College of Education
Department of Reading

Program Assessment for the
California Commission on Teacher Credentialing
for continuing accreditation for a program leading to the

Reading and Literacy Leadership
Specialist Credential
Reading and Literacy Added Authorization

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Directions for Readers

This document is in PDF format. Use the Bookmarks on the left side bar to help navigate through the various parts of the document. Please note that the reader can easily go back and forth between the narrative and the hyperlinked supporting evidence by using the Previous View feature (in the right mouse click menu) or using the Alt + Left Arrow keys.

This report is comprised of four sections:

Part One is the program’s response to the Program Standards.

Part Two contains the list of syllabi for each course in the program. Each course is linked to the syllabus in the appendix.

Part Three is the program response to the assessment tools the program uses for candidate and program assessment based on the Program’s 2010 Biennial Report.

The Appendices provide the syllabi and supporting evidence of how each standard is met.
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Part I. Response to Standards

Section A.
Standards of Quality and Effectiveness for the Reading and Literacy Added Authorization

Category A: Program Design
Standard 1 – Program Design, Rationale and Coordination

Category B: Curriculum and Fieldwork
Standard 2 – Promoting a Culture of Literacy
Standard 3 – Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention
Standard 4 – Integrating Curriculum through Fieldwork

Category C: Candidate Competence
Standard 5 – Planning, Organizing, and Providing Literacy Instruction
Reading and Literacy Added
Authorization Program:

Course Descriptions

(Courses are listed in recommended sequence)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 508</td>
<td>TEACHING READING/LANGUAGE ARTS IN TODAY’S ELEMENTARY SCHOOLS (3 units)</td>
</tr>
<tr>
<td></td>
<td>Current trends in teaching of elementary reading/language arts. Role of the teacher as a decision-maker in the elementary reading/language arts program.</td>
</tr>
<tr>
<td>READ 514</td>
<td>LINGUISTICS AND READING (3 units)</td>
</tr>
<tr>
<td></td>
<td>Linguistics and its influence on reading materials and instruction. Trends in linguistics as they related to the teaching of reading. Meets graduate writing requirement for master’s degree.</td>
</tr>
<tr>
<td>READ 507</td>
<td>READING AND THINKING IN THE CONTENT AREAS (3 units)</td>
</tr>
<tr>
<td></td>
<td>Teaching of reading and thinking in the subject area disciplines, including instructional methodology, assessment, materials, and program design.</td>
</tr>
<tr>
<td>READ 536</td>
<td>CURRICULUM FOUNDATIONS, PRINCIPLES, AND ISSUES IN READING/LANGUAGE ARTS (3 units)</td>
</tr>
<tr>
<td></td>
<td>Develop, organize, implement and evaluate appropriate reading/language arts curriculum using instructional goals for students in pre-K through post-secondary classrooms. Curriculum foundations, research, current issues, design and practice in the area of reading/language arts.</td>
</tr>
<tr>
<td>READ 516</td>
<td>DIAGNOSTIC-PRESCRIPTIVE TEACHING OF READING (3 units)</td>
</tr>
<tr>
<td></td>
<td>Case-based study of various assessment devices and trial teaching practices essential for precise intervention in reading/language arts. Includes a model to guide in-depth analysis of a reader with attention to the influences of linguistic, social, cultural, physical, psychological, intellectual and educational factors on learning to read and reading to learn.</td>
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Please see Appendix for Course Syllabi.
Section A

CALIFORNIA READING AND LITERACY
ADDED AUTHORIZATION

Category A: Program Design

Standard 1: Program Design, Rationale, and Coordination

Through planned prerequisites and/or professional preparation, the Reading and Literacy Added Authorization program ensures the following:

*The design of the program follows an explicit statement of program philosophy and purpose. It is based on a sound rationale informed by current, confirmed, replicable and reliable research in literacy as referenced in the California Preschool Learning Foundations (Volume 1) and California Preschool Curriculum Framework (Volume 1) and the Reading/Language Arts Framework for California Public Schools.*

*It begins at a point beyond the preparation received by the preservice teacher and prepares the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program, described in Standards 6 through 10. It includes the content of the RICA content specifications but with a deeper, richer level of understanding, a firmer grasp of the literacy research behind the content specifications, and more sophisticated knowledge of instructional strategies and approaches.*

*The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Standard 5 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California’s diverse learners.*

*The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the PreK-12 public schools for field experiences.*

1.1 *The design of the program follows an explicit statement of program philosophy and purpose. It is based on a sound rationale informed by current, confirmed, replicable and reliable research in literacy as referenced in the California Preschool Learning Foundations (Volume 1) and California Preschool Curriculum Framework (Volume 1) and the Reading/Language Arts Framework for California Public Schools.*

The Reading and Literacy Added Authorization Program at California State University, Fullerton is guided by the College of Education’s (COE) Conceptual Framework, symbolically envisioned as “a transformational journey toward educational advancement and achievement,” articulated as its Core Values and Mission Statement, and implemented to meet specific
Program Outcomes and Indicators. The Reading Department’s Mission is aligned with this Conceptual Framework.

The College’s Conceptual Framework and the Department’s Mission emphasize the active and personal nature of learning and the importance of learning and acting within a social context. The Graduate Reading Program emphasizes collaborative learning, reflecting upon one’s actions, and empowering learners to read to their full potential. We encourage candidates to be active in the profession of education and expect them to make positive differences in the settings where they are employed. The faculty models the kinds of dispositions, behaviors, and commitments we hope to see in our candidates.

The Reading and Literacy Added Authorization Program at California State University, Fullerton follows this program philosophy and purpose and is informed by current, confirmed, replicable and reliable research in literacy. Reading and literacy is a process of active communication. All factors that add to or take away from a person’s ability to communicate also influence a reader’s ability to make meaning from various forms of print. Courses in the Reading program address the many factors that influence the developmental reading process. As stated in our Mission, “...In order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability” (italics added).

In each course, candidates are expected to examine the research bases for the major concepts addressed. For example, in READ 508 candidates construct their understanding of the reading process by examining the definitions of reading provided by many authorities over the decades, including Gray, Goodman, Rumelhart, and Stanovich. Also in READ 508, when candidates explore the role of phonemic awareness in reading acquisition, they examine the research of Juel, Torgesen, Kammenui, and Yopp. When they consider issues in comprehension and vocabulary, they discuss the works of Pearson, Johnson, and Nagy. The key assignment in READ 508 is a position paper, in which candidates describe an “ideal school,” in which the major research-based factors are addressed in a comprehensive and balanced way.

