CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION
Fall 2008

EDMX 622: Literacy Education for Education Specialists
CRN 41541
Class Location: University Hall 439 and Online in WebCT
Course Day/Time: Thursdays, 5:30pm-8:15pm

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Mission of the College of Education at Cal State San Marcos: 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)

Course Description: This course will focus on methods, materials and adaptations in approaches to language and literacy instruction for learners who have various special learning characteristics, including atypical patterns of language and literacy development. Strategies will be provided for using literacy across the curriculum in inclusive and responsive K-12 classroom environments.

Prerequisites: EDMS 521 or CA Multiple Subject Credential, and admission to the Level I or Level II Mild/Moderate or Moderate/Severe Disabilities Education Specialist credential program. Candidates with Single Subject credentials may request a waiver of EDMX 622, and are required to complete EDMX 521.

Course Objectives: Given the pedagogy and experiences of EDMX 622, candidates will:
1. develop a sensitivity to and appreciation for children with special learning needs.
2. examine the California Language Arts Framework and Standards, and gain understanding of the curriculum of language and literacy as are taught in elementary, middle, and secondary schools.
3. gain an understanding of how patterns of typical and atypical language development influence student academically, socially and behaviorally in today's classrooms.
4. become familiar with current approaches to the teaching of reading and writing of children with special learning needs.
5. understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds.
6. become sensitive observers of children's language-using behaviors.
7. become familiar with formal language and literacy assessment instruments and their usefulness in designing appropriate instruction
8. become familiar with informal language and literacy assessments, such as portfolios, and performance and presentation options; and their usefulness in designing appropriate instruction.
9. demonstrate the ability to design and adapt instruction and classroom environment which are responsive to all learners.
10. translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners.
11. understand middle and secondary language and literacy issues in today's classrooms.
12. develop appreciation for needs of all learners to experience success in middle and secondary classrooms.
13. develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools.
14. develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
15. develop a respect for each student, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs.

WebCT: This course is supplemented by and online site, which may be accessed at **https://webct6.csusm.edu**. You will be required to attend certain classes and complete certain assignments online. Locate and click on your course section of EDMX 622 in WebCT. You will need a username and password to access the online components. To avoid penalty for late assignments, communicate immediately with the instructor (**thood@csusm.edu**) if you have any difficulty accessing the site at anytime during the course.

Infused Competencies

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)

Special Education Inclusion

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. Students are encouraged to keep a digital copy of all assignments for use in a teaching portfolio. Details will be given in class.

Teacher Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have been aligned with the CTC standards for Level I Education Specialist 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.

TPEs Addressed in EDMX 622

TPE	Description	Course Assignment or Activity
TPE 3	Interpretation and Use of Assessments	Readings, Best Practices Report; Class Activities Response to Intervention (RtI)Assignment
TPE 4	Making Content Accessible	Readings, Discussions, RtI Assignment
TPE 6d	Developmentally Appropriate Practices for Special Education	Readings, Lectures, Presentations; Best Practices Report. RtI Assignment
TPE 8	Learning About Students	Readings, Strategies Mini-Lessons
TPE 9	Instructional Planning	Best Practices Report: Instructional Plan Development; RtI Assignment

California Teacher Performance Assessment (CalTPA)
(Note: Add-On credential candidates are not responsible for completion of TPA Tasks.)

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) to support and ensure your success on the TPA and 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

All Level I Education Specialists Credential Candidates are responsible for Posting Responses to Level I Standards in TaskStream in each course. For EDMX, you will respond to 3 Standards:

Standard 7A	Demonstrates knowledge and skills in Multiple Subject reading, writing, and related language instruction in English. Suggested Artifact: Best Practices Report; RtI Assignment
Standard 23	Demonstrates knowledge and skills in selecting curricula and in using instructional strategies to meet the diverse learning characteristics of students with mild/moderate/severe disabilities across an array of environments and activities. Utilizes assessment data to collaboratively develop IEP goals, objectives, adaptations, and instructional plans. Instructional plans are responsive to unique needs of students, general ed. settings, and core curriculum. They are implemented and adjusted systematically to promote maximum learning and generalization. Suggested Artifacts: Best Practices Report, RtI Assignment, Strategies Mini-Lesson
Standard 25	Identifies the characteristics of students with mild to moderate disabilities, including students identified as severely emotionally disturbed or behavior disordered, and determines the implications of these characteristics for service delivery. Suggested Artifacts: Best Practices Report; RtI Task

Additional Level I Standards Interface of EDMX 622 (No submission to TaskStream required.)

