

Program Standard 9: Preparation to Teach Reading/Language Arts

Program Standard 9.1

The preparation program provides substantive, research-based instruction that effectively prepares each candidate to teach reading/language arts.

Program Standard 9.2

Candidates in the education specialist credential program are prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.

Program Standard 9.3

The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners (including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners) who have varied reading levels and language backgrounds.

Program Standard 9.4

The preparation program provides each candidate with experience in a classroom where reading is taught.

Program Standard 9.5 Intern Program Delivery Model

The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 9: Preparation to Teach Reading-Language Arts.

Program Standard 9 Element	Program Description that Addresses this Element	Evidences and Artifacts
<i>9.1 & 9.2 The preparation program provides substantive, research-based instruction that</i>	The Concurrent and Add On Education Specialist program options provide candidates with substantive, research-based instruction in which there is a comprehensive program of systematic instruction in reading, writing, listening, and speaking and related language arts aligned with the state-	

<p><i>effectively prepares each candidate to teach reading/language arts. Candidates in the education specialist credential program are prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework.</i></p>	<p>adopted English Language Arts Academic Content Standards and the Reading/Language Arts Framework. This preparation is delivered to candidates through several courses (i.e., EDMX 521, 622, 632) and through clinical practice applications. These courses and experiences provide candidates with instruction and practice in the following:</p> <ul style="list-style-type: none"> a) The Reading/ Word attack instruction b) Spelling and vocabulary instruction c) Explicit instruction of comprehension skills d) Research on how reading and writing skills are acquired e) Text-handling and strategic reading and writing strategies for text use across the curriculum for a variety of purposes f) Ways to promote extensive, independent, self-selected reading and writing of a variety of genres for a variety of purposes, including both fiction and non-fiction forms g) Effective integration of listening, speaking, reading, and writing h) Effective classroom interventions for both low-performing and high-performing readers and writers i) Effective reading and writing instruction for English learners and student with disabilities j) Planning and delivery of appropriate reading instruction based on assessment and evaluation k) Field experiences that require demonstration of expertise in delivering a differentiated, comprehensive, systematic, explicit, culturally appropriate, effective reading and language arts program to K-12 learners. <p>The six evidence matrices that follow this introductory response to Standard 9 show how candidates are prepared to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the state adopted English Language Arts Content Standards and the Reading/Language Arts Framework. The six matrices</p>	
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	<p>that follow include:</p> <ul style="list-style-type: none"> a) one matrix for instructional planning and design – the Instructional Planning/Objectives/Design Matrix; b) three for instructional delivery (reading, writing, listening and speaking) matrices – <ul style="list-style-type: none"> the Instructional Delivery of Reading Matrix, the Instructional Delivery of Writing Matrix, and the Instructional Delivery of Listening and Speaking Matrix; c) one for assessment – the Assessment Matrix; and d) one for universal design – the Universal Access/Differentiated Instruction Matrix. <p>The titles and abbreviations of the matrices are listed in Evidences and Artifacts column to the right. The matrices explain and illustrate the planned, purposeful, and direct instruction of skills and strategies that is stressed with Cal State San Marco Education Specialist candidates. The</p>	<p>Instructional Planning/Objectives/Design Matrix (IPOD)</p> <p>Instructional Delivery of Reading Matrix (IDR)</p> <p>Instructional Delivery of Writing Matrix (IDW)</p> <p>Instructional Delivery of Listening and Speaking Matrix (IDLS)</p> <p>Assessment Matrix</p> <p>Universal Access/Differentiated Instruction Matrix (UDI)</p>
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	<p>goal of the program is to ensure that all Education Specialist candidates are able to refine their skills, develop as professional educators, and explore different ways of teaching reading and writing to a diverse population of students in inclusive classrooms.</p>	
<p><i>9.3 The program provides candidates with systematic, explicit instruction to meet the needs of the full range of learners (including struggling readers, students with special needs, English language learners, speakers of non-standard English, students who have no communication/language system, and advanced learners) who have varied reading levels and language backgrounds.</i></p>	<p>Coursework and field experiences of the Preliminary Mild/Moderate and Moderate/Severe Education Specialist Credential program provides systematic, explicit instruction to meet the needs of the full range of learners with varying reading levels and language backgrounds. For example, review the response to <i>Program Standard 3 Educating Diverse Learners</i> to learn how courses such as the EDMS 555 <i>Elementary Multilingual Education</i>, EDUC 602 <i>Schooling In a Multicultural Society</i>, and EDUC 641 <i>Sociocultural Contexts of Language and Learning</i> courses provide deep and comprehensive preparation to teach reading and language arts to English language learners, inclusive of students of varying needs.</p> <p>EDMX 521</p> <p>In EDMX 521 <i>Elementary Literacy for Education Specialists</i> candidates are expressly taught about and apply methodologically sound and research-based instructional methods for teaching all children (inclusive of English language learners, students with reading difficulties, students who are proficient readers, students with advanced literacy skills and students with autism and other disabilities) to read. For the <i>Assignment #4 - Literacy Lesson Plans</i> assignment (described on page 13 of the syllabus), candidates design two lesson plans for a target student that includes “differentiated plans for other student groups in the classroom (e.g., English learners, struggling students, students eligible for special education, student identified as gifted and talented). For example, if your</p>	<p>See Program Standard 3 Educating Diverse Learners response for EDMS 555, EDUC 602 & EDUC 641 descriptions</p> <p>EDMX 521 syllabus</p> <p>Assignment #4 - Literacy Lesson Plans assignment (p. 13)</p>

	<p>plan is for an ELL student, you must provide ways to differentiate for struggling students, students eligible for special education, and provide complexity, flexibility and novelty for students identified as gifted and talented. For the <i>Assignment #6 - Case Study</i> assignment (described on pages 16 and 17 of the syllabus), candidates are required to observe students reading and writing, listen to them read, and interview them about their reading and writing learning strategies. Based upon the observations and assessments, candidates then make instructional decisions for interventions. Student who are selected for this Case Study usually are English learners or students with special needs who are struggling to read.</p> <p>EDMX 622</p> <p>In EDMX 622 <i>Literacy for Education Specialists</i> candidates learn about how to support students with typical and atypical language development; students' literacy learning challenges (including English learners, accelerated learners, and learners with disabilities); the impact of language diversity; and how to support struggling readers, in general. Through the <i>Principled Lesson Design</i> assignments (described on pages 16 through 18 of the syllabus), candidates develop literacy lessons and interventions for a student with autism. Through the <i>Case Study: Data-Driven Decision Making</i> assignment (described on pages 12 through 15 of the syllabus), candidates design another literacy lesson for a middle-level student who is an English learner and struggling in reading. Additionally, a primary text in the EDMX 622 class is Paula Kluth's <i>A land we can share</i>. This text provide and comprehensive analysis of literacy instruction and intervention for students on the full ASD spectrum including students who do not yet have a reliable communication or language system and students who may use alternative or augmentative communication systems to communicate, learn, and develop literacy.</p>	<p>Assignment #6 - Case Study (pp. 16 & 17)</p> <p>EDMX 622 syllabus</p> <p>Principled Lesson Design assignments (pp. 16 - 18)</p> <p>Case Study: Data-Driven Decision Making assignment (pp. 12 – 15)</p>
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	<p>EDMX 632</p> <p>Candidates complete EDMX 632 <i>Technology and Communication for Special Populations</i> in which, through <i>all Class Session topics</i> and assignments, they learn about and apply multiple augmentative and alternative software and hardware technologies to enable students to communicate and develop language systems to allow literacy development as well as use assistive and augmentative communication devices and software to enable students to learn to read, write, express themselves in means other than speaking and writing (e.g., symbol communication, communication of ideas with real objects). See page 4 of the syllabus for a listing of the assistive and augmentative communication devices and software applications that the candidates learn to use.</p>	<p>EDMX 632 syllabus</p> <p>All Class Session topics (p. 4)</p>
<p><i>9. 4 The preparation program provides each candidate with experience in a classroom where reading is taught.</i></p>	<p>CONCURRENT AND ADD ON CANDIDATE MILD/MODERATE AND MODERATE SEVERE CLINICAL PRACTICE</p> <p>EDMX 572/671/672/573</p> <p>For all teacher credential programs delivered through CSUSM’s School of Education (inclusive of the Education Specialist program options), clinical practice settings experiences are expressly selected to ensure that every candidate has least one placement in an elementary and/or special education instructional assignment where reading is taught. This is a stated responsibility of the Education Specialist Clinical Practice Coordinator. Additionally, candidates are placed in settings of diverse learners where the candidate can demonstrate literacy instruction of English learners. Placements are a collaborative effort between the university and cooperating school districts to ensure that candidates are placed in diverse schools where there is the greatest need to reduce adult-</p>	<p>EDMX 572/671/672/573 syllabi</p>

to-child ratios, and there is a clear emphasis on mastering standards inclusive of English Language Arts standards.