In READ 507, when candidates consider issues in content area reading, they examine the works of early authorities such as Herber to more recent authorities such as Bean, and Tierney.

In READ 516, candidates examine the work in the Snow, Burns and Griffin volume, Preventing Reading Difficulties in Young Children.

In READ 514, candidates explore research and theory related to second language acquisition, and ethnic, cultural, gender, linguistic, and socio-economic differences in linguistics, by examining the works of Au, Bernhardt, Collier, Cummins, Fillmore, Freire, Gee, Krashen, Bruner, Chomsky, Heath, Piaget, Skinner, Snow, and Vygotsky. Candidates demonstrate their understanding and respect for individual differences including ethnic, cultural, gender, linguistic,
and socio-economic differences in READ 514’s major course projects *Oral Report on New Literacies* and the *Theory to Practice Paper*.

In **READ 536** candidates synthesize curriculum theory supporting major premises about learning. Candidates also demonstrate knowledge of historical theory, major themes and criteria for curriculum development and investigation of origins of curriculum change and reform efforts. In addition, they develop, organize, implement and evaluate appropriate reading/language arts curriculum using instructional goals for students in pre-K through post-secondary classrooms. They review the works of Morrow, Calkins, Ehrenworth, and Lehman and apply this theory to the course’s **key assignments**: *Curriculum Investigation with Triangulated Analysis* project and the *Literacy Curriculum Evaluation and Innovation* report.

Assignments in each class include sections where candidates must defend their reasons by citing authorities in the field. Activities such as debates, group questioning/answering, lesson plans, etc. include sections where candidates are asked to verify their opinions and choices of positions by citing the literature that offers credence to their thinking.

The Reading and Literacy Added Authorization Program consists of five graduate courses that total 15 semester units. The faculty has instituted a number of procedures, detailed below, to ensure that the curriculum is logically sequenced and to coordinate administrative components of the Program.

- To meet the new assessment-driven NCATE requirements, the faculty identified five key course assignments that, together, meet the California Commission on Teacher Credentialing Standards for the Reading and Literacy Added Authorization and the International Reading Association Standards for classroom-based reading and literacy professionals. The key course assignments (see [Graduate Student Handbook](#), p. 20) is presented and explained in detail to candidates during a mandatory orientation at the beginning of the program.

- Candidates are presented with a [Graduate Student Handbook](#) which includes the recommended sequence of courses for the Added Authorization Program during orientation when their Study Plans are completed. In the foundational courses, **READ 508** and **READ 507**, candidates gain knowledge of the theory, research, and skills associated with reading instruction from emergent literacy stages to teaching academic reading at the college level. In **READ 514** candidates examine language learning (psycholinguistic and sociolinguistic aspects) and the importance of providing a culture of literacy. In **READ 536** candidates evaluate and problematize various approaches to literacy curriculum development in contemporary schools and for diverse student populations. In **READ 516**, the culminating course for the Reading and Literacy Added Authorization, candidates are expected to connect knowledge about theory and practice to individualized assessment protocols, in order to complete an in-depth analysis of a problem reader incorporating the effects of linguistic, social, physical, psychological, educational and cultural factors which may influence reading and test performance. Specific strengths and needs are hypothesized, and used to develop learning goals.
culminating Case Reports are developed and shared with all appropriate parties (see the READ 516 Case Study Summary).

- The five courses in the Reading and Literacy Added Authorization Program form the first layer of conceptual and experiential groundwork for the more advanced Reading and Literacy Leadership Specialist Credential Program. As such, procedures for fieldwork, admission, advisement, candidate assessment, and program evaluation are the same for Added Authorization-only students as for students pursuing the more advanced Credential and/or Master’s degree. Added Authorization-only students also have access to the same educational resources, such as library services, full-time faculty, advisement, fieldwork, and the Program’s informational website and Graduate Student Handbook.

Several other indicators of program coordination, design, and rationale are evidenced in the common components of the three Program options, detailed in the Introduction section within the Program Response to Standards. These include:

- Course custodians are identified for each course, and their roles have been specified to ensure consistency in Program delivery, including responsibility for a sound theoretical and scholarly basis in each section of a course, and for consistent implementation of key course assignments across all sections of a course.

- Candidates complete two case studies in READ 516 (see the READ 516 Case Study Summary), the exit point for the Added Authorization. Candidates work with two students, one early reader and one adolescent, to conduct assessments and create an intervention plan. Candidates work under the supervision and guidance of a faculty member who offers feedback.

- In their first semester of the Program, candidates complete the Diversity Survey, which is designed to identify candidates who lack experience teaching in settings where students are different from themselves. To ensure that all candidates have experience teaching in diverse settings, candidates in READ 508 complete fieldwork with a student who is different from themselves.

- The Graduate Reading Faculty meet twice a year for an all-day retreat in order to review each course in the sequence and determine if the assignments and content of each course are appropriate and what modifications or alterations may be necessary.

- The faculty has made a special effort to ensure that there is a strong balance between the theoretical underpinnings of the discipline and the pragmatic application of these theories in the classroom. Each course contains an application component that enables the candidates to apply their new learning to the instructional environment in which they teach.
1.2 It begins at a point beyond the preparation received by the preservice teacher and prepares the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program, described in Standards 6 through 10. It includes the content of the RICA content specifications but with a deeper, richer level of understanding, a firmer grasp of the literacy research behind the content specifications, and more sophisticated knowledge of instructional strategies and approaches.

Courses in the Graduate Reading Program sequence begin with an introduction to fundamental concepts related to identifying students’ developmental progress in reading and providing appropriate instruction, as a basis for later courses that develop candidates’ ability to conduct in-depth analysis of reading needs and tailor instructional intervention for classroom, small group, and individual settings.

All courses in the Reading and Literacy Added Authorization Program (READ 508, READ 507, READ 514, READ 536 and READ 516) are designed to provide a detailed overview of the stages of reading/literacy development, from emergent literacy to intermediate and mature reading. These courses are designed to provide a detailed overview of the stages of reading/literacy development, including language development, phonemic awareness, decoding, and word recognition strategies.

Instructors use a variety of methods to ensure that candidates receive support for instruction and experience in developing student background knowledge and vocabulary, and in the use of teaching methods for schema activation, metacognitive monitoring, and postreading schema building. Assigned readings and other materials are chosen that present an interactive model of reading that emphasizes the importance of automatic word processing, prior knowledge and experience in comprehending text. In the area of comprehension, candidates are exposed to principles for guiding comprehension instruction that include the following:

- Use techniques that build or activate prior knowledge, including potentially difficult vocabulary, before reading.
- Use techniques that help guide the interaction between the reader and the text
- Use questions that require a full range of cognitive function
- Create opportunities for instructional conversations
- Teach strategies that students can use independently in reading and learning.

