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COURSE DESCRIPTION

Focuses on developing an advanced understanding of theory, methodology, and assessment of K-12 English Language Arts and second language learning in integrated and inclusive classrooms. May not be taken for credit by students who have received credit for EDMX 641. Prerequisite: EDMS 521.

GARZA AND ROBLEDO: 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.

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.
- Revtzel, D., & Cooter, R. (2012). *Teaching children to read: The teacher makes the difference* (6th ed.). NJ: Pearson.

Additional articles, resources and websites located on Cougar Courses.

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 for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access the Education Specialist program - Prelim Mild/Mod & Mod/Sev Ed Spec Credential 2013 - 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.

Authorization to Teach English Learners

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

STUDENT LEARNING OUTCOMES

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

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 Multiple Subject and Single Subject 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.*)

This Course: Candidates should not assume notification of absence means excuse from class.

Students with Disabilities Requiring Reasonable Accommodations

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

All University Writing Requirement

Every course at the University must have a writing requirement of at least 2500 words. This course meets that requirement through the assignments noted in the *Assignments and Grading Standards* table.

Graduate Writing Requirements

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 College of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM College of Education graduate-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.

Reading Instruction Competence Assessment (RICA):

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

Special Education Inclusion:

Consistent with the intent to offer a seamless teaching credential in the School of Education, this course will demonstrate the collaborative infusion of special education competencies that reflect inclusive educational practices.

Technology:

This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice as well as to research the topics discussed in this course. Details will be given in class.

Use of Technology:

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

Electronic Communication Protocol:

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

Things to consider:

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

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

Course Requirements and Grading Standards

Course Assignments and Requirements

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| 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 |
| Online Literacy Activities (2 at 10 points each) | 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?

What is a reflection prompt that is not in this list that could be added for next year’s class? Why is this an important prompt?

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 and a partner (no more than 2 per group) 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): This section should describe in detail **both the strengths and areas of need** of the student as well as a description of current educational services and strengths, talents, interests and passions. Use Chapter 1 of the Kluth & Chandler-Olcott as a guide. In addition, describe how each characteristic might impact literacy for this individual. Your report should highlight the following areas:

- Description of Current Educational Program/Services
- Strengths, Talents, Interests, and Passions
- Learning Characteristics
- Communication Characteristics
- Social Characteristics
- Sensory Characteristics
- Movement Characteristics
- Behavioral Characteristics
- Other Important Information

Information for this section can be gathered by observation, interviews, review of records or student work sample. The observation protocol below will help guide your data collection.

Part 1. Description of Student with ASD Observation Protocol

Description of Current Educational Program/Services – *Include basic description – age, grade, etc. Describe their typical day, additional supports and services they receive, amount of time in inclusive environments, etc.*

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Strengths, Talents, Interests, and Passions – *Start with the positive – what do they love, what are they good at, what are their interests, etc.*

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Learning Characteristics (Description) – *How do they best input information, what are their learning strengths, challenges, etc.*

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Learning Characteristics (Impact on Literacy) – *In what ways might this characteristic impact literacy (reading, writing, listening, and speaking)?*

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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

Part 2. Autism and Literacy (8 points): This section should describe in detail the student's present level of functioning, including strengths and challenges, and areas of need in the following areas:

- Reading
- Writing
- Listening
- Speaking

In addition, **describe the literacy opportunities** that are available to this student throughout their day. **Identify additional activities and strategies** that might benefit this student.

Information for this section can be gathered by observations, interviews, review of records or student work samples. Candidates will be guided in class in how to analyze the literacy data they collect. Use Chapters 4,5, and 6 as guides. If you are working with a student with more significant needs, use Chapter 7 as your guide.

