

California State University San Marcos
College of Education
EDMS 540
Fall 2001

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Office Hours: Thursdays, 5:00-6:00

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Mission of the College of Education at CSUSM. The mission of the College of Education Community is to transform public education by preparing thoughtful educators advancing professional practice. We are committed to the democratic principles of educational equity and social justice for all learners, exemplified through reflective teaching, learning and service. We value diversity, collaboration, professionalism and shared governance.

CLAD Emphasis. In 1992, the College of Education voted to infuse Cross-cultural, Language and Academic Development (CLAD) competencies across the curriculum. The CLAD competencies are attached to the syllabus and the competencies covered in this course are highlighted.

Course Description: This course is for students to develop an understanding of the theory, methodology and assessment of English language arts and second language learning in an integrated and inclusive classroom.

Required Materials: Cunningham, Pat, *Classrooms That Work*
Cunningham, Pat, *Phonics They Use*
Fountas, I.C. & Pinnell, G., *Guided Reading*.
Templeton, S., Bear, D. Invernizzi, M. Johnston, L.
Words Their Way. Prentice Hall.
California Dept. of Education: *Language Arts Framework
And Standards*
Caldwell, J., Leslie, L., *Qualitative Reading Inventory-III*

Attendance Policy: The attendance policy of the College of Education: Due to the dynamic and interactive nature of course in the COE, 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. If you miss two class sessions or are late (or leave early) more than three sessions, you cannot receive a grade of "A". If you miss three class sessions, your highest possible grade is a "C+". Should you have extenuating circumstances, contact me as soon as possible.

Course Requirements

1. Attendance: (10 Points) This class is where you must learn the content of reading and writing instruction. The end result of your studies in the credential program is the issuance of a license to teach in the State of California. There are quite a few requirements of beginning teachers in this state. Not only must you be licensed, but also you must pass a test in reading Language Arts (RICA – Reading Instruction Comprehensive Assessment). I plan thoroughly and carefully to ensure that you get the best preparation

program and will be confident in teaching reading and writing to children. Therefore, I expect you to be in class and be on time. According to the attendance policy of the College of Education (described above), any student who misses **two classes** will be unable to obtain an A in the course.

2. Participation: (10 Points) You will be asked to participate in a variety of group activities, all of which will have direct applicability to your teaching in the classroom. Please plan on being an on task group participant. I expect you to read the assigned readings prior to each class session. I will not be asking you to write responses to your readings because you are professionals. You will be making that transition from student to teacher and it begins here. I am asking that you approach this class as a professional teacher. A true professional teacher accepts the responsibility of being a lifelong learner and keeps current on issues that affect students and their learning.

3. Completion of Course Assignments (see detailed explanation below). The course assignments were designed to provide a variety of learning and teaching opportunities in classroom settings. You will present a portfolio of your work at a small group conference on December 13th.

Course Assignments

1. Student Assessment [Will be a part of the portfolio] (40 Points)

This is a very important assignment because you will conduct individual assessments and work individually with students when you teach. Please select a student who is experiencing difficulties with reading. The first draft of your assessment project is due **October 25th** and the final (based on revising data already obtained from the student, and our feedback) is due on **December 13th**

Guidelines for Developing the Student Assessment Project:

1. Select a student who is experiencing reading difficulty.
2. Obtain written parental permission to work with this student. A form is attached to this syllabus.
3. Use the reading and writing interview (attached to this syllabus) with your student. Ask the questions. Record the answers on tape and write up the responses as part of your project. You will want to draw some implications from the interview in relation to your observations and interactions with the student. How are the responses made by your student in the interview reflected in his/her writing, reading and miscues?
4. Implement the following **Assessment Procedures with Grades 1-6:**

Important: Take notes as you work with your student. Include your anecdotal notes (for example, your student's behavior during the activity, reactions to the activity, comments, etc.) in your analysis of the student and in your design of an appropriate instructional plan. Record all the student's oral responses on tape. Don't try to assess the child in only one day. If you think the child is getting tired, stop the assessment for the day 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.