11.4	Demonstrate ability to implement state framework
12.2	Uses age-appropriate strategies and techniques for developing students' communication skills, reflecting an understanding of diverse modes and systems of communication
17.1	Uses data-based assessment to drive curriculum and instruction decisions for learners with diverse language and cultural backgrounds, cognitive abilities, and special needs.
17.2	Uses standardized district/state or assessment information to drive instructional plan.
20.3	Uses instructional strategies appropriate for individuals with diverse needs, interests, and learning styles in a variety of educational environments.
22.1	Appropriately chooses, administers, and interprets various individual assessments and evaluations to determine students' profiles (strengths/needs in developmental, academic, social/emotional, behavioral, communication, employ't, community, and living domains)
22.2	Make appro. instructional decisions based on results of given assessments and evaluations.

<h1 style="text-align:center">Accommodations and Policies</h1>

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. 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).* Students should not assume that notification of absences means they are automatically excused from class.

WebCT Online Course Attendance and Participation: Please note that this course includes five (5) class sessions online in WebCT. Online classes require the same attendance as on-campus classes. Students are required to participate in online discussions and in online class activities. Credit for these requirements is embedded in the attendance and participation points, and in the assignment points for this course.

Students with Disabilities Requiring Reasonable Accommodations: Students 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 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 privately with their instructors during office hours in order to ensure confidentiality.

Course Requirements: Teacher education is a professional preparation program. It is expected that students will come to class prepared to discuss the readings, submit required assignments (including online class responses), and participate in class activities. Students are expected to adhere to academic honesty and integrity policies, and standards of dependability, confidentiality, and writing achievement. Because it is important for teachers to be able to effectively communicate their ideas to students, parents, colleagues, and administrators, writing that is *original*, clear, and error-free is a priority for the College of Education. It is expected that work will be turned in on time. Please discuss individual issues with the instructor. Points will be deducted if assignments are submitted late (10% penalty per day late; no credit will be awarded if the assignment is one week late).

Grading Standards: Each assignment has a specific rubric to guide you in your completion of assignments.

	Points Value:
Course Attendance, Professionalism, & Participation	25
Literacy Goals Reflections	15
Reading and Writing Strategies Mini-Lesson	15
Best Practices Report	25
Response to Intervention Position Paper & Presentation	20
Total Points:	100

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 Best Practice Report, online class responses, and other written assignments.

Academic Honesty and Integrity: 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 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.

Use of Technology: Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, WebCT6, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. **All assignments will be submitted online, and some will be submitted in hard copy, as well**. Details will be given in class.

Electronic Communication Protocol: Electronic correspondence is an important and ever-increasing part of your professional interaction. If you need to contact the instructor, e-mail is often the easiest way to do so (thood@csusm.edu). 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 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.

Expected EDMX 622 Literacy Outcomes for Level I Education Specialist Credential Requirements

Goal 1:	develop a sensitivity to and appreciation for children with special learning needs.
Goal 2:	examine the California Language Arts Framework and Standards, and gain an understanding of the curriculum of language and literacy as they are taught in the elementary, middle and secondary school.
Goal 3:	gain an understanding of how patterns of typical and atypical language development influence student academically, socially and behaviorally in today's classrooms.
Goal 4:	become familiar with current approaches to the teaching of reading and writing of children with special learning needs.
Goal 5:	understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds.
Goal 6:	become sensitive observers of children's language-using behaviors.
Goal 7:	become familiar with formal language and literacy assessment instruments and their usefulness in designing appropriate instruction
Goal 8:	become familiar with informal language and literacy assessments, such as portfolios, and performance and presentation options; and their usefulness in designing appropriate instruction.
Goal 9:	demonstrate the ability to design and adapt instruction and classroom environment which are responsive to all learners.
Goal 10:	translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners.
Goal 11:	understand middle and secondary language and literacy issues in today's classrooms.
Goal 12:	develop an appreciation for the need of all learners to experience success in middle and secondary classrooms.
Goal 13:	develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools.
Goal 14:	develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students.
Goal 15:	develop a respect for each student, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs.

