## California State University San Marcos
## College of Education

## EDMS 522
## Elementary  Literacy II (3 units)

FALL 2008
CRN # 41755 Section 4
**Course Location:  University Hall 441**
**Tuesdays: 7:30-2:15 p.m.**

| Instructor | Office | Office Hours | Phone | E-mail Address |
|---|---|---|---|---|
| Dawniel Malandra, MA<br>Distinguished Teacher in Residence | UH 416 | By appointment | 760.750.8502 | dmalandr@csusm.edu |

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**Mission Statement of the College of Education, CSUSM**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices.  We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service.  Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.  *(Adopted by COE Governance Community, October 1997).*

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**Infused Competencies**

**Authorization to Teach English Learners Senate Bill (SB) 2042**
This 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 addressed by SB 2042.  The competencies needed to teach these students are met through the infusion of content and experiences within the Multiple Subject Program, as well as additional coursework.

**Special Education**
Consistent with the intent to offer a seamless teaching credential in the College 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.

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# COURSE DESCRIPTION

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

This course is Web Based Instruction enhanced using WEB CT6 and can be found at: http://courses.cusum.edu.   On-line access/work for web based instruction portion of the course is required.

## Course Prerequisite
Successful completion of EDMS 521 is required.

## Standards Alignment:

The course objectives, assignments, and assessments have been aligned with the CTC standards for Multiple Subjects Credential. Please be sure to incorporate artifacts from this class into your final comprehensive portfolio.  The following standards are a primary emphasis for this course:

Standard 3 – Relationship between theory and practice
Standard 4 – Pedagogical thought and reflective practice
Standard 5 – Equity, Diversity & Access to the Core Curriculum
Standard 7 – Equity, Preparation to Teach Reading Language Arts

## Course Objectives

**KNOWLEDGE—Teacher candidates will:**
- Gain an understanding of how a first and second language is acquired.
- Gain an understanding of the reading process and its relationship to thought, language and learning.
- Gain understanding of how people learn to read and write in their first and second languages.
- Become familiar with current approaches to the teaching of reading and writing and the theoretical bases of such approaches.
- Become familiar with current approaches to the teaching of reading and writing in culturally and linguistically diverse elementary school classrooms.
- Become familiar with classroom diagnostic techniques and evaluation procedures.
- Become familiar with current approaches to the teaching of reading and writing to children with special learning needs.

**SKILLS—Teacher candidates will:**
- Become sensitive observers of children's language using behaviors.
- Analyze children's reading/writing behavior as basis for making instructional decisions.
- Translate the results of formal and informal assessment of children's reading and writing behaviors into instructional plan.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
- Learn how to organize the classroom for teaching, reading, and writing to culturally and linguistically diverse populations.

**ATTITUDES AND VALUES—Teacher candidates will:**
- Develop an appreciation for the natural language abilities children possess for processing and producing print.
- Develop an appreciation for the need and value of integrating reading and writing into all areas of the curriculum.
- 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.**

## COURSE REQUIREMENTS

**College of Education Attendance Policy:**  Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. Absences and late arrivals/early departures will affect the final grade. The COE attendance policy states, "At a minimum, students must attend 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." (*Adopted by the CE Governance Community, December, 1997*)


**Student Participation**
The course deals with complex material processed in a variety of ways.  Structured interactions, group processes, oral presentations, guided discussion of readings, and self-disclosure exercises are the norm. **Students are expected to have read assigned materials by the date indicated in the syllabus, and should be prepared to discuss readings individually or in variously structured groups.**  The degree of your engagement in these processes forms the basis for points assigned.  Due to the fast paced and highly interactive nature of the course, regular attendance and full participation are expected: teaching and learning is difficult (if not impossible) if one is not present for and engaged in the process. Therefore, the above College Attendance Policy is amplified as follows:
**1**. Missing more than 1 class meeting will result in the reduction of one letter grade.
**2.** Arriving late or leaving early on more than two occasions will result in the reduction of one letter grade.
**3.** Illness and emergency circumstances will be considered/negotiated on a case-by-case basis.  ***Please notify the instructor in writing (email) as soon as possible*** so that handouts can be saved for you. These measures should not be considered punitive, as students are expected to establish appropriate personal, academic and career-ladder priorities. Therefore these measures should be viewed as taking appropriate individual responsibility for one's own learning in a democratic, collaborative and reciprocal-learning environment. **Should students have extenuating circumstances, please contact the instructor as soon as possible.**

