CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMS 522 Language and Literacy for Elementary Teachers II
ACD 303
Fridays   8:00 A.M. to 2:15 P.M.

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COLLEGE OF EDUCATION MISSION STATEMENT

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

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 K-8 school classrooms. This class is aligned with the California 2042 standards.

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 an understanding of how people learn to read and write in their first and second language
➢   Become familiar with current approaches to the teaching of reading and writing, their theoretical bases
➢   Understand current approaches to reading and writing instruction in culturally, linguistically diverse classes
➢   Become familiar with classroom diagnostic techniques and evaluation processes
➢   Become familiar with current approaches to teaching reading and writing to children with special needs.

(Skills) Teacher candidates will:

➢   Make sensitive observations of children's language using behaviors
➢   Analyze children's reading and writing behavior as a basis for making instructional decisions
➢   Translate the results of formal and informal reading/writing assessment into instructional plans
➢   Select appropriate materials and instructional strategies to meet the needs of students
➢   Organize the classroom for teaching reading and writing in culturally, 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/writing into all areas of the curriculum
➢   Affirm the importance of a rich environment for developing an effective language arts program
➢   Develop a sensitivity to and appreciation of culturally and linguistically diverse learners
➢   Develop a sensitivity to and appreciation of children with special learning needs
➢   Develop an appreciation for the importance of reading and writing for their 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.

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 2002.)*

TEACHER PERFORMANCE EXPECTATION (TPE) COMPETENCIES

The course objectives, assignments, and assessments have been aligned with the CTC standards for the Multiple Subjects 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 districts 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. You will be required to formally address the following TPEs in this course: 3 and 8.

TASK STREAM, TPEs, ASSIGNMENTS

TPE Reflective Writing

This course requires that you address the TPEs listed above for your Task Stream Portfolio. You will address these TPEs by completing course assignments. Completion of the course assignments will include that you have submitted them in the appropriate format to your electronic portfolio. Assessment of your TPEs is directly related to the assessment of your course assignments. You will write summary reflections to be submitted, responded to, and archived via Task Stream.

The following link 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://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

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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.)*

You cannot receive an "A" in this course if you miss more than two class sessions.

➢ 8 sessions: Miss an entire class session once and you will not receive an "A-". Miss any part of class sessions twice you will not receive an "A-". Your grade will automatically drop to a "C" if you miss an entire class session and any part of another class session. Your grade will automatically drop to a "C" if you miss any part of a class session 3 times. If you miss more than what is needed for a "C", you will receive a failing grade.

ALL-UNIVERSITY WRITING REQUIREMENT

Writing in this coursed will be judged on clarity, detailed support for main points, support from texts and standards. This will include lesson plans, your philosophy, interventions for the mini case study, and RICA materials. Every course at the university must have a writing requirement of at least 2500 words.

STUDENTS WITH DISABILITIES REQUIRING REASONABLE ACCOMMODATIONS

Students 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 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.

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."

COURSE REQUIREMENTS

Required Texts:

California Department of Education. (1999). Reading Language Arts Framework for California Public Schools: Kindergarten through grade twelve. Retrieved August 18, 2005, from http://www.cde.ca.gov/re/pn/fd/ documents/lang-arts.pdf

Choate, J. (2000). Successful Inclusive Teaching. Allyn and Bacon (3rd edition).

Johns, J. (2000). *Basic reading inventory: Pre-primer through grade twelve & early literacy assessments.* Dubuque, Iowa: Kendall-Hunt.

Moore, D. W., Cunningham, P. (2001). Developing readers and writers in the content areas, K-12, 2nd edition. Longman

Piazza, C. (2003). Journeys: The Teaching of Writing in Elementary Classrooms, 4th Edition. Merrill Prentice Hall.

Tompkins, G. E. (2006). *Literacy for the 21st century: A balanced approach* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Optional Texts:

Zarrillo, J. J. (2002). *Ready for RICA: A test preparation guide for California's Reading Instruction Competence Assessment.* Upper Saddle River, NJ: Pearson Education, Inc.