All candidates in all of the Education Specialist options must demonstrate the instruction of students in core academic curriculum that includes reading and language arts. They demonstrate this in their supervised clinical practice experiences - EDMX 572 *Education Specialist – Clinical Practice: Special Education Setting* for Concurrent and Add On candidates who are not Interns, EDMX 671/672 *Education Specialist – Clinical Practice for Intern I & II* for Interns, and EDMX 573 *Education Specialist – Clinical Practice: Moderate/Severe*. In these clinical practice experiences, candidates must have their university supervisor and cooperating teacher (or Intern support provider, for Interns) verify that they have met *Education Specialist Teaching Performance Expectation 1: Specific Pedagogical Skills for Subject Matter Instruction* which expressly states in the very first sentence of the TPE standard that “Education Specialist teachers instruct students with disabilities in the **core academic curriculum** at the grade levels and in the service delivery modes of their legal assignment.” Reading, of course, is a core academic curriculum area for which Education Specialist are held accountable for demonstrating proficiency in instructing students with disabilities. Further, the EDMX 572 (traditional) and EDMX 671/672 (internship) clinical teaching experiences require candidates to fully plan and deliver a minimum of two consecutive weeks of reading, writing, and related language arts instruction that demonstrates their ability to bring theory into practice, and use research-based instructional approaches and methods consistent with and aligned with the state-adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. If a candidate is not placed in a setting in which reading is taught (e.g., Interns assigned to high school content area subjects not inclusive or literacy development), the program clinical practice

	<p>placement coordinator works with the candidate and the master teacher and other placement sites to ensure that the candidate has the opportunity to be in an instructional setting in which the teach of reading occurs.</p> <p>EDMX 570/571</p> <p>Concurrent Education Specialist candidates who concurrently are prepared for the Education Specialist and Multiple Subject credentials have two additional clinical practice experiences; namely, EDMX 570 Education Specialist – Clinical Practice in Elementary and Special Settings EDMX 571 Education Specialist – Clinical Practice: General Education Settings) in which they are observed and assigned in an elementary grade general education classroom in which reading is taught. To be awarded their credential, they must be observed and be assessed as meeting Multiple Subject TPE 1 Specific Pedagogical Skills for Subject Matter Instruction that includes instruction in reading and language arts. This is documented for the TPE 1a standard on page one of the <i>Assessment of Multiple Subject Teaching Performance Expectations (EDMX 570 & EDMX 571 Concurrent Credential Clinical Practice I & II</i> observation form. Like the Education Specialist Clinical Placement Coordinator, the Multiple Subject Clinical Placement Coordinator is charged with ensuring all Multiple Subject placements are ones in which reading is instructed.</p> <p>It should be noted here that Add On Education Specialist candidates already have their preliminary credential in which they will have demonstrated elementary-level literacy instruction competence. Those who have a Multiple Subject credential will have had experience in teaching reading as part of their credentialing program clinical experience. Candidates who come in without a Single Subject or other basic credential other than a Multiple Subject credential must successfully complete the EDMX 521 Elementary Literacy course so they are prepared to teach</p>	<p>EDMX 570/571 syllabi</p> <p>Assessment of Multiple Subject Teaching Performance Expectations EDMX 571 Concurrent Credential Clinical Practice II observation form (see TPE 1a on page 1 of the form)</p>
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	<p>reading to elementary-aged students and students eligible for special education who need basic literacy instruction. Further, the Education Specialist Program Coordinator communicates with the Education Specialist Clinical Placement Coordinator to ensure that the clinical placements for these candidates' Mild/Moderate clinical experience are in settings in which reading is instructed.</p>	
<p><i>9.5 Intern program delivery model: The intern pre-service component (providing skills and knowledge required prior to entering the classroom as the teacher of record) includes introductory preparation relative to Standard 9: Preparation to Teach Reading-Language Arts.</i></p>	<p>ADD ON INTERNSHIP OPTION</p> <p>An internship option is available for Add On candidates. Internship requirements for introductory preparation in this Standard 9: Preparation to Teach Reading-Language Arts are clearly specified in the 2012 -2014 CSUSM Catalog (not yet published, but reprinted below) and in the <i>Special Education “Add On” Program for Credentialed Teachers brochure</i> (see page 5) published by the School of Education’s Education Services Center. Both clarify that eligibility for intern teaching includes introductory preparation relative to Standard 9: Preparation to Teach Reading-Language Arts, as represented by the following requirement:</p> <p style="padding-left: 40px;">Minimum of 120 clock hours of foundational classroom management and planning, reading/language arts, specialty pedagogy human development, and teaching English learners. [At CSUSM, this is accomplished through the] successful completion of EDUC 350, EDUC 364, EDMS or EDMX 511, and EDMS or EDMX 521 (or equivalent courses) to satisfy the CTC Internship Pre-Service Training requirements.</p> <p>The Add On Education Specialist Intern option catalog copy prepared for the 2012 – 2014 CSUSM Catalog (not yet posted at the time of this document’s submission) is presented below in full (in 10-point font). The description clearly articulates the requirement in the Intern Eligibility criteria (i.e., criterion #6) regarding the minimum of 120 clock hours of foundational classroom management and planning, reading/language arts,</p>	<p>Special Education Add On Program for Credentialed Teachers brochure (p. 5)</p> <p>2012 -2014 CSUSM Catalog copy (reproduced in the text of the response to the left)</p>

specialty pedagogy human development, and teaching English learners, which as CSUSM is the completion of EDUC 350, EDUC 364, EDMS or EDMX 511, and EDMS or EDMX 521.

EDMX 521 and EDMX 521

EDMS 521 *Elementary Literacy I* and EDMX 521 *Elementary Literacy for Education Specialists*, both 3-unit, 45-hour courses in literacy clearly provide candidates with the knowledge required to enter a classroom as the teacher of record with introductory preparation in Standard 9: Preparation to Teach Reading-Language Arts. See the course descriptions, topics, and assignments in the *Education Specialist EDMX 521 syllabus* and the *EDMS 521 Shell syllabus*, which is used by all elementary and mild level literacy instructors as the base for the content and the assignments of EDMS 521 for evidence that the content of the courses meets all of the elements of Standard 9: Preparation to Teach Reading-Language Arts.

Because all Add On candidates have valid teaching credentials, this basic requirement for knowledge required to entering the classroom as the teacher of record is met through candidates' previous completion of a basic credential program. For Add On candidates who hold a Multiple Subject, that that included introductory preparation in Standard 9: Preparation to Teach Reading-Language Arts through their Multiple Subject literacy coursework and clinical practice. All candidates who enter the Add On program with a Single Subject credential (or any other credential other than a Multiple Subject credential) as their basic credential are required to take the EDMX 521 Elementary Literacy for Education Specialist course or the equivalent (e.g., EDMS Elementary Literacy I for Multiple Subject candidates) as part of their course of study. This requirement is included for Single Subject program graduates, despite the fact that they who come into the Add On program have met the following elements of the Single Subject 7-B: Single Subject Reading, Writing, and Related Language

[EDMX 521 syllabus](#)

[EDMS 521 Shell syllabus](#)

Instruction Program Standard through their previous program.

- Content-based Literacy Strategies
- Reading Comprehension Strategies
- Writing using Discipline-Specific Formats
- Vocabulary Development
- Academic Language
- Assessment
- Universal Access/Differentiated Instruction

This elementary literacy requirement is included in the CSUSM Education Specialist Program because the program authorizes graduates to instruct K-12 students, which requires candidates to have knowledge and skills to teach in elementary and middle level settings and teach students eligible for special education with literacy performances that are at the elementary or earlier grade and developmental level.

The exact wording of the 2012 -2014 CSUSM Catalog copy is reproduced here in 10-point font.

INTERN PARTNERSHIP WITH SERVICE AREA SCHOOL DISTRICTS FOR PRELIMINARY MILD/MODERATE AND MODERATE/SEVERE DISABILITIES EDUCATION SPECIALIST “ADD ON” PROGRAM

This intern partnership prepares teachers in advanced skills to instruct students in grades K through 12 and adults with identified disabilities while working as a special educator. Admission requirements for the program are the same as those described for the Preliminary Mild/Moderate and Moderate/Severe Disabilities Education Specialist “Add On” Program.

