Course & Section Nos.	EDUC 521: Sections 01 & 02
Course Title	Literacy in the Secondary School
Class Roster No.	Cohort 1: CRN 40301 Cohort 2: CRN 40302
Course Day(s)	Mondays
Time	Cohort 2: 7:30-10:00 Cohort 1: 1:30-4:00
Course Location	Cohort 2: UH 441 Cohort 1: UH 444
Semester / Year	Fall 2020
Instructor	Suzi Van Steenbergen, Ed.D.
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Office	N/A
Office 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 and candidates
- Co-teaching clinical practice

- Culturally responsive pedagogy and socially just outcome

Table of Contents

<h1 style="text-align: center">COURSE DESCRIPTION</h1>

This course explores the issues of literacy development —reading, writing, listening, and speaking — across core content areas of the school curriculum. This course addresses t he needs of proficient readers and writers as well as those who struggle and students who are English Language Learners. It will help all teachers take responsibility for fostering attitudes and skills that encourage every student to utilize successful lit eracy for understanding and lifelong learning.

Additionally, SOE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the CalTPA and more importantly in your c redential program.

Course Prerequisites

Admission to the Single Subject Program ; EDUC 350, EDUC 364, EDUC 422.

Assignment Due Dates and Weekly Schedule

For this course, you will work asynchronously on various modules. Within each module, you will have discussion posts and assignments that engage you in thinking about that week's course concepts. The discussion posts are crucial to your understanding of the class concepts and to your learning in the class. Specific requirements are outlined in the modules each week. The weekly schedule is as follows (I recommend marking your calendars now so you can track due dates):

- **Monday:** Synchronous meeting from 1:30 p.m. -4:00 p.m. via Zoom. We will discuss the previous week's materials and preview the next module. If you have completed the previous week's module, you will be well prepared for our class session. Pay close attention to the instructions in Cougar Courses.
- **Thursday -Sunday:** Work through the module introduced on Monday. You can post your discussion posts and responses anytime during the week.
- **Monday by 8:00 a.m.:** All assignments, including discussion posts and responses or other submission are due by 8:00 a.m. each Monday (the start of your first class), unless otherwise noted.

Recording Synchronous Class Me etings

To ensure the free and open discussion of ideas, students may not record class activities without the advance written permission of the instructor and all participants. If you are interested in recording a class session as a tool for understanding the content, please make an appointment with the instructor for alternative supports.

Course Objectives

Upon successful completion of this course, candidates will be able to discuss core principles, apply them in the secondary classroom and answer the following essential questions.

Core Principles and Essential Questions we will pursue throughout the course:

1. Reading Processes: the literacy processes and factors that affect reading development and proficiency are complex.
   - How do elements of the reading process influence skilled or proficient reading?
   - What is the role of metacognition during the reading process?
   - What role does background knowledge play in reading?
   - How do teachers incorporate their knowledge of reading theories and processes into content lessons?

2. Comprehension and Content Learning: comprehension and content learning are increased through vocabulary development, and writing, listening, discussion, and reading texts.
   - How do teachers support adolescents' reading fluency, comprehension, and content learning?
   - How do teachers support comprehension of content text through vocabulary development?
   - How do teachers use writing in various genres to help adolescents understand nonfiction texts, including informational and expository texts?
   - How do teachers use discussion and instructional conversations to support reading comprehension?

3. Adolescent Literacy: Proficient adolescent readers engage in reading texts critically and deeply.
   - Given what we know about who adolescents are, how they learn, and what they read, how do teachers motivate them to engage meaningfully with text?
   - How do teachers draw on adolescents' multiple literacies to create a foundation for academic literacy?
   - How do teachers use critical literacy to deepen adolescents' comprehension of multiple texts?
   - How can teachers create classroom environments that facilitate the social interaction necessary for adolescents' literacy development?

