CALIFORNIA STATE UNIVERSITY, SAN MARCOS
COLLEGE OF EDUCATION

EDMX 622: Literacy Education for Education Specialists
Class Location: University Hall 439
Course Days/Time: Thursdays 5:30-8:15
Spring 2010: Add-On Section
CRN 22498

Instructor: Toni Hood, Ed. D.   **Office: UH 408**   **Phone: 760-750-8513**
E-Mail: thood@csusm.edu   **Office Hours: Thursdays 3:30-4:30 and arranged**

Furlough Statement

Due to the devastating effects of current budget crisis in California, CSU faculty has been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. CSU faculty are prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on furlough days.

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [http://www.csusm.edu/budgetcentral/] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

The following are my 9 furlough days for the Spring 2010 semester:
January 15 (F); January 19 (T); February 11 (Th); March 23, 24, 25, 26 (T-F); April 5 (M); April 8 (Th)

College of Education Mission

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 autism spectrum disorder and students who have atypical patterns of language and literacy development. Strategies will be provided for using literacy across the curriculum in inclusive and responsive Pre-K-12 classroom environments.

Course Prerequisites
EDMS/EDMX 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 EDMS or EDMX 521.

Course Objective # 1
Given the pedagogy and experiences of EDMX 622, Level I Education Specialist Credential Candidates are expected to meet all of the 15 Literacy Goals required by the State of California (see below) as demonstrated in reflection journals completed during class sessions.

The focus of each course session is related to the given Goals, or outcomes, of EDMX 622 (see below). These Goals are aligned with the knowledge, skills, attitudes, and values expected of public school teachers who teach reading and language arts to Pre-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 candidates regarding candidates' reflections. The journals will be collected by the instructor at scheduled and/or unscheduled times during the course. It will be each candidate's responsibility to complete weekly entries during the allotted period of class sessions.

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.

Course Objective # 2

Given the pedagogy and experiences of EDMX 622, Level I Education Specialist Credential candidates are expected to develop effective instructional skills to accommodate, develop, and improve the literacy skills of students with autism spectrum disorder (ASD), as demonstrated through the Best Literacy Practices for Students with Autism Partner Presentation (Report & Modeling) assignment, and other class activities.

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

1. Kluth, P., & Chandler-Olcott, K.(2008). *A land we can share: Teaching literacy to students with autism.* Baltimore: Paul H. Brookes.
2. Tovani, C. (2004). *Do I really have to teach reading? Content comprehension, grades 6-12*. Portland: Stenhouse.
3. Children's Books (To be purchased for total of $15.00 in first class session from instructor):
    a. Himelblau, L. (2005). *The Trouble Begins.* New York, NY: Delacorte Press.
    b. Krausz, M., & Hood, T (2008). *The DECODERs' First Adventure: A Flight of Greed and Glory.* Loretto, PA: Star Publish LLC.
4. California Reading/Language Arts Framework (2007): http://www.cde.ca.gov/CI/cr/cf/documents/rlafw.pdf

NOTE: Each candidate must have an active TaskStream Electronic Portfolio account for this credential program. If you are new to the program, you _**must register & pay fee online prior to the second class:**_ at www.TaskStream.com (Register for 2-yr minimum when commencing your Level I Program.)

TaskStream Resources
   a. **General TaskStream Directions**:
       http://lynx.csusm.edu/coe/eportfolio/Task.Stream.Directions.htm
   b. **How to Write TaskStream Narratives**:
       http://lynx.csusm.edu/coe/eportfolio/Narrative.Directions.htm

Web Resources and Recommendations
During this course, you may also need to access and use the following specific web sites:

1. Individuals with Disabilities Education Improvement Act of 2004
    http://www.edlawrc.com/special_education.htm
2. Literature Circles Resources: http://www.litcircles.org/
3. NCTE Principles of Adolescent Literacy Reform:
    http://www.ncte.org/library/files/About_NCTE/Overview/Adol-Lit-Brief.pdf
4. When Older Students Can't Read (LD Online) http://www.ldonline.org/article/8025
5. Strategies that Work for Students Grade 9-12 with Dyslexia (LD Online)
    http://www.ldonline.org/article/6371
6. Helping Your Teenager Write Better (NCTE)
    http://www.ncte.org/library/files/Parents_Students/tips-parents.pdf
7. Journaling: http://www.sdcoe.k12.ca.us/score/actbank/tjournal.htm
8. Council for Exceptional Children: www.cec.sped.org
9. Speech and Language Disabilities: http://old.nichcy.org/pubs/factshe/fs11txt.htm
10. Visual and Performing Arts Standards: http://www.cde.ca.gov/ci/vp/im/vpastdmps.asp
11. Citing Research: http://citationmachine.net/
12. The abridged version of The American Psychological Association (APA) Manual:
    www.apastyle.org

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.