Intern Eligibility

Eligibility for intern teaching in this program includes the following:

- 1) Valid teaching credential
- 2) Bachelor’s Degree as evidences by official transcripts verifying awarding of

	<p>Bachelor's degree</p> <ol style="list-style-type: none"> 3) Completed U.S. Constitution requirement 4) CSET passed for subject area(s) and grade and developmental levels of students the intern will instruct 5) Successful progress in program coursework and Education Specialist Teaching Performance Expectations 6) Minimum of 120 clock hours of foundational classroom management and planning, reading/language arts, specialty pedagogy human development, and teaching English learners. [At CSUSM, this is accomplished through the] successful completion of EDUC 350, EDUC 364, EDMX 511, and EDMX 521 (or equivalent courses to satisfy the CTC Internship Pre-Service Training requirements). 7) Tuberculin Clearance <p>Candidates in this internship option must also apply with and be selected for employment as an intern with a partnering school or school district. Subject Matter Competency and individual requirements for out-of-state trained teachers may be required, based upon a Student Services Center credential analyst assessment.</p> <p>The authorization to teach English learners is met through coursework and clinical experiences.</p> <p>Intern Program Delivery Model and Course of Study</p> <p>As eligibility item #6 above indicates, interns in this internship option are expected to successfully complete prerequisite coursework that equip them to meet Precondition #13 (i.e., 120 clock hours – 8 semester units - of pre-service which includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development, and teaching English learners). As all Add On candidates have valid teaching credentials, this requirement is met through candidates' previous completion of a basic credential program. The CSUSM Education Specialist program coordinator works closely with the personnel department of each partner district to ensure that interns are assigned support provides with appropriate background and experience to provide onsite guidance.</p> <p>Coursework and clinical practice for the Mild/Moderate internship sequence usually takes at least three academic semesters to complete. Each intern candidate's course and clinical practice sequence is individually planned with the Education Specialist program</p>	
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	<p>coordinator. Two Mild/Moderate supervised clinical practice experiences (i.e., EDMX 671 for year 1, EDMX 672 for year 2) are required, generally one each year of program involvement. The program coordinator works close work with the district support provider and the candidate to coach and assess candidate progress and jointly-provide intensive supervision through an individualized Professional Development Plan. Additionally, the clinical practice placement coordinator for the Education Specialist program pays particular attention to intern candidates and intervenes with added support as needed.</p> <p>Units</p> <p>Co-requisite (if technology equivalency has not been determined) Completion of SB 2042 program or EDUC 422 3</p> <p>Preliminary Mild/Moderate Education Specialist Courses and Clinical Practice</p> <table data-bbox="548 633 1535 909"> <tr><td>EDMX 622</td><td>4</td></tr> <tr><td>EDMX 627</td><td>3</td></tr> <tr><td>EDMX 631</td><td>3</td></tr> <tr><td>EDMX 632</td><td>3</td></tr> <tr><td>EDMX 633</td><td>3</td></tr> <tr><td>EDMX 575 (Concurrent with EDMX 672)</td><td>2</td></tr> <tr><td>Clinical Practice Completed During Internship Assignment</td><td></td></tr> <tr><td>EDMX 671/672</td><td>7-14</td></tr> <tr><td><i>Mild/Moderate Education Specialist Internship Total</i></td><td><i>25 - 35</i></td></tr> </table> <p>English Learner Authorization Current holders of the SB 2042 credential or a CLAD/BCLAD certificate or emphasis do not need the following courses:</p> <table data-bbox="548 1023 1535 1088"> <tr><td>EDUC 602</td><td>3</td></tr> <tr><td>EDUC 641</td><td>3</td></tr> </table> <p>Additional Required Courses for Single Subject Credential Holders</p> <table data-bbox="548 1153 1535 1218"> <tr><td>EDMS or EDMX 521</td><td>3</td></tr> <tr><td>EDMS or EDMX 543</td><td>3</td></tr> </table> <p>Additional Moderate/Severe Education Specialist Course and Clinical Practice</p> <table data-bbox="548 1266 1535 1369"> <tr><td>EDMX 635</td><td>4</td></tr> <tr><td>EDMX 573</td><td>6</td></tr> <tr><td><i>Total (with Moderate/Severe credential added)</i></td><td><i>35 - 57</i></td></tr> </table>	EDMX 622	4	EDMX 627	3	EDMX 631	3	EDMX 632	3	EDMX 633	3	EDMX 575 (Concurrent with EDMX 672)	2	Clinical Practice Completed During Internship Assignment		EDMX 671/672	7-14	<i>Mild/Moderate Education Specialist Internship Total</i>	<i>25 - 35</i>	EDUC 602	3	EDUC 641	3	EDMS or EDMX 521	3	EDMS or EDMX 543	3	EDMX 635	4	EDMX 573	6	<i>Total (with Moderate/Severe credential added)</i>	<i>35 - 57</i>	
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Instructional Planning/Objectives/Design (IPOD) Matrix

Common Reading, Writing, Listening and Speaking Element	Program Description that Addresses this Element	Evidences and Artifacts
<p>IPOD 9.1 Candidates develop competence to engage in:</p> <p><i>Strategic selection and sequencing of curricula to be taught as outlined in the Reading/Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience.</i></p>	<p>CONCURRENT CANDIDATE COURSEWORK</p> <p>EDMX 521</p> <p>In EDMX 521 <i>Elementary Literacy for Education Specialists</i>, candidates have a specific performance outcome demonstrated through a Standards Alignment in-class guided practice and demonstration in which they strategically select and sequence curricula to be taught as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education-adopted core instructional materials for both instruction and intervention during fieldwork experience. The readings and in-class experiences for <i>Class Sessions #1</i> and <i>Class Session #2</i> (shown on page 3 of the syllabus) are expressly focused upon the achievement of this planning element. This Assignment #1 - <i>Standards Alignment</i> assignment and the rubric for assessing candidate success is presented on pages 6 through 8 of the syllabus.</p> <p>For this <i>Standards Alignment assignment</i>, the instructor models how to take a standard from the ELA Framework (2007) and turn it into a learning objective. Students are shown whether to include the entire standard or part of the standard to include in the learning objective based on the needs of students who have been assessed. This process is demonstrated in reading, writing, listening, and speaking to focus students on the concept that full understanding is assessed through all the modes of the language arts.</p>	<p>EDMX 521 syllabus</p> <p>Class Sessions #1 #2 Topics and Readings (p. 3)</p> <p>Assignment #1 - Standards Alignment: Planning and Organizing for Instruction assignment</p>

	<p>Next, students search through grade level state adopted materials. Student partners identify a standard emphasized in a literacy lesson they are crafting and locate the same objective in the state ELA Framework to understand the necessary alignment of standards with state adopted materials and lessons based on assessment. Partners discuss and share out with the class how listening, speaking, and writing are integral and indispensable parts of all literacy lessons. As students share, the teacher records their responses and provides positive feedback as well as additional information to develop student schemata for the concept.</p> <p>The instructor models how to take state-adopted materials and add necessary scaffolds for English Learners such as language objectives as well as how to modify grade level materials for students in all three levels of RTI. Students are told to keep the work in these sessions on standards alignment and all data gathered to use in the development of lesson plans that focus on transferability of knowledge and transportability of skills. Candidates' Standard Alignment projects are assessed on a rubric that delineates the critical understandings of the concepts of alignment of standards and planning, organizing and managing instruction to insure differentiation and universal access is attached.</p> <p>EDMX 570</p> <p>During clinical practice, candidates have opportunities for application of State Board of Education-adopted core instructional materials for both instruction and intervention. Candidates who take EDMX 521 also complete in the same semester an initial clinical practice, EDMX 570 <i>Education Specialist – Clinical Practice in Elementary and Special Settings</i>, in a elementary classroom in which they are expected to implement literacy lessons based upon the standards and frameworks. All lesson plans developed in class and for clinical practice application must be based upon state standards with modifications for all learners (universal access) as observed by the candidate's</p>	<p>(pp. 6 – 8)</p> <p><u>EDMX 570</u> syllabus</p>
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	<p>University supervisor and cooperating teacher. Sample lesson plan templates (see the <i>Differentiated and Universally Designed Lesson Plan Format</i> artifact to the right) that are anchored to the state standards are included in all clinical practice program websites, and at the CSUSM TPA website as well as in courses in which the template is used.</p> <p>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</p> <p>EDMX 622</p> <p>In EDMX 622 <i>Literacy for Education Specialists</i>, candidates begin the process of strategic selection and sequencing of curricula as outlined in the Reading/ Language Arts Framework (2007) with opportunities for application using State Board of Education (SBE)-adopted core instructional materials for both instruction and intervention during fieldwork experience in <i>Class Session #2</i>. The goal of this class is to have candidates examine the framework in terms of planning for research-based instruction from a Response to Intervention (RTI) framework. Candidates connects the frameworks with the elements of the State of California’s Response to Instruction and Intervention (RtI²) 2009 position paper through an in-class jigsaw of two International Reading Association journal articles (i.e., Gersten & Dimino’s <i>RTI” Rethinking special education for students with reading difficulties (yet again)</i> and Brozo’s <i>Response to intervention or responsive instruction? Challenges and possibilities of Response to Intervention for adolescent literacy</i>). See links in the Class Session #2 Class Activities and Handouts column for each article URL. In <i>Class Session #4</i> candidates examine instructional approaches for teaching reading and writing in order to equip them to plan for lessons that differentiate for students with differing learning needs. <i>Class Session #9</i> focuses upon planning for and designing responsive literacy instruction and learning environments for all students through the adaptation of texts and through inclusive curriculum design. <i>Class Session #14</i> directly addresses the selection</p>	<p>Differentiated and Universally Designed Lesson Plan Format</p> <p>EDMX 622 syllabus</p> <p>Class Sessions #2, #4, #9, and #14 (pp. 4 - 8)</p>
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	<p>of appropriate materials and instructional strategies in the lesson planning process. Additional classes build upon this knowledge as well.</p> <p>For application in EDMX 622, all candidates design two instructional plans based upon candidates' knowledge of the California Reading/Language Arts Content Standards and the Reading/Language Arts Framework and the state-adopted core instructional materials. One plan, completed through the <i>Case Study: Data-Driven Decision-Making</i> assignment (described on pages 12 through 15 of the syllabus) is for a middle-level English learner in need of instructional planning at Tier 2 or 3 assignment on pages 12 through 15 of the syllabus) and is based upon a set of learner data provided in the case study. The other plan, <i>A Principled Lesson Design</i> for a student with autism described on pages 16 through 18 of the syllabus) is a lesson design that ensures the literacy development of an upper elementary-aged student with ASD. Candidates must explain how the lesson helps the learner progress toward the state adopted academic content standards in literacy. Both instructional plans could be considered as instructional interventions at Tier 2 and 3 of the RTI pyramid.</p> <p>During clinical practice, candidates have opportunities for application of both instruction and intervention. All CSUSM Mild/Moderate Education Specialist candidates take EDMX 622 prior to or simultaneous with a clinical practice experience - EDMX 572 <i>Education Specialist – Clinical Practice: Special Education Settings</i> for Concurrent and Add On candidates who are not Interns and EDMX 671/672 <i>Education Specialist – Clinical Practice for Intern I & II</i> for candidates who are Interns. In this clinical experience candidates are expected to implement literacy lessons that are based upon the standards and frameworks. All lesson plans must be based upon state curriculum standards with modifications for all learners (i.e., universal access differentiation) as observed by the candidate's clinical supervisor and cooperating teacher.</p>	<p>Case Study: Data-Driven Decision Making assignment (pp. 12 – 15)</p> <p>Principled Lesson Design assignments (pp. 16 – 18)</p>
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	<p>Sample lesson plan templates that are anchored to the state standards are included in all clinical practice program websites, and at the CSUSM TPA website as well as in courses in which the template is used. See the <i>Differentiated and Universally Designed Lesson Plan Format</i> template that is used for TPA preparation and in several courses linked in the Evidences and Artifacts column to the right.</p>	<p>Differentiated and Universally Designed Lesson Plan Format</p>
<p>IPOD 9.2</p> <p>Candidates learn to <i>understand features of instructional design including what to teach and when to introduce skills and concepts, how to select examples, how to integrate standards, and how to teach for transference and generalization of skills.</i></p>	<p>CONCURRENT CANDIDATE COURSEWORK</p> <p>EDMX 521</p> <p>In EDMX 521 <i>Elementary Literacy for Education Specialists</i>, candidates develop a mock lesson plan as part of <i>Assignment #2 – Observation of Reading Strand: Delivery of Reading Instruction</i> (shown on pages 9 through 11 of the syllabus with the grading rubric) As is explicitly stated in the assignment directions, candidates are to as follows.</p> <p>“Following the modeled format, use the data with which you have been provided to describe an instructional activity for your mock student. Remember that the thinking involved in sequentially describing an instructional strategy step by step, based on a standard, will not only serve you well when you need to describe a strategy in the RICA Assessment, but will serve you well as you develop lesson plans for your field work. In order words, identify: 1) what to teach and when to introduce skills and concepts, b) how to select examples, c) how to integrate the California Core Content Standards and English Language Arts standards, d) and how to teach for mastery and transfer or generalization of skills.”</p>	<p><u>EDMX 521</u> syllabus</p> <p>Assignment #2 Observation of Reading Strand: Delivery of reading Instruction and rubric (pp. 9 – 11)</p>