4. Assessment: Informal and formal literacy assessments guide effective secondary content instruction.
   - How do content teachers use literacy assessments to determine their students' reading and writing abilities, backgrounds, and interests?
   - How do teachers use informal and formal assessment findings to guide the design and implementation of content lessons?
   - How do teachers select and evaluate the appropriateness of texts for their particular students?
   - When and how should teachers refer students to a reading specialist or for special education services?

5. Differentiation: Adolescents learn most effectively when instruction addresses their academic, linguistic, and cultural needs and interests.
   - What is differentiated instruction?
   - How do teachers effectively differentiate instruction?

- In what ways do teachers select and adapt texts and other content materials for students with diverse literacy needs?
- What instructional approaches and strategies should be selected to make content accessible for all students?

6. Planning and Integration: Effective content lessons include the integration of literacy strategies for the purpose of content learning.

- How do teachers use literacy strategies to promote literacy development and content learning?
- How do teachers select and coordinate literacy strategies to support students' access to text?
- How do teachers select and coordinate literacy strategies to help students develop into proficient writers?
- How do teachers use literacy strategies to foster metacognition and critical thinking in their students?

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Text for all content areas:

Daniels, H. & Zemelman, D. (2014). *Subjects Matter: Exceeding Standards Through Powerful Content Area Reading, Second Edition.* Portsmouth, NH: Heinemann. [There is a PDF copy of this text in Cougar Courses.]

Additional Recommendation for Science Teachers:

Grant, M., Fisher, D., & Lapp, D. (2015). *Reading and Writing in Science: Tools to Develop Disciplinary Literacy, Second Edition.* Thousand Oaks, CA: Corwin.

Additional Recommendation for Mathematics Teachers:

Kenney, J., Hancewicz, E., Heuer, L., Metsisto, D., & Tuttle C. (2005). *Literacy Strategies for Improving Mathematics Instruction.* Alexandria, VA: ASCD.

Optional Resources Available in the Kellogg Library:

Fisher, D., Frey, N., & Lapp. D. (2012). *Teaching Students to Read Like Detectives: Comprehending, Analyzing, and Discussing Text.* Bloomington IN: Solution Tree Press.

Monte-Sano, C., De La Paz, S. & Felton, M. (2014). *Reading, Thinking, and Writing About History: Teaching Argument Writing to Diverse Learners in the Common Core Classroom.* New York: Teachers College Press.

Wineburg, S., Martin, D. & Monte-Sane, C. (2013). *Reading Like a Historian: Teaching Literacy in Middle and High School.* New York: Teachers College Press.

Reading and Writing across the High School Science and Math Curriculum Teaching Resources in the ERIC Database (TRIED). http://eric.ed.gov/?id=ED347518

Cougar Courses

You have access to the Cougar Course website for EDSS 521 when you register for the class.

COURSE LEARNING OUTCOMES

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 t hrough 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).*

Teacher Performance Expectation (TPE) Competencies (20 20)

The course objectives, assignments, and assessments have been aligned with the CTC standards for the (Single Subject, Multiple Subject, Special Education, etc.) Cred ential . This course is designed to help teachers seeking a California teaching credential to develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective programs for all students. The successful candidat e will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following CSUSM local TPEs in this course:

TPE 1: Engaging and Supporting all Students in Learning

> 1.7 [I] Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

> 2.5 [P] Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

> *3.5* [P] Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard Englis h learners, students with disabilities, and students with other learning needs in the least restrictive environment.

> *3.7* [P] Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizen ship, including respecting copyright law,

understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security (I, P)

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

4.4 [P] Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that i   nclude:
- • appropriate use of instructional technology, including assistive technology;
- • applying principles of UDL and MTSS;
- • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- • appropriate modifications for students with disabilities in   the general education classroom;
- • opportunities for students to support each other in learning; and
- • use of community resources and services as applicable. (LP)

4.7 [I] Plan instruction that promotes a range of communication strategies and activity   modes between teacher and student and among students that encourage student participation in learning.

4.8 [P] Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and inte   grated technology -rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning

TPE 5: Assessing Students for Learning

5.1 [A] Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress   -monitoring, formative, summative, and performance) to design and administer classroom assessments, includ   ing use of scoring rubrics.