STUDENT LEARNING OUTCOMES

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

Level I Education Specialist Standards
All Level I Education Specialists Credential Candidates are responsible for Posting Responses to Level I Standards in TaskStream in each course. For EDMX 622, 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, Class Activities**
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, Class Activities**
Standard 25: M/M	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; Autism Assignment; Class Activities**

EDMX 622 Additional Level I Standards Interface *(No TaskStream submission required for these for EDMX 622.)*

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.

Accommodations and Policies

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.

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 every 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.

	Points Value:
Course Attendance, Professionalism, & Participation	15
Literature Circles Activities (Reading 2 course children's novels required)	20
Autism Online Class	20
Best Literacy Practices for English Learner with SLD (Report & Modeling)	20
Response to Intervention Position Paper	25
TaskStream Postings (7A, 23, 25 – Mild/Moderate)	Required for Grade Assignment
Total Points:	100

No course grade may be less than a C+, and a B- average must be maintained to earn a credential. Candidates earning less than a C+ in any credential program course must repeat the course. Please refer to your University Catalog for further details regarding grading policies.

In EDMX 622, the following grading standards apply:
A = 93-100%
A- = 90-92
B+ = 87-89%
B   = 83-86%
B- = 80-82%
C+ = 77-79%
All University Writing Requirement: Every course at the university must have a writing requirement of at least 2500 words. This course meets that requirement through the assignments noted above.

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. 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 Program Coordinator, Dean and Associate Dean of the College of Education, and the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

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, 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. **Some assignments will be submitted online; and some will be submitted in hard copy.** Details will be given in class.

Electronic Communication Protocol Electronic correspondence is an important and ever-increasing part of 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.

"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

COURSE ATTENDANCE, PROFESSIONALISM, & PARTICIPATION

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.

BEST LITERACY PRACTICES FOR AN ENGLISH LEARNER WITH SPECIFIC LEARNING DISABILITY

Note: For this assignment, you will be using the given information from the Case Study of "Marcus." Marcus is an English learner who has been diagnosed as having specific learning disability (SLD). His written and oral communication skills are considerably affected by both his lack of fluency in receptive and expressive English language skills, as well as his SLD. He has been in school in the US for 5 years. He turned 13 years of age on September 20th, and is in **7th** grade this year.

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

- What would you determine to be Marcus' strengths? (There are MANY!)
- What would you determine to be Marcus' 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 Marcus, and specific evidence of each one. Example:

Marcus' Strengths	Evidence of Strengths	Marcus' Weaknesses	Evidence of Weaknesses
List of Marcus' strengths would go in this column.	Etc.	Etc.	Etc.
Uses capital letters to begin written sentences.	Began 12 of 12 written sentences with a capital letter.	Omits oral inflection for final punctuation.	Running record; student did not orally acknowledge terminal punctuation for 6 of 10 sentences.
			…and so on

Part II: Two Best Practices

1. Investigate a given teaching strategy that is, according to your research, text suggestions, experiences, and observations, effective in teaching reading and/or writing to struggling English learners who have specific learning disabilities.
2. Thoroughly describe the strategy. Be sure to include information you have gathered from reviewing the professional literature about your chosen best practice, what you have personally experienced and observed, and summarized commentary from other educators.

Part III: Differentiated Instructional Plan

Based upon your investigation, describe an instructional plan for Marcus that you would co-develop with a beginning English teacher with whom you are co-teaching (and in whose class, Marcus is a student). The plan should include your research-based recommendations about how to improve his reading, writing, spelling, oral communication, and his 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 Marcus.

Your oral research and observation report should include ALL of the following:

- Name and brief description of identified strategy.
- Description of what the research/resources you used had to say: (Consider using text synopsis and Internet discoveries of identified strategy.)
- Discussion of direct contact with teachers about the strategies; OR observation of strategies in use, and overall impressions of effectiveness.
- Description of suggested uses and/or adaptations of strategy reported.