Further applications are emphasized in subsequent courses in the Program, including assessment techniques and approaches to remediation for students who have not learned through the typical classroom instruction.

**READ 508 Teaching Reading/Language Arts in Today’s Elementary Schools**
**READ 508** is typically the first course taken in the Program sequence. It focuses on helping candidates acquire knowledge and experience in teaching methods for fluent reading and writing, including: concepts about print; phonemic awareness; direct, systematic, explicit phonics and decoding strategies with extensive guided practice in strategies for comprehending fiction and nonfiction; and writing. Textbooks, assigned readings and other materials are chosen to present an interactive model of reading that emphasizes the importance of automaticity in word recognition, and the role of prior knowledge and metacognitive monitoring in comprehending text. Candidates are exposed to principles for guiding word recognition instruction that include the following:

- Word recognition is a complex process.
- Phonemic awareness is a prerequisite to understanding the logic of the code.
- Reading requires an understanding of the alphabetic principle.
- Decoding words requires knowledge of letter/sound relationships and blending.
- Spelling and writing complement and reinforce reading
- Proficient reading requires extensive practice reading connected text

Candidates are introduced to a wide range of techniques and methods for teaching explicit, systematic decoding, approaches to engaging students in extensive reading for varied and engaging purposes, and practices that facilitate transfer of primary language abilities into English language reading and writing. Comprehension theory is explained and activities to develop comprehension in emergent, beginning, and intermediate level readers, motivational approaches to encourage wide reading, and approaches to scaffolding English language learners’ acquisition of effective comprehension strategies are presented and discussed. Instructional methodology presented includes approaches to vocabulary acquisition, text analysis, inference, summarization, predicting, questioning and clarifying, using both narrative and expository text. Comprehension methods are explained and modeled, and candidates are expected to apply these in their own classrooms and in their course tutoring project, and evaluate their effectiveness. Both the midterm and the final position paper require that candidates address the principles of comprehension and articulate effective teaching practices that develop students’ use of comprehension strategies.

A major assignment in READ 508 is the development of a **position paper**. This **key assignment** requires that candidates identify each of the areas (bulleted above) as one of the goals of an ideal reading program, provide research support for each, and suggest appropriate instructional activities for addressing each area. For instance, in focusing on the goal of phonics, the candidates must identify skills that must be taught, provide research support for their decision, and provide an instructional approach for addressing that goal.
**READ 507 Reading and Thinking in the Content Areas**

**READ 507** prepares candidates to provide practical and effective resources for text-based instruction to middle and high school students and to students in college developmental reading programs. Traditional and current theoretical models of comprehension are contrasted, with the latter articulated as the basis for the instructional framework and research-based teaching methods and cooperative structures presented in the course. Teaching methods are presented for: prereading schema activation; silent reading metacognitive monitoring and comprehension fix-up; and postreading schema building. Additional methods address study strategies, vocabulary acquisition, critical/constructive response to reading, and writing to learn. These methods frequently are combined with cooperative structures that permit students to engage in peer interactions that contextualize and personalize learning and scaffold English language learners’ acquisition of both content and comprehension strategies. Assessment techniques for estimating the readability (difficulty level) of text, and for estimating students’ reading abilities in particular content areas are presented and investigated.

Candidates in READ 507 conduct and report on a mini-research project investigating one or more of the assessment and/or readability techniques for adolescent and adult readers and respond online to classmates’ reports. They also conduct and report several trials of one method for teaching comprehension or vocabulary acquisition presented in the course, and respond online to classmates’ reports. A formal examination covers major course content.

**READ 514 Linguistics and Reading**

Taken early in the Program of Study, **READ 514** addresses the following:

- the history of modern linguistics and current theories and topics in the study of language;
- the culture of literacy and the relationship between language and literacy development in the home, community, and school;
- social, cultural, and individual differences in language development;
- psycholinguistic and socio-linguistic models of fluent reading;
- current and potential applications of linguistic theory to classroom practices and materials.

The final exam covers the topic of the culture of literacy. The candidate who successfully passes this exam demonstrates a strong knowledge of the research and practical implications of skills, knowledge, dispositions and abilities required to develop all readers, including those from diverse backgrounds who learn in various contexts.

**READ 536: Curriculum Foundations, Principles, and Issues in Reading/Language Arts**
In READ 536, candidates develop an innovative framework for programmatic change using academic standards and best practices in literacy instruction. Candidates investigate and analyze the influence theories and models have had on this particular curriculum.

Candidates synthesize knowledge and experience gained in previous courses to critique, transform and implement appropriate curriculum for specific student populations. Candidates share the curriculum models with others in a PowerPoint presentation (narrated when online), thereby providing an opportunity to develop their professional leadership skills.

**READ 516 Diagnostic-Prescriptive Teaching of Reading**

In READ 516, candidates learn to administer various informal and formal reading assessments to determine the strengths and needs of an individual reader. Each student assesses both an early reader and an adolescent reader and creates a plan for intervention. Examples of assessments include: the Elementary Reading Attitude Survey, Motivation to Read Profile, the Yopp-Singer test of Phonemic Segmentation, and various Informal Reading Inventories which include miscue analysis and a comprehension check. Candidates review assessment results to make interpretations and hypothesize the student’s reading strengths and needs with reference to development in the areas of attitude/motivation, phonemic awareness, sound-symbol knowledge, decoding/word attack strategies and sight word acquisition, spelling, meaning vocabulary, and comprehension. Candidates synthesize knowledge and experience gained in previous courses to hypothesize appropriate instructional interventions, and compile their findings in two formal Case Reports; one for each student. These case studies are submitted for feedback from the course instructor (department faculty). Candidates discuss their assessment plans, results, and conclusions with one another, thereby broadening the scope of each candidate’s guided diagnostic-prescriptive experience base.

1.3 The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Standard 5 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California’s diverse learners.

The faculty in the Reading Program believes that all instruction and interaction with readers are opportunities for evaluation and assessment of a literacy learner’s knowledge. Emphasis is placed on diagnostic teaching in field settings where instructors emphasize that reading/writing/language performance is seen as an opportunity for a knowledgeable teacher to provide appropriate instruction.

