



SCHOOL OF EDUCATION

*Engaging diverse communities through leading and learning for social justice.*

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[www.csusm.edu/education](http://www.csusm.edu/education)

<b>Course Number</b>	<b>EDMX 622 Section 1, Concurrent</b>
<b>Title</b>	<b>Literacy for Education Specialists</b>
<b>CRN Number</b>	<b>CRN # 20865</b>
<b>Days</b>	<b>Monday</b>
<b>Time</b>	<b>7:30 – 3:00 p.m., evening sessions 5:00-8:50 p.m.</b>
<b>Course Location</b>	<b>Twin Oaks Elementary/Evening UH 444</b>
<b>Semester / Year</b>	<b>Spring 2015</b>
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**SCHOOL OF EDUCATION MISSION & VISION STATEMENT**

*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

**BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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### COURSE DESCRIPTION

Focuses on developing an advanced understanding of theory, methodology, and assessment in English Language Arts in integrated and inclusive K-12 classrooms.

#### **Expanded Course Description**

EDMX 622 includes significant additional instruction that relates specifically to special education. Candidates explore strategies for teaching all facets of language arts: speaking, listening, reading, writing, thinking, and collaborating (although these are artificial separations), paying particular attention to scaffolding student learning for access and success.

Candidates are provided instruction and experiences to a) become skilled in observing students' language use behaviors; and b) use materials, strategies, and adaptations in approaches to language and literacy instruction for K-12 learners, including those who have various special learning characteristics. Emphasis is on students with autism spectrum disorders and students with atypical patterns of language and literacy development.

EDMX 622 addresses Education Specialist Program Standard 9: Preparing to Teach Reading/Language Arts and supporting candidates' successful completion of the Reading Instruction Competency Assessment (RICA) assessment as well as additional Program and Mild/Moderate Education Specialist standards.

### **Credit Hour Policy Statement**

Per the University Credit Hour Policy:

- Students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.
- The combination of face-to-face time, out-of-class online and field time associated with the course totals to at least the minimum 45 hours per unit of credit.

### **REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS**

American Psychological Association (APA) (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: APA.

Anderson, J. (2011) *10 Things Every Writer Needs to Know*. Portland, ME: Stenhouse Publishers. ISBN: 978-1571108104

Cooper, J. D., Kiger, N., & Robinson, M. (2014). *Literacy: Helping Students Construct Meaning, 9<sup>th</sup> Edition*. Upper Saddle River, NJ: Prentice Hall. ISBN: 978-1-111-35392-6.

\*Note: You should already have this from EDMX 521.

Goddard, P., & Goddard, D. (2012). *I am intelligent: From heartbreak to healing—A mother and daughter's journey through autism*. Guilford, CT: Globe Pequot Press. (Text to be purchased in class)

Johns, J. (any edition). *Basic Reading Inventory*.

- a. If you do not want to purchase the text, we will discuss other ways to access the text in class.

Kluth, P., & Chandler-Olcott, K. (2008). *A land we can share: Teaching literacy to students with autism*. Baltimore: Paul H. Brookes.

### **Selected readings posted on Moodle**

California Department of Education (2014). 2014 ELA/ELD Draft Framework Chapters <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

California Department of Education (2013). *California's common core state standards: English language arts & literacy in history/social studies, science, and technical subjects*. Locate at <http://www.cde.ca.gov/be/st/ss/index.asp>

California Department of Education (2012). *Appendix A: Foundational Literacy Skills for English Learners (with alignment charts for ELD Foundational Literacy Skills and Common Core Reading Standards Foundational Skills)* <http://www.cde.ca.gov/sp/el/er/documents/sbeapdaliteracy.pdf>

California Department of Education (2012). *Appendix [B]— The California English Language Development Standards Part II: Learning About How English Works* <http://www.cde.ca.gov/sp/el/er/documents/sbeapdbhew.pdf>

Duguay, A., Massoud, L., Tabaku, L., Himmel, J., & Sugarman, J. (2013). *Implementing the Common Core for English learners: Responses to common questions*. (Practitioner Brief). Washington, DC: Center for Applied Linguistics.

Freeman & Freeman (2004) *Connecting Students to Culturally Relevant Texts & Cultural Relevance Rubric*.

Freeman and Freeman (2009), *Distinguishing between Academic and Conversational Language* Ch 2 (pages 23 – 44)

Rivera, M. O., Moughamian, A. C., Lesaux, N. K., & Francis, D. J. (2008). *Language and reading interventions for English language learners and English language learners with disabilities*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

### **TaskStream Enrollment and Postings**

The School of Education uses TaskStream to manage candidates' TPE, clinical practice, signature assignment, and disposition assessments. Candidates must be enrolled in TaskStream throughout the Mild/Moderate and Moderate/Severe Education Specialist program(s). Enrollment fees are paid by going to [www.taskstream.com](http://www.taskstream.com) and registering for at least one year. Concurrent candidates and candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for at least two years. After enrolling, access your specially designed Education Specialist program bucket - Concurrent MMS/ES Program 2014-2015 - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter Concurrent 1415 as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password. Add On candidates completing both the Mild/Moderate and Moderate/Severe credentials should enroll for two years. After enrolling, access your specially designed Education Specialist program bucket - Add-On Ed Specialist Credentials 2015-16 - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter AddOn1516 as the program code. If this is the correct program, click the *Enroll* button. The Education Specialist program now will show up on your TaskStream home page when you log in. Be sure to remember your own exact enrollment name and password.