Part IV: What to submit to the instructor
You will submit:
- one hard copy of your table of strengths, weaknesses, and evidence to the instructor following your presentation to the class; and
- a differentiated instructional plan

RESPONSE TO INTERVENTION POSITION PAPER

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 of the *Six Guiding Principles of RtI* from the International Reading Association (IRA) Oct. 2009:
- *http://www.reading.org/Libraries/Resources/RTI_brochure_web.sflb.ashx*
- Read the *Responsiveness to Intervention and Learning Disabilities* Position Paper (2005) from the Learning Disabilities Association (LDA) at: http://www.ldaamerica.org/pdf/rti2005.pdf
- *Develop* a professional position paper (3-5 pages) to address your Board of Education's reluctance to implement RtI in your district. The paper should *present your argument* in favor of RtI implementation, and be framed on a professionally well thought-out synthesis of the information provided you by the guest lecturer and in the readings noted above.
- Within your paper, *address* at least 2 common concerns about RtI that you discovered through your attentive listening and readings. Highlight them on your paper as "Common Concern #1" and "Common Concern #2."

Technical Requirements:
- Length of paper: Minimum 3 pages, maximum 5 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) or (.docx)
- Staple paper in upper left-hand corner.
- Do not submit with any covering.
- Edit very carefully for spelling and grammar accuracy. (It is expected you will submit an error-free paper. Your grade will reflect your success in this area. Using spellcheck/grammarcheck and having someone else proofread it for you are suggested.)

TASKSTREAM PORTFOLIO (REQUIRED IN ALL CREDENTIAL COURSES) (Required in EDMX 622 for Grade Assignment)

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.*

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.

Furlough days: 1/15, 1/19, 2/11, 3/23-26, 4/5, 4/8
Tentative Course Schedule: SPRING 2010

Bring all texts, class novels, and a writing journal to every face-to-face class.
If possible, also bring a laptop.

Text References: FWK = Frameworks   KC = Kluth & Chandler-Olcott   T = Tovani
Novels: KH = Krausz & Hood   H = Himelblau

Date	Topics	Activities	Readings	Assignments Due
Session 1 Date: 1/21	**Goal #1: Characteristics of children with special learning needs.** **Goal #15: Developing respect for every student** *Course Overview/Text Preview* *Review of Disability Categories* *Literature Circles: A Primer*	**QW[1]:** Person-First Language "Who am I? What do I need?" Literature Circles-DVD activities SSR[1]: KH/1-3 Lit. Goals: Journal SSR[2]: KC/Intro-3	Course Schedule **In-class readings only today as follows:** KC/Intro KH/1-3 http://www.litcircles.org/Overview/overview.html	**Bring texts, journal, and course novels to class** **Bring Disability Matrix from EDMX 512 to class**
Session 2 Date: 1/28	**Goal #2: The California Language Arts Framework and Standards (2007)** *Effective LA Instruction* *Jasmine:* http://navicast.edtech.sandi.net/mov.php?mid=317&aid=332&cat=00004&br=256 *Universal Access to Reading and Writing*	Lit. Circle: KH 1-3 Frameworks Structure & Content **QW[2]**: Becoming Literate - Reflections Lit. Goals: Journal	In-class reading: FWK: Ch. 1, 2, and 7 http://www.cde.ca.gov/CI/cr/cf/documents/rlafw.pdf	
Session 3 Date: 2/4	**Goal #9: Designing & adapting responsive instruction & classrooms** **Goal #11: Understand middle and secondary language & literacy issues in today's classrooms.** **Goal #12 Develop an**	**QW[3]:** The Spelling Bee Sharing Oral Reflections on RRR Listening Skills Ppt. + **QW[4:]** What Good Listeners Do	T/Ch. 1 FWK: 1, 2, 7	KH/Ch 4-7

13

	appreciation for all learners to experience success in middle and secondary classrooms. *Best Practices for English Learners* *Pros & Cons of Spelling Bees & Round Robin Reading* *Listening Skills* *Issues in Middle and High School Literacy Learning*	Group Work: Designing a responsive env't. for literacy learners Supporting English Learners: KWL http://navicast.edtech.sandi.net/mov.php?mid=317&aid=332&cat=00004&br=256 (ELD Lesson Gr 5) http://www.betterhighschools.org/docs/NHSC_HighSchoolLiteracy.pdf		
Session 4 Date: 2/11 **Furlough Day**	*Response to Intervention*	*RtI* [online resources]	T/ Ch. 7 IRA : *http://www.reading.org/Libraries/Resources/RTI_brochure_web.sflb.ashx* LDA : http://www.ldaamerica.org/pdf/rti2005.pdf RtI vs. Discrepancy Model : http://www.ldinfo.com/rti.htm	Online class
Session 5 Date: 2/18	*Do I Really Have to Teach Reading?* *Reading and Writing with Purpose* *Comprehension Elements* *Guest Speaker:*	Reading to children and youth SSR & Lit. Circle: KH/4-7 Lit. Goals: Journal	T/"What Works" Ch. 2&3	