Grading/Assignment Policy

All students are expected to participate in class activities and demonstrate reflective learning. It is important that students are well prepared for course sessions by completing the readings and assignments scheduled before the class meeting. Unless otherwise negotiated with the instructor, all assignments are to be handed in on the due date. **Assignments not handed in on the due date will lose 10% of earned credit per day.** Assignments should be typed and double-spaced. Attendance may also affect your grade. Please see the Attendance Policy on page 2.

The following grading scale will be used:

A	96 – 100	B+	89 – 87	C+	77 – 79	D+	67 – 69
A-	90 – 95	B	86 – 83	C	73 – 76	D	63 – 67
		B-	80 – 82	C-	70 – 73	D-	60 – 62

Assignments

- Quick Writes/Reflections (In-Class)   5 points
- Language Arts Resource Notebook   40 points
- Literacy Case Study   20 points
- Field Experience Observations   20 points
- Writing Strategy Lesson Plan   15 points

Quick Writes/Reflections (In Class)   5 points

You will be required to write and reflect upon your learning and thinking as it relates to key ideas from the readings and class discussions. There will no prior notice given for these in-class assignments.

Language Arts Resource Notebook RICA Study Materials – Part I   40 points

Each of you will develop RICA study materials to be used to inform your teaching. The materials have two main objectives.

➢ Objective 1 To demonstrate your learning and understanding of reading and language arts
➢ Objective 2 To begin a resource for your own learning

Be creative and thoughtful in the compilation of the materials — they will be a demonstration that you are ready to teach reading and language arts to a diverse student population.

RICA study materials will be organized around the 13 RICA Content Areas (see the RICA Registration Bulletin, p.39-45 and Zarrillo's text, *Ready for RICA)*. Each section of the materials should contain the following:

(a) explain each content area (put in your own words – 2-4 sentences);
(b) identify and explain 2 ways to assess this content area (include a rationale);
(c) describe, step by step, 1 teaching strategy and explain how it supports reading, writing, and/or language arts development (include accommodations);
(d) A technology-rich assignment that enhances teaching and student learning.

For the second semester you will need to complete the following content areas:
  o Conducting Ongoing Assessment of Reading Development 1
  o Literary Response and Analysis 8
  o Content Area Literacy 9
  o Student Independent Reading 10
  o Supporting Reading Through Oral and Written Language Development 11
  o Reading Comprehension – Narrative 7

You MAY (but are not required to) include in your language arts notebook the following: course assignments, course handouts and materials from your classroom/school site, examples from lesson plans and student work, information from internet sources or professional journals, strategies you will use to teach these content areas, pictures of students learning a specific strategy as well as your reflection on what was happening. You can choose how to organize this information.

Besides the course readings, Dr. Alice Quiocho's website can also serve as a resource. The address is: http://www.csusm.edu/Quiocho. Click on "reading instruction portfolio." See the section on accommodations for ideas on ways to support second language learners. See **www.ed.gov/free/** for free educational materials.

Literacy Case Study   20 points

You will choose a student in the upper elementary or middle school who is reading at or above first grade level and below his/her current grade level and prepare a literacy case study on this student. Following the course outline are several forms that will support your work with this case study. These forms include the Consent to Participate in Research (English/Spanish), Rubric for Case Study, and the Reading and Writing Interview (English/Spanish).

When conducting this case study, it is important to <u>record all of the student's oral responses on tape</u>. If you think the child is getting tired, stop the assessment and pick up another day. An important part of the assessment is developing a rapport with the child in which s/he is comfortable to fully participate.

Literacy Case Study Section A:
      <u>Learning about your student:</u> You will refer to the rubric distributed in class for the details of this assignment. This assignment will be an artifact in your electronic portfolio that accompanies your reflective statements on TPE 8.

Literacy Case Study Sections B, C, D, E, F, and G:
      You will refer to the rubric distributed in class for the evaluation of this assignment. These sections of the case study will be artifacts in your electronic portfolio that accompanies your reflective statement on TPE 3.

➢ Section B: <u>Reading Interview</u> Use a reading attitude survey that is distributed in class. Administer the survey and note student responses. Write a well-developed paragraph(s) that identifies 3 important findings you made about the reader from the interview. Support each finding with the data from the interview. (Include survey in appendix.)