**Unique Course Requirements:**
**TPE Reflective Writing**

This course requires you to address TPE 3 and TPE 8 by completing course assignments.  Completion of the course assignments will include submitting them in the appropriate format to your electronic portfolio. Assessment of each TPE is directly related to the assessment of your course assignments.  You write summary reflections to be submitted, responded to, and archived via Task Stream.  When the reflection is finalized, it will become a permanent record in your Task Stream Portfolio. Return to the TPE's at other points in your program to make modifications as your understanding deepens.


The following link will take you to the CSUSM COE website where you can get help creating your electronic portfolio:  http://lynx.csusm.edu/coe/eportfolio/index.asp

This following is the Task Stream home page link where you will register for Task Stream and return to when working on your electronic portfolio:  http://www.taskstream.com


**Teacher Performance Expectations (TPE) Competencies**
This course is designed to help teachers seeking the Multiple Subjects Credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for 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. The following TPE's are primarily addressed in this course:

Primary Emphasis
TPE 3-Interpretation and Use of Assessments
TPE 8-Learning About 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, COE 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 COE website provided at the website provided:
http://lynx.csusm.edu/coe/CalTPA/CalTPAdocuments.asp


## GENERAL CONSIDERATIONS

### Outcomes and Standards
The context for, and scope of this course is aligned with standards for the Cross-cultural Language and Academic Development (CLAD) endorsement, as articulated by the California Commission on Teacher Credentialing (CTC), and as approved by the faculty of the College of Education in development of the program approval documents. Further consideration has been given to the alignment of standards for multicultural education as articulated by the National Council for Accreditation of Teacher Education (NCATE), the Interstate New Teacher Assessment and Support Consortium (INTASC), and the National Board for Professional Teaching Standards (NBPTS). Emphasis is placed on learning outcomes (what you know and can demonstrate) rather than on inputs (putting in "seat time", meeting minimum criteria for assignments, checking off tasks and activities), and how these outcomes correspond to your potential to enhance student learning as a new teacher.

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

### 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 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."
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### Appeals
Every student has the right to appeal grades, or appeal for redress of grievances incurred in the context of any course. Disputes may be resolved informally with the professor, or through the formal appeal process. For the latter, consult Dr. Patricia Prado-Olmos, Associate Dean.

**Students with Disabilities Requiring Reasonable Accommodations** Every student has the right to equitable educational consideration and appropriate accommodation. Students having differing ability (mobility, sight, hearing, documented learning challenges, first language/English as a second language) are requested to contact the professor at the earliest opportunity. Every effort will be made to accommodate special need. Students are reminded of the availability of Disabled Student Services, the Writing Center, technology assistance in the computer labs, and other student support services available as part of reasonable accommodation for special needs students.

Students are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

**Writing:** In keeping with the All-University Writing Requirement, all 3 unit courses must have a writing component of at least 2,500 words (approximately 10 pages) which can be administered in a variety of ways. Writing requirements for this course will be met as described in the assignments.

## Plagiarism

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website **http://library.csusm.edu/plagiarism/index.html**. If there are questions about academic honesty, please consult the University catalog. All work submitted for this course should reflect students' efforts. When relying on supporting documents authored by others, cite them clearly and completely using American Psychological Association (APA) manual, 5th edition. Failure to do so may result in failure of the course.

