

Course Number	EDMX 622 Section 1, Add On
Title	Literacy for Education Specialists
CRN Number	CRN # 21014
Days	Monday
Time	5:30-9:20 p.m.
Course Location	University Hall 444
Semester / Year	Spring 2018
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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

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

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.

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 2017-2018 - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter Concurrent1718 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 2017-18 - by going to your home page, finding the Self-Enrollment area and clicking the *Enter Code* button. Then enter AddOn1718 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, teacher candidates will be able to:

- > Demonstrate a respect for each student, his/her abilities and background and the student's right to instruction that meets his/her individual needs.
- > Understand reading and writing processes, their relationship to thought, language and learning,
- > Deliver a comprehensive program aligned with California's ELA/ELD standards and ELA/ELD Framework.
- > Understand how a first and second language is acquired
- > Demonstrate the ability to use multiple measures of assessments to determine students' progress towards state adopted content standards.
- > Demonstrate knowledge of components of effective literacy instruction including Universal Access and Understanding By Design. Analyze and interpret children's literacy behaviors to plan differentiated instruction and interventions.
- > Select appropriate materials and instructional strategies to meet the individual needs of students.
- > Appreciate the need to and value of integrating literacy across all curricular areas,
- > Support students' development and use of academic language in English in all areas of literacy.
- > Use the ELA/ELD Framework and practice the 5 themes: making meaning, language development, effective expression, content knowledge, foundational skills.
- > Teach reading comprehension strategies and skills for both narrative and informational texts including how to cite evidence when interpreting a text or making a claim.
- > Teach writing composition strategies and skills for opinion/persuasive, expository and narrative texts that adapt to audience, task, purpose & discipline.
- > Teach foundational skills
- > Model and assist students to use and evaluate media and technology as tools in the context of language arts, effectively integrating educational technology and being intentional in selecting media & tech tools.

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. The following TPEs are addressed in the literacy courses:

TPE Subject Specific Pedagogical Skills for Multiple Subject Teaching Assignments # 1: Teaching English Language Arts in a Multiple Subject Assignment

TPE 1_ Engaging and supporting all students in learning (1.1, 1.3, 1.4, 1.5, 1.6)

TPE 2_ Creating and Maintaining effective environments for student learning (2.5)

TPE 3_ Understanding and organizing subject matter for student learning (3.1, 3.2, 3.4, 3.5)

TPE 4_ Planning instruction and designing learning experiences for all students (4.1, 4.2, 4.3, 4.4, 4.7, 4.8)

TPE 5_ Assessing student learning (5.1, 5.2, 5.4, 5.5., 5.7, 5.8)

TPE 6_ Developing as a professional educator (6.1, 6.2, 6.3)

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

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, 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 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
(WEEK 1) MON January 22, 2018	Orientation to Course & Assignments -Overview of Autism Spectrum Disorder: Definitions, Facts, and Stats -Introduce the 7 Principles for Promoting Inclusive Literacy Practices	Syllabus Goddard & Goddard Kluth & Chandler-Olcott Ch 1 p. 1-6: What is Autism? Ch 3 p. 45-72: Promoting Lit Dev
(WEEK 2) MON January 29, 2018	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 & Changler-Olcott: Ch 1: What is Autism? p. 12 – 15 on communication p. 16 -18 on social
(WEEK 3) MON February 5, 2018	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 -How to find info on student’s Literacy PLOP for Section A, Case Study Part 2, “Autism & Literacy”	Kluth & Chandler-Olcott Ch 1: What is Autism? p. 9 – 12 on sensory p. 6 – 8 on movement p. 19 -22 on learning
(WEEK 4) MON February 12, 2018	Independent work time – NO FORMAL CLASS MEETING	
(WEEK 5) February 19, 2018	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	Kluth & Chandler-Olcott Ch 3 p. 56-72: <i>Promoting Lit Dev</i> Ch 4 p. 75-81: <i>Assessing Literacy</i>
(WEEK 6) MON February 26, 2018	Review requirements for local understanding descriptions of characteristics of student with autism Section A, Case Study Part 1 & of literacy PLOP of student with autism, Section A, Case Study Part 2. -Orientation to using the 7 Principles for Promoting Inclusive Literacy Practices to guide the development of lesson design (LD must address all 7) -Introduction to using local understanding data to inform lesson design in Section B, Case Study Part 3, “Connecting Local Understanding to Lesson Design”.	Kluth & Chandler-Olcott Ch 3 p. 45-72: <i>Promoting Lit Dev</i>
(WEEK 7) MON March 5, 2018	Peyton and Dianne Goddard Presentation	DUE: <i>“I am intelligent”</i> Book Response