➢ Section C: <u>Writing Assessment</u> Obtain a writing sample from the student. Have him or her write about a favorite toy, book, food, sport or anything that is personal to this child. Write a well-developed paragraph(s) that summarizes the information that you learned from the child's writing sample; i.e. child's stage, strengths, needs. (Include writing sample in appendix.)

➢ Section D: <u>Oral Language Assessment</u> Select a picture as a stimulus to assess the child's use of language. Encourage the child to talk about the picture. Record the conversation and transcribe it. Write a well-developed paragraph(s) that describes the child's willingness to talk about objects or content, child's clarity of expressing his/her ideas, amount of prompting you had to do, and the kind of responses the child made. (Include transcript in appendix.)

➢ Section E: <u>Reading Assessment</u> The Informal Reading Inventory has 4 parts. Write a well-developed paragraph summarizing the information that you obtain from each part. (Include original data in an appendix.)

    o Section E Part 1: <u>Word List</u> Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Administer the word lists beginning 3 grades below student's current grade level. Score and find the word list grade level at which the student first scores "instructional." Next, go back one grade level from the first instructional level. Student will begin readings at that grade level. (Include scoring forms in appendix.)

    o Section E Part 2: <u>Student Reading</u> Use the reading passages in the Johns section A. Before the student reads each passage, tell her/him that you will be asking her/him to retell the story afterwards. Tell the student to start reading the passage indicated by the results of the word list assessment. Record (on audio tape) the student reading each one. Do not score the reading miscues, yet. Immediately after the student finishes reading ask the comprehension questions, which will help you determine when you need to stop the readings (see Section E Part 3).

    o Section E Part 3: <u>Retelling</u> Immediately after the student reads a passage, ask the comprehension questions found on the back page of each reading passage. Score the student's responses to determine if the s/he is at independent, instructional, frustration level. If the child scores in the independent or instructional range continue having her/him read the next passage. If the child scores in the frustration range, stop. (Include scoring forms in appendix.)

    Insert the following chart in this section based on comprehension question scores:

Independent level	Instructional level	Frustration level
Grades ? - ?	Grades ? - ?	Grade ?

    o Section E Part 4: <u>Miscue Analysis</u> Listen to the tape of the student reading the passages. You may want to record miscues directly on your copy of the narrative text as you listen. You must record the miscues on the miscue record sheets for each text found in the reading passages. Next, score the miscues for significant

miscues. Record all the information from the Section E assessments on the overall assessment-recording sheet in the Johns. (Include form in appendix.)

Insert the following chart based on the word analysis:

| Independent level | Instructional level | Frustration level |
| Grades ? - ? | Grades ? - ? | Grade ? |

> Section F: <u>Recommendations</u>   Take the role of a literacy consultant. Look at ALL the information that you have gathered about the child and organize it in the Data Analysis Grid and use the grid to help you write the following:

> - o   Write a well-developed paragraph(s) describing the child's strengths (3) in language arts.
> - o   Write a well-developed paragraph(s) describing the child's areas of need (3) in language arts.
> - o   Write a well-developed paragraph(s) that describes 2 **specific** instructional recommendations. Explain how your recommendations utilize the student's strengths and address their LITERACY needs.

Assessments administered to student	Data from the assessments	Student's strengths and needs (3 of each)	Instructional Interventions

> Section G: <u>Instructional Plan</u>   Take the role of a teacher. Choose one of the recommendations made by the literacy consultant (described above in section F), and write a well-developed paragraph(s) describing an instructional plan/intervention. The paragraph must be organized as a statement of your goal(s) in helping the child and a description of how you will incorporate the recommendation into your literacy instruction. Be sure to use instructional methods/approaches that are appropriate and research-based.

> <u>Case Study Appendix:</u> Include all assessment forms and records. Your case study will not be accepted as complete without a complete appendix.

TPE Reflection Information

Please read TPE 8 and write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of the significance of getting to know your students. In order for the assignment to be complete, you must post your artifact and reflection to your Task Stream account after it is returned with the comment: **Ready to Post.**

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**.**

TPE Reflection Information

Please read TPE 3 and write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp interpreting and using assessments appropriately. In order for the assignment to be complete, you must post your artifact and reflection to your Task Stream account after it is returned with the comment: **Ready to Post.**

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.

