Instructors: Dr. Alice M.L. Quiocho; Dr. Jodi Robledo
Office Hours: Arranged – before and after class
email: aquiocho@csusm.edu; jrobledo@csusm.edu
Office Phone: 760-750-4035; 760-750-4317

SCHOOL OF EDUCATION MISSION

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism and shared governance.

I. 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.

II. CRENDENTIAL STANDARDS AND STUDENT OUTCOMES ADDRESSED

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.

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

III. COURSE FEATURES AND ADMINISTRATIVE REQUIREMENTS

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.

Authorization to Teach English Learners
This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners.

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

Technology
This course infuses technology competencies to prepare our candidates to use technologies, emphasizing their use in both teaching practice and student learning. Candidates are expected to use technology as part of their professional practice as well as to research the topics discussed in this course. Students are encouraged to keep a digital copy of all assignments for use in a teaching portfolio. Details will be given in class.

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 School of Education graduate-level courses.

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.

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 Assessments (CalTPAs)
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. Program courses use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) to support and ensure success on the TPA and in candidates' credential program. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SOE website at
http://www.csusm.edu/education/CalTPA/CalTPA.html
Note: Add-On candidates who already hold a valid basic teaching credential are not responsible for TPAs.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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

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

Candidates are responsible for honest completion of their work. Infractions will not be tolerated. If candidates believe there has been an infraction by someone in class, they should bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with general rules and regulations of the CSUSM. Disciplinary action may include lowering of grades; or assignment of a failing grade for an assignment and/or the course. As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If candidates are in doubt about whether their work is paraphrased or plagiarized, they should see the Plagiarism Prevention for Students website http://library.csusm.edu/plagiarism/index.html. If there are questions about academic honesty, candidates should consult the University catalog. Incidents of Academic Dishonesty will be reported to the Program Coordinator, Dean and Associate Dean of the College of Education, and the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

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

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

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

California Commission on Teacher Credentialing (CCTC) Standards Alignment
The course objectives, assignments, and assessments have been aligned with the CCTC standards for the Multiple and Single Subject credentials and the Autism Spectrum Disorder Added Authorization.

IV. REQUIRED TEXTS AND MATERIALS

Required Texts:
1. American Psychological Association (APA) (2010). *Publication Manual of the American Psychological Association (*6th ed.). Washington, DC: APA.
2. *California Reading/Language Arts Framework* (2007). Purchase a hard copy. If you bring your laptop to class, you may use http://www.cde.ca.gov/CI/cr/cf/documents/rlafw.pdf
3. Kluth, P., & Chandler-Olcott, K. (2008). *A land we can share: Teaching literacy to students with autism.* Baltimore: Paul H. Brookes.
4. Quiocho & Ulanoff. (2009) *Differentiating literacy instruction for English language learners.* Pearson

Recommended Texts:
1. Krausz, M., & Hood, T (2008). *The DECODERs' First Adventure: A Flight of Greed and Glory.* Loretto, PA: Star Publish LLC.
2. Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Portland, ME: Stenhouse.
3. Villa, R.A., & Thousand, J.S. (2011). *RtI: Co-teaching & differentiated instruction.* Port Chester, NY: National Professional Resources, Inc.
4. Zarillo, J. J. (2010). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment* (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.
5. Kliewer, C. (2008). *Seeing All Kids as Readers: A new version for literacy in the inclusive early childhood classroom.* Baltimore: Paul H. Brookes.

Recommended Web-Resources:
1. The abridged version of The American Psychological Association (APA) Manual (6th ed.) http://flash1r.apa.org/apastyle/basics/index.htm
2. Council for Exceptional Children www.cec.sped.org
3. Individuals with Disabilities Education Improvement Act of 2004 http://www.edlawrc.com/special_education.htm
4. National Council of Teachers of English Adolescent Literacy: http://www.ncte.org/adlit
5. An RtI Clearinghouse with Interventions http://www.rti4success.org/
6. RtI in Middle Schools http://pubs.cde.ca.gov/tcsii/ch2/rtispecialeduca.aspx
7. RtI Resources from the CA Dept. of Education http://www.cde.ca.gov/ci/cr/ri/rtiresources.asp
8. Speech and Language Disabilities http://old.nichcy.org/pubs/factshe/fs11txt.htm
9. Strategies that Work for Students Grade 9-12 with Dyslexia http://www.ldonline.org/article/6371
10. When Older Students Can't Read (LD Online) http://www.ldonline.org/article/8025

V. COURSE SCHEDULE

The instructor reserves the right to modify the schedule.