Analysis of reading performance and intervention strategies to prevent and correct reading difficulties are critical components of the Graduate Reading Program. The faculty of the Reading Department believes that learning occurs best when candidates experience concepts for themselves. Content in the Graduate Reading Program courses is delivered by faculty modeling the concepts, techniques, strategies, dispositions, and behaviors that are appropriate for
classroom instruction in the hope that by experiencing them firsthand in their own graduate classes, candidates will have an opportunity to evaluate their use and effectiveness on a personal basis, feeling comfortable enough with them to apply them in their own teaching situations. For example, candidates’ knowledge is assessed and assignments are altered to meet the needs and teaching goals of the candidates. This may include altering the topic or changing the emphasis on a written paper to the assignment of a particular age reader in the clinic setting. It is hoped that this model will encourage teachers to utilize the evaluate/instruct process in their own teaching situations.

The Graduate Reading Program curriculum also attempts to introduce candidates to a wide variety of instructional settings. Candidates have assignments pertaining to whole class instruction in courses such as READ 508, Teaching Reading/Language Arts in Today’s Elementary Schools, and in READ 507, Reading and Thinking in the Content Areas, to individual reader instruction in READ 516, Diagnostic-Prescriptive Teaching of Reading, and with applications to, and implications for, whole school curriculum reform in READ 536, Curriculum Foundations, Principles, and Issues in Reading/Language Arts. In READ 508 candidates learn about a variety of intervention approaches, including the use of flexible grouping in the classroom, small group and one-on-one tutoring techniques, and the uses of technological instructional tools. In READ 507 they learn how content area teachers can use whole class methods for modeling pre, during and post reading strategies, along with cooperative structures for small group interaction. In READ 536 candidates evaluate school curriculum to make informed decisions and critical assessment of curriculum issues at local, district, state and national levels. In all courses, candidates are grouped in varying ways, given varying assignments, and presented with tasks of various sorts in order to have candidates experience these concepts for themselves.

In all courses, candidates are given tasks that involve working with their own classrooms in relationship to the topics discussed in their graduate classes with the intent of applying the theory and modeling to real world situations at the local, district, state and national levels. In addition, candidates enrolled in the Added Authorization are provided practicum/fieldwork experiences in READ 507, READ 508, and READ 516. Description, policy and permission for participation in these experiences is provided in the Graduate Student Handbook. Graduate candidates are encouraged to identify students at their own school site for the practicum activity. However, if candidates do not have access to a student at their own school site they will confer with the professor who can assist them in finding an appropriate match.

**READ 516 Diagnostic-Prescriptive Teaching of Reading**

In READ 516 candidates work with individual learners but are expected to include that individual in some small group activities in order to experience how students “fit” together in learning environments. The Reading Program emphasizes both formal and informal assessment and evaluation. With assessment being such a critical issue in the public schools, it is essential
that candidates explore issues related to the formal standardized assessment that occurs regularly in the schools as well as the individualized diagnostic evaluation necessary to meet the needs of specific readers. READ 516 also examines standardized tests, their influence, their strengths and limitations and the effective uses of them in the public schools so that they become tools useful to evaluating the needs of schools and their readers.

Although evaluation is a part of every course, particular emphasis is placed on it in READ 508: *Teaching Reading/Language Arts in Today’s Elementary Schools*; READ 507: *Reading and Thinking in Content Areas*; and READ 516: *Diagnostic-Prescriptive Teaching of Reading*. These courses are reviewed as follows:

**READ 508: *Teaching Reading/Language Arts in Today’s Elementary Schools***

Early in the Program sequence, READ 508 candidates are introduced to reading from emergent literacy stages through thoughtful, independent reading of both narrative and informational text. Candidates develop their understanding of stages of reading development from phonemic awareness, phonics, and spelling, through higher levels of comprehension, and study strategies. They are introduced to classroom assessment procedures that inform instruction in these areas.

Candidates develop an understanding of the strengths and limitations of a variety of formal and informal assessment tools and techniques, including the following:

- Guided observations/Anecdotal records
- Concepts about print measures
- Phonemic awareness tests
- Phonics tests
- Informal reading inventories
- Running records
- Retellings
- Writing samples
- Rubrics
- Portfolios

Candidates work with a beginning reader to identify needs and provide appropriate instruction. They complete and submit a tutoring log, which includes their reflections on the information gained from assessment techniques used and instructional strategies implemented.
A significant component of the final position paper asks candidates to address the role of assessment in the classroom as a means of guiding instruction.

**READ 507: Reading and Thinking in the Content Areas**

In **READ 507**, candidates develop an understanding of the principles of Instructional Level reading in the content areas, including the role of vocabulary acquisition, study strategies, and critical/creative response to text. Uses and limitations of standardized reading assessment at middle, high school and college levels are discussed, and practical techniques for classroom level assessment are presented.

Candidates become familiar with a variety of assessment techniques such as rubrics, content reading inventories and cloze tests. Candidates conduct and report on a mini-research project investigating one or more of the assessment and/or readability techniques for adolescent and adult readers and respond online to classmates’ reports.

**READ 516: Diagnostic-Prescriptive Teaching of Reading**

In **READ 516**, the emphasis is placed on assessing the educational, psychological, familial, linguistic, emotional, social, physical and cultural factors that are related to reading difficulties and the means by which reading performance is assessed in order to provide targeted remedial instruction. The major assignment for the course is an extensive/intensive diagnostic evaluation of both an early and adolescent reader using a variety of assessment tools and techniques to determine the readers’ strengths and needs in reading, writing, spelling, language usage and attitude. The end result is two Case Studies that include the description and purpose of each assessment used, the results of each test, a summary of the strengths and needs of the reader, and remedial recommendations for correcting the difficulty. It is the intent of the diagnostic assignment to provide a process of evaluation that can then be transferred to the candidate’s classroom so that teachers will automatically evaluate the quality of reader responses in order to provide adequate and appropriate instruction. Included in the course content are the means of reporting test results to administrators, parents and other school faculty.
Section A

CALIFORNIA READING AND LITERACY
ADDED AUTHORIZATION

Category B: Curriculum and Fieldwork

Standard 2: Promoting a Culture of Literacy

Through planned prerequisites and/or professional preparation, the Reading and Literacy Added Authorization program ensures the following:

Review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts, and developing online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.

Acknowledge the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students’ diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.

Develop a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.

Foster students’ independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.

Four courses in the program provide ample opportunities for candidates to learn and demonstrate the skills required in Standard 2, Promoting a Culture of Literacy: READ 508, READ 507, READ 514 and READ 536.

2.1 The program provides opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts, and developing online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted curriculum including the use of peer coaching and professional development.