Field Experience Observations   20 points

You will be required to conduct 8 field experience observations while you are observing/participating in K-12 classrooms. Please look for and write down your observations of lessons related to the RICA content areas taught in this course (see page 4). Jot down brief notes about the kinds of activities teachers and students are engaged in, the room environment, instructional methods and materials, student groupings, etc. Be sure to write observations of the teacher and students in the "activity" section and reserve your judgments for the "reflective notes" section.

For each observation topic, please be sure to include: Topic of Lesson, Date/Time, Place (school/grade/classrooms), Activity, and Reflective Notes. Please read the example below and use the format provided on the following page.

Topic of Lesson: Phonics Instruction

Date/Time: 9/7/98 9:00-10:00

Place: Discovery Elementary, Monolingual 1st Grade

Activity: Teacher taught "B" sound using alphabet cards and the pocket chart. Students wrote words beginning with B then illustrated the following – bird, ball, balloon, and boat.

Reflective Notes: The teacher effectively taught so as to include all students. She did a good job accommodating for second language learners by using some words that were close cognates (ball-bola) to help the students make connections. I noticed that one of the children who had trouble focusing was seated next to the teacher. She selected children to participate in order to ensure that the students did not get out of hand. I would modify this lesson in order to help English learners by suing some cognates in Spanish and showing the students how beginning sounds work in their language.

Field Experience Observation Form

Topic of Lesson	
Date/Time	
Place (school/grade/classroom)	
Activity	Reflective Notes to Myself The Teacher: I noticed: I would modify:

Please read **TPE 1A** and write a reflection that elaborates on your learning and mastery of this TPE. The reflection should be at least 2 paragraphs in length and include evidence that you have a grasp of teaching reading-language arts in a multiple subject teaching assignment. In order for the assignment to be complete, you must post your observation and reflections to your Task Stream Account.

TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
Teaching Reading-Language Arts in a Multiple Subject Assignment

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

Writing Strategy Lesson Plan   15 points

You will write and present one **WRITING STRATEGY** lesson plan that takes into account student needs. (Note: You must clearly comprehend strategies writers use in order to write an effective lesson). Please be advised that in order to obtain full credit, you will have to revise your lesson plan. Make your lesson active, interesting, fun, meaningful, and based on reading standards. The lesson plan must follow specific guidelines provided by the instructor to be handed out in class.

It is important that your lesson address the needs of mainstream students, as well as make provisions for second language learners, students presenting difficulty, and accelerated students. How are you going to work with students who are having difficulty? How will you scaffold for second language learners' learning during the lesson? How will your lesson provide enrichment for accelerated students? Will you meet with students individually or in a small group while other students work independently?

We will examine how lesson plans must start with assessment. Therefore, we will be learning how to assess students and use the assessment information to make informed decisions about instruction that specifically addresses the standards.

You will be responsible for submitting a clean, typed copy for review and grading. *Keep the following in mind when writing your lesson*:
  ➢ What is the purpose of your lesson?
  ➢ How does it relate to real reading and/or writing?
  ➢ What are your learning goals?
  ➢ What language development goals do you have planned for students?
  ➢ How are they aligned with the CA Reading/Language Arts standards? (Check the Reading/Language Arts framework for CA public schools)
  ➢ The ELD Standards?
  ➢ How will you present the lesson? (instructional strategies, resource materials, time frame) How will you group students for the lesson? How will you assess your students?
  ➢ What scaffolds and accommodations will you provide for students who need additional help?

GENERAL CONSIDERATIONS NOTE: I RESERVE THE RIGHT TO CHANGE, ADD TO, OR DELETE ANY MATERIAL OR ASSIGNMENT FROM THE COURSE.

Course Outline (Timeline, subject and reading assignments are subject to change pending on needs of students. Note that if and when there is a problem in understanding assignments and content, please see me.)

