

Course & Section Nos.	EDMS 522 (04)
Course Title	Elementary Literacy II
Class Roster No.	23088
Course Day(s)	Tuesday
Time	8:30 am – 11:20 am
Course Location	Online – Asynchronous/Synchronous San Marcos Cohort
Semester / Year	Spring 2021
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WELCOME

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

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

Mission

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

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

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

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

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COURSE DESCRIPTION

Focuses on developing an advanced understanding of theory, methodology, and assessment of English Language Arts and second language learning in integrated and inclusive elementary classrooms.

Course Prerequisites

EDMS 521

Course Objectives

Teacher Candidates will develop as literacy educator professionals, teaching the English language arts. They will develop the ability to use their knowledge of students, the ELA Common Core State Standards and the ELA/ELD Framework to design and implement effective assessment and instruction that integrates ELA and ELD development across the curriculum. They will become effective literacy educators teaching diverse students the English language arts in multiple subject classrooms.

REQUIRED TEXTS, MATERIALS AND/OR ACCOUNTS

Required Texts

Leslie, L. & Caldwell, J. (2016). *Qualitative Reading Inventory -6*. Pearson Higher Ed. ISBN-13 978-0134539409 [Redshelf Link](#)

Or

Leslie, L. & Caldwell, J. (2021). *Qualitative Reading Inventory -7*. Pearson Higher Ed. eISBN-13: 9780135921357 [Redshelf Link](#)

Bear, et al., (2019). *Words Their Way: Word study for phonics, vocabulary, and spelling instruction 7th Edition*. Pearson. ISBN-13 978-01351744623

Cooper, et. al., (2018). *Literacy Helping Students Construct Meaning. 10th Edition*. Cengage. Boston: MA. ISBN-13: 978-1305960602

Cunningham, P. (2017). *Phonics They Use: Words for Reading and Writing (7th Edition)*. Pearson.

Recommended Books (Optional):

- CA ELA/ELD Framework (2015). _ available on cougar course <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>
- CA common core state standards: English language arts & literacy (2013). _ available on cougar course <http://www.cde.ca.gov/be/st/ss/documents/finaelaccsstandards.pdf>
- CA English language development standards (2012). _ available on cougar course <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>
- Zarrillo, J. (2016). *Ready for RICA: A Test Preparation Guide for California's Reading Instruction Competence Assessment (4th Edition)* (ISBN-13: 978-0134146355)
- RICA content specifications (2009) _ available on cougar course https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CA_RICA_Written_TestPage.html

- Additional required readings in the form of scholarly resources, articles and websites will be made available throughout the course online via the cougar course website.

Cougar Course

Teacher Candidates will be required to utilize the cougar course website associated with this course section, available at <https://cc.csusm.edu>.

Task Stream Account

Teacher Candidates should make sure to have a current Task Stream account while participating in the Multiple Subject program.

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.
- > Understand how a first and second language is acquired.
- > Understand delivery a comprehensive program aligned with CA ELA/ELD standards and ELA/ELD Framework.
- > Demonstrate knowledge of components of effective literacy instruction.
- > Select appropriate materials and instructional strategies to meet the individual needs of students.
- > Demonstrate the ability to use multiple measures of assessments to determine students' progress towards state adopted content standards.
- > Analyze and interpret children's literacy behaviors to plan differentiated instruction and interventions.
- > Organize the classroom and instruction for differentiated literacy instruction and intervention for teaching reading and writing to the wide range of learners to provide Universal Access.
- > Appreciate the need to and value of integrating literacy across all curricular areas.
- > Teach students to develop and use academic language in English in all areas of literacy and to learn about the English language.
- > 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.

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)*

Teacher Performance Expectation (TPE) Competencies (2020)

The course objectives, assignments, and assessments have been aligned with the CTC standards for (Single Subject, Multiple Subject, Special Education, etc.) 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. You will be required to formally address the following TPEs in this course:

TPE Subject Specific Pedagogical Skills for Multiple Subject Teaching Assignments # 1

Teaching English Language Arts in a Multiple Subject Assignment

TPE 3_ Understanding and organizing subject matter for student learning (3.1, 3.7)

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

TPE 5_ Assessing student learning (5.5)

Teacher Performance Assessment

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved Teacher Performance Assessment (TPA), as part of the credential program of preparation. During the 2019-2020 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 other TPA support materials may be found on the website: www.csusm.edu/soe/currentstudents/tpa.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).