4.1 Word list. Use the *Qualitative Reading Inventory-III Examiner Word List*. Use the word lists to ascertain the level at which you will have your student begin to read the reading passage. *Start at 2 grade levels below your student's grade level.*

4.2 Miscue Analysis. Use an expository and narrative text from the *Qualitative Reading Inventory-III*. The text selection will be based on your child's word list score. *Start at 1 grade level below your student's word list score* (or ceiling level -- where s/he missed 20% of the words).

Recording and Analysis. Listen to the tape. Record the miscues on a piece of paper containing a duplication of the reading selection. Use the *Qualitative Reading Inventory-III Form* to record and analyze the miscues. Analyze the miscues made by your student using what you know about this student. What cues did your student use to make meaning? What are the strengths of your student? Write your analysis in a clear manner. As you write your analysis, consider your original reading interview and consider how the answers given by the student during the interview connects to the miscues. Also consider the quality of the retelling and how you think that is related to the miscues.

4.3 Retelling. **Before your student reads the expository or narrative text, be sure to tell him/her that you will be asking him/her to retell the story.** Ask the comprehension questions as listed in the *Qualitative Reading Inventory-III*.

Analysis. Transcribe the retelling word for word, designating who is talking (T for teacher or you, and S for student). Use the *Qualitative Reading Inventory-III story retelling form* to assess reading comprehension and story structure.

4.4 Writing Sample. 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. Personal writing encourages more writing. Students can draw if they want to. You will want to see what stage of writing the child is in as well as the child's ability to manipulate this abstract type of language. See TVUSD's writing rubric as a guideline to organize your analysis.

4.5 Spelling Sample. Obtain a spelling sample using the Bear test from *Words Their Way*. You will then analyze the spelling sample for stage of development and orthographic knowledge.

** Kindergartners (and other emergent readers) – Use Clay's Observation Survey. You will assess the child's (1) letter knowledge, (2) concepts about print, (3) writing vocabulary and (4) ability to hear sounds in words (or dictation). You will also assess the child's (5) oral language (follow the directions in 4.5 "a" and "b"), and (6) reading, miscue analysis and reading comprehension.

To assess the child's reading, you will need to ask the child's master teacher for a list of books (at least 3) at the child's reading level that s/he has not read yet. Select one of the books. Type the book's story on a separate piece of paper to facilitate your recording and miscue analysis of the child's reading. Before asking the child to read the story, first ask him/her to look at the pictures – it will support his/her reading and meaning-making. Record the child's reading and miscues on the typed paper. After the reading, ask comprehension questions about the story. You will have to use the content of the story and your judgment to guide follow up questions and prompts. You might include the following prompts: Tell me about the story or everything you that remember about the story. What happened next? Is there anything else you can remember? Show me the page that has your favorite part of the story – why did you like it? What happened in this page?

Design an instructional plan for your student. You are the teacher. Knowing what you know about your student as a result of the assessment, what areas should an appropriate instructional plan focus on? Why? Make sure to use (and refer to) the standards in the Reading/ Language Arts Framework for CA Public Schools for your child's grade level to guide you as you design the intervention plan.

Your Reflection. Based on your classroom observations of reading and writing as well as on what you learned in the assessment process, how do you feel the knowledge you have gained will help you as a-soon-to-be first year teacher?

The assessment project should have these parts:

1. The interview/survey
2. The assessment procedures (for grades 1-6 or kindergarten/emergent readers): word list, miscue analysis, retelling/ reading comprehension, writing sample, spelling sample
3. The analysis of the assessment procedures. You need to include transcriptions and the child's writing.
4. The Instruction/Interventions for reading, writing and spelling
5. Your reflection on the entire process of the case study.

2. Lesson Plans. [Will be a part of the portfolio] (40 Points)

You will write six lesson plans. One lesson should be based on your instructional plan for the student assessment project. You will write a lesson for a small group activity that takes into account your child's special needs. The rest of the lessons must be with the whole class.

Because lesson planning may be unfamiliar to some of you but is so important to teaching, you will learn how to write reading lesson plans in class.

Important: Your lessons must 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 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?

First drafts due: Each class meeting. Final drafts due: December 13th. You will share one of your lesson plans with a small group of your colleagues in class. Bring copies of your lesson plan for the whole class.