## Electronic Communication Protocol (E-mail & Online Discussion Protocol)

Email & On-Line Discussion Protocol: Electronic correspondence (e-mail and on-line discussion) is a part of your professional interactions. If you need to contact the instructor or other students, 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 form of nuances and meanings. For instance, electronic messages sent with all upper 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 College 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.
All electronic messages should be crafted with professionalism and care. For more guidance see Core Rules of Netiquette at *http://www.albion.com/netiquette/corerules.html.*

## COURSE REQUIREMENTS

### Required Texts

- Johns, J. (2008). ***Basic Reading Inventory: Pre-primer through grade twelve & early Assessments***. Dubuque, Iowa: Kendall-Hunt.
- Tompkins, G.E. (2006). ***Literacy for the 21 Century: A Balanced Approach 4th Edition.*** Prentice Hall.
- Zarrillo, J. J. (2005). ***Ready for RICA****: A test preparation guide for California's Reading instruction Competence Assessment*. Merrill prentice Hall. (packaged as one).
- California Department of Education. (1999). **Reading Language Arts Framework for California Public Schools: Kindergarten through grade twelve**. Available on-line.

You will sign up for ONE of the following children/young adult books in class to read:

Creech, S. *Love That Dog*
Clements, A , *Frindle*
Fleischman, P.  *Seedfolks*
Dicamillo, K. *Because of Winn Dixie*
Kinney, J. *Diary of a Wimpy Kid*
Rylant, C. *The Van Gogh Cafe*


**NOTE:**  Assigned texts and readings **MUST** be brought to **ALL** class sessions.

**Other Materials:**  You will need a composition book to be used as a writer's notebook for this course. Additional children's literature will be introduced during the course.

### Recommended Texts

- Culham, R. (2003) ***6+1 Traits of Writing: The Complete Guide Grades 3 and Up***. Northwest Regional Educational Laboratory
- Fletcher, R. (1996) ***A Writer's Notebook: Unlocking the Writer Within You****.* Harper Trophy.


### Grading Policy

All students will come prepared to class; readings and homework assignments are listed on the dates on which they are due.  All required work is expected to be on time.  One grade level will be deducted for each class meeting for which it is late (e.g., an "A" assignment that is submitted one class session late will be marked down to a "B").  Unless prior instructor approval is secured, assignments will not be accepted two class sessions after which they are due.  Exceptions will be handled on a case-by-case basis, as determined by the instructor.

## Grading Emphasis

It is expected that students will proofread and edit their assignments prior to submission.  Students will ensure that the text is error-free (grammar, spelling), and ideas are logically and concisely presented. The assignment's grade will be negatively affected as a result of this oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.).  All citations, where appropriate, will use American Psychological Association (APA) format.  Consult American Psychological Association (APA) Manual, 5th edition for citation guidance.

Grading will also include a component of "professional demeanor."  Students will conduct themselves in ways that are generally expected of those who are entering the education profession.  This includes but is not limited to:

- On-time arrival to all class sessions;
- Advance preparation of readings and timely submission of assignments;
- Respectful participation in all settings (e.g., whole group, small group, in/outside of class);
- Carefully considered, culturally aware approaches to solution-finding.

The following grading scale will be used:

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 93 – 100 | A | 90 – 92 | A- | | | | |
| 88 – 89 | B+ | 83 – 87 | B | 80 – 82 | B- | | |
| 75 – 79 | C+ | 72 – 74 | C | 70 – 71 | C- | | |
| 60 – 69 | D | | | | | | |
| 59 – Below | F | | | | | | |

## COURSE ASSIGNMENTS/POINTS POSSIBLE

| | |
|---|---|
| Writing Strategy Lesson Plan (1 w/partner) | 20 points |
| Writers' Workshop (1) | 10 points |
| Case Study (1) | 40 points |
| Taskstream (electronic portfolio)/TPEs (2) | 5 points |
| RICA Games  (small group) | 10 points |
| Professional Disposition (Attendance/Participation/Professionalism) | 15 points |
| **Total** | **100 points** |