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.

SCHEDULE/COURSE OUTLINE

*Course Schedule (Topics, Readings, Assignments, and Due Dates) Are Subject To Change
Course readings will be outlined in weekly P&P Activities*

Week	Date	Topic	Mode	Due
Saturday	January 23	Dr. John Spencer Project-Based Learning	Synchronous 9:00am -12:00pm	
Week 1	January 26	Welcome Course Overview Project-based Learning Content area literacy & integrating literacy instruction across the curriculum	Synchronous 8:30-9:45 am	Practice and Participation Activities (P&P)
Week 2	February 2	Content area literacy & integrating literacy instruction across the curriculum ELA CCSS, ELD Standards & ELA/ELD Framework The range & characteristics of typical and atypical child development to inform instruction Introduction to Case Study	Synchronous 8:30-9:45 am	Practice and Participation Activities (P&P)
Week 3	February 9	Assessment of ELA/literacy Assessment to inform planning for individual needs Case Study	Asynchronous Office hours: 8:30-9:30 am	Practice and Participation Activities (P&P)
Saturday	February 13	Amy Gray New Children's Museum PD	Synchronous 10 am-12pm	
Week 4	February 16	Developing speaking & listening skills Teaching vocabulary effectively, academic language, and English language development	Asynchronous No office hours	Practice and Participation Activities (P&P)

Week 5	February 23	Writing development and effective writing instruction Writing instruction, designing effective literacy lessons Literacy Lesson Plan for teaching writing	Asynchronous Office hours: 8:30-9:30 am	Practice and Participation Activities (P&P)
Week 6	March 2	Writing instruction, designing effective literacy lessons Literacy Lesson Plan for teaching writing Using assessment results to determine student strengths & needs and to share student progress	Synchronous 8:30-9:30 am	Practice and Participation Activities (P&P)
Saturday	March 6	Alex Owens Be Loud PD	Synchronous 10 am-12pm	
Week 7	March 9	Digital literacy, digital tools, educational technologies, and digital citizenship Hyperdoc Lesson Planning	Asynchronous No office hours	Practice and Participation Activities (P&P) Lesson Plan Due
Week 8	March 16	Using assessment results to determine student strengths & needs and to share student progress Literary analysis, response & comprehension	Asynchronous No office hours	Practice and Participation Activities (P&P) Case Study Due
Week 9	March 23	CSUSM Spring Break Extended Clinical Practice	Asynchronous Office hours by appointment	Professional Development Community-Based Activities
Week 10	March 30	Spring Break San Marcos March 29- April 2	No Coursework No Clinical Practice	
Week 11	April 6	Extended Clinical Practice	Asynchronous Office hours by	Professional Development Community-Based

			appointment	Activities Extended Clinical Practice
Week 12	April 13	Extended Clinical Practice	Asynchronous Office hours by appointment	Professional Development Community-Based Activities Extended Clinical Practice
Week 13	April 20	Literary analysis, response & comprehension	Synchronous 8:30-9:45 am	Practice and Participation Activities (P&P)
Saturday	April 24	Christine Dixon STEAM in Virtual Environments PD		
Week 14	April 27	Literary analysis, response & comprehension Digital literacy, digital tools, educational technologies, and digital citizenship	Synchronous 8:30-9:45 am	Practice and Participation Activities (P&P) Technology Project Due
Week 15	May 4	Literary analysis, response & comprehension Book Club	Asynchronous Office hours: 8:30-9:30 am	
Week 16	May 11	Synthesis and Closure Book Club Presentations/Reflections	Synchronous 8:30-9:45 am	Book Club Due

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignment Descriptions

(522) Literacy Lesson Plan

[TPE 3.1 Assessed, TPE 3.7 Practiced, Assessed, TPE 4.7 Practiced, TPE 4.8 Practiced, Assessed]