Part 2. Literacy Present Levels Observation Protocol

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| <p>Reading:</p> <p>Strengths:</p> <p>Challenges:</p> <p>Areas of Need:</p> |
| <p>Writing:</p> <p>Strengths:</p> <p>Challenges:</p> <p>Areas of Need:</p> |

Listening:

Strengths:

Challenges:

Areas of Need:

Speaking:

Strengths:

Challenges:

Areas of Need:

Section B: A Principled Lesson Design for a Student with Autism Spectrum Disorder

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 and the Revtzel & Cooter text as guides, you and your partner will develop a lesson plan for your case study student with Autism Spectrum Disorder.

Part 3. Lesson Plan (8 points): Using the lesson plan format given below, create a lesson design and required elements that would be essential to the literacy success of your student with ASD.

Lesson Plan Format:

- **Curriculum Area(s):** (i.e., reading, writing, listening, speaking)
- **Present Level of Functioning/Pre-Assessment:** List the assessments methods (typically observation, interview, or review of records) you have used that apply to this lesson and your assessment conclusions (be specific). Once the areas of need have been determined, based on analysis of your assessment methods, then you develop the learning objectives for your student and locate common core standards after you have done the assessments and analysis.
- **Title of Lesson**
- **Common Core Standard(s) Addressed** (incorporate CAPA standards with students with Moderate/Severe ASD)
- **Learning Objectives:** What are your specific teaching objectives for this lesson? Why have you chosen this/these objectives? How are they related to areas of need and/or IEP goals?
- **Rationale for Instructional Strategies:** Explain why you have selected the instructional plan you plan to implement. Refer to your data and analysis from your case study to provide a rationale for this lesson, using the identified strengths of the student to address the identified need.
- **Anticipatory Set:** How will you focus/motivate the study to begin this lesson.
- **Teach to the Objective:** How will you model step by step? What does it look like? What does it sound like? Be specific. If someone came into your class as a substitute, that person could differentiate for your student by following your plans. Be sure that you are checking for comprehension to insure that the student is able to track what you are saying and can respond to questions.
- **Guided Practice:** This is where you work WITH the student, providing multiple examples to insure that the student understands the objective you are teaching. You are also engaging in progress monitoring. Provide positive feedback so the student knows what he is doing “right,” and provide corrective feedback and more examples when appropriate to support student comprehension of the concept.
- **Independent Practice and Generalization:** What task is the student going to do on his own (preferably) or if appropriate, with a partner who has received the same instruction to demonstrate understanding and to prepare them for generalization of the concept taught? Observe, take notes, to assess and determine the types of support the student might require in order to generalize the concept he or she has learned.

Section C. Reflection

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 will be addressed in your lesson. Reflection must address 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.

Part 5. Reflective Practitioners (6 points): Write a reflective paragraph for **each** of the components of this signature assignment. Each partner will be responsible for writing their own reflection. 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 Practices

Part 6. Meta Evaluation (1 point): Each team member will complete their own meta-evaluation of their own and teammates participation in the Case Study and Principled Lesson Design. These evaluations will be taken into consideration during grading. Meta-evaluation forms can be found in Moodle.

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 | No Submission (0) | Does Not Meet Expectations (Requires significant more understanding, instruction, and/or experience) (1) | Approaching Expectations (Demonstrates understanding but requires additional coaching or clarification) (2) | Meets Expectations (Meets the expectations as stated in component) (3) | Exceeds Expectations (Understands and/or performs beyond stated expectations) (4) | Score Earned |
|-----------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| PART A | | | | | | |
| “Local Understanding” Case Study | | | | | | |
| 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. | |