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. Du   ring the 2020-2021 academic year the CSUSM credential programs will use the CalTPA (California Teacher Performance Assessment)

CalTPA: To assist with your successful completion of the CalTPA, a series of informational seminars are offered over the course   of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment. The CalTPA Candidate Handbook, TPA seminar schedule, and othe   r TPA support materials may be found on this website: http://www.ctcpa.nesinc.com/Home.aspx

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).

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.

Program Student Learning Outcomes (PSLOs)

Teacher Candidates will be required to complete a Teaching Performance Assessment, show proof of Teacher Performance Expectations (as referred to above) and complete critical assessment tasks-specific assignments for this course. It is the teacher candidate's responsibility to understand expectations and complete assignments by stated due dates.

<center>COURSEASSIGNMENTS</center>

- Reading Minute   10 points
- Literacy Strategy Presentation   30 points
- Vocabulary Lesson (3rd Focus Student Focus)   40 points
- Reading Responses and Discussion Posts (Various)   10 points ea.
- Digital Literacy Unit Deliverables   40 points

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130 points (+)

Note: There will be additional assignments, includi   ng in-class reflections or discussion posts, that may be added throughout the course. Advanced notice of such assignments will be provided.

Reading Minute   (10 points)

You will sign up to present a "reading minute" at the start of one class during the seme   ster. The assignment is very short, and takes just 5 minutes to deliver in class, but you must be on time for class the day you present in order to get the credit. This will be your opportunity to share relevant and timely articles of interest with your co   lleagues. Please see the Reading Minute assignment overview for grading criteria.

Reading Responses, Discussion Posts, Deliverables   (10 points ea.)

Throughout the course you will submit a variety of short assignments, discussion posts and deliverables designed to encourage your thinking and experimentation with literacy strategies in your classes. These assignments will be announced in advance, and de   tails will be located in Cougar Courses. The assignments also provide important preparation for each Monday's synchronous session.

Literacy Strategy Presentation   (30) points

You will work in the latter half of the course on an instructional video that explains how to use a particular literacy strategy or approach in your content area. The strategy presentations will be used in a literacy symposium at the end of the semester. T   his will ensure that all students walk away from the course with a variety of tools and approaches to ensure literacy development for all students.

Digital Literacy Unit Deliverables   (40 points)

As part of our exploration of digital literacy strategies an   d student needs, you will have several "deliverables" that will allow you to demonstrate understanding of key concepts and approaches to digital literacy. Topics explored include incorporating the visual arts into assessments, modeling and developing stude nts' digital literacy skills, using a range of communication strategies and activities to encourage student participation, and promoting digital literacy through the curriculum.   These assignments will be graded using the Holistic Assignment Rubric.

Students will be able to:

- *TEP 1.7* [I] Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- *TPE 3.7* [I, P] Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security (I, P)
- *TPE 4.7* [I] Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
- *TPE 4.8* [P] Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

Vocabulary Lesson (3 rd Focus Student)   (40 points)

You will craft a vocabulary lesson that you will turn in to all 3 of your courses. Each course will focus assessment on a piece of the assignment. This class will focus on how you plan for your 3rd focus student, in addition t o how you articulate your literacy strategies.   **Note: You may NOT use this lesson for your CalTPA submission.**

Students will be able to:

TPE 5.1 [A] Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress -monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

TPE 5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

TPE 5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learni ng goals and to plan, differentiate, make accommodations and/or modify instruction.

in order to:

TPE 4.4 [P] Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS;

- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;

- appropriate modifications for students with disabilities in the general education classroom;

- opportunities for students to support each other in learning; and

- use of community resources and services as applicable.

In the form of a UDL-Aligned vocabulary lesson plan that:

TPE 1.6 Provides a supportive learning environment for students' first and/or second language acquisition by using research -based instructio nal approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among student s whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English pr oficiency and an identified disability.