Date	Topics for Discussion	Reading/Assignments
Session 1	Course Overview (Syllabus/ Requirements) Reading and Writing Processes	Tompkins Moore Piazza
Session 2	Oral Language, Reading, and Writing RICA 11 Academic Oral Language Development and its Relationship to Writing	Tompkins Zarillo Moore
Session 3	Expository Writing RICA 11 Learning to Write, Writing to Learn, Writing to Demonstrate Learning Writing Process Writing Workshop	Piazza Tompkins Zarillo
Session 4	Independent Reading RICA 10 Reading Workshop	Tompkins Zarillo Piazza
Session 5	Literary Response and Analysis RICA 8	Piazza Tompkins Zarillo
Session 6	Content Area Literacy RICA 9 Comprehension in Content Areas Comprehension of Expository Texts	Zarillo Piazza Tompkins
Session 7	Content Area Reading and Writing	Zarillo Tompkins Moore
Session 8	Case Study Debrief Closure	

Authorization to work with English Learners Competencies

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)	2. Theories and Methods of Bilingual Education	3. 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. Intragroup 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 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
II. Theories and Factors in First- and Second-Language Development	III. Language and Content Area Assessment	*C. How teachers can use what they learn about their students (culturally responsive pedagogy)
A. Historical and current theories and models of language analysis that have implications for second-language development and pedagogy	A. Purpose	III. Cultural Context
B. Psychological factors affecting first- and second-language development	B. Methods	A. Concepts of cultural contact
C. Socio-cultural factors affecting first- and second-language development	C. State mandates	B. Stages of individual cultural contact
D. Pedagogical factors affecting first- and second-language development	*D. Limitations of assessment	C. The dynamics of prejudice
E. Political factors affecting first- and second-language development	E. Technical concepts	D. Strategies for conflict resolution

EDMS 521 stresses competencies with asterisks.

CALIFORNIA STATE UNIVERSITY SAN MARCOS

CONSENT TO PARTICIPATE IN RESEARCH

Dear Parents/Caretakers,

_____ , a student teacher at California State University San Marcos (CSUSM), is enrolled this semester in a course that prepares our college students to assess their students' literacy levels and then design appropriate instruction that best addresses the needs of their students. One of the assignments for this class is a case study, which analyzes the literacy and learning practices of a student they are teaching. We are requesting permission to interview and observe your child for this purpose. The CSUSM student teacher will ask questions about the student's experiences with school and literacy and will evaluate the student's reading and writing skills. Reading will be assessed by having the student read selected passages and answer comprehension questions. Writing will be assessed by having the student write a brief selection about a topic of interest to him/her. The CSUSM student teacher is not a reading or writing specialist and is not prepared to diagnose a student's difficulties. They will only gather information and look for patterns and areas of significance that can help them to be better teachers of students at the high school level.

There are no risks in this research greater than those involved in everyday classroom practices and assessment. The potential benefits to your child are that he/she gets individual attention and could receive helpful feedback for continued literacy development. Your participation will also help the teacher to better understand individual student needs and how to best teach to those needs.

Participation in this study is voluntary, and your child may withdraw from the study at any time without penalty. If your child does not participate in this study, his/her performance and grades at school will not be affected in any way. All identification from the data gathered will be blacked out so that your child will not be identifiable in the written analysis. All information gathered in this case study can be made available to you upon request. If you have further questions, please contact Roslyn Woodard at CSUSM, 760-750-8502. The CSUSM Institutional Review Board has approved this study. Questions about your rights as a research participant should be directed to the Chair of the Board at (760) 750-8820. You will be given a copy of this form to keep for your records.

Check one:
_____I agree to participate in this research study. The experimenter has answered my questions.
_____I do not agree to participate in this research study.

_____
Participant's name (printed)   Participant's signature

_____   _____
Parent/Legal Guardian's signature   Date

_____
Researcher's Signature

CALIFORNIA STATE UNIVERSITY SAN MARCOS

PERMISO

Estimados Padres o Encargada/o:

_____ es un estudiante de la Facultad de Pedagogía en la Universidad Estatal de San Marcos que cursa estudios para convertirse en maestra/o. Actualmente dicho estudiante está matriculada/o en un curso que prepara a futuros maestros en el campo de la evaluación. Parte de esta preparación incluye el evaluar a los niños en el proceso de la lecto-escritura. Uno de los trabajos que tienen que completar para recibir su título de maestro es de analizar las destrezas de lecto-escritura de los niños. Es por esta razón que usted recibe esta carta en la cual se solicita su permiso para que su hija/o pueda participar en esta actividad.