Date	Topic	Reading and Assignments Dates
Session 1 **1/25**	Introduction to Course Special Guest Speaker: Dr. Suzanne Moineau	Review Syllabus
Session 2 **2/1**	RICA Overview of Autism Spectrum Disorder Common Characteristics	Kluth & Chandler-Olcott, Ch. 1
Session 3 **2/8**	RICA Local Understanding: Peyton Goddard Case Study 7 Principles for Promoting Inclusive Literacy Practice	Kluth & Chandler-Olcott, Ch. 2, 3, 7
Session 4 **2/15**	RICA Observation Day for Autism Spectrum Disorder Case Study/Principled Lesson Design	Kluth & Chandler-Olcott, Ch. 4
Session 5 **2/22**	RICA Review/Analyze Observations of Student with ASD Literacy Best Practices in Autism Spectrum Disorder Case Study/Principled Lesson Design Group Work	Kluth & Chandler-Olcott, Ch. 5, 6
Session 6 **2/29**	RICA Developmental writing	TBA
Session 7 **2/29 Evening** **CSUSM –** **University Hall** **373** **5:30-8:15**	TBA	TBA
Session 8 **3/7**	RICA Making Connections	TBA
Session 9 **3/14**	TBA	DUE: Local Understanding Case Study and Principled Lesson Design

Session 10 **3/21 Evening** **CSUSM –** **University Hall** **373** **5:30-8:15**	TBA	TBA
Session 11 **4/18 Evening** **CSUSM –** **University Hall** **373** **5:30-8:15**	Evaluations	DUE: Case Study Middle School Student

VI. COURSE ASSIGNMENTS AND REQUIREMENTS

Grading Standards
A = 93-100%   A- = 90-92   B+ = 87-89%   B   = 83-86%   B- = 80-82%   C+ = 77-79%
No course grade may be less than a C+. A B- average must be maintained to earn a credential.

Course Attendance, Professionalism, & Participation (3 per full-day session; 1 per evening session)	27 points
"Local Understanding" Case Study: Student with Autism Spectrum Disorder Education Specialist Program Design Standards 5, 9, 11, 15 Education Specialist Mild/Moderate Standards 1, 2, 3, 5	20 points
A Principled Lesson Design for a Student with Autism Spectrum Disorder Education Specialist Program Design Standards 5, 9, 11, 13 Education Specialist Mild/Moderate Standards 1, 2, 3, 5	20 points
Meta-Evaluation of Team Participation in Case Study and Principled Lesson Design	3 points
Case Study Middle School Student	30 points
Total Points:	100 points

Assignment Descriptions:

"Local Understanding" Case Study: Student with Autism Spectrum Disorder
(20 Points)

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 Preschool-12 setting. The observation format provided below will help you focus your observation. Your instructors will assist you in identifying a student with ASD that you can work with. Please note you must have parent permission to observe/interact with the student (see consent letter). You will be given a full class day to observe this student. Pseudonyms must be used to protect confidentiality. 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 in class.

Case Study Components:

Part 1. Description of Student (10 points): This section should describe **both the strengths and areas of need** of the student. Use Chapter 1 of the Kluth & Chandler-Olcott as a guide. 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

Part 2. Literacy Assessment Procedures (10 points): This section should describe the types of **assessment procedures** used in this case study (see grid below). For this assignment you will most likely rely on informal literacy assessments: observation, interviews, anecdotal notes, and analysis of student work samples, etc. Although not

required, formal assessments may be available to you as well. List assessments used to determine the areas of strength and needs of the student (see grid below).

Describe, summarize, and reflect on this **student's literacy strengths and challenges** in the area of Reading and Writing. 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. 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.