In an effort to:

TPE 2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and mu ltiple perspectives, and are culturally responsive.

The lesson plan will:

TPE 2.5 [P] Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

TPE 3.2 Use knowledge about students and learnin g goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.

TPE 3.5 [P] Adapt subject matter curriculum, organization, and pl anning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and stud ents with other learning needs in the least restrictive environment.

TPE 3.6 Use and adapt resources, standards -aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

TPE 4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

Requirements *These requirements are aligned to the Teacher Performance Expectations, as indicated below.*	Mastery (Full Credit)	Developing (½ credit)	Not Met (No Credit)
Individual Support/Focus Students (TPE 3.2, 4.2, 5.7, 5.8) (3 points) Use data and a range of characteristics of typical and atypical child development to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction EVIDENCE: q Focus Student Names & Reason for each focus student: Student's first name, ELPAC/CELDT, Sp Ed category, reason for choosing FS3, Funds of Knowledge, Needs) q Focus Student Funds of Knowledge (Interests, Strengths, Assets) & Content Knowledge/Skills q Needs Describe knowledge and skills focus students need practice in content and language development and supports needed.			
Whole Class Support & Materials (TPE 2.2, 2.5, 3.6, 4.4) (3 points) Addresses whole class needs by: q Maintaining high expectations for learning (TPE 2.5) and q Creating an environment that promotes productive student learning, positive interactions, and reflects diversity (TPE 2.2) q Using and adapting resources, standards-aligned instructional materials (TPE 3.6) q Offering a range of technology (including assistive technology) to facilitate equitable access to the curriculum (TPE 4.4). q All materials are listed and attached/provided in lesson document.			

Unit Placement & Academic Language (TPE 3.5, 4.4) (1 point)
 	
Plan and design subject matter curriculum support the acquisition and use of academic language within learning activities to promote subject matter knowledge of all students
 	
EVIDENCE:
 	
    q Identification of when this lesson occurs in the unit (beginning, middle, or end, i.e. this is the 3rd day of a 10-day unit).
 	
    q An Enduring Understanding, which is an overarching big idea that is not obvious, requires uncovering, and makes sense of the content.
 	
    q Essential Question(s) that are open ended, arguable, at heart of subject, recur, raise more questions, and provide organization of content.
 	
    q A list of Content Vocabulary Words & Other Specific Academic Language: list words and definitions.			

Content Standards & Objectives (TPE 1.6, 4.4) (4 points)
 	
Plan and design to maximize learning opportunities, provide a supportive learning environment and access to the curriculum for all students by removing barriers and providing access through instructional strategies.
 	
EVIDENCE:
 	
    q Alignment between content standard and objective. (Hint: use similar words as the standard).
 	
    q Content objective(s) that are observable and are measurable.
 	
    q Content objective(s) that include(s) condition, action verb, and criteria.			

ELD Standards and Objectives (TPE 1.6, 4.4) 4 points
 	
Plan and design to maximize learning opportunities, provide a supportive learning environment and access to the curriculum for all students by removing barriers and providing access through instructional strategies.
 	
EVIDENCE:
 	
    q Alignment between ELD standard and language objective. (Hint: use similar words as the standard.)
 	
    q Language objective(s) that are observable and are measurable.
 	
    q Language objective(s) that include condition, action verb, and criteria.			