20 points Due March 9

Candidates complete a literacy lesson plan for writing. This assignment provides candidates the opportunity to demonstrate the knowledge they have been learning about writing and writing instruction in the CA CCSS for ELA & Literacy, the CA ELD Standards and ELA/ELD Framework. Candidates demonstrate their knowledge of the subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1). Candidates should design a lesson in which they explicitly teach a writing strategy, using the lesson plan template and the associated rubric criteria to prepare a lesson that helps the learner progress in writing. Candidates practice planning instruction that encourages student participation in learning by incorporating a range of communication strategies and activity modes between candidates and the students and among students (TPE 4.7). Candidates will design a literacy lesson that integrates digital tools and educational technologies. Candidates will 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 (TPE 3.7). Integrated in the lesson plan design, candidates will demonstrate their understanding and application of 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 (TPE 4.8).

Candidates develop a lesson plan that includes the following components. **1)** ELA Subject Area (i.e., reading comprehension), **2)** ELA CCSS Standards, ELD Standards, **3)** Learning Goal(s) for ELA & ELD plus identification of associated academic language (AL) demands. **4)** Assessment: Identify how teacher assesses during the lesson. Include the associated criteria/rubric and what teacher observes students do during lesson to demonstrate their learning. **5)** Student Learning Activities: Describe what students do, the activities students engage in and the materials they use during the lesson in order to learn the ELA learning goals. Include how students use digital tools or educational technologies (TPE 3.7 & 4.8) during these activities. Describe how teacher groups students throughout the lesson. Practice incorporating into the learning activity a range of communication strategies and activity modes among students to encourage their participation in group-work (TPE 4.7). **6)** Instruction to Support Learning: Describe what teacher does, the instructional strategies the teacher uses in order to support students' learning of the learning goals at all stages of the lesson (Opening, Body, Closure). Include how teacher models and uses the resources, materials, digital tools and educational technologies to engage students in learning and offer students multiple means to demonstrate their learning (TPE 3.7 & 4.8). Practice incorporating into instruction a range of communication strategies and activity modes between teacher and students to encourage student participation (TPE 4.7).

(522) Lesson Plan Rubric		
5	3 Lesson Learning Goals	1
All of 3, plus: Creates individualized LGs	-Demonstrates knowledge of subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1) by basing ELA & ELD learning goals (LGs) on appropriate ELA Standards & ELD Standards and ELA/ELD Framework. -Creates manageable LGs that build on students' prior academic knowledge related to the ELA content and that appropriately address students' developmental considerations, assets and needs. -Identifies salient academic language (AL) demands associated with the learning goals (i.e., vocabulary, grammar)	-LGs not based on salient ELA knowledge from standards/framework or on salient knowledge of students, or, -Insufficient AL