| Components | No Submission (0) | Does Not Meet Expectations (1) | Approaching Expectations (2) | Meets Expectations (3) | Exceeds Expectations (4) | Score Earned |
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| Part 2. Literacy and Autism | No assignment submitted; assignment submitted after agreed upon due date. | <p>Incomplete descriptions of the student's present level of functioning, including strengths and challenges, and areas of need in reading, writing, listening, and speaking.</p> <p>Descriptions of daily literacy opportunities are limited, missing, or inappropriate.</p> <p>Minimal, missing, or inappropriate additional activities and/or strategies.</p> | <p>Somewhat complete descriptions of the student's present level of functioning, including strengths and challenges, and areas of need in reading, writing, listening, and speaking.</p> <p>Descriptions of daily literacy opportunities are appropriate, but lack detail or clarity.</p> <p>Additional activities and/or strategies are appropriate, but lack detail or clarify.</p> | <p>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.</p> <p>Daily literacy opportunities are appropriate and clearly described.</p> <p>Additional activities and/or strategies are appropriate and clearly described.</p> | <p>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.</p> <p>Daily literacy opportunities are appropriate and described with exceptional clarity and detail.</p> <p>Additional activities and/or strategies are appropriate and described with exceptional clarity and detail.</p> | |

| PART B Principled Lesson Design | | | | | | |
|-------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|
| Components | No Submission (0) | Does Not Meet Expectations (1) | Approaching Expectations (2) | Meets Expectations (3) | Exceeds Expectations (4) | Score Earned |
| 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. | |

COURSE SCHEDULE

The instructors reserve the right to modify the schedule.

| Date Thursdays p.m. | Topic | Reading and Assignment Dates |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Session 1 Aug 29 | Introduction to Course RTI Philosophical Principles | Review Syllabus, Purchase Textbooks, Enroll in Taskstream |
| Session 2 Sept 5 | Typical & Atypical Language Development Linguistic Diversity 7 Principals for Promoting Inclusive Literacy Practice Orientation to Literacy Disability Key Elements of Teaching Reading | Kluth & Changler-Olcott, Ch. 2, 3, 7 |
| Session 3 Sept 12 | Overview of Autism Spectrum Disorder: Definitions, Facts, and Stats | Kluth & Changler-Olcott, Ch. 1 Goddard & Goddard Cougar Courses Materials |
| Session 4 Sept 19 | Characteristics Overview (Clinical and First-Person Accounts) Focus on Communication and Social and how those characteristics could affect literacy | Goddard & Goddard Cougar Courses Materials |
| Session 5 Sept 26 | Characteristics Overview (Clinical and First-Person Accounts) Focus on Sensory, Movement, Behavioral, and Learning and how those characteristics could affect literacy | Goddard & Goddard Cougar Courses Materials |
| Session 6 Oct 3 | Local Understanding and ASD: Peyton Goddard Case Study | Kluth & Changler-Olcott, Ch. 4, 5 and 6 DUE: <i>I am intelligent</i> Book Response |
| Session 7 Oct 10 | Common Core Literacy Standards Quality Literacy Instruction & Assessment Data Analysis Process for Literacy Assessments | Reutzel & Cooter pp 147 - 154 & 268 - 273 ch 10 Article: Cultural Relevance |
| Session 8 Oct 17 | Literacy Strategies for Atypical Learners Modifying Literacy Strategies for Application with Diverse Learners | Reutzel & Cooter P 384 - 385 Ch 7 & Ch 12 Article: Comprehension |
| Session 9 Oct 24 | Case Study Data Analysis Workshop <i>Bring Case Study Part 1 and 2 to Class</i> | Reutzel & Cooter chapter 8 <i>Bring Case Study Part 1 and 2 to Class</i> |
| Session 10 Oct 31 | NO FORMAL CLASS MEETING Online Literacy Activities | DUE: Case Study Part 1 and 2 Fluency Workshop by Allington |
| Session 11 Nov 7 | Case Study Principled Lesson Design Workshop <i>Bring Case Study Principled Lesson Design Part 3</i> | |
| Session 12 Nov 14 | Applying Literacy Strategies to Objectives/IEP Goals | |
| Session 13 Nov 21 | NO FORMAL CLASS MEETING Online Literacy Activities | DUE: Principled Lesson Part 3 |
| Nov. 28 | THANKSGIVING BREAK | |
| Session 14 Dec 5 | Case Study and Principled Lesson Design Share Out Session Course Evaluations | DUE: Final Case Study and Principled Lesson Design (Submit in Cougar Courses and Taskstream) |