Content Assessment Strategies (TPE 5.1 & 5.8) (4 points)			
Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments by using assessment data, including information from students' IEP, IFSP, ITP, and 504 plans. EVIDENCE: q Content assessment is aligned to the content standard and objective. (Hint: use similar words from standard and objective). (TPE 5.1). q Label diagnostic, formative, or summative assessment (TPE 5.1). q A rubric is provided for content & language objective (TPE 5.1). q There are at least 3 levels for achievement on rubric, i.e. emerging, expanding and bridging (TPE 5.1 & 5.8). q Rubric is introduced to students within the instructional strategies (TPE 5.1). q Rationale is provided for the use of rubric (TPE 5.1 & 5.8). q Assessment strategies are designed using the Universal Design for Learning framework and/or consider students' needed accommodations/modifications, specifically the focus students (TPE 5.1 & 5.8). q A comment box is provided to note special supports and considerations for the three focus students (TPE 5.1 & 5.8).			
Language Assessment Strategies (TPE 5.1, 5.7) (4 points)			
Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments by interpreting English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable. EVIDENCE: q Language assessment is aligned to the language standard and objective. Hint use similar words from standard and objective (TPE 5.1). q Informal and formal formative assessment strategies are included in lesson sequence (TPE 5.1). q A rubric is provided for content & language objective (TPE 5.1). q There are at least 3 levels for achievement on rubric, i.e. emerging, expanding, and bridging (TPE 5.1, 5.7). q Rubric is introduced to students within the instructional strategies (TPE 5.1). q Rationale is provided for the use of rubric (TPE 5.1, 5.7). q Assessment strategies are designed using the Universal Design for Learning framework and/or consider students' needed accommodations/ modifications, specifically the focus students (TPE 5.1, 5.7). q A comment box is provided to note special supports and considerations for the three focus students (TPE 5.1, 5.7).			

Instructional Strategies TPE 4.4 (2 points) q Plan and design instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies. EVIDENCE: q Making a sequential list of instructional strategies for lesson. q Writing out in detail what you will say and do. A substitute should be able to follow lesson without background in content. q Addressing instructional strategies: grouping, transitions, scaffolding, modeling, questioning, etc. q Providing rationale for UDL strategies for FSs & whole class (Engagement-green, Representation-purple, & Action & Expression-blue). q Introducing rubric to students and explain how you will provide feedback to students. q Addressing any informal assessment strategies, you will use and feedback you will provide. q Strategies designed for FSs are noted with font: Bold for ELL FS1, Underline for FS2, and italic for FS3. q Accompanying comment boxes lay out how the lesson design decisions were made with the focus students in mind.			

Learning Activities TPE 1.6 (2 points)

Provides a supportive learning environment for students' first and/or second language acquisition.

EVIDENCE:

q Addressing inclusive practices & support for diverse learners (EL, IEP/504/GATE, etc.) & 3 focus students.

q Addressing any self-assessment or peer assessment students will be doing.

q Addressing any anticipated student questions, misconceptions, confusions, etc.

q Providing rationale for UDL strategies for FSs and whole class. Color code UDL: Engagement-green, Representation-purple, & Action & Expression-blue.

q Activities designed for FSs are noted with font: Bold for ELL FS1, Underline for FS2, and italic for FS3.

q Accompanying comment boxes lay out how the lesson design decisions were made with the focus students in mind.

Rationale/Reflection TPE 3.5 (12 points)

Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

EVIDENCE:

q Describing how the lesson plan maximizes learning opportunities for whole class with Universal Design strategies.

§ Engagement UDL

§ Representation UDL

§ Action & Expression UDL

q Specifying the accommodations and modification provided for 3 focus students & label in parentheses (Ex: ELL, IEP, shy).

q Focus Student 1: English Language Learner (ELL)

q Focus Student 2: Student with a special education need (IEP, 504 Plan or GATE)

q Focus Student 3: Another student that needs special consideration (specify in parentheses, EX: shy, parent deployed …)

q Explaining why strategies were chosen based on student information shared in Individual Supports and Whole Class Supports.

Grading Standards

Candidates may earn up to 100 points through the above assignments. A grading percentage scale for the final grade is as follows:

92 – 100	A	90 – 91	A-
88 – 89	B+	82 – 87	B
80 – 81	B-	78 – 79	C+
72 – 77	C	70 – 71	C-

Final Exam Statement

There is no final exam for this course.