Required Texts: [**Please bring texts (1-3) to each class unless otherwise advised.**]

1. Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Portland: Stenhouse.
2. Fisher, D. & Frey, N. (2007) *Improving adolescent literacy: Strategies at work.* (2nd ed.). Columbus: Pearson.
3. Curriculum Development and Supplemental Materials Commission (2007). *Reading/Language Arts Framework for California Public Schools.* California Department of Education. (Hard copy required) This is available on the World Wide Web; however **a hard copy of this Framework is required** for this course. http://lynx.csusm.edu/coe/eportfolio/Narrative.Directions.htm
4. TaskStream Electronic Portfolio: ***Students must register & pay fee online prior to second class:*** at www.TaskStream.com (Register for 2-yr minimum when commencing your Level I Program.)
- **General TaskStream Directions**: http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm
- **How to Write TaskStream Narratives**: http://lynx.csusm.edu/coe/eportfolio/Narrative.Directions.htm

Required Access to and Use of Specific Web Sites:
1. Teacher Performance Expectations (Level I Standards): http://lynx.csusm.edu/coe/ClinicalPractice/Handbook.SpEd/Level.I.Competencies.pdf
2. Individuals with Disabilities Education Improvement Act of 2004 http://www.edlawrc.com/special_education.htm
3. Literature Circles Resources: http://www.litcircles.org/
4. NCTE Principles of Adolescent Literacy Reform: http://www.ncte.org/library/files/About_NCTE/Overview/Adol-Lit-Brief.pdf
5. When Older Students Can't Read (LD Online) http://www.ldonline.org/article/8025
6. Strategies that Work for Students Grade 9-12 with Dyslexia (LD Online) http://www.ldonline.org/article/6371
7. Helping Your Teenager Write Better (NCTE) http://www.ncte.org/library/files/Parents_Students/tips-parents.pdf
8. Journaling: http://www.sdcoe.k12.ca.us/score/actbank/tjournal.htm
9. Council for Exceptional Children: www.cec.sped.org
10. Speech and Language Disabilities: http://old.nichcy.org/pubs/factshe/fs11txt.htm
11. Visual and Performing Arts Standards: http://www.cde.ca.gov/ci/vp/im/vpastdmps.asp
12. Managing RICA PowerPoint: http://courses.csusm.edu/ricastudy/module01/Managingrica.htm
13. Citing Research: http://citationmachine.net/
14. The abridged version of The American Psychological Association (APA) Manual: www.apastyle.org
 …and others as noted on Tentative Course Schedule…

Recommended Texts:
1. Beers, K. (2003) When kids can't read. Portsmouth: Heinemann.
2. Cunningham, P. (2000). *Phonics they use: Words for reading and writing.* New York: Longman.
3. Cunningham, P., & Allington, R.L. (2006). *Classrooms that work: They all can read and write.*
4. Deschler, D.D., & Schumaker, J.B. (2006). Teaching adolescents with disabilities: Accessing the general education curriculum. Thousand Oaks: Corwin Press.
5. Johns, J. (8th ed.) (1997) Basic Reading inventory. Iowa: Kendall Hunt.
6. Longman. (2000). *Dictionary of American English.* New ed., 2nd ed. ed. White Plains, NY: Addison Wesley Longman.
7. Marzano, R., Pickering, D., & Pollack, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria: ASCD.
8. Rethinking schools. Rethinking our classrooms 2: Teaching for Equity and social justice
9. Stephanie, H., & Goudvis, A. (2000). *Strategies that work.* Portland, ME: Stenhouse Publishers.
10. Strong, W. (2006) Write for insight: Empowering content area learning, grades 6-12
11. Tompkins, G.E. (2001). *Literacy for the 21st century.* Upper Saddle River, NJ: Merrill.