Through the use of readings, class and online discussions, students in the Graduate Reading Program at California State University, Fullerton are exposed and challenged to think critically with regard to the implication of major theories related to promoting a culture of literacy in the
classroom, school, district and community.

**READ 514 Linguistics and Reading**

Beginning in the first semester, **READ 514** allows candidates to explore research and theory related to first and second language acquisition, as well as the culture of literacy and the relationship between language and literacy development in the home, community, and school. Through class and online participation activities and discussions, candidates are able to think critically about these theories and how they apply to fostering a culture of literacy. This class also allows candidates to explore the various kinds of media and digital texts used by youth today, including social networking sites, blogs, blogging portals, YouTube or other video sites with discussion forums, and music sites with discussion forums. In this way, candidates can describe the role of multimodal literacy and technology and the implications for teaching reading/literacy in schools in authentic and meaningful ways that expand competency not only in literacy but also in using technology – digital media and multimodal texts.

**READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools**

In **READ 508**, candidates build their understanding of literacy and address the effective implementation of the adopted curriculum by reviewing research-based definitions of literacy. They then use their newly revised definition of literacy to cultivate a comprehensive language arts program. In this course, there is a focus on the implementation of curricula that reflects a strong, coherent, and shared vision of a culture of literacy and learning. Resources are aligned to support high academic expectations for all students in language development, reading skills, and lifelong literacy.

**READ 507: Reading and Thinking in the Content Areas**

Candidates in **READ 507** report on an interview they conducted with a teacher or administrator in middle or high school or an instructor in a college developmental reading program. They also respond to classmates’ reports (both in-person and in a web-based modality). A major aspect of this classroom analysis investigates how the classroom teacher fosters students’ independence, engagement, motivation, and positive attitude towards reading. The goal of this assignment is for candidates to understand the teacher’s role and responsibility in developing a lifelong habit of reading and writing for both pleasure and information.

**READ 536: Curriculum Foundations, Principles, and Issues in Reading/Language Arts**

In **READ 536**, candidates review the works of Morrow, Calkins, Ehrenworth, and Lehman in order to translate the theories acquired in **READ 514** into the creation of curricula that promotes a culture of literacy at the classroom, school, district and community level that honors and capitalizes on students’ diverse knowledge, skills, abilities, and backgrounds

2.2 Acknowledge the language and literacy experiences of the individual child, classroom,
school, district, and community, honoring and capitalizing on students’ diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills.

**READ 514 Linguistics and Reading**

In **READ 514**, candidates do a self-reflection on their experiences in the classroom, schools, districts and community, analyzing how the knowledge they bring from their families and communities was honored in school. Through the use of ethnographies, students reflect on the language and literacy experiences of under-represented youth, obtaining rich details of how these students may face a mismatch between community and school as it pertains to language, knowledge, abilities and backgrounds. Candidates then reflect on the teaching implications for how to honor and capitalize on students’ diverse knowledge, skills, abilities and backgrounds.

**READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools**

In **READ 508**, candidates are able to interview an emerging reader and acquaint themselves with the funds of knowledge the student brings to learning. At the same time the candidates position themselves as reading tutors and put into practice teaching strategies and theories of literacy development.

**READ 507: Reading and Thinking in the Content Areas**

In **READ 507**, an interview with an advanced reader enables candidates to reflect on the funds of knowledge the student brings to learning at the middle school, high school and college level.

2.3 Develop a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.

**READ 507: Reading and Thinking in the Content Areas**

In order to develop a shared vision of a culture of literacy to include the school and district, **READ 507** has candidates report on an interview they conducted with a teacher or administrator in middle or high school or an instructor in a college developmental reading program. In this way, students can conceptualize building a culture of literacy with the voices of teachers and administrators, as well as the community.

**READ 514 Linguistics and Reading**

In **READ 514**, candidates study ethnographies of communities who have historically underperformed in schools. This analysis helps candidates align resources to support high academic expectations for all students in regard to language and literacy development.

**READ 536: Curriculum Foundations, Principles, and Issues in Reading/Language Arts**
In **READ 536**, candidates investigate and analyze the influence theories and models of reading and writing have had on creating a curriculum that takes into account a shared vision of a culture of literacy, integrating the classroom, school, district and community. This analysis includes examples that link the theories and models to practice, where candidates synthesize knowledge and experience gained in READ 507 and 514 to recommend and implement appropriate curriculum for specific student populations. From this synthesis and analysis candidates develop their own curriculum model based on the key principles of curriculum design and the *Reading/Language Arts Framework for California Public Schools*.

2.4 Foster students’ independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.

**READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools**

In **READ 508**, candidates are introduced to literature on families, teachers, text and literacy-rich learning environments which foster students’ independence, engagement, motivation and positive attitudes toward reading for pleasure and information. In a tutoring experience at the emergent (READ 508) and intermediate level (READ 507) candidates are able to apply these theories. Furthermore, READ 508 allows students to reflect on themselves as readers by sharing their personal experiences as readers in a Personal Literacy Reflection.

2.5 The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.

Through the use of readings and class discussions, students in the Reading Program at California State University, Fullerton are pressed to consider the major factors that support and develop not only literacy but rather a culture of literacy in the classroom, school, district and community (home).

**READ 514 Linguistics and Reading**

Beginning in the first semester, **READ 514** allows candidates to explore research and theory related to second language acquisition, the culture of literacy and the relationship between language and literacy development in the home, community, and school. Furthermore, they develop an understanding of ethnic, cultural, gender, linguistic, and socio-economic differences and their influence on literacy. Through class participation activities and discussions, candidates are able to think critically about these theories and how they apply to fostering a culture of literacy. The candidates understanding of second language acquisition, the culture of literacy and the relationship between language and literacy development in the home, community, and school is assessed in a paper that allows them to apply these theories to common education issues for underperforming students. The course expands the conception of a culture of literacy.
to encompass the various kinds of texts used by youth today, including social networking sites, blogs, blogging portals, YouTube or other video sites with discussion forums, or music sites with discussion forums. In this way, candidates can describe the implications for teaching, pedagogy and the role of multi-literacies in schools.

**READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools**

In **READ 508**, candidates address the effective implementation of the adopted curriculum by reviewing research-based definitions of literacy. They then use their newly revised definition of literacy to cultivate a comprehensive language arts program. In this course, there is a focus on the implementation of curricula that reflects a strong, coherent, and shared vision of a culture of literacy and learning. In this class, they focus the implementation of the curricula on an emerging reader.