School of Education/Course Attendance Policy

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

This course: Attendance and promptness reflect the professional dispositional behaviors required and expected in the teaching profession. A minimum grade of C+ is required in all credential courses to earn the single subject credential. Absences and late arrivals/early departures will affect the final grade. *Teacher candidates may have one absence with no penalty.* Second absence will result in a decrease of half-letter grade (5%). Third absence will result in a decrease of a letter grade or more, a Statement of Concern and possible failure of class. Second tardy or early departure will receive a warning. Third tardy or early departure will result in a decrease of a half-letter grade (5%) and a Statement of Concern. Statement of Concern will require the candidate to write an action plan to resolve the issue. A total of three Statements of Concern on this and/or other issues combined warrant exit from the program.

No credit will be given if you miss an in class assignment or required presentation. If extenuating circumstances occur, the teacher candidate should contact the instructor as soon as possible to make appropriate arrangements.

Policy on Late/Missed Work

As a general rule, late work will not be accepted. However, teacher candidates are encouraged to discuss individual circumstances in regard to assignments should it become necessary. Instructors reserve the right to develop individual contracts based on the needs of the candidate. *I encourage you*

to reach out to me as soon as you know you may have difficulty completing an assignment in a timely manner, and/or if you have any questions about assigned work.

<center>GENERALCONSIDERATIONS& STUDENTSUPPORT</center>

COVID-19 Statement: **You will be taking this course amid a *global pandemic*, which means you will be juggling this course alongside your other courses, work or family obligations, economic disruptions, and perhaps even sick friends and family. It is important to me that you know that I understand that these are disruptive, unprecedented times, and that I have made every effort to build a course that accounts for and accommodates those disruptions. Still, please do not hesitate to contact me (in advance) at any time if you need additional time on an assignment, if you need clarification on course concepts or expectations, or if you just need to let someone know you're struggling. You do not need to explain your circumstances unless you wish to. Together, we will get through this tough time. Our class will be a place where we can come each week to learn from each other and find some sense of normalcy despite all that is going on. I look forward to working with and learning from all of you.--Dr. V.**

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.

If you have any issues in this regard that you would like to bring to my attention, please do. I am happy to work with you to make sure your experience in my class is a comfortable one. Please don't hesitate to reach out to me if you think you might benefit from adjustments or accommodations.

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 borro wed 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 represe ntation 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 a ttention. 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 expe cted 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 pl   agiarized 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 cata   log.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

- In this course with face-to-face instruction students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class).

All University Writing Requirement

Teacher Candidates will fulfill the writing requirement of 2500 words through written reflections, lesson plans, blogs, Action Research and Planning and Instructional Commentaries as required by CalTPA.

Electronic Commun   ication 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 online discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and online discussion messages you send to your colleagues, to faculty members in the 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.

Per university policy, please use my CSUSM e-mail address to communicate with me about any issues (rather than my personal e-mail). That address is svansteenbergen@csusm.edu

COURSESCHEDULE
Subject to Change As Needed

Week	Class Meeting Date	Agenda (See Cougar Courses for Readings & Assignments) *All assignments due Mondays by 8:00 a.m. in Cougar Courses*
1	August 31	The role of content teachers in ensuring equitable access via literacy instruction. ● Reading Reasons ● The "Reading Minute" Assignment ● What must students read in different content areas? Collaborative Lesson Planning: Who are my students? (The third focus student)
2	September 7 Labor Day [No Live Session]	What does it mean to be *literate?* ● What are asking our students to do? Collaborative Lesson Planning: building foundational knowledge in literacy.
3	September 14	Literacy Across the Content Areas: Metacognition as a literacy strategy; pre-teaching & front loading vocabulary. Collaborative Lesson Planning: Using Standards & Writing Objectives; Building Vocabulary
4	September 21 *(Talk Like a Pirate Day)* 	What are the foundational language structures students need? What does it mean to be "literate" in the 21st century? Introduction to the ELA/ELD framework (literacy focus). ● Focus: Academic Language ● Focus: Vocabulary Strategies Collaborative Lesson Planning: Building Vocabulary (Putting it all Together)
5	September 28	Digital Literacy, Part I Collaborative Lesson Planning: Aligning Assessment to Standards & Objectives
6	October 5	Digital Literacy Part II Collaborative Lesson Planning: Supporting Focus Students (3rd Focus Student)