	<p>For <i>Assignment #4 – Literacy Lesson Plans</i> (presented on pages 13 and 14 of the syllabus with the grading rubric) candidates develop two separate literacy lesson plans for a case study student using the English Language Arts format which are the five dimensions of the rubric on which the lesson is evaluated; namely:</p> <ul style="list-style-type: none"> • orientation (e.g., engagement, teacher demonstration) • presentation (e.g., explicit instruction, modeling, pacing) • structured practice (e.g., reinforcement, questioning, feedback) • guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) • independent practice and application (e.g. opportunities for students to show level of mastery) <p>Per the assignment instructions, candidates individually develop each lesson plan for a student that the candidates has observed and collected data for analysis. Each lesson is to use student strengths to address areas of need. As with Assignment #2, each Assignment #4 lesson must explicitly describe: a) what is being taught, b) how the content is imparted inclusive of illustrative examples, c) the California Core Content and/or English Language Arts standards are addressed, and d) instruction for independent practice and transfer. In class time is provided for this work in a workshop format.</p> <p>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</p> <p>EDMX 622</p> <p>In EDMX 622 <i>Literacy for Education Specialists</i> candidates apply what they have learned in EDMX 521 or their basic credential literacy coursework about the features of instructional design (i.e., what to teach, when to introduce skills and concepts, how to select examples, how to integrate standards, and how to</p>	<p>Assign #4 – Literacy Lesson Plans and rubric (pp. 13 - 14)</p> <p>EDMX 622 syllabus</p> <p>Case Study: Data-</p>
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	<p>teach for transference and generalization of skills). This application occurs through two major assignments. One is the <i>Case Study: Data-Driven Decision-Making and Instructional Planning</i> assignment (described on pages 12 through 15 of the syllabus) for a Learner in need of Tier 2 or 3 Response to Intervention instruction. The other is <i>A Principled Lesson Design</i> (described on pages 16 through 18 of the syllabus) for a student with autism. Note that the both plans are standards-based and integrate standards. Also note that in the Instructional Strategies section of both assignments, candidates use the components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework; namely, 1) Anticipatory set (orientation), 2) Teach to the objective (presentation), 3) Guided practice (structured practice and guided practice), and 4) Independent practice and transfer (independent practice). Candidates are prompted to select examples and non-examples when teaching concepts in the <i>Teach to the Objective</i> section of the lesson. Candidates are prompted to teach for transference and generalization through planned independent practice and transfer activities. Additionally, in the <i>Case Study: Data-Driven Decision Making</i> assignment, candidates must explain how the instructional strategies, student activities, and resources used helped the student connect the lesson to the outside world (i.e., teaching for transfer and meaning).</p>	<p>Driven Decision Making assignment (pp. 12 – 15)</p> <p>Principled Lesson Design assignments (pp. 16 - 18)</p>
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Instructional Delivery of Reading Only (IDR) Matrix

Instructional Delivery of Reading Only Element	Program Description that Addresses this Element	Evidences and Artifacts
<p>IDR 9.1 Candidates <i>demonstrate knowledge of reading content as described in the RICA Content Specifications and grade level standards as outlined in the Reading/Language Arts Framework (2007). These strands include:</i></p> <ul style="list-style-type: none"> • <i>word analysis</i> • <i>fluency</i> • <i>vocabulary, academic language, and background knowledge</i> • <i>reading comprehension</i> • <i>literary response and analysis</i> 	<p>CONCURRENT CANDIDATE COURSEWORK</p> <p>EDMX 521</p> <p>In EDMX 521 <i>Elementary Literacy for Education Specialists</i>, in preparation for the <i>Assignment #2 - Observation of Reading Strands: Delivery of Reading Instruction</i> (see pages 9 through 11 of the syllabus for the assignment directions and grading rubric), candidates are introduced in <i>Class Session #3</i> to the RICA Content Specifications and the grade level standards as outlined in the Reading/Language Arts Framework (2007). They use this information to create a RICA Content Specification Matrix for this Assignment #2. In the matrix, candidates compare RICA content specifications with actual observed in-class instruction, identifying gaps in and recommendations for content specifications and California Common Content standards. Candidates revisit the Matrix over the course of the EDMX 521 class (from <i>Class Session #3 through Class Session #13</i>) in order to examine components and build background knowledge to help them understand what skills need to be taught to build for mastery of understanding. Note that all five strand of the Reading/Language Arts Framework (2007) are addressed in the matrix and are examined systematically across <i>Class Sessions #3 through #13</i> (described on pages 3 through 5 of the syllabus).</p> <p>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</p> <p>EDMX 622</p>	<p><u>EDMX 521</u> syllabus</p> <p>Assignment #2 - Observation of Reading Strands: Delivery of Reading Instruction assignment and rubric (pp. 9 - 11)</p> <p>Class Sessions #3 - #13 (pp. 3 – 5)</p>

	<p>In EDMX 622 <i>Literacy for Education Specialists</i> candidates apply and expand the knowledge they acquired in EDMX 521 or their Multiple Subject programs regarding the RICA Content Specification and grade level standards as outlined in the Reading/Language Arts Framework (2007). The Tovani <i>Do I really have to teach reading? Content comprehension, grades 6 - 12</i> text is one of the primary texts for EDMX 622. Through reading and discussion chapters in the text, (see readings for <i>Class Sessions #3, # 5, #7, #10, and #12</i>) on pages 4 through 8 of the syllabus), candidates develop their expertise to deliver meaning reading instruction to older students. For example, in <i>Class Session #3</i>, candidates examine what strategies for developing decoding, word, recognition, comprehension, fluency, and written response skills in older (middle level, high school) students who are still struggling with reading. <i>Class Sessions #11 and #12</i> also are devoted to candidate’s understanding or issues and strategies for the development of reading proficiency and successful learning in language arts and the other content areas.</p> <p>Additionally the <i>Case Study: Data-Driven Decision Making</i> assignment for a middle level English learner (see assignment on pages 12 through 15 of the syllabus) focuses upon using knowledge of reading comprehension development to identify and develop a lesson to increase the target learner’s reading comprehension skill and transfer the skill to generalized applications post-instruction.</p>	<p>EDMX 622 syllabus</p> <p>Class Sessions #3, #5, #7, #10, & #12 (pp. 4 – 8)</p> <p>Case Study: Data-Driven Decision Making assignment (pp. 12 – 15)</p>
<p>IDR 9.2 Candidates demonstrate <i>knowledge of components of effective instructional delivery in reading as described in the CA</i></p>	<p>CONCURRENT CANDIDATE COURSEWORK</p> <p>EDMX 521</p> <p>In EDMX 521 <i>Elementary Literacy for Education Specialists</i>, through <i>Assignment #2 – Observation of Reading Strand: Delivery of Reading</i></p>	<p>EDMX 521 syllabus</p>