**Please note assignments are due whether or not you are present in class that day. On the required due date, turn in your assignment and a <mark>copy of the assignment rubric</mark> (rubrics found on WebCT) attached to your work.**


**While this syllabus is carefully planned, it may be modified at any time in response to the needs and interests of the class.**

# Course Outline EDMS 522
<mark style="background:#00ff00">BRING BOOKS TO EVERY CLASS SESSION</mark>
**(While this schedule is carefully planned, it may be modified at any time.)**

| Date | Topic | Readings/Assignments Due |
|---|---|---|
| **Session 1**<br>August 26 | • Course Overview<br>• Connecting 521 with 522<br>• Assessment<br>• What is a Writer's Notebook & how will this benefit me & my students?<br>• *Select Lit Circle Book (sign up in class)* | ***READ:***<br>*Tompkins 5 (Fluent Readers & Writers)*<br>*A Writer's Notebook Fletcher*<br>***BRING:***<br>• *SYLLABUS!*<br><br><mark style="background:#ff00ff">*Search for Case Study Subject (permission)*</mark> |
| **Session 2**<br>September 2 | • Assessment/Case Study<br>• Miscue Analysis<br>• Writing Strategies<br>• The Writing Process/Writers' Workshop | ***READ:***<br>*Johns 1,2,3 (How to determine reading levels)*<br>*6+1 Traits: (Intro pp. 7-19)*<br>*Tompkins 2 (Read/Write Processes)*<br>*Tompkins 13 (R/W Workshop pp.416-423)*<br>***BRING:***<br>• *CA LA Frameworks (for Writing Strategy Lesson Plan Workshop)*<br>• *Literacy Case Study Handbook (print copy from WEbCT)*<br><mark style="background:#ff00ff">*Search for Case Study subject/begin assessing*</mark> |
| **Session 3**<br>September 9 | • Assessment<br>• Reading/Writing in content areas<br>• Intro to Literature Circles<br>• Writing strategy lesson overview/workshop | ***READ:***<br>*Tompkins 14 (R/W in Content Areas)*<br>*Zarillo 9 (Content Area Literacy)*<br>*Tompkins 12 (Literature Circles)*<br>***BRING:***<br>• *Johns*<br>• *Writing piece*<br><mark style="background:#ffff00">**Due:**</mark><br>Draft of Writing Piece |
| **Session 4**<br>September 16 | • Assessment<br>• Literature Circles/Reciprocal Teaching<br>• Writing strategy lesson overview/workshop | ***READ:***<br>*Lit Circle book*<br>***BRING:***<br>• *Hard copy of Lit Circle Role/Lit book*<br>• *CA LA Frameworks (for Writing Strategy Lesson Plan Workshop)*<br><mark style="background:#ffff00">**Due:**</mark><br>Complete Lit Circle Role; submit to WebCT and bring hard copy to class |
| **Session 5**<br>September 23 | • School Visitation (tentative)<br>  Details to be announced | ***READ:***<br>*Tompkins 11(Teach Literature Focus Units)*<br>*Zarillo 10 Student Independent Reading*<br>*Zarillio 11 Support Reading…Oral & Written Language Development* |

| Session 6<br>September 30 | • Assessment<br>• Vocabulary<br>• Writing Strategy Lesson<br>  Presentations | *READ:*<br>*Zarillo 12 Vocabulary Development*<br>*Tompkins 6 (Knowledge of words)*<br><br>Due:<br>Writing Strategy Lesson/Presentations<br>(bring hard copy/rubric/publish on WebCT) |
|---|---|---|
| Session 7<br>October 7 | • Case Study Workshop/TPE<br>  Reflection<br>• RICA Review Games<br>• Writing Strategy Lesson<br>  Presentations | *BRING:*<br>• Johns book<br>• all Case Study data, work with<br>  classmates to analyze assessment<br>  data, identify patterns, and write up<br>  instructional recommendations.<br>Due:<br>Writers' Workshop reflection (bring hard copy<br>to class and submit to WebCT)<br><br>Due:<br>Final Copy of Writing Piece<br>(bring hard copy to class and submit to<br>WebCT) |
| Session 8<br>October 14 | • RICA Games Event<br>• Evaluation of Instructor | Due:<br>CASE STUDY<br>Bring hard copy of case study to class<br>with appendix. Submit to WebCT.<br><br>Due:<br>TPE 3 and 8 must be submitted to taskstream<br>10/14/08<br><br>Due:<br>RICA Games activity: 1 group member<br>publish copy/submit to WebCT |