7	October 12	Understanding the ELA Framework, Literacy TPEs, & The Role Content Teacher Play in Supporting Students' Literacy Collaborative Lesson Planning: Writing the Lesson Sequence (Examples)
8	October 19	Literacy Focus: Meaning-Making Collaborative Lesson Planning: Lesson Plan Peer Review
9	October 26	Literacy Focus: Language Development **Due: Lesson Plan (Turned in to 3 Core Classes)**
10	November 2 	Literacy Focus: Content Knowledge Introduction: Literacy Strategy Video Project *Election Day is Tomorrow!* *Tuesday, November 3, 2020*
11	November 9	Literacy Focus: Foundational Skills
12	November 16	Literacy Focus: Effective Expression
13	November 23 **[No Live Session]** 	*Work on your Literacy Strategy Videos* *Happy Thanksgiving!*
14	November 30	*Literacy Strategy Videos Due* *Literacy Symposium*
15	December 7 Joint Session	**Joint Session:** Semester Wrap-Up; Equity Presentations (for 555); Celebration!
		Reminder: CalTPA Submission Deadline: Thursday, December 17, by 11:59 p.m.

HOLISTIC ASSIGNMENT RUBRIC

Criteria	Achievement		
	Meets or Exceeds Assignment Expectations	Approaching Assignment Expectations	Below Assignment Expectations
Content (8 pts.)	Student actively engages in the reflection and reading processes, consistently developing thoughtful and sensitive responses, showing insightful interpretations, and using a variety of reading strategies (making connections, speculating, drawing inferences, reflecting, challenging the text, etc.). Effectively uses evidence to support conclusions about their own learning.	Student engages in the reflection and reading processes, developing mostly thoughtful and sensitive responses, showing original interpretations, and using several reading strategies (making connections, speculating, drawing inferences, reflecting, forming opinions, etc.). Somewhat effectively uses evidence to support conclusions about their own learning.	Inconsistently engages in the reading and reflecting processes, attempting to respond to some readings thoughtfully but often producing limited or predictable responses, showing some understanding of the text, and using a few limited strategies (making personal connections, expressing opinions, etc.). Inadequately uses evidence to support conclusions about their own learning.
Format (2 pts.)	Submits writing assignments that are well edited, properly formatted, thoughtfully composed (well organized, with a clear beginning, middle and end) and that meet all assignment requirements.	Submits writing assignments that are mostly well edited (with some minor errors), properly formatted, thoughtfully composed (with some organization and flow), and that meet all assignment requirements.	Submits writing assignments that are poorly edited, quickly composed (poor organization) or that do not meet assignment requirements.

DISCUSSIONPOSTRUBRIC

Criteria	Achievement		
	Meets or Exceeds Expectations	Approaching Expectations	Below Expectations
Initial Response 6/10 pts	Initial post fully addresses the prompt and contributes in a constructive way to the discussion. Initial response demonstrates critical thinking skills and provides examples or details relevant experience to substantiate response. The post refers directly to course materials (lecture, readings, videos, etc.).	Initial post somewhat addresses the prompt. Initial response may lack detail or explanation. Examples or questions raised may require further exploration. The post does not directly refer to course materials (lecture, readings, videos, etc.).	Initial response does not address the prompt or may require significantly more depth. Initial response may be inappropriate for professional context. Non-performance
Follow-up Responses (2) 4/10 pts	Responses to classmates clearly and constructively build on the existing conversation. Responses elicit robust replies from peers and are supported by examples, relevant experience, and further questioning.	Responses to classmates add ideas, but may not connect to existing conversation or may be inapplicable for professional context. Examples or arguments may require further exploration or detail to appropriately support dialogue; one response may be missing.	Response posts are minimal or do not elicit a robust response from peers. Responses may be flat or rhetorical. No responses to peers.