<p><i>Reading/Language Arts Framework (2007). For example:</i></p> <ul style="list-style-type: none"> • orientation (e.g., engagement, teacher demonstration) • presentation (e.g., explicit instruction, modeling, pacing) • structured practice (e.g., reinforcement, questioning, feedback) - Comprehension • guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) and application • independent practice (e.g. opportunities for students to show level of mastery) 	<p><i>Instruction</i> (see pages 9 through 11 of the syllabus for the assignment directions and grading rubric), candidates demonstrate understanding of all of the elements of the components of effective instructional delivery in reading. As is explicitly stated in the assignment directions, candidates are to as follows.</p> <p>“Following the modeled format, use the data with which you have been provided to describe an instructional activity for your mock student. Remember that the thinking involved in sequentially describing an instructional strategy step by step, based on a standard, will not only serve you well when you need to describe a strategy in the RICA Assessment, but will serve you well as you develop lesson plans for your field work. In order words, identify: 1) what to teach and when to introduce skills and concepts, b) how to select examples, c) how to integrate the California Core Content Standards and English Language Arts standards, d) and how to teach for mastery and transfer or generalization of skills.”</p> <p><i>Class Session #3</i> is central to the preparation of this assignment. Ways in which candidates are prepared in this class for the Assignment #2 are described here by the effective instructional delivery component headings.</p> <p><i>Orientation and Presentation Instruction and Application</i></p> <p>In <i>Class Session #3</i> candidates are instructed and practice ways to engage students in direct instruction by providing sufficient examples to enhance student understanding in the <i>orientation</i> and <i>presentation</i> elements of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). Candidates are prepared to explicitly model the reading skill being taught, observing appropriate pacing to meet the needs of students.</p>	<p>Assignment #2 – Observation of Reading Strand: Delivery of Reading Instruction assignment and grading rubric (pp. 9 & 10)</p> <p>Class Session #3 (p. 3)</p>
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	<p><i>Structured Practice and Guided Instruction and Application</i></p> <p><i>Class Session #3</i> also prepares candidates to apply comprehension strategies such as questioning, probing, providing feedback, peer discussion, corrective feedback, and assessment to determine which components of the skill of the lesson needs to be re-taught to which students, thereby re-teaching and/or regrouping as necessary.</p> <p><i>Independent Practice Instruction and Application</i></p> <p><i>Class Session #3</i> also prepares candidates to provide appropriate opportunities (e.g., differentiated assessment) to ensure that students can demonstrate mastery of the skill being taught.</p> <p>For the <i>Assignment #4 – Literacy Lesson Plans</i> assignment (presented on pages 13 and 14 of the syllabus along with the grading rubric) candidates learn to deliver two separate literacy lesson plans for a case study student using the English Language Arts format which are the five dimensions of the rubric on which the lesson is evaluated; namely:</p> <ul style="list-style-type: none"> • orientation (e.g., engagement, teacher demonstration) • presentation (e.g., explicit instruction, modeling, pacing) • structured practice (e.g., reinforcement, questioning, feedback) • guided practice (e.g., questioning, feedback, corrections, peer-mediated instruction) • independent practice and application (e.g. opportunities for students to show level of mastery) <p>Once a candidate have developed his or her two lesson plans for a student for which that the candidate has observed and collected data for analysis, the</p>	<p>Assignment #4 – Literacy Lesson Plans assignment and grading rubric (pp. 13 & 14)</p>
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	<p>candidate then practices the process of delivering of the lesson elements (i.e., orientation, presentation, structured practice, guided practice and independent practice) in an in-class practice literacy planning workshop in <i>Class Session #11</i>.</p> <p>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</p> <p>EDMX 622</p> <p>In EDMX 622 <i>Literacy for Education Specialists</i> candidates apply what they have learned in EDMX 521 or their basic credential literacy coursework about the components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework (2007). This application occurs through two major assignments. One is the <i>Case Study: Data-Driven Decision-Making and Instructional Planning</i> assignment for an English learner who is in need of Tier 2 or 3 RTI intervention (describe on pages 12 through 15 of syllabus). The other is <i>A Principled Lesson Design</i> assignment (described on pages 16 - 18 of the syllabus) for a student with autism.</p> <p>Note that in the Instructional Strategies section of both assignments, candidates use the components of effective instructional delivery in reading as described in the CA Reading/Language Arts Framework to design their instructional strategy lesson. In each of the two lesson plans, candidates articulate in writing how they will:</p> <ol style="list-style-type: none"> 1) Anticipatory set (orientation), 2) Teach to the objective (presentation), 3) Guided practice (structured practice and guided practice); 4) Independent practice and transfer (independent practice). <p>As part of both lesson plans, candidates show their understanding of the</p>	<p>Class Session #11 (p. 4).</p> <p>EDMX 622 syllabus</p> <p>Case Study: Data-Driven Decision Making assignment (pp. 12 – 15)</p> <p>Principled Lesson Design assignments (pp. 16 - 18)</p>
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	<p>importance are required to reflect upon their plan and answer the following questions.</p> <ul style="list-style-type: none">• Explain why the instructional strategies, student activities, and resources you have planned are appropriate for this lesson's learning objectives for this student.• How do these strategies, activities, and resources address the developmental needs of this student at the identified grade level?• How do these strategies, activities, and resources help the student make progress toward achieving the state adopted academic content standards in this content area?• How do these strategies help this student understand connections between lesson content and the outside world? <p>By answering these questions, candidates now only show their knowledge of the elements of effective literacy instruction, but also show how the aggregate of the elements in combination address a) learning objectives and state academic content standards in a literacy content area, b) developmental needs of the students, and c) transference and generalization of the skill or strategy to other contexts.</p>	
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Instructional Delivery of Writing Only (IDW) Matrix

Instructional Delivery of Writing Only Element	Program Description that Addresses this Element	Evidences and Artifacts
<p>IDW 9.1 Candidates <i>demonstrate knowledge of components of effective instructional delivery in writing as described in the Reading/Language Arts Framework (2007).</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>The systematic progression of instruction and application of foundational writing strategies, applications, and conventions</i> • <i>Writing strategies that include teaching organization and focus, penmanship (where applicable), research, technology, evaluation and revision</i> • <i>Writing applications according to genres (grade-level appropriate)</i> 	<p>CONCURRENT CANDIDATE COURSEWORK</p> <p>EDMX 521</p> <p>In EDMX 521 <i>Elementary Literacy for Education Specialists</i>, in <i>Class Sessions #9 through #11</i>, through readings and in-class experiences, candidates learn about foundational writing strategies and organization and focus through the six traits of writing; namely, word choice, voice, and fluency in the writing process as well as revision, organization, editing, and spelling. In <i>Class Session #10</i> exposes candidates to the grade-level appropriate genres of writing; namely, compare/contrast problem/solutions, evaluation, chronological order, description, and narrative. The role of teaching penmanship in the early elementary years (i.e.. D’Nealian style cursive) and writing conventions such as grammar, spelling and punctuation appropriate to grade-level standards are a focus in <i>Class Session #11</i>.</p> <p>For the <i>Assignment #6 Case Study</i> (described on pages 16 and 17) one of the two lessons designed for a target learner must be in the writing domain. Through the process of developing and rehearsing delivery (in <i>Classes #9 - #11</i>) of the lesson, candidates solidify their understanding and ability to apply their knowledge of effective writing instructional delivery.</p> <p>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</p> <p>EDMX 622</p>	<p><u>EDMX 521</u> syllabus</p> <p>Class Sessions #9 - #11 (p. 4)</p> <p>Assignment #6: Case Study (pp. 16 & 17)</p>

<p><i>and their characteristics</i></p> <ul style="list-style-type: none">• Writing conventions appropriate to grade level standards (i.e. sentence structure, grammar, punctuation, capitalization and spelling).	<p>In EDMX 622 <i>Literacy for Education Specialists</i>, <i>Class Sessions #4 and #5</i> are devoted to current approaches to teaching writing, with an emphasis on teaching writing to students with special education needs (see pages 5 and 6 of the syllabus for class topics and readings for these class sessions). Candidates review the relevant sections of the California Reading/Language Arts Framework in preparation for these class sessions. <i>Class Session #5</i> includes a demonstration of the writing traits initially examined in EDMX 511. <i>Class Session #5</i> culminates in a writing lesson demonstration by candidates.</p>	<p>EDMX 622 syllabus</p> <p>Class Sessions #4 and #5 (pp. 5 and 6)</p>
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Instructional Delivery of Listening and Speaking Only (IDLS) Matrix