### **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. Candidates successfully completing this program receive a credential with authorization to teach English learners. (*Approved by CCTC in SB 2042 Program Standards, August 02*)

## **COURSE LEARNING OUTCOMES**

Upon successful completion of this course, candidates will demonstrate knowledge and skills in:

KNOWLEDGE - Teacher candidates:

- 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 and the knowledge of reading content including: word analysis, fluency, vocabulary- academic language- and background knowledge, reading comprehension, literary response and analysis.
- Gain understanding of how to learn to read and write in first and second languages.
- Become familiar with how to deliver a comprehensive program of systematic, explicit instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework (2007).
- Become familiar with multiple monitoring measures within the three basic types of assessments (entry-level, progress monitoring, and summative) to determine students' progress towards state adopted content standards.
- Become familiar with differentiated reading instruction and interventions to meet the needs of the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading styles and levels, cognitive styles and levels, and language backgrounds.

**SKILLS - Teacher candidates:**

- Become sensitive observers of children's language using behaviors.
- Demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments to determine students' progress towards state adopted content standards – 1) entry level assessment for instructional planning, 2) monitoring student progress, and 3) post test or summative assessment.
- Analyze and interpret results [of children's reading and writing behaviors] to plan effective and differentiated instruction and interventions.
- Demonstrate knowledge of components of effective instructional delivery in reading, writing, listening and speaking.
- Develop the ability to select appropriate materials and instructional strategies to meet the individual needs of students and use State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention.
- Develop the ability to differentiate literacy instruction in order to provide Universal Access.
- Learn how to organize the classroom for teaching language arts skills to the full range of learners (including struggling readers, students with special needs, English learners, speakers of non-standard English, and advanced learners) who have varied reading levels and language backgrounds

**ATTITUDES AND VALUES - Teacher candidates:**

- Develop an appreciation for natural language abilities children possess for processing and producing print.
- Develop an appreciation for the need and value of integrating reading writing into all curricular areas
- Affirm the importance of a rich environment for an effective language arts program.
- Develop a sensitivity to and appreciation for culturally and linguistically diverse learners.
- Develop a sensitivity to and appreciation for the importance of reading and writing for students' own personal and professional growth.
- Develop a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs

**Preliminary Education Specialist Standards**

The course objectives, assignments, and assessments are aligned with the CCTC standards for the Preliminary Mild/Moderate and Moderate/Severe Education Specialist Teaching credential and the Education Specialist Teaching Performance Expectations.

**Teacher Performance Expectation (TPE) Competencies**

The course objectives, assignments, and assessments have been aligned with the CTC standards for Preliminary Education Specialist Mild/Moderate Teaching 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.

**Teacher Performance Assessment**

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2015-16 academic year the CSUSM credential programs will use either the CalTPA (California Teacher Performance Assessment) or the edTPA (Educative Teacher Performance Assessment).

Check with your program coordinator to determine which assessment is used for your credential program.

**CalTPA**

To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your

success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials may be found on the SOE website:

<http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

### **edTPA**

Beginning in fall 2015, for newly entering initial candidates, the CSUSM assessment system is the edTPA. To assist with your successful completion of the edTPA, a capstone class is part of your curriculum. In this class edTPA related questions and logistical concerns are addressed. Additional support materials are available on the edTPA website:

[http://www.edtpa.com/PageView.aspx?f=GEN\\_Candidates.html](http://www.edtpa.com/PageView.aspx?f=GEN_Candidates.html)

Additionally, to support your success in your credential program and with TPA, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs).

**Note: Add-On candidates who already hold a valid basic teaching credential are not responsible for TPAs.**

### **Assessment of Professional Dispositions**

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

## **PROGRAM STUDENT LEARNING OUTCOMES**

### **Preliminary Mild/Moderate and Moderate/Severe Education Specialist Program**

Upon successful program completion, Preliminary Education Specialist teacher candidates will demonstrate proficiencies in

1. Applying current disability-related federal and state laws, procedures, and ethics pertaining to special education referral and eligibility and Individual Education Program plan development, monitoring, and implementation
2. Using various formal and informal assessment data from multiple sources to a) develop IEP goals based upon individual students' assessed needs and b) monitor student progress toward IEP goal achievement
3. Using knowledge of the characteristics of various disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction to advance student progress toward IEP goal attainment and meaningful participation and progress in the curriculum
4. Differentiating instruction through a) knowledge and application of a variety of instructional and positive behavior support methodologies and b) use of technology inclusive of augmentative and alternative communication systems, applications, and devices
5. Collaborating, coordinating, consulting, and co-teaching effectively with general educators, special education and related service providers, paraeducators, students' families and community agency personnel to maximize communication and instructional quality

## GENERAL CONSIDERATIONS

### **School of Education Attendance Policy**

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates 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 candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

**For this class:** Students missing more than two class sessions will see their grades reduced by one full grade. Absence from more than three sessions will result in a reduction of two full grades.

### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates 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 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates 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 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.

Academic Honesty and Integrity: Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

#### **Plagiarism:**

As an educator, it is expected that each candidate will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

All work in this course must be the original work of the credential candidate. Scanning of student work via Turnitin™ software may be used to verify student authorship and accurate citation of copyrighted materials or thoughts, ideas, and/or work of others. The instructor may require that some assignments in the course be submitted using the built in Turnitin™ software feature. Students making unauthorized copies of copyrighted materials or microcomputer software will receive a failing grade.

### **All University Writing Requirement**

This course ensures that the university’s minimum 2,500-word per course writing requirement is met through the course assignments, reflections, and postings for Education Specialist standards assigned to this course.

## **Graduate Writing Requirements**

The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, papers in graduate classes are expected to adhere to writing and format style guidelines described in the sixth edition of the *Publication Manual of the American Psychological Association* (aka, *APA Manual*). This manual is a required across all graduate-level (600-level) courses.

## **Course Format**

Per the CSUSM Online Instruction Policy, EDMX 622 is considered primarily as traditional (FT) instruction.

## **Necessary Technical Competency Required of Students**

Candidates are required to have the technical expertise to use online browsers (e.g., Firefox) to access information, use the Cougar Courses platform to access and download course content posted at Cougar Courses and submit assignments, and use various forms of technology (e.g., word processing, CSUSM electronic mail, presentation tools such as PowerPoint) to produce course assignments and instruct others for assignments requiring in-class instruction by candidates.

Please save a digital copy of all assignments for your use in your teaching portfolio. Most assignments are submitted online at Cougar Courses; some are submitted both online and in class; at least two assignments are submitted only in class. Details will be given for each assignment in class.

## **Contact Information for Technical Support Assistance**

For technical support assistance, please contact the CSUSM Help Desk. See information on the various ways in which students may get technical support at <http://www.csusm.edu/sth/support/index.html>

## **Use of Technology**

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

## **Electronic Communication Protocol**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own 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 on-line discussion messages you send to your colleagues, to faculty members in the School 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.



1. **Person-First Language.** “Person-first” language (e.g., “Student with Down syndrome” rather than “Down syndrome student”) must be used throughout all written and oral assignments and discussions.
2. **Cougar Courses Use and Class Preparation.** Examine the course Cougar Courses website at least twice weekly for messages and newly posted materials and resources. Download materials needed for each class *prior* to class and bring to class all required resources.
3. **Written Work.** Word-process and keep an electronic copy of all written work. You will want these for your records and use as professional portfolio entries.
4. **Timeliness.** Complete and submit all assignments on the due dates for full credit. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately.
5. **Participation.** Participate actively in class discussions and group activities and demonstrate positive interpersonal skills with classmates, the instructors, and guests.
6. **Peer Buddy.** Select at least two class “buddies” ensure you receive handouts and information if you miss class.  
Buddy’s Name:                      Phone:                      e-mail:  
Buddy’s Name:                      Phone:                      e-mail:

### SCHEDULE/COURSE OUTLINE

For each class, see class topic, readings due for the class, and assignments due for that class. Abbreviations for readings are as indicated above. Topics and timelines may be adjusted based upon class needs.