Nuestro estudiante universitatrio le hará preguntas a su hija/o con respecto a las experiencias que ha tenido su hija/o en la lectura y escritura, y evaluará estas destrezas. Para evaluar la lectura, su hija/o tendrá que leer un pasaje de un cuento y contestar algunas preguntas. Para evaluar la escritura, su hija/o tendrá que escribir un párrafo acerca de un tópico que le interese. El estudiante universitario no es especialista en lecto-escritura, solo recopilará datos que usará para analizar el nivel de aprendizaje de un niño. De esta manera, el estudiante universitario podrá aumentar su capacidad para entender mejor las necesidades en la lecto-escritura de los estudiantes.

En este studio no hay ningún riesgo previsible para su hija/o. Los beneficios de dicha evaluación podrían incluír ayuda especial para que su hija/o mejore su capacidad académica en la lecto-escritura. Su participación también podría ayudar a la maestra/o de su hija/o a entender mejor las necesidades en la lecto-escritura de los estudiantes.

La participación en este proyecto es completamente voluntaria, de tal manera que su hija/o podrá dejar de participar cuando quiera, sin ninguna consecuencia negativa. Su decisión de permitir o impedir que su hija/o participe no ejercerá ninguna influencia en sus calificaciones, el trato que recibe, o cualquier otro aspecto de su proceso escolar. Para asegurar confidencialidad total, todos los nombres de los estudiantes serán eliminados. La información recopilada estará a su disposición si desea verla. Si tiene preguntas o desea mayor información acerca de este estudio, por favor comuníquese con [instructor's name] en la Universidad Estatal de San Marcos, [instructor's phone number]. Este proyecto ha sido aprobado por la Junta Directiva Institucional (un comité universitario de protección a participantes en proyectos de investigación). Si tiene preguntas acerca de sus derechos como participante en esta investigación, puede dirigírselas al Presidente de la Junta Directiva, (760) 750-8820.

Se le otorgará una copia de este formulario.

Por favor marque uno:

_____ Doy permiso de que mi hija/o, _____ ,
participe en el estudio. Todas mis preguntas con respecto al estudio han sido contestadas.

_____ No doy permiso de que mi hija/o participle en el estudio.

_____
Nombre del participante (EN LETRA DE MOLDE)

_____
Firma del participante

_____
Firma del padre o encargada/o   Fecha

_____
Firma de la (del) investigador/a

What are you learning to do in reading? [writing]

How are you learning it? Who is helping you?

What is easy about reading, what's hard? [writing]

What do you do before you start to read? [write]

While you are reading, if you come to a word that you don't understand or don't know, you _____ [writing]

How can you tell when someone is a good reader? [writer]

_____ is a good reader because _____

Do you think _____ ever comes to a word that s/he doesn't know?

If _____ comes to word s/he doesn't know, what do you think _____ does?

What would your teacher do to help someone who doesn't know a word while s/he is reading? [writing]

What do you do to help yourself understand and/or remember a story after you have read it?

Do you think that you are a good reader? [writer] Why or why not?

What would you like to learn to do next as a reader? [writer]
How do you think you will learn it? (will someone help you?)

¿Que estas aprendiendo hace en la lectura? En la escritura?

¿Como estas aprendiendo? ¿Quien te ayuda?

¿Que es fácil acerca de la lectura? (Escritura?)   ¿Que es dificil acerca de la lectura? (Escritura?)

¿Que haces antes de empieza a leer? ¿Que haces antes de empieza a escribir?

¿Cuando lees, si llegas a una palabra que no entiende o no sabes, tu_____

¿Como sabes cuando alguien es un buen lector? (Escritor?)

Es un buen lector porque _____

¿Piensas que _____ encuentra una palabra que no entiende/sabe?

¿Si _____ encuentra una palabra que no sabe o entiende que piensa que hace?

¿Que haría tu maestro/a para ayudar a alguien que no sabe una palabra mientras ella o el lee?