"Generally Accepted Attributes of Highly Effective Teachers" (as seen in pre-service programs)
(Roberts & Kellough, 2000; Stone, 2002; McEwan, 2002; Baldwin, Keating, & Bachman, 2003;
Johnson & Johnson, 1994)

1) **General class attendance, promptness, participation:** on time, respects time boundaries (i.e., breaks), regular attendance, and actively participates.

2) **Attention to classroom discussion protocols**: respects time limitations, recognizes and respects the perspectives of fellow classmates, gives wait time, listens actively, uses non-interruptive skills, mediates disagreements by working to understand others' perspectives and finding common ground, genuinely encourages all to participate.

3) **Social and cooperative skills (as illustrated in cooperative projects)**: assumes responsibility of one's roles, is open to consensus and mediation, effectively communicates ideas, attends group meetings, is dependable, respects others' ideas, expects quality work from self and colleagues, manages time effectively, uses organizational skills and leadership skills, is assertive but not aggressive, uses reflection as a means of evaluation, motivates and offers positive reinforcement to others.

4) **Attention to assignments:** meets time deadlines, produces quality products, responds cooperatively to constructive criticism, uses rubrics or other stipulated criteria to shape an assignment, prioritizes tasks and performs/supervises several tasks at once.

5) **General classroom demeanor:** is professional, creative, kind, sensitive, respectful, has a sense of humor, is supportive of fellow classmates and instructors; recognizes others' perspectives as valid; works to include all "voices" in the classroom; is aware of/responsive to issues and behaviors that might marginalize colleagues in the classroom.

6) **Flexibility:** is responsive when reasonable adjustments to the syllabus, curriculum, schedule, and school site assignments become necessary (common to the educational arena); can work through frustrations by problem-solving with others and not letting emotional responses dominate or impair thinking; "bounces back" easily; can work calmly under stress.

7) **Openness to and enthusiasm for learning:** can engage with a variety of educational ideas with an open mind and a sense of exploration; demonstrates passion for and metacognition of learning across the curriculum and within discipline areas; takes advantage of learning opportunities and seeks out additional opportunities for learning.

ASSIGNMENTS

	Points Value:
Course Attendance, Professionalism, & Participation	25
Literacy Goals Reflections/Journaling	15
Reading and Writing Strategies Mini-Lesson Plans	15
Best Practices Report	25
Response to Intervention Position Paper and Presentation	20
Total Points:	100

COURSE ATTENDANCE, PROFESSIONALISM, & PARTICIPATION (25 Points)

As it is a critical and expected behavior in this profession, regular, punctual attendance is required in all face-to-face and online classes. The experiences, activities, and discussions of class meetings are difficult to recreate on your own. Attendance alone does not constitute points awarded. In addition to the assignments that follow, you will be expected to fully participate in all of your class sessions. You will also be expected at all times to demonstrate professional behaviors consistent with dispositions of the profession of teaching.

LITERACY GOALS REFLECTIONS/JOURNALING (15 points)

The focus of each course session is related to the 15 Goals, or outcomes, of EDMX 622. These Goals are aligned with the knowledge, skills, attitudes, and values expected of public school teachers who teach reading and language arts to K-12 students in California. For each Goal, candidates will write a reflection in a journal, demonstrating through examples, experiences, and ideas how they have met the Goals. The journal will become part of class activities in which candidates experience the various uses of journals and journaling in the classroom. The journals, consequently, will not be private, as there will be times that classmates and the instructor will interact with you at time regarding your reflections. The journals will be collected by the instructor at scheduled and/or unscheduled times during the course.