Dates	Topics	Readings & Assignment Date
<b>1/25/16 DAY SESSION</b>	Introduction to Course  Intro to assignment, "I am intelligent" Book Response  Intro to assignment "Local Understanding Case Study and Principled Lesson Design", in particular Intro to Section A of assignment  Overview of Autism Spectrum Disorder: Definitions, Facts, and Stats (ch 1 K & Ch)	<b>Syllabus</b>  <b>Goddard &amp; Goddard</b>  <b>Kluth &amp; Chandler-Olcott Ch 1:</b> <i>What is Autism?</i>
<b>2/1/16 DAY SESSION</b>	Characteristics Overview (Clinical and First-Person Accounts) Focus on Communication and Social (ch 1 K & Ch)  Characteristics Overview (Clinical and First-Person Accounts) Focus on Sensory, Movement, Behavioral, and Learning  Exploration of how characteristics could affect literacy/language development, learning and performance (ch 1, K & Ch)	<b>Goddard &amp; Goddard</b>  <b>Kluth &amp; Changler-Olcott Ch 1:</b> <i>What is Autism?</i> pgs 12 – 15 on communication & pgs 16 -18 on social & Ch. 5: Focus on Reading, pgs 122 - 123 on comprehension, pgs 113 – 115 on fluency, pg 128 retelling  <b>Kluth &amp; Chandler-Olcott Ch 1:</b> <i>What is Autism?</i> pgs 9 – 12 on sensory & pgs 6 – 8 on movement & pgs 19 -22 on learning
<b>2/8/16 DAY SESSION</b>	Foundational Supports in ASD Description of the supports (i.e., elastic structures, flexible grouping, differentiated instruction) for instruction and also assessment that benefit students with ASD (pgs 56 - 72 K & Ch)  7 Principles for Promoting Inclusive Literacy Practices	<b>Goddard &amp; Goddard</b>  <b>Kluth &amp; Chandler-Olcott, Ch 2</b> <i>What is Literacy?</i> & <b>Ch 3:</b> <i>Promoting Literacy Development in Inclusive Classrooms</i>  <b>Kluth &amp; Chandler-Olcott Ch 3:</b> <i>Promoting Literacy Development in Inclusive Classrooms</i> pgs 56 – 72 & <b>Ch 4:</b> <i>Assessing Literacy Learning</i>
<b>2/15/16</b>	<b>NO CLASS</b>	
<b>2/22/16</b>	<b>FULL DAY TO OBSERVE STUDENT WITH ASD</b>	

Dates	Topics	Readings & Assignment Date
<b>2/22/16</b> <b>EVENING</b> <b>SESSION</b> <b>5:00 – 8:50</b> <b>P.M.</b> <b>UNIV 444</b>	Guest Speaker: Peyton Goddard  Local Understanding and ASD: Peyton Goddard Case Study	<b>DUE:</b> “ <i>I am intelligent</i> ” Book Response
<b>2/29/16</b> <b>DAY</b> <b>SESSION</b>	Review of emergent literacy concepts  Comprehension: Instruction and assessment (Integrating technology effectively)	<b>Read:</b> <i>Literacy</i> Chapters 4 & 5
<b>3/7/16</b> <b>DAY</b> <b>SESSION</b>	Case Study: Using assessment to inform instruction	<b>Read:</b> <i>Literacy</i> Chapter 11  <b>Bring:</b> Johns BRI text
<b>3/14/16</b> <b>DAY</b> <b>SESSION</b>	Teaching writing effectively (Using speaking and listening skills to support writing development)	<b>Read:</b> Anderson Chapters 1-4; plus one more for which you will sign up in class
<b>4/18/16</b> <b>EVENING</b> <b>SESSION</b> <b>5:00-8:50</b> <b>P.M.</b> <b>UNIV 444</b>	Workshop – ASD Case Study	<b>BRING: DRAFT of ASD Case Study</b>
<b>4/25/16</b> <b>EVENING</b> <b>SESSION</b> <b>5:00-8:50</b> <b>P.M.</b> <b>UNIV 444</b>	Workshop – Literacy Case Study	<b>BRING: Literacy assessment data</b>  <b>DUE: Writing strategies lesson plan</b>
<b>5/9/16</b>	NO CLASS MEETING	<b>DUE:</b> Final Case Studies (ASD and Literacy) and Principled Lesson Design (SUBMIT to Cougar Courses)

## GRADING STANDARDS

### Grading Scale (in percentages):

**A: 93-100    A-: 90-92    B+: 78-89    B: 83-86    B-: 80-82    C+: 78-79**

**NOTE:** The minimum acceptable grade for a course in the professional education credential sequence is C+. A “B” average must be maintained for continuation in the program.

There is no Final Exam in this course

### Late Assignments

All assignments are expected to be completed by the assigned due date. If you have extraordinary circumstances that impact completion of your assignments or have questions or concerns, please contact the instructor(s) immediately.

## COURSE REQUIREMENTS

“Local Understanding” Case Study: Student with Autism Spectrum Disorder <b>Section A. Case Study</b> <b>Part 1. Description of Study with ASD</b>	10 points
“Local Understanding” Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder <b>Section A. Case Study</b> <b>Part 2. Autism and Literacy</b>	10 points
“Local Understanding” Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder <b>Section B. Principled Lesson Design</b> <b>Part 3. Lesson Plan</b>	10 points
“Local Understanding” Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder <b>Section C. Reflection</b> <b>Part 4. Reflection on Seven Principles for Promoting Inclusive Literacy Practices</b> <b>Part 5. Reflective Practitioners</b>	10 points
<b>“I am intelligent” Book Response</b>	10 points
<b>Literacy Case Study</b>	25 points
<b>Writing Strategies Lesson Plan</b>	25 points
<b>Total Points:</b>	100 points

### Assignment Descriptions:

#### **Writing Strategies Lesson Plan (25 points)**

Following the lesson plan format you learned in EDMX 511 and review in EDMX 512, design a lesson where you teach a **writing strategies** lesson to any grade level. It can be small group or whole group instruction as long as you are explicitly teaching the students one aspect of becoming a proficient writer. This lesson **MUST**

explicitly teach (not assign) a writing strategy. Details will be given in class, and a rubric is posted in our Cougar Courses container.