¿Que haces para ayudarte a ti mismo/a para comprender o recordar un cuento despues que lo has leído?

¿Piensas que eres un buen lector/escritor? ¿Porque o porque no?

¿Que te gustaría aprende como lector? (Escritor?) ¿Como piensas que lo aprenderas? ¿Te ayudara alguien ?

CASE STUDY RUBRIC

Case Study Components	Needs Improvement	Approaching	Meets
Reading Survey	A loosely structured paragraph that summarizes student responses to the attitude survey.	A paragraph using information gathered using the reading attitude survey. 3 findings are identified but not specifically supported by data from the interview.	A well-developed paragraph using information gathered using the reading attitude survey. The paragraph identifies and describes 3 important findings. Each finding is supported by data from the interview.
Oral Language Sample	A loosely structured paragraph which summarizes some aspects of student's speaking.	A paragraph using information gathered using the oral language sample. Findings in each of the 4 areas are identified but not specifically supported by data from the sample.	A well-developed paragraph using information gathered using oral language sample. The paragraph describes the willingness to talk; the clarity of expressing his/her ideas; the amount of prompting you had to do; and the kind of responses the child made. Each finding is specifically supported by data from the sample.
Writing Sample	A loosely structured paragraph which summarizes some aspects of the student's writing.	A paragraph using information gathered using the writing sample. Findings from each of the three areas are identified but not specifically supported by data from the sample.	A well-developed paragraph using information gathered using the writing sample. The paragraph identifies and describes the depth and clarity of ideas; level of organization; use of conventions. Each finding is specifically supported by data from the sample.
IRI Word List	A statement that does not provide the needed information.	A statement using information gathered using the word list. The statement identifies only part of the needed information.	A statement using information gathered using the word list. The statement identifies the level at which the student first tested "instructional" and states the grade level to begin reading passages.
IRI Comprehension	A graph identifies reading levels that are incongruent with the IRI comprehension scores.	A graph using information gathered using the IRI comprehension of reading passages. The graph identifies some of the needed information.	A graph using information gathered using the IRI comprehension of reading passages. The graph identifies the grade level(s) in which the student scores independent, instructional, frustration.
IRI Miscue Analysis of Reading Passages	A graph identifies reading levels that are incongruent with the IRI miscue analysis scores.	A graph using information gathered using the IRI comprehension of reading passages. The graph identifies some of the needed information	A graph using information gathered using the IRI miscue analysis of reading passages. The graph identifies the grade level(s) in which the student scores independent, instructional, frustration.

Case Study Components	Needs Improvement	Approaching	Meets
Data Analysis and Recommendations	Loosely structured paragraphs using some data and little analysis. 1. Identifies 1-2 strengths 2. Identifies 0-2 needs 3. Describes 0-1 Recommendations with no explanation of how it uses strengths and helps 1 need.	3 paragraphs using information gathered from ALL assessments and analyzed using the Data Analysis Grid. 1. Identifies 3 strengths but not supported by data. 2. Identifies 3 needs but not supported by data. 3. Describes 2 instructional recommendations but does not explain how they use strengths and help 1 need.	3 well-developed paragraphs using information gathered from **ALL assessments and** analyzed using the **Data Analysis Grid.** 1. Identifies and describes 3 strengths as related to literacy. Each is supported by specific data. 2. Identifies and describes 3 needs as related to literacy. Each is supported by specific data. 3. Describes 2 instructional recommendations. Explains how recommendations utilize identified strength(s) and helps 1 identified need.
Instructional Plan	A loosely structured paragraph that inadequately describes one instructional plan to implement the identified recommendation.	A paragraph using 1 of the identified instructional recommendations. The paragraph describes one instructional plan to implement the recommendation. 1. Goal is stated. 2. Description of how to incorporate recommendation into literacy instruction not appropriate and/or research based.	A well-developed paragraph using 1 of the identified instructional recommendations. The paragraph describes one instructional plan to implement the recommendation by 1. clearly stating your goal(s) in helping the child 2. describing HOW you will incorporate the recommendation into your literacy instruction using appropriate and research-based methods.
Appendix	Appendix incomplete	Appendix incomplete	All specified assessment records are filed in appendix.