READING/WRITING STRATEGY GROUP MINI-LESSON PLAN FOR INCLUSIVE CLASSROOM INSTRUCTION
(15 points)

With a small group of classmates, each candidate do a 10-minute presentation, describing a reading or writing mini-lesson that follows a given format and that coordinates with the Goal of the class session in which it is presented. Your instructor will also assign a specific area of disability that represents a learner or learners in the inclusive class for which the lesson is being planned. Choose a strategy from one of the course texts or suggested web sites. Describe to the class how you would use your chosen strategy when teaching a small group or a whole class in which there are students who have learning challenges. The lesson you describe should be interactive, interesting, and meaningful. Following your presentation, post your lesson plan on the WebCT Discussion Board.

Mini-Lesson Plan Format:

- Title of Lesson:
- Grade Level:
- Content Area (English, Social Studies, Math, Science, etc.):
- Subject Matter: (ex., reading, writing)
- Learning Goals/Objectives:
- State Adopted Content Standards (see Framework):

- Class Description: Inclusive (content area) Class with typical learners and students with (state your assigned area of disability here)
- Developmental needs of the students at this age:
  - *Example: Such as hands-on, cooperative group work, performance assessment; developmental age appropriate skills and students' needs*
- Assessment Plan: How will you know the students have met your objective?
  - *Example: Types of assessment: Prior knowledge (pre assessment), Formative (progress monitoring), Summative (final product)*
- Materials: (This should include lists of supplies that will be needed to present this lesson.)

Instructional Strategy and Student Activity: (Fully describe the strategy (what you will do as a teacher) and the activity (what the students will do).
Modify the rubric

BEST PRACTICES FOR STRUGGLING READERS AND WRITERS REPORT (25 Points)
Note: This report will be approximately 8-12 pages in length.

Note: You will be using the information from the Case Study of "Mark" on BPR page in WebCT6. for this assignment. Mark is an English learner with a specific learning disability in reading and writing. He has been in school in the US for 3 years. He is in **7th** grade this year.

Part I: Assessing Mark's Reading and Writing Behaviors (4 points)
1. Establish background knowledge for the reader. Write a brief (1 paragraph) description of Mark, including his background and learning characteristics. You may embellish the data above
2. Create a table (see model below) in which, using the given assessment data, you respond *thoroughly* to these questions:

   - What would you determine to be Mark's strengths? (There are MANY!)
   - What would you determine to be Mark's weaknesses?(There are MANY!)
   - What is your evidence to support your conclusions? (There are MANY!)

   To create a table for this section, go to "Table" and Insert a table into your paper with 4 columns and several (@8-12) rows. The first row is for your column titles. Subsequent rows are for the many strengths and weaknesses demonstrated by Mark. Example:

Mark's Strengths	Evidence of Strengths	Mark's Weaknesses	Evidence of Weaknesses
List of Mark's strengths would go in this column.	Etc.	Etc.	Etc.
			…and so on

Part II: Two Best Practices (approx. 4-6 pages)   (8 points)

1. Investigate two (2) teaching strategies that are, according to your research, experiences, and observations, effective in teaching reading and/or writing to struggling English learners. ONLY TWO!
2. Thoroughly describe the strategies, appropriately inserting citations in APA style. Be sure to include information you have gathered from reviewing the professional literature about your chosen best practices, what you have personally experienced and observed, and summarized commentary from other educators.

Part III: Differentiated Instructional Plan (approx. 2-4 pages) (10 points)

Based upon your investigation, describe an instructional plan for Mark that you would co-develop with a beginning English teacher with whom you are co-teaching (and in whose class, Mark is a student). The plan should include your research-based recommendations about how to improve his reading, writing, spelling, and response to literature. You are encouraged to examine how the use of educational technology(ies) might be included in this plan. Your plan should demonstrate how you and your co-teaching partner would *differentiate* instruction, curriculum, and/or assessment for Mark.

Your research and observation report should be in APA format (check www.apastyle.org or the APA manual), and should include ALL of the following:

- Name and brief description of identified strategies.
- Describe what research/resources used had to say: Text synopsis and internet discoveries of identified strategies.
- Discuss direct contact with teachers about the strategies; OR observation of strategies in use, and overall impressions of effectiveness.
- Describe suggested uses for and/or adaptations of strategies reported.