**Literacy Case Study (25 points)**

The Literacy Case Study is described in detail in the Literacy Case Study Handbook provided in our Cougar Courses container. Students conduct a literacy assessment with one child who is a reader (first grade or older), analyze and interpret the resulting data, and describe the child’s strengths and needs in reading. Using this analysis, you will develop recommendations in the form of specific instructional strategies that support the child’s progress in reading. Details will be given in class, and a rubric is posted in our Cougar Courses container.

**“I am intelligent: From heartbreak to healing—A mother and daughter’s journey through autism” Book Response (10 points)**

In this book, self-advocate Peyton Goddard and her mother Dianne Goddard share their journey through autism. It is a powerful read, one that will impact you and your teaching. It is an excellent example of a gaining a “local understanding”. Be sure to use APA writing style. The authors will be joining us in class on the evening this assignment is due. You can respond to one or more of the following prompts below or create your own prompt to respond to. Focus on elements of the book that taught you something and actions you might take based on your new learning or understanding. Please note that this book contains some content that may be difficult for some of you to read. If reading this book causes any distress or brings up any issues, please contact the CSUSM Counseling Center.

***Prompts for Book Response***

What is self-determination? What does it mean to Peyton? What does it mean to you?
Share a quote from the book (or two or three) that has significance for you. Why did you choose these quotes and what do they mean to you? What actions might you take because of these quotes?
From this book, what are some ways to encourage families to be involved, to lead IEP goals, instruction, and voice? To who would you give this book as a gift and why?
Peace and Forgiveness: Is there a more universal message and/or call to action for you?
Looking at the variety of experiences from preschool through college, what did teachers and peers do or not do to ensure that Peyton was included in the curriculum and community of learners and the culture of the school or community.
What is the message about relationships between people (whether or not disability is a factor) from Peyton’s relationship with Gabe?

**“Local Understanding” Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder (40 points total)**

In order to provide personalized literacy support and instruction to students with Autism Spectrum Disorder we must develop what Kliewer & Biklen (2007) described as “local understanding.” Local understanding moves beyond the common dehumanizing, distant, or institutionalized labels, definitions, and expectations historically associated with significant developmental disabilities. Local understanding is a moral endeavor through which the literate potential of all children, with or without disabilities, is recognized (Kliewer, 2008). In this assignment, you will develop a “local understanding” case study of one student with Autism Spectrum Disorder. In order to complete this assignment you must spend time observing and interacting (when appropriate) with a student with ASD in a K-12 setting. The observation format provided below will help you focus your observation. You will be responsible for finding a student with Autism for this case study. The student must be served in a K-12 setting, currently has an Individualized Education Plan, and qualifies for special education services and supports under the disability category of Autism. Please note you must have both school and parent permission to observe/interact with the student (see consent letter). Pseudonyms must be used to protect confidentiality. More detail will be provided in class.

Your case study will be guided by the Kluth & Chandler-Olcott text "A Land We Can Share", specifically Chapters 1, 4,5,6, and 7. Your case study must evidence and integrate understandings from the text in connection with the student with ASD that you are observing. Grading Rubric will be provided. This assignment counts for NO MORE THAN 7 hours toward your Breadth of Experience requirement for the Preliminary Mild/Moderate Educational Specialist Credential Program.

**Section A: Case Study Part 1. Description of Student with ASD (10 points):**

For this section, complete the Observation Protocol Graphic Organizer by describing in detail the common characteristics of Autism of the student, referring to Chapter 1 of the Kluth & Chandler-Olcott text and course lectures. In addition, describe the student’s current educational services, language proficiency, typology factors, culture, strengths, talents, interests and passions. Use the Kluth & Chandler-Olcott text to explain how each characteristic might impact literacy for this individual. In your explanation, state any specific difficulties and/or benefits the student might experience in their literacy learning as a result of each characteristic. Information for this section can be gathered by observation, interviews, review of records or student work sample. It is expected that you will write a detailed description in a paragraph format in each section of the Observation Protocol Graphic Organizer, which includes the following areas:

- Description of Current Educational Program/Services
- Strengths, Talents, Interests, and Passions
- Language proficiency, typology factors & cultural characteristics
- Learning Characteristics
- Communication Characteristics
- Social Characteristics
- Sensory Characteristics
- Movement Characteristics
- Behavioral Characteristics
- Other Important Information

**Observation Protocol Graphic Organizer**

Description of Current Educational Program/Services – <i>Include basic description – age, grade, educational setting, type of services.</i>
Describe current supports - <i>Describe current supports for the students’ needs related to autism that benefit this student, including modifications, accommodations, adaptations.</i>
Strengths, Talents, Interests, and Passions – <i>Start with the positive – what do they love, what are they good at, what are their interests, etc.</i>