3. 15 Hours of Classroom Observations as Related to Class Content. [Will be a part of the portfolio] (15 Points)

As described in the University *Student Teaching Handbook*, we require that you spend time watching teachers instruct children in the reading/writing process. Find out about the program that is being used, how students are being grouped for reading at that grade level, what assessment was used to group students, and what safety nets are being used if the student(s) need/s them. Be able to describe what you see and how your observations are related to reading/writing instruction. A reflection is required. You are asked to reflect on the context or learning environment in which instruction takes place. How does the context of the classroom support the literacy development of children? In order to support the observation process and its relationship to class content, you will be asked to briefly share your classroom observations in class. That is, as we cover each topic on the syllabus, you will be asked to look for examples of classroom-based instruction. ***Be aware that the observation participation phase of your student teaching can provide lots of data for your Reading Instruction Portfolio. Due: December 6th***

4. Reading/ Language Arts Portfolio. (60 Points)

The objective of this portfolio is for you to DEMONSTRATE your learning and understanding of reading and language arts, and each of the components of the California Reading Initiative. **The portfolio will include all the assignments described above as well as the requirements listed below.**

Due: December 13th - it will be shared in a portfolio interview.

What is a portfolio?

A portfolio is...

- An organized, systematic collection of work
- Some personal reflections on the work, enriched through collaboration
- A story of progress and effort
- Evidence of mastery of the curricular area

What are the purposes of a portfolio?

A portfolio can be a...

- Receptacle to collect or hold work for reflection and self-assessment, or personal use
- Display of best works or the highest achievement for customized and attractive collections of information for certification, professional advancement, or formal evaluation
- Statement of growth and mastery of curricular area

Why will the Reading Evaluation Portfolio be valuable?

The portfolio will...

- Hold all documents generated from course work and requirements in EDMS 540
- Provide assessment and accountability for the knowledge, skills, and abilities to teach a comprehensive, balanced reading and language arts program

What will be the outcome of the Reading Evaluation Portfolio?

The portfolio will be a place to...

- Organize assignments and resource materials about the teaching of reading and language arts
- Act as a reference or guidebook for classroom practice
- Revisit personal reflections and goals

What will the Reading Evaluation Portfolio contain?

The portfolio must have an introduction and at least thirteen main sections, each one representing a main component of a comprehensive, balanced reading program. CLEARLY identify all sections with file labels or notebook dividers. With the exception of the introduction, each section must contain a "learning story" (see the attached) and related documents, such as class handouts and assignments. The introduction will consist of the following:

- Three to five personal goals for reading instruction during your first year of teaching
- Action plan for professional growth as a teacher of reading and language arts

How will the Reading Evaluation Portfolio be organized?

In addition to the introduction and the other sections, the portfolio must have the following:

1. Title page:
 - University
 - Full name and date of submission (December 13th)
2. Section titles:
 - Phonological Awareness
 - Concepts about Print and Letter Recognition
 - Systematic, Explicit Phonics and Other Word Recognition Strategies
 - Structure of the English Language
 - Vocabulary Development
 - Spelling
 - Comprehension and Higher-Order Thinking
 - Student Independent Reading
 - Appropriate Instructional Materials
 - Assessment and Diagnosis of Reading Development
 - Planning and delivery of appropriate reading instruction based on assessment and evaluation
 - Research on how children learn to read. Implications this research has for you as a teacher.
 - Research on how proficient readers read. Implications this research has for you as a classroom teacher.

How will the Reading Evaluation Portfolio be evaluated for growth and achievement?

The following rubric will evaluate teacher candidates' content and pedagogical knowledge:

Distinguished (A) — all learning stories and documents for categories are clear, accurate, and thorough; portfolio shows conscientious preparation

Proficient (B) — most learning stories and documents for categories are clear, accurate, and thorough; portfolio shows adequate preparation

Unacceptable (C) — evidence of little effort in preparing portfolio (incomplete or inaccurate learning stories and documents)

Grading: Points
 Student Assessment 40
 Lesson Plans 35
 Classroom Observations 15
 Reading/ Language Arts Portfolio 60
 Attendance 10
 Participation 10
 Total 170

Grading Scale:	
160-170 = A	136-139= B-
154-159= A-	130-135 = C+
149-153= B+	125-129= C
140-148 = B	120-124= C-