Part IV: Best Practices Statements (no more than 1 page) (1 point)

To conclude your report, you must be able to demonstrate through your research, observation, interview/discussion with teachers and/or your own professional and informed opinions, exactly WHY you consider these to be "Best Practices." Please make a simple statement relating to each practice that demonstrates your confidence that your choices are, indeed, "Best Practices."

Part V: Reference Page (approx. 1 page) (2 point)

Please cite all resources used, including personal interviews, web sites, texts, journals, and personal experiences. Use APA format for citations (www.apastyle.org).

Note: Technical Requirements:
- Length of paper: 8-12 pages
- Use Times New Roman, Font size 12.
- Double space.
- Use APA for all citations (including in-text and reference list at end of paper).
- Save paper as a Word Document (.doc)
- Staple paper in upper left-hand corner.
- Do not submit with any covering.
- Edit for spelling and grammar accuracy.

RESPONSE TO INTERVENTION POSITION PAPER (20 Points)

Given: RTI is a research-based, cost efficient approach to improving students' academic and behavioral skills, including those of individuals with specific learning disabilities. It is also an intervention approach that includes reading assessment and instruction that may reduce referrals to special education.

- Read the following publication from the International Reading Association (IRA): *Response to Intervention in the Individuals with Disabilities Education Act (IDEA, 2004)* http://reading.org/downloads/resources/IDEA_RTI_report.pdf
- Read the RTI Position Paper from the Learning Disabilities Association (LDA) at http://www.ldaamerica.org/about/position/rti.asp
- Chose any 5 questions on the final page of IRA's publication to examine.
- Embed responses to the chosen questions within a position paper that supports adoption of RTI at your own school. (You may contrive this, if you are not currently teaching. You are not required to name your school in the paper.)

- ex: 5 or more sections of approx. 2-3 paragraphs each = @4 pages+

Technical Requirements:
- Length of paper: Minimum 4 pages, maximum 8 pages
- Use Times New Roman, Font size 12.
- Double space.
- Use APA for all citations (including in-text and reference list at end of paper).
- Save paper as a Word Document (.doc)
- Staple paper in upper left-hand corner.
- Do not submit with any covering.
- Edit for spelling and grammar accuracy.

TASKSTREAM PORTFOLIO (REQUIRED IN ALL CREDENTIAL COURSES) (10 Points)

TASK GUIDELINES FOR TASKSTREAM
The purpose of the portfolio is to assess how well you meet the California Standards for the Teaching Profession (TPEs) Level I Standards. Although all artifacts you place (often more than 1 per TPE or Standard) in your portfolio have been assessed/graded by your professors, it is not clear if you have a thorough understanding of the TPEs and Level I Standards and can make the connection between (a) class assignments completed with (b) the teaching you have experienced, and (c) the TPEs and Level I Standards. *Your* task is to write a cogent reflective essay for each TPE and LEVEL I STANDARD about how artifacts you have chosen provide evidence that you have met each TPE and LEVEL I STANDARD*.* ***You must include a description, an analysis, and a reflection.***

Learner Objectives:	Knowledge and skill in creating an electronic portfolio. Submission of artifacts for Level I Standards #7, #23, and #25.
Assessment:	Candidates apply what they have learned from the required assignments to the Level I Standards designated in a cogent, first-person reflection in their electronic portfolio. Candidates include necessary components in final submission of their electronic portfolio.
Resource(s):	http://lynx.csusm.edu/coe/eportfolio/index.asp This will take you to the CSUSM COE website where you can get help with how to create your electronic portfolio and information on the required elements. http://www.taskstream.com This is the TaskStream homepage where you will register for Taskstream and to where you will return when working on your electronic portfolio.

About Posting Evidence for TPEs and Level I Standards in TaskStream…
It is important to recognize that the Level I and English Language Authorization Standards are threaded *throughout* your credential program, and are addressed multiple times in each course. Even though we are referencing and seeking to understand several of these standards in this course, you are specifically responsible for writing a reflective statement for specific LEVEL I STANDARDs (7A, 23, and 25) in the electronic portfolio in TaskStream.