Learning Characteristics (Description) – <i>How do they best input information, what are their learning strengths, challenges, etc.</i>
Learning Characteristics (Impact on Literacy) – <i>In what ways might this characteristic impact literacy (reading, writing, listening, and speaking)?</i>
Communication Characteristics – <i>How does this student communicate – with peers, with adults, etc. Strengths, Challenges...</i>
Communication Characteristics - <i>In what ways might this characteristic impact literacy (reading, writing, listening, speaking)?</i>
Social Characteristics – <i>How does this student interact with peers, adults, etc.? How does this affect instruction, belonging, etc.? How do peers interact/react to the students?</i>
Social Characteristics - <i>In what ways might this characteristic impact literacy (reading, writing, listening, speaking)?</i>
Sensory Characteristics – <i>How does sensory stimulation affect this student? Do they have particular areas of sensitivity? How does this affect their school day, interactions with others, etc.?</i>

Sensory Characteristics - <i>In what ways might this characteristic impact literacy (reading, writing, listening, speaking)?</i>
Movement Characteristics – <i>Are there times when they appear to be stuck or have trouble combining, switching, executing, starting movements, thoughts, and/or actions?</i>
Movement Characteristics - <i>In what ways might this characteristic impact literacy (reading, writing, listening, speaking)?</i>
Behavioral Characteristics – <i>What types of behaviors occur that may limit access to instruction and/or social relationships? What might be the possible functions of these behaviors?</i>
Behavioral Characteristics - <i>In what ways might this characteristic impact literacy (reading, writing, listening, speaking)?</i>
Other Important Information

**Section A: Case Study Part 2. Autism and Literacy (10 points):**

For this section, complete the Literacy Graphic Organizer by 1) describing in detail the student’s Present Levels of Performance in literacy (*PLOP refers to what the student can do in literacy, inclusive of reading, writing, listening and speaking.*); 2) describing no more than 3 areas of need in literacy (*If the student is at grade level and does not appear to have an area of need in literacy, talk with the professor.*); 3) describing the literacy opportunities that are available to this student throughout their day. Information for Part 2 should be drawn from interviews with the teacher, observations, records review and samples of student work. It is expected that you will write your detailed description in a paragraph format in each section of the *Literacy Graphic Organizer*.



**Literacy Graphic Organizer**

Reading, Writing, Listening and Speaking Present Levels of Performance
Reading, Writing, Listening and Speaking Areas of Need (not to exceed 3 total)
Description of the literacy opportunities that are available to this student throughout their day to engage in reading, writing, listening/speaking activity

**Section B: Part 3. A Principled Lesson Design for a Student with ASD (10 points):**

The 7 principles for promoting inclusive literacy practices presented in the Kluth & Chandler-Olcott text (Chapter 3) should be the foundation for all literacy instruction and support. Using the Kluth & Chandler-Olcott text as a guide, you will develop a lesson plan for your case study student with Autism Spectrum Disorder.

This lesson could be designed for one to one, small group or whole group instruction. If you choose to create a group lesson, be sure to specify the supports received by your case study student. Create a lesson design for your student with ASD that includes all of the following components. Please organize your lesson design by including the subheadings for each component.

**Lesson Design: Connecting Local Understanding to Lesson Design**

In this component of your lesson design, write the following items that you developed during the workshops in class:

<i>Literacy:</i>
• Name the specific area(s) of the student’s need in literacy that you want to focus on
• Name and provide an introductory description of 3 – 4 appropriate instructional strategies for student’s literacy learning in the specific area of need
<i>ASD Support:</i>
• List the specific student characteristics of ASD that need to be supported for the student to access and perform in the specific area of literacy need
• Name and provide an introductory description of the specific support(s) that would best help the student in the areas of literacy need

**Heading of Lesson Design**

In this component of your lesson design, write the following items:
• Curriculum Area(s): (i.e., reading, writing, listening, speaking)
• Title of Lesson
• Common Core Standard(s) Addressed
• Learning Objectives for this lesson