**READ 507: Reading and Thinking in the Content Areas**

In **READ 507**, an interview with an advanced reader enables candidates to reflect on the funds of knowledge the student brings to learning at the middle school, high school and college level. Both READ 508 and READ 507 require candidates to synthesize these theories by composing a literature review.

**READ 536: Curriculum Foundations, Principles, and Issues in Reading/Language Arts**

In **READ 536** candidates review the works of Morrow, Calkins, Ehrenworth, and Lehman in order to translate the theories acquired in READ 514 into the creation of curricula that promotes a culture of literacy at the classroom, school, district, and community level.
Section A

CALIFORNIA READING AND LITERACY
ADDED AUTHORIZATION

CATEGORY B: CURRICULUM AND FIELDWORK

Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention

Through planned prerequisites and/or professional preparation, the Reading and Literacy Added Authorization program ensures the following:

The program provides opportunities for candidates to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the California Preschool Learning Foundations (Volume 1) and California Preschool Curriculum Framework (Volume 1) and the Reading/Language Arts Framework for California Public Schools.

The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including, oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, written language development, and to develop the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.

The program provides opportunities for candidates to learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students’ development including early and adolescent literacy, the implications of delays or differences in students’ literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.

The program provides opportunities for candidates to learn instructional sequences and routines that develop and accelerate students’ language and literacy learning, including RtI2 and how to maximize students’ literacy development by using the reciprocal relationships among the components of a research-based literacy program.

As well as methods to incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically oriented society.

The program provides opportunities for candidates to learn the types and uses of assessments
across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as screening, diagnosis, placement, and progress monitoring.

The program provides opportunities for candidates to learn the differences and relationships between the skills needed for assessing supporting students’ literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.

The program provides opportunities for candidates to learn methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.

Coursework includes consistent and increasingly more focused readings on assessment, and how it connects to responsive teaching and intervention. Coursework, which includes lecture, multimedia, discussions, and integrated field experiences, help candidates build on the expected practice outlined in the California Preschool Learning Foundations (Volume 1) and California Preschool Curriculum Framework (Volume 1) and the Reading/Language Arts Framework for California Public Schools, Common Core State Standards and IRA Standards for Reading Professionals. Candidates also use resources and materials endorsed by IRA and the National Council of Teachers of English (NCTE). Course texts reflect current theoretical perspectives and tools for research-based assessment that lead to quality instruction and intervention to support learning for all students within a comprehensive literacy program. Specific readings and texts include: Best Practices in Literacy Education (Morrow), Lenses on Readings (Morrow et al), Assessment and Instruction of Reading Difficulties (Lipson & Wixson).

Field experiences are integrated into each semester of the program to allow practice of assessment, instruction and intervention strategies. These field experiences build from observation to detailed case study. The Reading program at California State University, Fullerton fosters a comprehensive view of assessment, instruction and intervention. The Program recognizes the need for candidates to be proficient in a wide range of informal and formal assessments so they can select the most appropriate assessment, plan comprehensive instruction and provide data-driven intervention. The Program encourages candidates to work with and learn from children of various ages throughout these field experiences (Pre-K to adult). The Program also requires candidates to work with students who are culturally and linguistically different from themselves and the children with whom they are used to working.

Throughout the program candidates develop a rationale for using assessment that is research-based, as well as learn and practice the actual assessment materials necessary to inform instruction and intervention. The goal is for candidates to develop knowledge, experience as well as the analytical skills necessary to choose the appropriate tool that will best describe what a
learner can do with literacy.

3.1 The program provides opportunities for candidates to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the California Preschool Learning Foundations (Volume 1) and California Preschool Curriculum Framework (Volume 1) and the Reading/Language Arts Framework for California Public Schools.

Beginning in their first semester, candidates learn how assessment, instruction and intervention are interrelated. They begin the program developing a professional vision of teaching reading that includes curriculum, learning development, and instruction that frame comprehensive literacy programs. This rationale or vision is added to and tested during future semesters of the program.

READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools

In READ 508, candidates develop a research-based rationale for why and how to teach reading to individual and groups of emergent and early readers. Candidates are encouraged to root their rationale in theoretical perspectives and quality research. An analytic approach is encouraged that allows candidates to develop their own understanding and expand their view of reading to include language, literacy and technology. Part of the rationale needs to include a statement of how assessment, instruction and intervention are connected and used within a comprehensive literacy program.

READ 536: Curriculum Foundations, Principles, and Issues in Reading/Language Arts

In READ 536 candidates construct language arts curriculum which is based on research, best practices and the California Frameworks. During this course they have an opportunity to study a topic within the comprehensive literacy program framework, research what is known about the topic and what best practice would include. Candidates work in collaborative groups to create a multimedia presentation to showcase essential information and teach others. Through class discussions, students are encouraged to look critically at the California Frameworks and their district adopted curriculum and to question whether the district adopted curriculum meets the goals/expectations of the frameworks.

3.2 The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including, oral language development (3.2a), word analysis (3.2b), fluency (3.2c), vocabulary development (3.2d), listening and reading comprehension (3.2e), written language development (3.2f), and to develop the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs (3.2g).
Candidates have multiple opportunities to develop a foundational understanding of assessment, instruction and intervention during their first semester, and this includes a critical look at research-based instruction.

**READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools**

READ 508 focuses on emergent and early oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development.

**READ 507: Reading and Thinking in the Content Areas**

READ 507 extends the foundational knowledge gained in READ 508 to address specific needs and practices for adolescent and adult learners. Both courses encourage candidates to modify curriculum to meet specific needs of students (linguistically and culturally diverse learners; students with special needs, and gifted and talented learners).

**READ 514 Linguistics and Reading**

READ 514 takes a critical look at oral and written language development and listening and reading comprehension to address the specific needs of diverse groups of students. Students demonstrate their critical thinking in reflection papers (see the Language Autobiography Paper assignment).

**READ 516: Diagnostic-Prescriptive Teaching of Reading**

READ 516 provides candidates with a wide range of assessment strategies and tools that will aid them in assessing and teaching a wide range of learners (Pre-K to Adult). During this course candidates learn about, critique and implement various reading assessments with both an early and adolescent student and determine instructional strategies or possible interventions. Candidates consider how they provide intervention under the Response to Intervention ² (RtI²) model. Candidates create a case study (see Assignment 4, Case Study Summary) which is a compilation of assessment data that is both described and analyzed to show student strengths and needs, as well as outline possible instructional or intervention strategies.

3.3. The program provides opportunities for candidates to learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students’ development including early and adolescent literacy, the implications of delays or differences in students’ literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.