	Dr. Marjorie Krausz	SSR: KH/Ch. 8-end		
Session 6 **2/25**	*Group Work that Grows Understanding* *Co-Teaching Literacy* **Goal #13 Develop effective collaboration skills which will assist in positively influencing language and literacy curriculum decisions in today's schools.**	*Co-Teaching* [Ppt + Friend article] Lit. Goals: Journal		
Session 7 **March 4** **Online Class**	*Autism Models; Understanding Differences & Values of Literacy for Students with Autism* *Promoting Literacy in Inclusive Classrooms*	See assignment in your email	KC/pp. ix-xxvii; Ch. 1-3	**Submission of partner's paper and completed rubric** to instructor by 3/7 [midnight] via email : thood@csusm.edu
Session 8 **Date: 3/11**	**Goal #3 Gain an understanding of how patterns of typical and atypical language development influence students academically, socially, and behaviorally in today's classrooms** **Goal #6 Become sensitive observers of children's language-using behaviors**. *Typical & Atypical Language Development* *Literacy: Speech and Oral Language* *Observing Children's Language Behaviors*	View video: *Who Needs to See the Speech Clinician?* SSR: H/pp, 1-60 Lit. Goals: Journal	KC/Ch. 5 &6 T/ Ch. 5 & 6	
Session 9 **3/18**	**Goal #4 Become familiar with current approaches to the teaching of reading and writing of children with special learning needs.** *Reading, Writing, and Representation* *What Do Good Readers*	QW^5: **Instructional Purpose & BP Strategies** Lit. Circle: H/pp.1-60 Tovani's Teaching Points: Jigsaw Writing Approaches Lit. Goal: Journal		

	Do?	SSR: T/Ch. 4		
Session 10 3/25 **Furlough Day** **No Class Meeting**	*Begin Best Practices in Literacy assignment*	Further instruction to be given before 3/25 class		
Session 11 4/8 **Online**	*Accessible Text* *Determining Readability*	Readability Formulas Readability assessment of school texts Further instruction to be given in class	T/Ch. 4 Readability: http://school.disc overyeducation. com/schrockgui de/fry/fry.html	Apply readability formula to one actual school textbook (gr. 4-12) or novel listed on CA 9-12 reading list; Write reflection
Session 12 4/15	**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.** *Text Sets* *Literacy Assessment & Instructional Design*	Text Sets discussion and demonstration Assessment Explorations: Formal and Informal Assessment Debates Lit. Goals: Journal Lit. Circle: H/pp. 61-88 SSR: H/pp. 89-138	H/pp. 61-88 T/Ch. 8 KC/Ch. 4 FWK/Ch. 6& 9	Develop a TEXT SET to bring to class; Prepare to explain your choices (Purpose, theme, use) @4-8 different books Survey your school setting. Bring a compiled list of formal and informal literacy assessments gathered from your school.
Session 13 4/22	**Goal #10 Translate language & literacy assessment & evaluation results into effective instructional goals & objectives for all learners.** **Goal #14 Develop ability to select appro. materials & instruct'l strategies to meet indiv.**	Lit. Circle: H/pp. 89-138 Some class time devoted to BPRs		

	student's needs *Best Practices in Literacy Literacy Assessment & Instructional Design (cont.)* *Using the Framework when preparing BPR and designing instruction*			
Session 14 4/29	Best Practices Small Group Presentations and Peer Evaluations	Small Group Presentations and Peer Evaluations	H/pp. 139-200	BPR Group Presentations BP handout sent via email to classmates and instructor
Session 15 5/6	*Integrating the Curriculum* *Text Sets Redux* *CA K-12 Literary Genres* *Integrating Literacy and the Visual and Performing Arts: Autism the Musical* *Review & Closure*	Final Lit. Circle: H/139-200 Lit. Goals: Journal Completion View Part 1 of *Autism the Musical*	Genres: http://www.cde.ca.gov/ci/rl/ll/litrlgenres.asp Preview the VAPA Standards At: http://www.cde.ca.gov/ci/cr/cf/documents/vpaframewrk.pdf	Submit Journal at **beginning** of class today TaskStream: Standards 7A, 23, 25 Course Evaluation