Instructional Delivery of Listening and Speaking Element	Program Description that Addresses this Element	Evidences and Artifacts
<p>IDLS 9.1 <i>Candidates demonstrate knowledge of components of effective instructional delivery in listening and speaking as described in the Reading/Language Arts Framework (2007).</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>The systematic progression of instruction and application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing.</i> <i>Listening and speaking strategies that include listening comprehension, organization and delivery of oral communication, analysis and evaluation</i> 	<p>CONCURRENT CANDIDATE COURSEWORK</p> <p>EDMX 521</p> <p>In EDMX 521 <i>Elementary Literacy for Education Specialists</i>, through <i>Class Session #8 and Class Session #13</i> experiences (described in detail on pages 4 and 5 of the syllabus), candidates observe and practice application to develop listening and speaking strategies and speaking applications that parallel and reinforce instruction in reading and writing (e.g., retelling analysis, giving directions, questioning, oral language sample)</p> <p><i>Class Session #8</i> directly addresses the instructional delivery of listening and speaking. Through readings, the website <i>learner.org</i>, and in-class instruction, candidates experience explanation and modeling of the delivery of strategies that support listening comprehension and organization and delivery of oral communication (i.e., discussion) to include analysis and evaluation of oral media communication. When watching an online model delivery of listening and speaking lessons, candidates are given guiding questions for observation (i.e., look for a) components of California standards in listening and speaking, b) language us by the teacher that instructs and encourages discussion and oral communication). Candidates practice oral communication skills with a partner via a barrier game in which one partner gives explicit directions to the other to construct or draw a figure. Candidates also learn how to analyze a student’s retelling of a narrative text.</p>	<p><u>EDMX 521</u> syllabus</p> <p>Class Sessions #8 and #13 (pp. 4 & 5)</p>

<p><i>of oral and media communication (grade-level appropriate).</i></p>	<p><i>Class Session #13</i> extends candidates knowledge of effective listening and speaking <i>instruction and application</i> from Class #8 via readings, instructor modeling, and candidate rehearsal of how to instruct students to a) ask questions of speaker to receive appropriate elaboration in detail, b) identify reasons of speaker or <i>media</i> source, c) provide support for points being made, d) summarize points of speaker or media source, e) explain how claim is supported by evidence, and f) identify logical fallacies.</p> <p>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</p> <p>EDMX 622</p> <p>Building upon foundation knowledge of listening and speaking from EDMX 521 or literacy instruction in the candidates’ basic credential program, candidates use this knowledge in EDMX 622 <i>Literacy for Education Specialists</i> to a) observe listening and speaking standards in action in the listening and speaking and other domains, and b) demonstrate their knowledge of how to organization and deliver oral communication in the form of a persuasive argument. In <i>Class Session #10</i> (presented on page 7 of the syllabus) candidates examine a creative writing rubric as part of linking assessment and instruction of writing.</p> <p>For the <i>Literacy Action Research/RICA</i> assignment (described on pages 9 through 11 of the syllabus), each candidate spends a minimum of 10 hours observing literacy instruction by others and reading quality literature and providing literacy instruction to/with a group of school-aged children other than children in the candidate’s own classroom or clinical practice assignment (e.g., local library, Boys and Girls Club, neighborhood play group). The candidate completes one Literacy Action Agenda experience (usually at least 10). In each agenda, the candidate provides a rationale and description of an action taken to address a standard in listing, listening assessment, speaking,</p>	<p><u>EDMX 622</u> syllabus</p> <p>Class Session #10 (p. 7)</p> <p>Literacy Action Research/RICA Observations assignment (pp. 9 – 11)</p>
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	<p>speaking assessment as well as the other assessment and instruction dimensions presented on page 10 of the syllabus. Each candidate reflects upon these experiences of being a reader and storyteller and composes a written response sharing children’s responses, self-awareness comments, and so forth.</p> <p>In the <i>Observation of a Child with ASD</i> assignment (described on pages 19 and 20 of the syllabus), candidates apply their knowledge of effective strategies for teaching and promoting writing by composing a set of writing strategy recommendations for a classroom teacher of a child with ASD observed in an in-class DVD of that child. The recommendations are based on your knowledge of the child’s communication, social interactions, responses to sensory information, play behaviors, and other observable characteristics.</p> <p>In a <i>Response to Intervention Persuasive Oral Argument</i> assignment (presented on page 21 of the syllabus), candidates not only demonstrate their knowledge of universal access through Response to Intervention, but demonstrate knowledge of effective instructional delivery of the speaking strategy of organizing and delivering oral communication by composing and orally delivering a persuasive argument to a school board to address board members’ reluctance to implement Response to Intervention in the district.</p>	<p>Observation of a Child with ASD (pp. 19 & 20)</p> <p>RTI² Persuasive Oral Argument assignment (p. 21)</p>
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Assessment Matrix

Assessment Element	Program Description that Addresses this Element	Evidences and Artifacts
<p>RWLSA 9.1 Common Reading, Writing, Listening and Speaking Assessment</p> <p>Candidates <i>understand that assessment and instruction are linked within any curriculum.</i></p>	<p>CONCURRENT CANDIDATE COURSEWORK</p> <p>EDMX 521</p> <p>In EDMX 521 <i>Elementary Literacy for Education Specialists</i>, candidates acquire and demonstrate understand that assessment and instruction are linked within any curriculum in the following ways. Through readings and in-class experiences, the instructor explicitly connects assessment (entry level, progress monitoring, summative assessment) in all classes and all assignments). For example, in <i>Class Session #2</i> (see page 3 of the syllabus for class descriptions and readings), candidates receive explicit instructions on the types of assessment and how it relates to the lesson planning components of the literacy lesson plan as to where, when, and why each type of assessment is used. In <i>Class Session #3</i> (see page 3 of the syllabus for class descriptions and readings), in preparation for <i>Assignment #2: Observation of Reading Strands Delivery or Reading Instruction</i>, candidates develop a mock lesson plan for which they identify and describe entry level assessment, ongoing progress monitoring, and summative assessment for the components of RICA covered in class. Assessment awareness is reinforced throughout all class sessions, from <i>Class Session #2 through Class Session #13</i>.</p> <p>All six major graded assignments connect assessment and instruction.</p> <p>For <i>Assignment #1: Standards Alignment - Planning and Organizing for Instruction</i> (described on pages 6 – 8 of the syllabus), candidates align state-adopted materials and their assessments with state literacy standards to determine how the state-adopted materials assess the standards.</p>	<p>EDMX 521 syllabus</p> <p>Class Sessions #2 - #13 (pp. 3 – 5)</p> <p>Assignment #1: Standards Alignment (pp. 6 – 8)</p>

	<p>For Assignment #2: Observation of Reading Strands Delivery or Reading Instruction (described on pages 9 – 1 of the syllabus), candidates design interventions that are directly based upon observation data of students collected in the classroom.</p> <p>For Assignment #3: Writing Matrix (described on page 12 of the syllabus), candidates develop a writing matrix for assessing student writing outputs and uses this to develop an assessment rubric that they will use in their Assignment #6 Case Study to analyze student writing.</p> <p>In Assignment #4: Literacy Lesson Plans (described on pages 13 and 14 of the syllabus), through the readings and the John’s Reading Inventory, candidates learn how to assess to determine the differences among the independent, instructional, and frustration levels and assess the differences for both decoding and comprehension.</p> <p>For Assignment #5: Analysis of Listening and Speaking –Assessment (described on page 15 of the syllabus), candidates apply knowledge of assessment methods for listening and speaking (i.e., retelling, oral language sample) to analyze the structures of language, meaning-length units, and use of referents.</p> <p>Assignment #6: Case Study (described on pages 16 and 17 of the syllabus) is a culminating evidence of what candidates have learned about how to assess reading writing, listening, and speaking (e.g., decoding, retelling, observational/anecdotal notes, comprehension questions, analysis of writing, oral language samples) and connect it to instructional practices for the improving a student’s reading and writing in the areas of greatest identified need.</p> <p>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</p>	<p>Assignment #2: Observation of Reading Strands Delivery of Reading Instruction (9 – 11)</p> <p>Assignment #3: Writing Matrix (p. 12)</p> <p>Assignment #4: Literacy Lesson Plans (pp. 13 & 14)</p> <p>Assignment #5: Analysis of Listening and Speaking (Assessment) (p. 15)</p> <p>Assignment #6: Case Study (pp. 16 & 17)</p>
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	<p>EDMX 622</p> <p>In EDMX 622 <i>Literacy for Education Specialists</i> candidates directly examine the notion that assessment and instruction are linked within any curriculum in <i>Class Session #10</i> where the readings for and the class activities and discussion have candidates explore how assessment drives instruction (see class activities and readings on page 7 of the syllabus). Candidates demonstrate this understanding in four of the five major course assignments:</p> <ul style="list-style-type: none"> • the <i>Literacy Action Research</i> assignment, • • the <i>Case Study: Data-Driven Decision Making</i> assignment, • • the Principled Lesson Design assignment, and • • the Observation for a Child with ASD assignment. <p>In all four assignments, candidates self-assess, make recommendations, or design instruction that is based upon assessment information about a student or group of students. For the <i>Case Study: Data-Driven Decision Making</i> assignment, candidates expressly examine data for a target student and using the data to make decisions about instruction to directly address the challenges the student experiences as evidenced by the provided set of data artifacts (i.e., a running record, a retelling, writing sample, spelling text results, response journal entry).</p>	<p><u>EDMX 622</u> syllabus</p> <p>Class Session #10 (p. 7)</p> <p>Literacy Action Research (pp. 9 – 11)</p> <p>Case Study: Data- Driven Decision Making (pp. 12 – 15)</p> <p>Principled Lesson Design (pp. 16 - 18)</p> <p>Observation of a Child with ASD (pp. 19 & 20)</p>
RWA 9.2 Reading and	CONCURRENT CANDIDATE COURSEWORK	