Each assigned response will relate to course assignments, discussions, and/or readings that provide a deeper understanding of the specified TPE and LEVEL I STANDARD. As you write, the goal is to
● describe your learning as it relates to the TPE or LEVEL I STANDARD,
● analyze artifacts (assignments) and explain how they are evidence of your learning, and
● reflect on the significance of your learning (the "so what") and where you need to go next with the TPE or Level I Standard.

A three- to four-paragraph structure will help you develop your response. You must attach at least one artifact to each TPE or LEVEL I STANDARD response, but may attach others as well.

1ˢᵗ paragraph: Introduction to your response that uses the words of the TPE or LEVEL I STANDARD. DO NOT restate the TPE or LEVEL I STANDARD; instead, introduce the reader to the focus of your response as it relates to the TPE or LEVEL I STANDARD. This is basically an extended thesis statement related to the TPE or LEVEL I STANDARD.

2ⁿᵈ paragraph: Explain how one attached artifact is evidence of your learning related to the TPE or Level I Standard. The key here is "evidence." How does this artifact prove that you have learned something specific related to this TPE or LEVEL I STANDARD? You may expand to another paragraph here, if you choose.

3ʳᵈ paragraph: Reflect upon/summarize the significance of your learning overall (connect to the TPE or Level I Standard); explain what must still be learned for this TPE or STANDARD, addressing the "so what?" of your learning.

- Please be succinct in your writing; more is *NOT* better.
- State ideas clearly and keep them grounded in evidence of your learning, represented by your artifacts.
- After submitting each TPE or LEVEL I STANDARD response, you will receive feedback from the instructor that asks for revision or says that you are done.
- You will not get full credit for this assignment if you are asked to revise and you do not.
- Please continue to check your TaskStream portfolio until the instructor says you are done with responses for TPE or LEVEL I STANDARD.

Date	Topics	Reading	Assignment
Session 1￼8/28/08	Introductions; Syllabus; Routines, Class Norms, Review Assignments;￼Course Goals/Outcomes for Level 1￼￼Literature Circles; People-First Language￼￼Mini-Lesson Plan Sign Up￼￼Goal Reflection Journal: Partnering & Entry #1	http://www.litcircles.org/Overview/overview.html￼￼http://www.asha.org/about/publications/journal-abstracts/submissions/person_first.htm#one	Goal 1 Reflection: develop a sensitivity to and appreciation for children with special learning needs.
Session 2￼9/4/08	**5:30-5:45 Mini-Lessons: Group 1**￼**English Learners**￼￼The Spelling Bee￼Reading and Language Arts Curriculum: Scavenger Hunt; Universal Access￼￼Literature Circle: Teachers as Readers and Writers (Professional Journals)￼￼Goal Reflection Journal Entry #2	FWKS Ch. 5&7￼￼FF Ch. 1	Goal 2 Reflection: Examine the California Language Arts Framework and Standards, and gain an understanding of the curriculum of language and literacy as they are taught in the elementary, middle and secondary school.￼￼**Bring Journal to every class.**￼**Bring Copy of Frameworks to class**￼**Bring your Library Card to Class**￼￼**Mini-Lessons Group #1**
Session 3￼9/11/08	**Online Class #1**￼Learning Styles and Literacy	FF Ch. 2￼￼WebCT￼ OL Class 1	Goal 3 Reflection: Gain an understanding of how patterns of typical and atypical language development influence student academically, socially and behaviorally in today's classrooms.
Session 4￼9/18/08	**5:30-5:45 Mini-Lessons: Group 2**￼**Autism**￼￼Reading Comprehension through the Grades; Reading with Purpose￼￼Integrating the Curriculum; Text Sets￼￼Goal Reflection Journal Entry #4	FWKS p. 14-15￼￼FF Ch. 5	Goal 4 Reflection: Become familiar with current approaches to the teaching of reading and writing of children with special learning needs.￼**Bring one Text Set to class (6-12 books)**￼**Mini-Lessons Group #2**
Session 5￼9/25/08	**Online Class #2**￼Portfolio and Performance-Based Assessment￼SDAIE	WebCT￼ OL Class 2	Goal 5 Reflection: Understand the value of specifically designed academic instruction lessons in English for students with diverse cultural and linguistic backgrounds.