# ASSIGNMENTS

## ✓ Writing Strategy Lesson Plan (20 points)

<u>Overview</u>:

In pairs, write and present a WRITING strategy lesson plan that is *active, interesting, meaningful and accessible* to diverse students. It can be a mini-lesson, direct instruction, inquiry, or any format you choose. Choose a writing standard for your grade level to guide your objectives.  Sample lessons might include:

- Using graphic organizers to write
- Writing an engaging opening
- Using a piece of literature as a model for writing
- Writing paragraphs
- Making transitions between paragraphs
- Developing characters
- Developing a central idea
- Editing writing
- Peer response
- Strategies specific to a particular style (response to literature, persuasion, etc.)

<u>What to Do (follow the format learned in your EDMS 511 course for lesson plan writing)</u>:

MY STUDENTS: Provide this information about your learners and lesson.

- Facts About Learners: Who are your students and how do they learn?
- Writing Strategy: What is the name of the writing strategy you plan to teach?
- Lesson Related Language Arts Writing Standard(s): See the California Department of Education Web Site (K-12)
- Lesson Objective(s): What you want students to be able to know and do?
- Lesson Assessment: Assessment should be directly related to lesson objectives.

**INTO:** Prior to the lesson, create conditions needed for all students to fully participate in the lesson. The INTO must include:

- Plans to motivate and engage the students in the lesson topic and objectives
- Plans to connect to students' experience, culture, and language
- Plans to make students aware of prior knowledge and experience relevant to topic
- Plans to build background knowledge needed to be successful in the lesson
- Plans to introduce key vocabulary

**THROUGH:** During the lesson, instruction must provide multiple and varied opportunities to learn the objectives. The THROUGH portion of lesson plan must include:

- Plans for how you assess students' comprehension of content and procedures and how you assess students' developing performance of key concepts and skills.
- Plans for explicit SDAIE instruction of the key concepts and skills incorporating modeling and student interaction
  - o Your modeling must reach a variety of learning modalities and intelligences.
  - o Use of a graphic organizer is recommended.
- Plans for shared instruction involving students in the key concepts and skill by following the teacher's lead.
  - o When leading the shared experience, provide visual and vocal points of reference to ensure all students can follow you.
  - o When taking turns with students, plan to deal with errors in student performance in constructive, positive, encouraging and motivational ways.
- Plans for guided instruction in which the teacher provides students hands-on activities for students to work with each other to practice key concepts and skills.

- o When guiding students' practice, plan to deal with errors in student performance in constructive, positive, encouraging and motivational ways.
- o Describe the hands-on activity in detail and how your students will be grouped while practicing.

**BEYOND**: After the lesson, give students opportunities to review and apply key concepts and skills learned. BEYOND includes:
- Plans to review the lesson concepts and skills immediately after the lesson and also in the following days/weeks.
  - o Opportunities for review should include a variety of modalities and intelligences.
- Plans to apply the key concepts and skill students learned in the lesson to other learning tasks.
  - o Opportunities for application should include a variety of modalities and intelligences.

## CHECKLIST (Writing Strategy Lesson Plan)

1. **_____** I used an appropriate writing strategy and the California Department of Education's standards for the appropriate grade level and cited them.