5	3 Assessment	1
All of 3, plus: Makes individualized adaptations & accommodations to assessments of the lesson's learning goals	-Identifies the kinds of evidence looking for when assessing (criteria/rubric) to determine the extent to which students meet learning goals (LGs). -Describes how teacher checks for students' understanding and monitors students' progress and learning/higher order thinking during the lesson. -Describes the ways students demonstrate their learning that the teacher observes and assesses, applying digital tools and learning technologies to offer students multiple means to demonstrate their learning (TPE 4.8)	-Criteria/ rubric not identified or aligned to LGs, or, -Lacks sufficient/ appropriate asmt or ways for students to show learning
5	3 Student Learning Activities	1
All of 3, plus: Makes individualized adaptations & accommodations and/or uses UDL multiple means of engagement, action/expression and representation for individual learning differences	-Describes appropriate ELA learning activities (SLAs) that... > support students to achieve the learning goals (LGs), > support students to develop the academic language (i.e., vocab & grammar), > engage & challenge students, developing their higher-order thinking, > address appropriately the students' developmental considerations, assets, & needs, > use appropriate resources and materials, apply digital tools & learning technologies as appropriate to engage students in learning (TPE 4.8) and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship (3.7), > provide English learners the language adaptations & accommodations that support access to ELA content in SLAs while also integrating salient ELD as needed. -Indicates how teacher appropriately groups students during ELA learning activities and manages student interactions/group work to support student learning, trying a range of communication strategies and activity modes among students (TPE 4.7).	-SLAs not aligned with LGs or lack support, challenge or engagement of students, or, -SLAs inadequately address students' assets, needs, dev considerations, or EL needs, or, -Lack appropriate grouping or materials or tech
5	3 Instruction to Support Learning	1
All of 3, plus: Makes individualized adaptations & accommodations and/or uses UDL multiple means of engagement, action/expression and representation for individual learning differences, -Applies digital technologies to create personalized and	-During the opening of lesson, describes instruction to support learning (ISL) that clearly sets learning expectations, directly links to students' relevant prior academic knowledge & establishes a positive learning environment. -During the body of lesson, describes appropriate ISL that... > supports students achieving LGs by effectively engaging them in learning activities, > teaches, demonstrates and supports use of the academic language (i.e., vocab & grammar) associated with the LGs. > engages & challenges students, developing their higher-order thinking, > addresses appropriately students' developmental considerations, assets, & needs, and thus can be adapted/accommodated to improve student access to LGs, > uses appropriate resources, materials, digital tools & learning technologies to engage students in learning (TPE 4.8), modeling and developing digital literacy by using technology to engage students and support their learning, and promote digital citizenship	ISL not aligned with LGs or SLAs, or, -ISL lacks support, challenge or engagement of students, or, -ISL inadequately addresses students' assets, needs, dev considerations, or EL needs, or,

integrated technology-rich lessons (4.8)	including copyright law, fair use guidelines, Creative Commons license, and Internet Security (3.7), > uses language adaptations & accommodations to support English learner access to ELA learning and ISL that teaches salient ELD as needed. > tries using range of communication strategies and activity modes with students to encourage student participation (TPE 4.7). -During the closure of the lesson, describes ISL that teacher uses to review and summarize key points of the lesson's ELA content and LGs.	-Lacks appropriate use of resources, materials, technologies, or, -Does not clearly support student learning at each stage of lesson
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Participation and Practice Activities (522)

[TPE 3.1 Practiced]

See Course Calendar for Due Dates

10 points each x 10 = 100 points total

Candidates complete participation and practice activities. This assignment provides candidates opportunities throughout the course to practice demonstrating knowledge of subject matter, including the adopted California State Standards and curriculum frameworks (TPE 3.1), more specifically the CA CCSS for ELA & Literacy, the CA ELD Standards and the ELA/ELD Framework. Candidates participate in learning activities related to ELA & Literacy instruction through their interactions both face-to-face and online. Participation and practice activities correspond with weekly topic(s) of study and candidates submit evidence associated with participation in these practice activities as directed. These practice activities include but are not limited to the following: recording instructional examples of RICA competencies, demonstrating ELA & literacy instructional strategies and learning activities and exploring the use of technologies that support literacy development.

(522) Weekly Readings

[TPE 3.1 Introduced, TPE 3.7 Introduced, TPE 4.2 Introduced, TPE 4.3, TPE 4.7 Introduced, TPE 4.8 Introduced, TPE 5.5 Introduced]

Candidates complete weekly readings. This assignment provides candidates opportunities throughout the course to be introduced to essential knowledge. Weekly readings are assigned to help the candidate merge theory and practice in order to realize a comprehensive and extensive educational program for all students. Candidates are introduced to key concepts and knowledge related to ELA/Literacy content and ELA/Literacy instruction and assessment through a variety of course readings each week. The following topics are included throughout the weekly readings in this course:

- Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks. (TPE 3.1)
- 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 (TPE 3.7)
- 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. (TPE 4.2)
- Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction. (TPE 4.3)
- 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 4.7)
- 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. (TPE 4.8)

- Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals. (TPE 5.5)

Candidates should read each week’s readings and prepare a written reflection and/or response to the weekly readings as outlined in the participation and practice activities.