<p>Writing Assessment Only</p> <p><i>Candidates demonstrate knowledge and ability to utilize multiple monitoring measures within the three basic types of assessments:</i></p> <p><i>1) entry level assessment for instructional planning,</i></p>	<p>EDMX 521</p> <p>In EDMX 521 <i>Elementary Literacy for Education Specialists</i>, candidates acquire knowledge of and apply multiple monitoring measures within the three basic types of assessments – 1) entry level assessment for instructional planning, 2) monitoring student progress, and 3) post-test or summative assessment - to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007) in the following ways.</p> <p><i>Entry Level for Instructional Planning</i></p> <p>Class session lectures, activities, and readings prepare candidates for the use a variety of entry level reading and writing assessments. Namely, in the following identified class sessions, assigned readings and in-class instruction prepare candidates to use the following reading and writing assessment methods.</p> <ul style="list-style-type: none"> Class Session #3 (observation methods, and data, anecdotal notes) Class Session #5 (miscue analysis - Johns Basic Reading Inventory, word lists) Class Session #6 (comprehension questions) Class Session #7 (anecdotal notes) Classes Session #9 and #10 (analysis of student writing samples) Class Session #11 (penmanship sample) <p>Candidates use entry-level assessments of various sorts for four of six of the graded lessons. For <i>Assignment #2: Observation of Reading Strands Delivery of Reading Instruction</i>, candidates design interventions that are directly based upon observation data of students collected in the classroom. For <i>Assignment #3: Writing Matrix</i>, candidates develop a writing assessment assess rubric they use in their <i>Assignment #6: Case Study</i> to analyze student writing. In <i>Assignment #4,</i></p>	<p><u>EDMX 521</u> syllabus</p> <p>Classes Sessions #3, #5, #6, #7, #9, #10, and #11 (pp. 3 & 4)</p> <p>Assignment #2: Observation of Reading Strands Delivery of Reading Instruction (9 – 11)</p>
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<p>2) monitoring student progress,</p>	<p>using the Johns Basic Reading Inventory, candidates assess to determine the differences among the independent, instructional, and frustration levels for both decoding and comprehension. The Assignment #6: Case Study is the culminating evidence of what they have learned about how to assess reading and writing (e.g., decoding, retelling, observational/anecdotal notes, comprehension questions, analysis of writing) and connect it to instructional practices for the improving a student's reading and writing in the areas of greatest identified need.</p> <p>Candidates use entry-level assessment monitoring methods in their clinical practice settings for <i>Teaching Performance Expectation Task 3 - Interpretation and Use of Assessments</i>, which include progress monitoring. In addition, candidates who not have a basic credential must pass Teacher Performance Assessment Task 3 (TPA 3). The assessment element for TPA 3 could be for entry-level assessment for a lesson in a unit.</p> <p><i>Monitoring of Student Progress</i></p> <p>As articulated in the previous matrices on planning and delivery of reading writing instruction, candidates are taught how to monitor student progress through a variety of informal assessments such as lesson plan implementation and the informal monitoring assessments examined and used in the following classes. The following class sessions examine the assessment methods noted.</p> <p>Class Session #3 (anecdotal notes, reading and writing checklists, student products resulting from task assignment) Class Session #5 (miscue analysis - Johns Basic Reading Inventory, word lists) Class Session #6 (comprehension questions) Class Session #7 (anecdotal notes) Classes Sessions #9 and #10 (analysis of student writing samples; writing checklists to assess use of structures of writing) Class Session #11 (penmanship sample)</p>	<p>Assignment #3: Writing Matrix (p. 12)</p> <p>Assignment #4: Literacy Lesson Plans (pp. 13 & 14)</p> <p>Assignment #6: Case Study (pp. 16 & 17)</p> <p>Classes Sessions #3, #5, #6, #7, #9 - #12 (pp. 3 - 5)</p>
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<p>3) <i>post-test or summative assessment to determine students' progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007).</i></p>	<p>In terms of formal progress monitoring, in <i>Class Session #12</i> candidates examine an unnamed student's CST and CELDT results for two consecutive years in order to determine growth from one academic year to the next in reading and writing (spelling).</p> <p>Candidates use both formal and informal monitoring methods in their clinical practice settings for TPA 3 which include progress monitoring. In addition, candidates who not have a basic credential must pass TPA 3. The assessment element for TPA 3 could be progress monitoring of a lesson in a unit.</p> <p><i>Summative Assessment</i></p> <p>Summative assessment is first introduced as a concept and practice in <i>Class Session #3</i> along with entry level and progress monitoring assessments. It is reemphasized in <i>Class Session #8</i> as part of a deeper examination of diverse and higher order thinking summative assessments for different types of text. For example, candidates learn how to structure summative assessments to evaluate the critical reading and writing of text (e.g., evaluating motivations of characters, plot organization, or conflict in narrative text to support their evaluations; drawing evidence from informational text to support inferential thinking; researching, analyzing, and reflecting upon the content of information text).</p> <p>In terms of formal progress monitoring, in <i>Class Session #12</i> candidates learn how to examine and use students' CST and CELDT in order to determine growth in a final year of a sequence of years of instruction in reading and writing (spelling).</p> <p>Candidates use summative methods in their clinical practice settings for <i>Teaching Performance Expectation Task 3 - Interpretation and Use of Assessments</i>, which include progress monitoring. In addition, concurrent candidates who do not have a basic credential must pass Teacher Performance Assessment Task 3 (TPA 3). The</p>	<p>Classes Sessions #3, #8, & #12 (pp. 3 - 5)</p>
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assessment element for TPA 3 could be a summative assessment for a lesson in a unit.

CONCURRENT AND ADD ON CANDIDATE COURSEWORK

EDMX 622

In *Class Sessions #7, #8, and #10* (described on pages 6 and 7 of the syllabus) of *EDMX 622 Literacy for Education Specialists*, candidates acquire knowledge of and apply multiple monitoring measures for reading and writing within the three basic types of assessments – 1) entry level assessment for instructional planning, 2) monitoring student progress, and 3) post-test or summative assessment - to determine students’ progress towards state adopted content standards, as referenced in Chapter Six of the Reading Language Arts Framework (2007). As the topic, class activities, and readings for these classes (see pages 6 and 7 of the syllabus) indicated, candidates directly examine the three types of assessment in several ways. *Class Session #7*, focuses upon standards for the assessment of reading and writing as well and formal language and literacy assessment inclusive of the California high stakes statewide STAR, CAHSEE, and CELDT assessments. DIBELS is examined as an example of reading entry level and progress monitoring assessment in the context of RTI Tier I instruction. In *Class Session #8*, candidates examine portfolios and other performance-based informal assessment data (e.g., running records, reading logs, journals, spelling tests, retellings) that can be use for all three basic types of assessment. *Class Session #10* class activities and discussions have candidates explore how assessment drives instruction.

[EDMX 622](#)
syllabus

Class Sessions #7,
#8 & #10 (pp. 6 &
7)

<p>LSA 9.3 Listening and Speaking Assessment Only</p> <p><i>Candidates demonstrate knowledge and ability to utilize ongoing assessments, both formal and informal, to determine students’ progress towards state adopted content standards (modeling for them how to read aloud with expression).</i></p> <p><i>Candidates are able to analyze and interpret results to plan effective and differentiated instruction and interventions.</i></p>	<p>CONCURRENT CANDIDATE COURSEWORK</p> <p>EDMX 521</p> <p>In EDMX 521 <i>Elementary Literacy for Education Specialists</i>, candidates learn how to use a variety of assessments for entry level, progress monitoring and summative assessment of listening and speaking skills. In Class #8 candidates learn how to use retelling of stories as oral language samples. Candidates are taught how to compare retelling from different input – reading versus listening – for the quality and the completeness of the retelling to determine the stronger modality for a student and identify need for support or intervention in the weaker modality.</p> <p>In terms of formal assessment, in <i>Class Session #12</i> candidates learn how to examine and use CELDT scores for English learners in order to determine present level of performance and growth in listening and speaking domains.</p> <p>One of the major graded assignments, <i>Assignment #5: Analysis of Listening and Speaking – Assessment</i> (described on page 15 of the syllabus) requires candidates to apply knowledge of assessment methods for listening and speaking (i.e., retelling, oral language sample, response to direction) to analyze the structures of language, meaning-length units, and use of referents.</p> <p>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</p> <p>EDMX 622</p> <p>In EDMX 622 <i>Literacy for Education Specialists</i> candidates learn how to use direct observation and an Autism Checklist to collect informal anecdotal data regarding the communication, social interaction, sensory response, play and other</p>	<p><u>EDMX 521</u> syllabus</p> <p>Class Session #12 (p. 5)</p> <p>Assignments #5: Analysis of Listening and Speaking – Assessment (p. 15)</p> <p><u>EDMX 622</u> syllabus</p>
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	<p>behavioral characteristics of a particular learner with autism in order to analyze and interpret the data to make recommendations for differentiated instruction and interventions for the student's teacher. This occurs in <i>Class Session #6</i> (shown on page 6 of the syllabus). The product, <i>Observation of a Child with ASD</i>, is one of the graded assessments and shows candidates ability to conduct, analyze, and interpret assessment data regarding a student's listening and speaking skills. Candidates also learn about the communication attributes children with autism may exhibit which entry-level assessment may detect. This occurs in <i>Class Session #3</i> (shown on page 6 of the syllabus).</p>	<p>Class Sessions #3 & #6 (pp. 5 & 6)</p> <p>Observation of a Child with ASD assignment (pp. 19 & 20)</p>
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Universal Access/Differentiated Instruction Matrix