2. _____ I INTRODUCED my students and writing strategy at the beginning of my plan

3. _____ I completed all parts of the lesson plan.

INTO was when           _____

THROUGH was when    _____

BEYOND was when      _____

### ✓ Writers' Workshop (10 points)

Overview:
In EDMS 522, we concentrate on writing as part of balanced literacy. This assignment emphasizes the nature of writing and how it relates to student performance. DO NOT BEGIN THIS ASSIGNMENT UNTIL IT IS DISCUSSED IN CLASS! You will submit your reflection to WebCT and bring a hard copy to class to share with peers.

What to do:
In class we explore some topics about which to write. Using the writer's workshop model, you will develop a short (1 page) piece of writing. Bring your draft to class, and we will have conferences about it. Then, finish the piece on your own. Use the traits rubric to score your writing. Be specific with evidence from you piece for each trait.

After you finish, **reflec**t upon and write about your own writing process.
- How did you get started?  What was it like writing the first draft?
- What was difficult for you?  What was easy?
- What kinds of decisions did you have to make in the writing?
- Did you consider your audience?  Who was your audience?
- What did you learn about fostering student's writing through this experience?

## CHECKLIST (Writers Workshop)

1. **_____** I participated in our writers' workshop: prewriting, drafting, responding, revising, editing, and publishing an original piece of writing.

2. _____ I thoughtfully reflected on the writing process, answering the five (5) bulleted questions.

# ✓ Case Study (40 points)

In this assignment you will conduct a case study on one student in which you use literacy assessments data to develop a *reading* intervention. <mark>You will observe a student reading, conduct various assessments, interpret assessment data and use the data to develop an instructional strategy/intervention.</mark>

You will be taught how to conduct the assessments in class workshops. The Literacy Case Study Handbook (WebCT) and the Johns text contain the assessment tools.  You will be asked to work with a student and to conduct assessments with this student. In order to analyze the data, you will be taught how to use the Data Analysis Grid (developed by Dr. Quiocho), which can be found in the Literacy Case Study Handbook.

Create a document that includes the Literacy Case Study cover page (below) and the 9 sections listed in the Case Study checklist. The Literacy Assessment Case Study document needs to be submitted to WebCT6 on the due date. (Submit the hard copy of your case study along with the appendix (your data assessment papers, student writing, etc) on the last day of class, July 11.

## COVER PAGE

## LITERACY ASSESSMENT CASE STUDY

**Name:**
**Date:**

**Case study check list**

[  ] Student Profile (Learning about Student)

[  ] Reading Attitude Survey

[  ] Writing Sample Analysis

[  ] Oral Language Analysis

[  ] IRI Comprehension and Word Recognition Tables

[  ] One grid – Data Analysis Grid

[  ] Description of Student's Literacy strengths

[  ] Description of Student's Literacy needs

[  ] Description/Explanation of Instructional Strategy/ Intervention

*(submit the above to WebCT)*

[  ] Add an Appendix section .  It should be added to your hard copy that is turned in to the professor (not submitted electronically).  Do NOT put the appendix in the document with the other sections of your case study. Your  appendix includes all assessment forms and records what you used to conduct the case study,

[  ] Permission (consent) Form should be in the Appendix


NOTE:

[  ] The student you choose for the Literacy Case Study of a Reader **must already be reading.** It is recommended that s/he be in the upper elementary grades and be reading below his/her current grade level.

### ✓ Taskstream (electronic portfolio) TPEs 3 and 8     (5 points)

Overview:

EDMS 522 requires you address TPE 3 and 8 for your TaskStream electronic portfolio. To do this:

    a. Complete the Case Study. This serves as the artifact - evidence – to prove you have met the standards (TPE's).

    b. Write "Reflections" describing how your work is evidence of completing TPE's. Reflections are described below.

    c. Assigned TPE artifacts and Reflections must be submitted, responded to, and archived via TaskStream. The table below lists the TPE's and artifacts for 521 and 522. ***PLEASE NOTE: Credit is earned only after the TPEs are posted***. *In the assignment section on WebCT note you have submitted your tpes to taskstream.*

| COURSE | TPE | ARTIFACT |
|--------|-----|----------|
| EDMS 521 | 1A | Field Observations |
|  | 4 | Reading Strategy Lesson Plan |
| **EDMS 522** | **8** | **Case Study: Learning about the student** |
|  | **3** | **Case Study Assessment** |

**What to Do:**

Your TPE "Reflections" should follow the format described below.