(522) Case Study

[TPE 4.2 Practiced, Assessed, TPE 5.5 Practiced, Assessed]

Due March 16

20 Points

Candidates complete a case study of one student who is already a reader. This assignment provides candidates the opportunity to demonstrate the knowledge they have been learning about the effective use of assessment to inform instruction that supports a student to make progress in language arts/literacy. Candidates use information about one student including data from various language arts/literacy assessments to understand the strengths and needs of the student in language arts/literacy. They use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals (TPE 5.5). In particular, candidates employ these findings to develop specific recommendations for appropriate language arts/literacy instructional strategies tailored to support that student’s progress in language arts/literacy. Candidates have the opportunity to 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 (TPE 4.2). The goal is to help the student progress in their language arts/literacy development. All components of the case study must be combined into one document to be submitted as directed.

Candidates complete a case study that includes the following components. **1)** Reports of the information (qualitative and/or quantitative) gathered on one student including the data on levels of performance from a variety of language arts/literacy assessments. This information is understood within the context of the range and characteristics of typical and atypical child development (TPE 4.2). Consulting the instructor’s case study handbook will assist candidates with the assessment tools and the data reports for each. **2)** A display of the analysis of the case study student’s information to determine findings regarding the student’s areas of strength and need. **3)** Paragraphs describing the case study student’s main areas of strength and need in language arts/literacy. Sharing this information with the case study student will assist the student to understand their progress in language arts/literacy (TPE 5.5). **4)** Paragraphs describing recommendations for strategies and instruction that specifically support the case study student’s progress in the identified area(s) of need in language arts/literacy. These paragraphs also explain why these instructional strategies will help the case study student to progress in the area of need. These instructional recommendations are informed by the student’s developmental characteristics (TPE 4.2). **Details will be provided in class.**

Case Study Rubric		
5	3	1
Information Reports		
All of 3, plus: Notes the use of asmts with individualized adaptations & accommodations based on student characteristics, or, -Reports in-depth data from a wider/ deeper selection of ELA/lit asmts	-Candidate uses appropriate informational resources and ELA/literacy assessment (asmt) tools to gather student information (info). -Candidate uses a sufficient variety of ELA/lit asmts to gather data. -For each kind of info gathered, candidate prepares a concise report that... > provides accurate quantitative info from quantitative asmts, > provides salient qualitative info from qualitative asmts, > provides sufficient details and description of the student. - Candidate understands student info in context of student’s developmental characteristics. Candidates 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 (TPE 4.2)	-Lacks sufficient asmts or variety of asmts or sufficient info about student -Incomplete or inaccurate info or asmt data or inaccurate, or, -Inappropriate asmts for student developmental characteristics

5	3 Analysis of Information	1
All of 3, plus: Identifies patterns of ELA needs and strengths among all data substantiated by info/data from multiple asmts	-Candidate uses appropriate analysis method e.g., a data analysis grid, for analyzing reported student info including data from asmts. -Candidate determines whether each item of data represents an ELA/literacy strength or an ELA/lit need based both on the expectations of grade level academic standards for ELA/lit and on the student's developmental characteristics. -Based on an effective analysis of the info, the candidate finds two of the student's main ELA/lit needs and two of the student's main ELA/lit strengths.	-Insufficient or inaccurate analysis or not based in knowledge of standards or developmental considerations
5	3 Strengths and Needs	1
All of 3, plus: Candidates use assessment info in a timely manner to assist students and families in understanding student progress in meeting learning goals (TPE 5.5).	-Candidate states the case study student's two ELA/literacy strengths and describes these strengths using appropriate ELA/lit terminology. These descriptions include salient and sufficient evidence from the student info/asmt data to make clear the direct connection between what the data show and the findings of strength. -Candidate states the case study student's two ELA/literacy needs and describes these needs using appropriate ELA/lit terminology. These descriptions include salient and sufficient evidence from the student info/asmt data to make clear the direct connection between what the data show and the findings of need. -Candidate shares these findings with the case study student to assist the case study student to understand their progress in language arts/literacy (TPE 5.5).	-Inadequately or inaccurately describes ELA/lit strength/need, or, -Lacks sufficient or salient evidence to verify findings of strength/need, or, -Does not identify ELA/lit needs
5	3 Instructional Recommendations	1
All of 3, plus: Differentiates the ELA/lit strategies described to include adaptations & accommodations to address unique student needs, or, -Cites literature in strategy description and/or rationale e.g., ELA/ELD Framework, or, -Describes how strategies draw on student strengths to address needs	-Candidate clearly indicates which identified ELA/literacy need(s) to address. -Candidate recommends two research-based ELA/lit instructional strategies that appropriately support the case study student progress in the area(s) of need. -Candidate selects instructional strategies that are a good match for the case study student's characteristics. Candidates have the opportunity to 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 (TPE 4.2). -For each ELA/lit instructional strategy recommended, the candidate uses appropriate ELA/lit terminology to provide an effective description/rationale that does the following: > describes in sufficient detail what the strategy is and what it involves > describes in a sequentially organized and sufficiently detailed manner what the teacher does to model the strategy to the student > and in the rationale for the strategy, provides an appropriate and specific explanation about why this particular ELA/lit strategy will help this case study student improve in the identified area of need.	-Does not identify ELA/lit strategies -Inappropriate strategies for the identified needs, or student developmental considerations, or, -Lacks sufficient detail or specificity in description of strategies, or, -Inappropriate or inaccurate or unclear rationale for reason strategy addresses need