Candidates build on a foundational knowledge of literacy to consider development from early literacy to adolescent and adult literacy. They are encouraged to look at individual development
and expected norms to consider reasons for delays, differences, or need for more intensive or individual instruction. Assessment is critical in determining what the students can do with literacy, as well as what the student has learned. It is an essential part of knowing what to teach and candidates to build on the students’ foundation.

Candidates demonstrate this growing knowledge through several field experiences. Each semester candidates interact with a reader or small group of readers, use assessment tools and strategies to help determine what they know about the learner(s) and how they will frame instruction.

Specifically, case study examples and classroom observations/reflections from READ 508, 507, 514, and 516 all demonstrate increased expectations for assessment, instruction and intervention. The candidates’ accumulated knowledge is reflected in the case study summary assignment in READ 516.

3.4 The program provides opportunities for candidates to learn instructional sequences and routines that develop and accelerate students’ language and literacy learning, including RtI2 and how to maximize students’ literacy development by using the reciprocal relationships among the components of a research-based literacy program.

Candidates are encouraged through class readings and discussions to make connections with their own learning and experience teaching. Instructional routines are analyzed to determine those that best support individual literacy development. Literacy development is not separated from language development and home influences are essential to understanding total literacy. In READ 508 the position paper requires candidates to provide a position statement on literacy which needs to address oral language and written language as well as reading development. In READ 536 candidates look critically at the Response to Intervention model now used in schools (RtI squared) as a possible framework for intervention. This framework is further explored and applied in READ 516 during their fieldwork experience (see Assignment 1) which is focused on assessment. Candidates use assessment data to determine and plan for intervention.

3.5 As well as methods to incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically oriented society (California Model School Library Standards for Students).

Candidates learn about technology and literacy through focused readings in all courses. Candidates use technology to access, research, evaluate and integrate new perspectives of print; comprehension and communication through the use of digital media and multimodal print. Reading is not restricted to text in print. The Program encourages candidates to use new tools and media to expand their views of communication and comprehension.
Candidates taking courses in the online format also develop expertise in using and integrating technology in their own learning. As they develop competency with technology, it is intended that these competencies are passed on to their students. In READ 514 they research, write a reflection and complete an oral report on new technologies (see Oral Report on New Literacies assignment). Candidates are shown that text is not limited to print. Assessment techniques, instruction and intervention all need to consider and reflect the use of technology as literacy. These are both reflected in their position paper in READ 508 and in recommendations for instruction and intervention based on assessment which is summarized in the Case Study in READ 516.

3.6 The program provides opportunities for candidates to learn the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as screening, diagnosis, placement, and progress monitoring.

READ 516: Diagnostic-Prescriptive Teaching of Reading

READ 516 focuses on assessment. The course readings provide theoretical perspectives of assessment as well as the resources and tools necessary to assess diverse readers (Pre-K to adult) and what these learners can do with text. In addition, candidates learn and practice a range of assessments; informal and formal, during their field experience. These assessments are analyzed and the data is used to plan instruction and intervention. The findings are presented as a final project – Case Study Summary.

3.7 The program provides opportunities for candidates to learn the differences and relationships between the skills needed for assessing supporting students’ literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.

Both READ 507 and READ 508 focus classroom observations on language and literacy experiences. Readings and class discussions also focus on stages of acquisition or development for both language and literacy as interdependent and fundamental. Assessments are introduced that would aid in determining a student’s language proficiency as well as their literacy ability. Instructional strategies are also presented to foster development in both.

Candidates learn the differences between skills related to literacy development and those necessary for promoting language acquisition and development so they will be able to determine if a reader is struggling with literacy or language. California State University, Fullerton Reading Program candidates have experience with assessing and planning instruction for both struggling readers and language learners. This is evident in the READ 516 case study and in the READ 514 Language Acquisition section of the Final Exam.
3.8 The program provides opportunities for candidates to learn methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.

Assessment is considered in the curriculum mapping and planning experiences in READ 508 and READ 507. Candidates look critically at curriculum and how assessment data is used to implement and revise instructional programs in READ 536. How curriculum gets enacted and transformed by assessment data is learned through the Triangulated Analysis project and in the Study Groups that Present on topics for best practices in literacy education as part of the Literacy Curriculum Evaluation and Innovation assignment.
CALIFORNIA READING AND LITERACY
ADDED AUTHORIZATION

CATEGORY B: CURRICULUM AND
FIELDWORK

Standard 4: Integrating Curriculum through Fieldwork
Through planned prerequisites and/or professional preparation, the Reading and Literacy Added
Authorization program ensures the following:

Candidates are provided with opportunities to evaluate research for appropriateness to the
target population, integrate research and practice, and to apply appropriate assessment,
instruction, and differentiation in the field.

Candidates will work with individuals and/or small groups of students at both the early (PreK-3)
and intermediate (4th grade and up) levels of literacy acquisition.

Candidates will demonstrate the knowledge, understanding, and application of all elements of
the curriculum defined in Curriculum Standards 2 and 3.

Candidates will be provided with comprehensive experience which allows them to: interpret
results of classroom assessments, including formative, on-going and summative; perform
additional assessments as appropriate; implement instructional strategies based on results of the
assessment; and monitor and evaluate student progress.

Candidates work at field sites or clinical settings where the instructional approaches and
methods are consistent with a balanced, comprehensive program of reading and literacy
instruction.

Fieldwork includes on-going guidance, assistance, and feedback by the instructor, professor or
other designated, qualified personnel, including Reading and Literacy Leadership Specialist
Credential candidates (in conjunction with program faculty) to ensure that candidates
demonstrate the knowledge and skills identified in Standards 2 and 3.

The integration of curriculum through field experiences is an integral part of nearly every course
and provides candidates with the opportunity to integrate theory and practice. Field experiences
range from applying and reacting to a new technique or strategy to creating a total program for a
reader or group of readers.

4.1 The program will provide Reading and Literacy Added Authorization candidates with
opportunities to evaluate research for appropriateness to the target population, integrate
research and practice, and to apply appropriate assessment, instruction, and differentiation in
the field.

A core element of the Reading Program at California State University, Fullerton at both the
added authorization and credential levels, is to assure candidates ground practices in evidence-based research. Two of the foundational courses, Teaching Reading/Language Arts in Today’s Elementary Schools (READ 508) and Reading and Thinking in the Content Areas (READ 507) provide opportunities for candidates to work individually with students at the early level (PreK-3) and intermediate to adult level (4th grade and up).

