Course Number	EDMX 622 Section 1, Add On
Title	**Literacy for Education Specialists**
CRN Number	**CRN # 21404**
Days	**Monday**
Time	**5:30-9:20 p.m.**
Course Location	**University Hall 440**
Semester / Year	**Spring 2017**
Professor	**Dr. Jodi Robledo and Dr. Erika Daniels**
Phone	**760-750-4317 and 760-750-8547**
E-Mail	**jrobledo@csusm.edu and edaniels@csusm.edu**
Office	**University Hall 468 D and 402**
Hours	**By appointment**

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 a0nd candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

TABLE OF CONTENTS

COURSE DESCRIPTION

Literacy for Education Specialists

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

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

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)*

Meigs-Kahlenbert, V. (2016). *The author's apprentice: Developing writing fluency, stamina, and motivation through authentic publication.* Portland, ME: Stenhouse Publishers.
ISBN: 978-1-57110-941-5

Johns, J. (any edition). *Basic Reading Inventory.*
   a. If you do not want to purchase this text, we will discuss alternate ways to access the material in class.

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

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 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 2015-2016 - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter Concurrent1516 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 2016-17 - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter AddOn1617 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)*

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

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.

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

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

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.

Expected Dispositions for the Education Profession

Education is a profession that has, at its core, certain dispositional attributes that must be acquired and developed. 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 that must be evident in teacher candidates: social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning. These dispositions have observable actions that will be assessed throughout the preparation

program. 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.

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 letter grade. Absence from more than three sessions will result in a reduction of two full letter 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.

Graduate Writing Assessment Requirement

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.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:
http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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 instructors 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 to be 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 and 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
(WEEK 1) MON January 23, 2017 **Jodi & Erika**	Introduction to Course Intro to assignments	**Syllabus**
(WEEK 2) MON January 30, 2017 **Jodi**	Overview of Autism Spectrum Disorder: Definitions, Facts, and Stats	**Goddard & Goddard** **Kluth & Chandler-Olcott Ch 1:** *What is Autism?*
(WEEK 3) MON February 6, 2017 **Jodi**	Characteristics Overview (Clinical and First-Person Accounts) Focus on Communication and Social Exploration of how characteristics could affect literacy/language development, learning and performance	**Goddard & Goddard** **Kluth & Chandler-Olcott Ch 1:** *What is Autism?*
(WEEK 4) MON February 13, 2017 **Jodi**	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	**Kluth & Chandler-Olcott Ch 1:** *What is Autism? pgs 9 – 12 on sensory & pgs 6 – 8 on movement & pgs 19 -22 on learning*
(WEEK 5) February 20, 2017	Independent work time	
(WEEK 6) MON February 27, 2017 **Erika**	Literacy and the Brain—What neuroscience tells us about literacy development Supporting literacy development in typical and atypical learners	**Article on Cougar Courses.** Kuhl, P. (2004). Early language acquisition: Cracking the speech code. Neuroscience, 5, 831-843.

Dates	Topics	Readings & Assignment Date
(WEEK 7) MON March 6, 2017 **Jodi**	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	**Kluth & Chandler-Olcott, Ch** 2 *What is Literacy?* & **Ch 3:** *Promoting Literacy Development in Inclusive Classrooms* **Kluth & Chandler-Olcott Ch 3:** *Promoting Literacy Development in Inclusive Classrooms pgs 56 – 72* **& Ch 4:** *Assessing Literacy Learning*
(WEEK 8) MON March 13, 2017 **Jodi**	Peyton and Dianne Goddard Presentation	**DUE:** "*I am intelligent*" Book Response
March 20, 2017	**Spring Break**	**No Class**
(WEEK 9) MON March 27, 2017 **Jodi**	Literacy/Education Specialist Guest Speaker	
(WEEK 10) MON April 3, 2017 **Erika**	Effective comprehension instruction—Narrative and expository texts Comprehension across the content areas Applying the Reading Common Core State Standards to lesson design	**Review Common Core State Standards** for Reading
(WEEK 11) MON April 10, 2017 **Erika**	Teaching writing effectively Using writing as a tool for learning Unpacking the Writing CCSS	**Review Common Core State Standards** for Writing and Language **Meigs-Kahlenbert**, Chapters 1-6
(WEEK 12) April 17, 2017	Independent work time	**Due (by Wednesday, April 19): Writing strategies lesson plan**
(WEEK 13) MON April 24, 2017 **Jodi and Erika**	Workshop – ASD Literacy Case Study	**BRING: Working DRAFT** of the case study