Technology Project
10 points

Due: April 27

Building upon the website you created in EDUC 422 and EDMS 521 you will create a page that includes resources for student literacy learning. Please note that we will be using Google Sites for this project. A detailed handout will be provided regarding this assignment. This is an ongoing project.

Professional Learning
40 points

Variable due dates

This semester you will be attend four professional learning opportunities offered through the School of Education. These opportunities will be held outside of class time. Information regarding dates and times for professional learning opportunities will be posted in Cougar Courses and announced in class. A reflection of your learning and implications for implementation is due one week after the professional learning.

Book Club
10 points

Due May 11

You will engage in at least three book club discussions with a small group of your peers. First, your small group will choose an engaging chapter book that you will read over the course of 12 weeks. Each group member will facilitate discussion about 2-3 chapters. You may consider developing questions and model discussion to help your peers analyze what they are reading. You can assign roles to the members of your group. This project includes creating a visual with activities, a book talk, reflection, and in class presentation. Details will be provided in class.



Project for Future Teachers - Knowing Our Students; Knowing Ourselves (KOSKO)

Variable due dates - 20 points

Participation in [iEARN](#) - De Orilla a Orilla
Details forthcoming

Grading Standards

In order to earn a teaching credential from the state of California, candidate must maintain a B average (3.0 GPA) and cannot receive below a C+ in any course in the teacher education program. Assignments are to be submitted by 9 pm on the specified due date. All documents should use 12 point Times New Roman. Edit assignments prior to submission to ensure the text is error-free and the ideas are logically presented. All citations, where appropriate, should use current American Psychological Association (APA) format.

A	193-200	A-	190-192		
B+	187-189	B	183-186	B-	180-182
C+	177-179	C	173-176	C-	170-172

Assignments	Points Possible
Literacy Lesson Plan	20
Participation and Practice Activities & Weekly Course Readings	100

Case Study	20
Technology Project (Website)	10
Professional Learning	40
Book Club	10
Total Points	200

Final Exam Statement

There will be no final exam.

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).*

GENERAL CONSIDERATIONS

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.

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 4200, 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 or, in order to ensure confidentiality, in a more private setting.

Credit Hour Policy Statement

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. Each unit of credit corresponds to at least an 'hour' of class-time and two hours of student learning outside of class.

All University Writing Requirement

The All-University Writing Requirement of 2500 words for courses of 3 or more units is satisfied in the course through written assignments such as lesson plans, reflections and analyses.

Course Format

Per the CSUSM Online Instruction Policy, EDMS 522 is considered to be online instruction. All course learning experiences will be communicated via the Internet, and students should plan on spending approximately 5 hours per week on course activities. Each module begins with a box on Cougar Courses called "Step-By-Step Instructions," which detail the guiding questions and learning outcomes, explain the learning activities in which students will engage, and describe what deliverables must be submitted to earn credit for completing that module.

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., google suite, 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.

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>

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.