### **Body of the Lesson Design**

Your lesson design should follow this format

<u>Anticipatory Set:</u>	Before you start teaching the student the lesson objective, describe specifically what you will do to engage/motivate/focus the student to begin this lesson. Describe any accommodations and/or adaptations you use during this anticipatory set.
<u>Teach to the Objective</u>	Now, describe how you teach the student the lesson objective - how you use your instructional strategy/activity to help the student to learn the objective. This description must <i>show step-by-step how</i> you explain and model. The description should provide details on how you plan to use your instructional strategy/activity to explain and model the objective to the student. In addition, you should incorporate into your description the accommodations and/or adaptations you use during your explanation and modeling. These should be highlighted in yellow. You should describe the way in which you accommodate and/or adapt any part of the instruction in order to provide the student access. It should be clear while reading your description of your instruction how you are using accommodations and/or adaptations. Make sure your description is detailed and specific enough so that the professor can know what your instruction looks like and sounds like. Also, make sure to describe how you check for comprehension to monitor the extent to which the student understands what you are explaining and modeling.
<u>Guided Practice:</u>	Now describe how you work together with the student to engage the student in doing the instructional strategy/activity together with you to perform the objective and practice it. This description must <i>show step-by-step how</i> you work together with the student. The description should provide details on how you plan to engage the student in doing the instructional strategy/activity together with you to practice the objective. Make sure to describe how you are providing corrective feedback as well as positive feedback so the student knows what he is doing "right." In addition, you should incorporate into your description the accommodations and/or adaptations you use as you and the student work together. These should be highlighted in yellow. You should describe the way in which you accommodate and/or adapt anything you do together in order to support the student's performance of the objective. It should be clear while reading your description of your instruction how you use accommodations and/or adaptations during guided practice.
<u>Independent Practice and Generalization:</u>	After you finish teaching the student the objective and practicing it with the student, describe an opportunity you provide the student to perform the objective on his/her own (or if appropriate, with a partner who has received the same instruction) to demonstrate understanding and to prepare him/her for generalization of the concept taught. Make sure to explain how specifically you intend to evaluate student performance to determine the extent to which the student can perform the objective. In addition, you should incorporate into your description of the independent practice and evaluation of performance during independent practice any accommodations and/or adaptations you use. These should be highlighted in yellow. It should be clear while reading your description how you are using accommodations and/or adaptations during independent practice.

### **Section C: Part 4. Reflection on 7 Principles For Promoting Inclusive Literacy Practices (8 points):**

Write a reflective statement on each of the 7 principles for promoting inclusive literacy practices (Kluth & Chandler-Olcott, Ch. 3) and how they are addressed in your lesson. Your reflection must demonstrate an understanding of the text and its connection to your lesson and case study student.

- Maintain high expectations.
- Provide models of literate behavior.
- Elicit students' perspectives.
- Promote diversity as a positive resource.

- Adopt “elastic” instructional approaches.
- Use flexible grouping strategies.
- Differentiate instruction.

**Section C: Part 5. Reflective Practitioners (6 points):**

Write a reflective paragraph for **each** of the components of this signature assignment. Focus on things you learned throughout each component.

*Part 1. Description of ASD.*

*Part 2. Autism and Literacy.*

*Part 3. Principled Lesson Design*

*Part 4. 7 Principles for Promoting Inclusive Literacy Practice*

*Instruction for Submitting this Assignment:* Although this is a group project, each team member must submit their own assignment. Parts 1-4 will be identical. Part 5 will be individual to each team member. You must submit in Parts in Cougar Courses and as a whole document the final day of class.

**Grading Rubric for “Local Understanding” Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder**

Components	0	1-4	5-9	10	++++	
	Does Not Meet Expectations	Does Not Meet Expectations Requires significantly more experience understanding, instruction, and	Demonstrates understanding, but requires additional coaching or clarification	Meets Expectations as Stated	Exceeds Expectations Understands and/or performs beyond stated expectations	
<b>PART A</b>						
<b>“Local Understanding” Case Study</b>						<b>Score</b>
Part 1. Description of Student	No assignment submitted; assignment submitted after agreed upon due date.	Incomplete description of student with ASD, with little detail.  Does not address strengths, challenges, and/or other student characteristics.	Somewhat complete description of student with ASD, with some missing details.  Somewhat addresses strengths, challenges, and other student characteristics.	Complete and professional description of student with ASD, with sufficient detail.  Adequately addresses strengths, challenges, and other student characteristics.	Thorough, detailed, and professional description of student with ASD, with exceptional clarity and detailed.  Clearly addresses strengths, challenges, and other student characteristics.	

	0	1-4	5-9	10	++++	Score
Part 2. Literacy and Autism	No assignment submitted; assignment submitted after agreed upon due date.	Incomplete descriptions of the student's present level of functioning, including strengths and challenges, and areas of need in reading, writing, listening, and speaking.  Descriptions of daily literacy opportunities are limited, missing, or inappropriate.  Minimal, missing, or inappropriate additional activities and/or strategies.	Somewhat complete descriptions of the student's present level of functioning, including strengths and challenges, and areas of need in t reading, writing, listening, and speaking.  Descriptions of daily literacy opportunities are appropriate, but lack detail or clarity.  Additional activities and/or strategies are appropriate, but lack detail or clarify.	Adequately detailed descriptions of the student's present level of functioning, including strengths and challenges, and areas of need in reading, writing, listening, and speaking.  Daily literacy opportunities are appropriate and clearly described.  Additional activities and/or strategies are appropriate and clearly described.	Exceptionally well-presented and detailed descriptions of the student's present level of functioning, including strengths and challenges, and areas of need in reading, writing, listening, and speaking.  Daily literacy opportunities are appropriate and described with exceptional clarity and detail.  Additional activities and/or strategies are appropriate and described with exceptional clarity and detail.	