Literacy Assessment Grid

Date	Type of Informal/Formal Assessment	Literacy Strengths	Literacy Needs	Emerging Patterns

Observation Tool:

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.*

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

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

Communication Characteristics – *How does this student communicate – with peers, with adults, etc. Strengths, Challenges…*

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?*

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.?*

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

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?*

Other Important Information

A Principled Lesson Design for a Student with Autism Spectrum Disorder
(20 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 and the Quiocho & Ulanoff text as guides, you and your partner will develop a lesson plan for your case study student with Autism Spectrum Disorder.

Components:

Part 1. Lesson Plan (10 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. This part of the lesson plan that focuses on the standards should not be the first focus. The first part of this lesson plan is the assessments used to determine the strengths and areas of need of the student. This is where you refer to Chapter 4 in the Kluth & Chandler-Olcott text as well as the assessment grid you developed with your case study.

Lesson Plan Format:
- **Curriculum Area**(s): (i.e., reading, writing, listening, speaking)
- **Assessment**: List the assessments you have used (use your case study grid) that apply to this lesson and your assessment conclusions (be specific). Once the areas of need have been determined, based on assessments, then you develop the learning objectives for your student and locate the standards after you have done the assessments.
- **Title of Lesson**
- **California Reading/Language Arts Content Standard(s) Addressed** (incorporate CAPA standards with students with Moderate/Severe ASD)
- **Learning Objectives** based upon Reading/Language Arts Standards. Describe learning/cognitive objectives for the lesson and language objectives. What academic (content) language will you target for your students to insure that they learn the language of the concept being taught?
- **Rationale for Instructional Strategies:** Explain why you have selected the instructional plan you plan to implement. Refer to your assessment data 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.

Part 2. Reflection on 7 Principles For Promoting Inclusive Literacy Practices (10 points): 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 connect 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.

Meta Evaluation (2 points): 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.

Case Study for a Middle School Student (30 points):

Subject: A middle school students; an English Learner. The student can be in the sixth, 7th or 8th grade.
Criteria for selection: recommended by parent or teacher
Areas to be assessed: Reading (Narrative text, expository text, and, oral language sample writing)
Materials to be used: John's Basic Reading Inventory or another IRI, for example, one used at the school. Check with Dr. Quiocho on the alternative assessments first.
Types of assessments:

- Word Lists
- Grade Reading Passages
- Retelling
- Comprehension Questions
- Anecdotal notes

Format for the Case Study:
1. Biographical sketch of the student
2. Lists of assessments selected and the purpose for the assessments, that is, what do you expect to learn from the assessments you used with this student?
3. Conditions of the testing – where the testing took place, how long the assessments took, how many time you had to see the student to complete the assessments and for how long?
4. The assessment analysis grid in which you list:
   - The assessment tools.
   - What you have learned about the students from each assessment tool and where the evidence can be found in the assessment tool.
   - Identify the student's areas of strength as determined in the assessments.
   - Identify the areas of need
5. Categorize your information, that is, note where the strengths occur across assessments and where the areas of need occur across the assessments. Note the frequency of occurrence of the areas of need to help you prioritize which lesson you should first develop for the student.

Lesson Plan: The lesson plan then emerges from this process of data gathering. This is your entry level assessment. The plan you develop should follow the principled lesson plan as outlined in the syllabus. The format of your lesson must have your anticipatory set or why you are engaging the student in this lesson and how you plan to get the student's attention for the lesson. There must be modeling (I Do) and checking for comprehension during the modeling. There must be guided practice (We Do) where you and the student work together to insure that you are providing sufficient examples for the

student to understand the target concept. Therefore you have to provide positive feedback, corrective feedback, and re-teach or re-model critical areas of misunderstanding by the student. You have determined this by checking for comprehension (Progress monitoring assessment) by asking questions and observational notes. Finally the lesson ends with independent practice (You Do) and summative assessment to determine whether the student is able to transfer and transport what he or she has learned in your lesson.

Reflection: Finally, your lesson plan must end with your reflection focused on why you think this lesson plan as delivered will help your middle school student be a better reader and writer.

Support: Once you gather you data and bring it to class, we will analyze your data in workshop format and conferencing to insure that you understand the process of analyzing data and using the data to differentiate instruction.