Assessment Element	Program Description that Addresses this Element	Evidences and Artifacts
<p>UDI 9.1 Candidates <i>demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners.</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • <i>using all components of California SBE-adopted core instructional materials to make grade-level content accessible to all students</i> • <i>recognizing that students should be grouped for interventions according to the severity of their</i> 	<p>The program prepares candidates to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners in multiple courses and experiences. In particular, EDMX 521, 622, and 632 provided candidates with knowledge and skills to adapt reading/language arts curriculum and instruction to meet the needs of all students including students eligible for special education.</p> <p>CONCURRENT CANDIDATE COURSEWORK</p> <p>EDMX 521</p> <p>EDMX 521 <i>Elementary Literacy for Education Specialists</i> uses the fundamental principles and elements – content, product, and process – of Universal Design for Learning (UDL) and the 3-tiered instructional and intervention Response to Intervention (RTI) framework to instill in candidates the habits of mind of first assuming that their reading instruction and interventions will be organized and differentiated to ensure that all students can achieve maximum master of grade-level standards. To support the development of these disposition and habits of mind, several texts required in the course are specifically devoted to strategies for differentiating instruction. For RTI and differentiation approaches, two required texts are: 1) Howard (2009). <i>RTI from all sides: What every teacher needs to know</i>, and 2) Villa and Thousand (2011) <i>RTI: Co-teaching and differentiated instruction</i>. To ensure knowledge and skill acquisition regarding student who do not use standard English or who are English learners, the course requires</p>	<p><u>EDMX 521</u> syllabus</p>

<p><i>difficulties</i> (i.e., benchmark, strategic, and intensive groups</p> <ul style="list-style-type: none"> • using remediation strategies, accommodations, and modifications for students with special needs. • using flexible grouping, individualized instruction, and whole-class instruction as needed • using selections listed in Recommended Literature, Pre-Kindergarten Through Grade Twelve – Read Aloud 	<p>candidates to study the Quioco & Ulanoff (2009) <i>Differentiating literacy instruction for English language learners</i>.</p> <p>Candidates are taught to use individualized instruction and flexible grouping (Class Session #4) as well as whole-class instruction as needed, recognizing that students should be grouped for interventions according to the severity of their difficulties (i.e., benchmark, strategic, and intensive groups). They acquire this information in several ways. They read about, discuss, and have modeled successful diagnostic teaching which includes 1) repetition of instruction using a variety of different methods, 2) clear focus on key skills, 3) consistent checking for understanding, and 4) corrective feedback during guided practice. This instruction in successful diagnostic teaching prepares candidates to be able to complete the <i>Assignment #6: Case Study</i>, which is the critical assessment task for EDMX 521. It also prepares them with the background knowledge to succeed on the Teacher Performance Assessment Task 3. Diagnostic teaching approaches, inclusive of RTI, is introduced in <i>Class Session #4</i> (described on page 3 of the syllabus) and is referred to in all subsequent classes along with the inextricable relationship between assessment and instruction. To prepare candidates to apply differentiation and grouping strategies as part of their thinking and their design of the <i>Assignment #4: Literacy Lesson Plans</i> and the <i>Assignment #6: Case Study</i>, candidates read and discuss (a) all of the Villa and Thousand (2011) <i>RTI: Co-Teaching and Differentiated Instruction</i> trifold, (b) Chapter 7: Universal Access to the Language Arts Curriculum from the CDE (2007) <i>Reading/Language Arts framework for California public schools: Kindergarten through grade 12</i>, and (c) all of Howard (2009) <i>RTI from all sides: What every teacher needs to know</i>.</p> <p>To support the use of remediation strategies, accommodations, and modifications for English learners, candidates read <i>Chapter 5 -Teaching and Learning the Necessary Skills for Literacy Success</i> (for Class Session #4) and <i>Chapter 8 - You mean I have to scaffold the scaffolds?</i> (for Class # 10) from the Quioco and Ulanoff (2009) <i>Differentiating literacy instruction for English language learners</i></p>	<p>Class Session #4 (p. 3)</p> <p>Assignment #6: Case Study (pp. 16 & 17)</p> <p>Assignment #4: Literacy Lesson Plans (pp. 13 & 14)</p>
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	<p>and apply learnings from these chapters by following the language and literacy development of focus students featured in these chapters and throughout the book.</p> <p>The overarching purpose of the above readings, discussions, and instruction is to help candidates recognize that there will be a wide range of student abilities and backgrounds in any classroom and that each student’s different specific learning needs must be accommodated and addressed through differentiation of materials, instructional methods, means of assessment, and groupings. With this information, candidates identify the learning characteristics of students with a wide range of difference, compare their lesson that they have written for a student who has not been identified for special needs, and enhance their lesson plans to ensure that materials, instructional methods, means of assessment are appropriate to ensure grade-level literacy content understanding for students with IEPs, students identified as gifted and talents, struggling students, and English learners.</p> <p>In order to show candidates how to create access to the California Recommended Literature, Pre-Kindergarten through Grade 12, the instructors has candidates observe a third grade read aloud clip from <i>www.learner.org</i> in which the teacher, using a quality piece of children’s literature teaches children how to generate questions about the literature and make connections to their personal lives. As viewers, candidates look for strategies used by the teacher (e.g., having students ask questions, academic language used, probing questions, partner talk, writing questions) to give the students who are at risk access to recognized quality literature. With this background, candidates take the example and use it as a strategy to include in their <i>Assignment #3 Literacy Lesson Plan</i> (described on page 12 of the syllabus) to make a good piece of literature accessible to all students.</p> <p>CONCURRENT AND ADD ON CANDIDATE COURSEWORK</p>	<p>Assignment #3: Writing Matrix (p. 12)</p>
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	<p>EDMX 622</p> <p>In EDMX 622 <i>Literacy for Education Specialists</i> candidate acquire knowledge and demonstrate knowledge of how to organize and manage differentiated reading instruction and interventions to meet the needs of the full range of learners in many ways.</p> <p>The course begins in <i>Class Session #2</i> with an examination of the notion and processes of universal access through Response to Intervention research-based literacy instruction and interventions. Response to Intervention readings and the <i>RTI Persuasive Oral Presentation</i> assignment (described on page 21 of the syllabus) ensure that candidates know how and why students can be grouped for interventions according to the severity of their reading, writing, listening, and/or speaking difficulties (i.e., benchmark, strategic, and intensive groups). Almost every class session provides instruction through reading and in-class activities on ways in which to make the content, product, and process of literacy accessible and meaningful through flexible grouping, individualized, and whole group instruction. To illustrate, selected topics by class include the following by class:</p> <p><i>Class Session #4:</i> Use of Literature Circles for differentiation <i>Class Session #5:</i> Grouping for success, comprehension strategies, building background knowledge, use of drama, think-alouds, Reciprocal Teaching, retelling <i>Class Session #6:</i> Differentiation to meet the unique communication, social, movement, and behavioral characteristics of children with autism <i>Class Session #9:</i> Curriculum design in inclusive classrooms; textbook adaptation <i>Class Session #11 and #12:</i> Making Language Arts curriculum meaningful and relevant to middle level and secondary aged students <i>Class Session #13 and #14:</i> Evaluating instructional materials (e.g., Fry’s</p>	<p><u>EDMX 622</u> syllabus</p> <p>Class Sessions #2, #4 - #6, #9, & #11 - #14(pp. 4 – 8)</p> <p>RtI Persuasive Oral Presentation (p. 21)</p> <p>Case Study: Data-</p>
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	<p>Readability)</p> <p>The graded <i>Case Study: Data-Driven Decision Making and Principled Lesson Design</i> assignments (described on pages 12 through 18 of the syllabus) ensure that candidates demonstrate proficiency in developing remediation strategies, for English learners and students with special needs.</p> <p>EDMX 632</p> <p>Finally, all credential candidates also complete EDMX 632 <i>Technology and Communication for Special Populations</i> in which they learn about and apply technologies to enable students to communicate and develop language systems to allow literacy development as well as use assistive and augmentative communication devices and software to enable students to learn to read, write, express them selves in means other than speaking and writing (e.g., symbol communication, communication of ideas with real objects). See page 4 of the syllabus for <i>all class session topics</i> and a listing of the assistive and augmentative communication devices and software applications that the candidates learn to use.</p>	<p>Driven Decision Making assignment (pp. 12 – 15)</p> <p>Principled Lesson Design assignments (pp. 16 – 18)</p> <p>EDMX 632 syllabus</p> <p>All Class Session topics (p. 4)</p>
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