<b>PART B Principled Lesson Design</b>						
	0	1-4	5-9	10	++++	Score
Part 3: Lesson Design	No assignment submitted; assignment submitted after agreed upon due date.	Components of the lesson design are brief, missing, and/or lacks clarity or detail.  The lesson design is not well connected to standards, and/or does not match student characteristics or assessment results.	Most components of lesson design have adequately detailed and clarity.  Most components of lesson design are appropriate to the student and connected to student assessment results and standards.	All components of the lesson design are present and are adequately detailed and clear.  All components of the lesson design are appropriate to the student and connected to student assessment results and standards.	All components of the lesson design are exceptionally clear, detailed, and well described.  All components of the lesson design are clearly appropriate to the student and well connected to student assessment results and standards.	
Part 4: Seven Principles  Part 5: Reflection on Parts 1 – 4 of Assignment	No assignment submitted; assignment submitted after agreed upon due date.	Response provides minimal evidence of understanding of the Kluth & Chandler-Olcott text and/or lecture content.  More than one of the seven principles is not addressed or is incorrectly or inadequately addressed.  Reflection on assignment component parts is incomplete, limited, or missing depth of analysis.	Response shows evidence of basic understanding of most of the Kluth & Chandler-Olcott text and lecture content.  While, all seven principles are addressed, more depth and detail of description could be provided.  Reflection on assignment component parts is somewhat complete, having some depth of analysis.	Response shows evidence of accurate understanding of the Kluth & Chandler-Olcott text and lecture content.  All seven principles are adequately addressed, with adequate depth and detail.  Reflection on assignment component parts is complete, with adequate detail and depth of analysis.	Response shows evidence of accurate, complete, and in-depth understanding of the Kluth & Chandler-Olcott text and lecture content.  All seven principles are exceptionally well addressed, with a high level of depth and detail.  Reflection on assignment component parts is complete, with exceptional detail and depth of analysis.	



**RELEASE OF LIABILITY, PROMISE NOT TO SUE, ASSUMPTION OF RISK AND AGREEMENT TO PAY CLAIMS**

Activity: Autism Spectrum Disorder Case Study

Activity Date(s) and Time(s): \_\_\_\_\_ Spring 2015 \_\_\_\_\_

Activity Location(s): \_\_\_\_\_

In consideration for being allowed to participate in this Activity, on behalf of myself and my next of kin, heirs and representatives, I **release from all liability and promise not to sue** the State of California, the Trustees of The California State University, California State University San Marcos and their employees, officers, directors, volunteers and agents (collectively "University") from any and all claims, **including claims of the University's negligence**, resulting in any physical or psychological injury (including paralysis and death), illness, damages, or economic or emotional loss I may suffer because of my participation in this Activity, including travel to, from and during the Activity.

I am voluntarily participating in this Activity. I am aware of the risks associated with traveling to/from and participating in this Activity, which include but are not limited to physical or psychological injury, pain, suffering, illness, disfigurement, temporary or permanent disability (including paralysis), economic or emotional loss, and/or death. I understand that these injuries or outcomes may arise from my own or other's actions, inaction, or negligence; conditions related to travel; or the condition of the Activity location(s). **Nonetheless, I assume all related risks, both known or unknown to me, of my participation in this Activity, including travel to, from and during the Activity.**

I agree to **hold** the University **harmless** from any and all claims, including attorney's fees or damage to my personal property, that may occur as a result of my participation in this Activity, including travel to, from and during the Activity. If the University incurs any of these types of expenses, I agree to reimburse the University. If I need medical treatment, I agree to be financially responsible for any costs incurred as a result of such treatment. I am aware and understand that I should carry my own health insurance.

I am 18 years or older. **I understand the legal consequences of signing this document, including (a) releasing the University from all liability, (b) promising not to sue the University, (c) and assuming all risks of participating in this Activity, including travel to, from and during the Activity.**

I understand that this document is written to be as broad and inclusive as legally permitted by the State of California. I agree that if any portion is held invalid or unenforceable, I will continue to be bound by the remaining terms.

I have read this document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

Participant Signature: \_\_\_\_\_

Participant Name (print): \_\_\_\_\_ Date: \_\_\_\_\_

Emergency Contact (print): \_\_\_\_\_ Phone: \_\_\_\_\_

*If Participant is under 18 years of age:*

I am the parent or legal guardian of the Participant. I understand the legal consequences of signing this document, including (a) releasing the University from all liability on my and the Participant's behalf, (b) promising not to sue on my and the Participant's behalf, (c) and assuming all risks of the Participant's participation in this Activity, including travel to, from and during the Activity. I allow Participant to participate in this Activity. I understand that I am responsible for the obligations and acts of Participant as described in this document. I agree to be bound by the terms of this document.

I have read this two-page document, and I am signing it freely. No other representations concerning the legal effect of this document have been made to me.

\_\_\_\_\_  
Signature of Minor Participant's Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Minor Participant's Parent/Guardian (print)

\_\_\_\_\_  
Phone

\_\_\_\_\_  
Minor Participant's Name (print)