Dates	Topics	Readings & Assignment Date
(WEEK 14) May 1, 2017	Independent work time	
(WEEK 15) May 8, 2017 Online	Synthesis NO Formal Class	**DUE: ASD Literacy Case Study**

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

ASD Literacy Case Study (Due: May 8, 2017) *Part 1. Description of Study with ASD* *Part 2. Autism and Literacy* *Part 3. Connecting Local Understanding to Supports* *Part 4. Reflection on Seven Principles for Promoting Inclusive Literacy Practices*	60 points
"*I am intelligent*" Book Response (Due: March 13, 2017)	15 points
Writing Strategies Lesson Plan (Due: April 19, 2017)	25 points
Total Points:	100 points

Assignment Descriptions:

Writing Strategies Lesson Plan (25 points)
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. Please note that the focus of this lesson must be on teaching the **craft of writing** and not reading comprehension, spelling, penmanship, etc.

You may use any lesson plan format that you choose as long as it identifies at least one Writing Standard, formative and summative assessments, and instructional activities—in that order and closely aligned to one another. If it is a lesson that you have already taught—or plan to teach—that is optimal.

"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?

ASD Literacy Case Study (60 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" of one student with Autism Spectrum Disorder with a specific focus on his/her literacy strengths and needs.

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 assignment. The student must be served in a K-12 setting, currently have an Individualized Education Plan, and qualify 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 letters on Cougar Courses). Pseudonyms must be used to protect confidentiality. More detail will be provided in class.

This assignment will be guided by the Kluth & Chandler-Olcott text "A Land We Can Share", specifically Chapters 1, 4,5,6, and 7 as well as the Jerry Johns text (or other Basic Reading Inventory). You 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 14 hours toward your Breadth of Experience requirement for the Preliminary Mild/Moderate Educational Specialist Credential Program.

As you work with your student, be sure to take notes on his/her behavior such as reactions to the activities, side comments, mannerisms, and non-verbal cues. You can use these anecdotal records to support the analysis of your more formal assessments.

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

Learning Characteristics (Description) – *How do they best input information, what are their learning strengths, challenges, etc.*
Learning Characteristics (Impact on Literacy) – *In what ways might this characteristic impact literacy (reading, writing, listening, and speaking)?*
Communication Characteristics – *How does this student communicate – with peers, with adults, etc. Strengths, Challenges…*
Communication Characteristics - *In what ways might this characteristic impact literacy (reading, writing, listening, speaking)?*
Social Characteristics – *How does this student interact with peers, adults, etc.? How does this affect instruction, belonging, etc.? How do peers interact/react to the students?*

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

Behavioral Characteristics - *In what ways might this characteristic impact literacy (reading, writing, listening, speaking)?*
Other Important Information

Part 2: Autism and Literacy (25 points):

For this section, you will collect data on your student's strengths and needs through a series of literacy assessments. During weeks 1 and 2, Erika will explicitly teach you how to administer the following assessments:

1. Classroom/Playground Observations. Spend time observing your student in class and on the playground. Notice whether and how he/she interacts with peers and adults as well as how he/she engages in the learning environment.
2. Basic Reading Inventory:
    a. Word list. Use the graded word lists to ascertain the level at which you will have your student begin to read the reading passage. Start at 2 to 3 grade levels below your student's grade level placement. We will practice each step of the BRI in class.
    b. Running Record. Using the grade level texts in the Johns BRI book, conduct a running record of as many levels as you deem necessary. It is a good idea to record the student reading so that you can review it as needed when you are analyzing the miscues. You will think about what strategies your student used to decode the words. If it helps, use the analysis sheets in the Johns book As you are analyzing the miscues, consider your original reading interview and consider how the answers given by the student during the interview connect to the student's reading behaviors.
    c. Retelling. Before your student reads the Johns text, be sure to tell him/her that you will be having him/her to retell the story and asking some comprehension questions. You will use the questions in the Johns and use the criteria provided there to analyze the student's retelling.
3. Writing Sample. Ask the student's teacher for 2-3 examples of his/her writing. Analyze what you see based upon our class discussions, the information you gathered during the Reading/Writing interview, and your anecdotal notes on the student's participation in class and behavior elsewhere.

Then complete the Literacy Graphic Organizer:
1. Describe 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.)* as well as explaining the literacy opportunities that are available to this student throughout their day. It is expected that you will write your detailed description in a paragraph format in each section of the *Literacy Graphic Organizer*.
2. Identify what your student does well in terms of literacy (strengths) and what his/her needs are as evidenced by the data. Erika will teach you how to do this analysis in class on March 7, 2017, and Jodi & Erika will reinforce it during the workshop session on April 24, 2017.

Literacy Graphic Organizer

Description of the literacy opportunities that are available to this student throughout their day to engage in reading, writing, listening/speaking activity
Reading, Writing, Listening and Speaking Present Levels of Performance
Reading, Writing, Listening and Speaking Areas of Need

Part 3: Connecting Local Understanding to Supports (20 points):

This section is a critical step in providing personalized supports based on assessment, areas of need, and student characteristics. Provide detailed supports for both literacy and ASD as indicated in the boxes below.

Literacy:
Design an instructional plan for your student in which you identify ways that you will build on his/her strengths and address the identified needs. Knowing what you know about your student as a result of assessment, on what areas would an appropriate instructional plan focus? Why? Be sure to make connections to the Common Core State Standards as you make specific recommendations for how a teacher might work with this student in the future. You should also make recommendations for how parents/guardians can support the student that is not dependent on the teacher.
ASD Support:
1. List the specific student characteristics of ASD that need to be supported for the student to access and perform in the instructional plan described above.
2. Name and provide rich descriptions of the specific support(s) that would best help the student.

Part 4. Reflection on 7 Principles For Promoting Inclusive Literacy Practices (5 points):

Write a reflective statement on each of the 7 principles for promoting inclusive literacy practices (Kluth & Chandler-Olcott, Ch. 3) and how they could be addressed for your student with ASD (provide examples for each practice). Your reflection must demonstrate an understanding of the text and its connection to your 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

Based on your classroom observations of reading and writing as well as on what you learned in the assessment process and intervention process, what would you do differently or try differently? What other scaffolds or strategies would you use? How would you use them? What other interventions would you try? What would your next steps in assessment be?

Instructions for Submitting this Assignment: Although this project can be done in pairs, each team member must submit his/her own assignment. Sections will have similarities, however, each person will need to write their own report.

Grading Rubric for ASD Literacy Case Study

Component	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Part 1. Description of Student	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.
Part 2. Literacy and Autism	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.

Part 3: Connecting Local Understanding and Supports	Components of the literacy and ASD supports are brief, missing, and/or lacks clarity or detail. Literacy and/or ASD supports do not match student characteristics or assessment results.	Most components of literacy and ASD supports are adequately detailed and clear. Most components of literacy and ASD supports are appropriate to the student and connected to student assessment results	All components of the literacy and ASD supports are present and are adequately detailed and clear. All components of the literacy and ASD supports are appropriate to the student and connected to student assessment results.	All components of the literacy and ASD supports are exceptionally clear, detailed, and well described. All components of the literacy and ASD supports are clearly appropriate to the student and well connected to student assessment results.
Component	Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Part 4: Seven Principles And Reflection	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.

California State University
SAN MARCOS

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

Activity: ASD Literacy Case Study

Activity Date(s) and Time(s): _____Spring 2017_____

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)