Session 6 10/2/08	**5:30-5:45 Mini-Lessons: Group 3** **Deaf/Hard of Hearing** *Who should see the Speech and Language Pathologist?* (video) Goal Reflection Journal Entry #6 **6:30-8:00** **RtI: Practitioner Panel** Goal Reflection Journal Entry #7	FF Ch. 10 T Ch. 9	Goal 6 Reflection: Become sensitive observers of children's language-using behaviors. Goal 7 Reflection: Become familiar with *formal* language and literacy assessment instruments and their usefulness in designing appropriate instruction **Mini-Lessons: Group #3**
Session 7 10/9/08	**5:30-5:45 Mini-Lessons: Group 4** **Learning Disabilities** Running Records; Reading Inventories; Curriculum-Based Assessments, etc. Middle and Secondary English Class: Portfolios, Performances, and Presentations Goal Reflection Journal Entry #8	T Ch. 2,6,7 FWKS Ch. 6 FF Ch. 3	Goal 8 Reflection: Become familiar with *informal* language and literacy assessments, such as portfolios, and performance and presentation options; and their usefulness in designing appropriate instruction. **Mini-Lessons: Group 4** **Submit Goal Reflection Journal**
Session 8 10/16/08	**Online Class #3** Differentiating Instruction	T Ch. 4 FF Ch. 3,6,7	Goal 9 Reflection: Demonstrate the ability to design and adapt instruction and classroom environment which are responsive to all learners.
Session 9 10/23/08	Notetaking Graphic Organizers Journals	FF Ch. 7 & 8	Goal 13 Reflection: Develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools.
Session 10 10/30/08	**5:30-5:45 Mini-Lessons Group #5** **Mental Retardation** Writing Strategies to Support Struggling Readers and Writers	FF Ch. 8 & 9 FWKS Ch. 6	Goal 10 Reflection: Translate language and literacy assessment and evaluation results into effective instructional goals and objectives for all learners. **RtI Position Paper Presentations** **Mini-Lessons Group #5**
Session 11 11/6/08	**Online Class #4** Defending RtI, Inclusion, and Co-Teaching	T Rev. Ch. 4	Goal 11 Reflection: Understand middle and secondary language and literacy issues in today's classrooms.
Session 12 11/13/08	**Online Class #5** Best Practices Work Session		Goal 12 Reflection: Develop an appreciation for the need of all learners to experience success in middle and secondary classrooms.

Session 13 11/20/08	Best Practices Reports: Best Practices Small Group Presentations and Peer Evaluations Assessing Text Readability Literacy and the Visual and Performing Arts	T Ch. 8, 9 FF 10 http://school.discoveryeducation.com/schrockguide/fry/fry.html http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf	Goal 13 Reflection: Develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools. **Best Practices Report (Hard copy to instructor; Prepare Handouts for Class of Best Practices section only)**
Session 14 12/4/08	Supporting Students with Severe Disabilities Response to Intervention Presentations (Yellow Brick Road – Part 1)	http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf	Goal 14 Reflection: Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students. **RtI Partner Presentations**
Session 15 12/1108	Yellow Brick Road – Part 2) Level I Standards in TaskStream Course Evaluations	TaskStream Standards 7A, 23, 25	Goal 15 Reflection: Develop a respect for each student, his/her abilities and background, and the student's rights to instruction that meets his/her individual needs. **TaskStream Posting: Level I Standards 7A, 23, and 25**

PART 1: LANGUAGE STRUCTURE AND FIRST- AND SECOND-LANGUAGE DEVELOPMENT	PART 2: METHODOLOGY OF BILINGUAL, ENGLISH LANGUAGE DEVELOPMENT, AND CONTENT INSTRUCTION	PART 3: CULTURE AND 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. 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 both English language development and 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 w/ 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 & current theories & models of lang. analysis w/implications for second-language dev't 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

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