Dates	Topics	Readings & Assignment Date
(WEEK 8) MON March 12, 2018	Literacy -Intro to ELA CCSS & ELA/ELD Framework, the five themes of literacy instruction -Orientation to Lit Instruction Strategies -Intro to literacy assessment: rr & miscue analysis -Identifying specific area of student need in literacy & describing appropriate instructional strategies	Kluth & Chandler-Olcott Ch 2 What is Literacy? Ch 5 & 6 Rdg & Wrtg Instrxn ELA CCSS anchors & grades ELA/ELD Framework Ch 1 & 2
March 19, 2018	Spring Break	No Class
(WEEK 9) MON March 26, 2018	Literacy -Continue reading & writing strategies -Lit Instrxn Strategy Presentations -Academic Language Development (B.R.F.R) -Conduct RR & Miscue Analysis -Begin lesson design for student with ASD	Kluth & Chandler-Olcott Ch. 5 & 6 continued ELA/ELD Framework Ch 5 & 9 DUE by 4/1: BLOG & Lit Instrxn Strgy Report
(WEEK 10) MON April 2, 2018	Literacy -Standards and assessment for decision-making -Kluth's Concepts of literacy assessment -Lit assessment tools & strategies -Using rubrics to assess writing samples -Developing lesson design for student with ASD	Kluth & Chandler-Olcott Ch 4: Assessmnt p. 128-130 – retelling asmnt ELA/ELD Framework Ch 5 continued DUE by 4/8: BLOG
(WEEK 11) MON April 9, 2018	Literacy -Literacy Assessments Presentations -Integrating ELA & ELD -Academic Language Development -Before Reading Fluency Routine -Continue lesson design development	ELD Standards Ch 4 & 5 Freeman (2009) article DUE by 4/15: Lit Assessment Report
(WEEK 12) MON April 16, 2018	Literacy -The Relationship between Grammar & Meaning -Implementing the CCSS for students learning EL2 -R.A.F.T.S -Consider how lesson design addresses all 7 Principles	Duguay article & pp DUE by 4/22: RAFTS
(WEEK 13) MON April 23, 2018	Workshop – ASD Literacy Case Study	BRING: Working DRAFT of the case study
(WEEK 14) Mon April 30, 2018	Independent work time	
(WEEK 15) May 7, 2018 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

<i>“I am intelligent” Book Response</i>	15 points
Literacy Activities & Assignments	36 points
“Local Understanding” Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder Section A. Case Study Part 1. Description of Study with ASD	10 points
“Local Understanding” Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder Section A. Case Study Part 2. Autism and Literacy	10 points
“Local Understanding” Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder Section B. Principled Lesson Design Part 3. Lesson Plan	10 points
“Local Understanding” Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder Section C. Reflection Part 4. Reflection on Seven Principles for Promoting Inclusive Literacy Practices	10 points
“Local Understanding” Case Study and Principled Lesson Design: Student with Autism Spectrum Disorder Section C. Reflection Part 5. Reflective Practitioners	9 points
Total Points:	100 points

Assignment Descriptions

“I am intelligent: From heartbreak to healing—A mother and daughter’s journey through autism” **Book Response (15 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”. Your response should be between 5-6 pages. 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

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.

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>
Language proficiency and typology factors (for ENGLISH LANGUAGE LEARNERS) Cultural characteristics (for ALL students)
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.

LD 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:

<u>Literacy:</u>
<ul style="list-style-type: none">Name the specific area(s) of the student’s need in literacy that you want to focus on
<ul style="list-style-type: none">Name and provide an introductory description of 3 – 4 appropriate instructional strategies for student’s literacy learning in the specific area of need
<u>ASD Support:</u>
<ul style="list-style-type: none">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
<ul style="list-style-type: none">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:
<ul style="list-style-type: none">Curriculum Area(s): (i.e., reading, writing, listening, speaking)
<ul style="list-style-type: none">Title of Lesson
<ul style="list-style-type: none">Common Core Standard(s) Addressed (incorporate CAPA standards with students with Moderate/Severe ASD)
<ul style="list-style-type: none">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-</i>

	<p><i>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 <u>guided practice</u>.</p>
<p><u>Independent Practice and Generalization:</u></p>	<p>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.</p>

Section C: Part 4. Reflection on 7 Principles For Promoting Inclusive Literacy Practices (10 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 (9 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

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

Components	0 Does Not Meet Expectations	1 Does Not Meet Expectations Requires significantly more experience understanding, instruction, and	2 Demonstrates understanding, but requires additional coaching or clarification	3 Meets Expectations as Stated	4 Exceeds Expectations Understands and/or performs beyond stated expectations	
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PART A “Local Understanding” Case Study						Score
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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.	
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	0	1	2	3	4	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 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 clarity.	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 B Principled Lesson Design						
	0	1	2	3	4	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	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.	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.	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.	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.	
Part 5: Reflection on Parts 1 – 4 of Assignment	No assignment submitted; assignment submitted after agreed upon due date.	Reflection on assignment component parts is incomplete, limited, or missing depth of analysis.	Reflection on assignment component parts is somewhat complete, having some depth of analysis.	Reflection on assignment component parts is complete, with adequate detail and depth of analysis.	Reflection on assignment component parts is complete, with exceptional detail and depth of analysis.	