*Paragraph 1:* This is a descriptive paragraph. Describe the TPE in your own words. This is NOT a huge paragraph; it is more of a "summary in my own words"

*Paragraph 2:* This is an **analysis/explanation** paragraph. Analyze the artifact describing how it demonstrates your understanding of the TPE. Make **explicit links** between the artifact and the TPE.

*Paragraph 3:* This is a **reflective** paragraph. Please reflect on the "big picture," why this TPE is important to you as a teacher and to your students as learners.

The following link will take you to the CSUSM COE website where you find help creating your electronic portfolio and information on the required elements: http://lynx.csusm.edu/coe/eportfolio/index.asp. The TaskStream home page link is where you register for TaskStream and work on your electronic portfolio: http://www.taskstream.com.

## CHECKLIST (2 TPE REFLECTIONS)

1. _____ In paragraph 1 of <u>both</u> Reflections for TPE 3 and 8, I summarized the appropriate Teacher Performance Expectation clearly.

2. _____ In paragraph 2 of <u>both</u> Reflections, I analyzed and explained how the artifact (Case Study) demonstrates my understanding of the TPE.

3. _____ In paragraph 3 of <u>both</u> Reflections, I described why the Teacher Performance Expectation was important to me as a teacher and to my students as learners.

4. _____ My TPE Reflections are word-processed and ready to post to TaskStream.

## ✓ Professional Disposition (15 points)

<u>Overview</u>:

Grading in 522 includes a component of "professional disposition." Students in the College of Education conduct themselves in ways expected of those entering the profession. Disposition includes:

- General classroom attendance, promptness, and participation
- Attention to classroom discussion protocols
- Social and cooperative skills
- Attention to assignments (deadlines, quality, multi-tasking)
- General classroom demeanor
- Flexibility
- Openness to and enthusiasm for learning

<u>What to do</u>:

To measure professional dispositions fairly, there is an "Exit Slip" each class session, asking you to respond to the day's learning and to grade yourself in professionalism.

Not required…but highly recommended…..

## ✓ RICA Game                                             (10 points)

Working with your peers, you will collaboratively create a "game" to help your peers remember important concepts from the RICA content areas. Information on specific steps to create this study tool for RICA will be share in class.

## RICA areas:

| EDMS 521 | EDMS 522 |
|---|---|
| Ongoing assessment (Ch. 1) | Ongoing assessment (Ch. 1) |
| Planning, organizing, managing reading instruction (Ch. 2) (managing groups, classroom organization: time and physical layout) | |
| Phonemic Awareness (Ch. 3) | |
| Concepts about Print (Ch. 4) | Content Area Literacy (Ch. 9) |
| Phonics Instruction and word Identification Strategies (Ch. 5) | Independent Reading (Ch. 10) |
| Spelling Instruction (Ch. 6) | Literary Response and Analysis (Ch. 8) |
| Reading Comprehension – Narrative (Ch. 7) (not assessment) ( guided reading) | Reading Comprehension –Expository (Ch. 7) |
| Vocabulary Development (Ch. 12) | Vocabulary Development (Ch. 12) |
| Structure of the English Language (Ch. 13) | Structure of the English Language (Ch. 13) |
| Supporting Reading through Oral and Written Language (Ch. 11) | Supporting Reading through Oral and Written Language (Ch. 11) |

## OPTIONAL:    RICA STUDY CARDS (Quiocho, 2000)

It is highly recommended that you complete a RICA study sheet (or cards) for the RICA areas covered in the course (RICA 1, 7,8,9,10,11 and/or those you have not studied). We will have a RICA study session at the end of the course. RICA study sheets (or cards) include information on (a) what the content area is about, (b) ways of assessing it, (c) ways of teaching it, and (d) accommodations. Besides the course readings, Dr. Alice Quiocho's web site can also serve as a resource. The address is: http://www.csusm.edu/Quiocho. Click on "reading instruction portfolio." See the <u>section on accommodations</u> for ideas on ways to support second language learners. Note: See **www.ed.gov/free/** for free Educational Materials.

It is also highly recommended that students attend a RICA test preparation workshop offered by Dr. Alice Quiocho. The Extended Studies Catalog lists dates and prices of test prep workshops.

| Component | How to Assess | How to Teach It (Strategies) | Accommodations |
|---|---|---|---|
| | | | |

# SB 2042 - AUTHORIZATION TO TEACH ENGLISH LEARNERS COMPETENCIES

| PART 1:<br><br>LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT | PART 2:<br><br>METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION | PART 3:<br><br>CULTURE AND<br><br>CULTURAL DIVERSITY |
|---|---|---|
| **I. Language Structure and Use: Universals and Differences (including the structure of English)** | **I. Theories and Methods of Bilingual Education** | **I. The Nature of Culture** |
| **A.** The sound systems of language (phonology) | **A.** Foundations | **A.** Definitions of culture |
| **B.** Word formation (morphology) | **B.** Organizational models: What works for whom? | **B.** Perceptions of culture |
| **C.** Syntax | **C.** Instructional strategies | **C.** Intra-group differences (e.g., ethnicity, race, generations, and micro-cultures) |
| **D.** Word meaning (semantics) | **II. Theories and Methods for Instruction In and Through English** | **D.** Physical geography and its effects on culture |
| **E.** Language in context | **A.** Teacher delivery for <u>both</u> English language development <u>and</u> content instruction | **E.** Cultural congruence |
| **F.** Written discourse | **B.** Approaches with a focus on English language development | **II. Manifestations of Culture: Learning About Students** |
| **G.** Oral discourse | **C.** Approaches with a focus on content area instruction (specially designed academic instruction delivered in English) | **A.** What teachers should learn about their students |
| **H.** Nonverbal communication | **D.** Working with paraprofessionals | **B.** How teachers can learn about their students |
| **I.** Language Change | | **C.** How teachers can use what they learn about their students (culturally responsive pedagogy) |
| **II. Theories and Factors in First- and Second-Language Development** | **III. Language and Content Area Assessment** | **III. Cultural Contact** |
| **A.** Historical and current theories and models of language analysis that have implications for second-language development and pedagogy | **A.** Purpose | **A.** Concepts of cultural contact |
| **B.** Psychological factors affecting first- and second-language development | **B.** Methods | **B.** Stages of individual cultural contact |
| **C.** Socio-cultural factors affecting first- and second-language development | **C.** State mandates | **C.** The dynamics of prejudice |
| **D.** Pedagogical factors affecting first- and second-language development | **D.** Limitations of assessment | **D.** Strategies for conflict resolution |
| **E.** Political factors affecting first- and second-language development | **E.** Technical concepts | **IV. Cultural Diversity in U.S. and CA** |
| | | **A.** Historical perspectives |
| | | **B.** Demography |
| | | **C.** Migration and immigration |

- **TPE 3:  Interpretation and Use of Assessments**

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction.  They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments.  They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors.  They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work.  They teach students how to use self-assessment strategies.  Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests.  They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs.  They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language.  They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement.  They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived.  Candidates can clearly explain to families how to help students achieve the curriculum.

- **TPE 8:  Learning about Students**

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students.  Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students.  Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations.  They encourage parents to become involved and support their efforts to improve student learning.  They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn.  Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.