**READ 508: Teaching Reading/Language Arts in Today’s Elementary Schools**

In READ 508, candidates work one-on-one with an early reader. As part of the course, they complete a Tutoring Assignment. The focus of this assignment is to provide research-based, developmentally and culturally relevant instruction. To accomplish this, candidates investigate the background of their student through an interview and interest inventory. Using this initial data, candidates conduct preliminary formative assessment to determine instructional foci. The candidate spends the rest of the semester, implementing the instruction. The final portion of the Tutoring Assignment requires the candidate to write a reflection on the experience which includes successes and possible adoptions.

**READ 507: Reading and Thinking in the Content Areas**

In READ 507, candidates work one-on-one with an intermediate to adult level student. While working with this student they complete the key assignment, “Method Project”, where they are assigned a method of instruction which is designed to meet content area text-based instructional needs (see Project Assignments). Candidates design at least three lessons using the method, and implement the lessons with their adolescent or adult student. Candidates then critically analyze the effectiveness of the method for its stated purpose, aspects that are more or less practical for content area classroom teachers’ use, how a Reading Specialist might present it to content area teachers, and how it might be modified to better meet specific student needs, including high and low achieving students, English language learners, and online learners. Candidates will summarize these findings in an APA formatted project which will include a literature review to provide evidence that supports the method and a recommendations section. Candidates provide feedback to their classmates based on an abstract of their findings.

**4.2 The program will provide Reading and Literacy Added Authorization candidates with opportunities to work with individuals and/or small groups of students at both the early (PreK-3) and intermediate (4th grade and up) levels of literacy acquisition.**

Candidates are provided multiple experiences to work with individuals at the early (PreK-3) and intermediate (4th grad and up) levels. In READ 508 candidates work with an emergent reader who is different from them. In READ 507 candidates work with an adolescent reader (Grade 6 to adult). In READ 516, Diagnostic-Prescriptive Teaching of Reading, candidates work with both an early reader (PreK-3) and an intermediate (4th grade to adult) reader. They spend five weeks with each reader assessing their needs, both formally and informally, and create a case study summary with recommendations. READ 516 occurs either in the clinic setting, on a school site
or virtually (candidates submit video).

4.3 The program will provide Reading and Literacy Added Authorization candidates with opportunities to demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.

Throughout the program candidates are provided with multiple opportunities to demonstrate their knowledge, understanding and application of Curriculum Standard 2 and 3. In READ 508 and 507 candidates develop their understanding of a comprehensive literacy program at the early level and adolescent/adult level. In READ 536, Curriculum Foundations, Principles, and Issues in Reading/Language Arts, candidates demonstrate their understanding and application of the elements of a comprehensive literacy program through their investigation of a current literacy program (see Literacy Curriculum Evaluation and Innovation). They make recommendations for adjustments and design those components that are missing. In READ 516, candidates complete a case study summary for both their early reader and their intermediate reader. The case study requires candidates to summarize and interpret assessment results, determine strengths and challenges, and to make recommendations.

4.4 The program will provide Reading and Literacy Added Authorization candidates with opportunities to work at field sites or clinical settings where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction.

Candidates have opportunities to work with students at various competency levels throughout the program. Each new experience requires them to construct a balanced, comprehensive literacy program. In READ 508 candidates work one-on-one with an emergent reader and in READ 507 they work with an adolescent to adult reader by assessing, interpreting findings and implementing instruction to meet the students’ needs.

**READ 516: Diagnostic-Prescriptive Teaching of Reading**

Finally, in READ 516, candidates work with both levels of readers to collect assessment data, reflect on findings, create a case study and make recommendations for further instruction and assessment. In addition, the candidates’ findings for students at each level are compiled and candidates look critically at this group level data to determine what groupings they would make and what instructional practices to put in place to meet the group’s needs.

4.5 The program will provide Reading and Literacy Added Authorization candidates with fieldwork opportunities which include on-going guidance, assistance, and feedback by the
instructor, professor or other designated, qualified personnel, including Reading and Literacy Leadership Specialist Credential candidates (in conjunction with program faculty) to ensure that candidates demonstrate the knowledge and skills identified in Standards 2 and 3.

**READ 516: Diagnostic-Prescriptive Teaching of Reading**

The Reading and Literacy Added Authorization program at CSU Fullerton ensures that whether candidates are completing their fieldwork experience in READ 516 on campus in the Reading Center, in a clinical setting on a school site, or virtually, that the format includes on-going guidance, assistance, and feedback by a Reading Department instructor or professor. When the course is offered in a face-to-face format on campus or at a school site, a CSU Fullerton Reading Department instructor or professor is present to provide immediate guidance, assistance, and feedback. When the course is offered virtually (online), the instructor uses TaskStream ® to monitor the candidates’ assessment practicum and provide guidance, assistance and feedback which is sent in response to uploaded video (see Assessment Practicum Videos). In addition, candidates submit assessment plans in both course formats before the assessment is conducted and reflect on the assessment (and artifacts) afterward. The instructor/professor then provides feedback and guidance on the submitted plan and reflection.
Section A

CALIFORNIA READING AND LITERACY
ADDED AUTHORIZATION

Category C: Assessment of Candidate Competence

Standard 5: Planning, Organizing, and Providing Literacy Instruction

Through planned prerequisites and/or professional preparation, the Reading and Literacy Added Authorization program ensures the following:

Candidates evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students’ literacy development. Candidates use that information and current research and theories on reading and literacy development, including first and second language development, to develop a plan of action to strengthen the culture so that it better supports literacy learning.

Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.

Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators.

Candidates use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.

Candidates plan and teach lessons to students who are different from the candidate, including, ethnic, cultural, gender, linguistic, and socio-economic differences.

Candidates plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students’ progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.

Candidates use modeling, massed and distributed practice, and opportunities for application as strategies to facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students’ assessed language and literacy needs.

Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st Century skills necessary for success in today’s global economy.

It is the goal of the Graduate Reading Program for every candidate to become an independent
decision-maker. The Program does not posit a single theory of literacy instruction; rather, courses present a range of theories and approaches so that candidates can evaluate the effectiveness and utility of each. Thus, candidates are prepared to evaluate new concepts and theories after leaving the Program. Candidates are asked to justify their choice of materials, techniques, and approaches to instruction based on the current literature in the field.

5.A1 Candidates evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students’ literacy development. Candidates use that information and current research and theories on reading and literacy development, including first and second language development, to develop a plan of action to strengthen the culture so that it better supports literacy learning.

In every course in the Program, candidates are expected to apply their understanding of the research basis and theoretical foundations of practice especially as it applies to special populations.

READ 508 Teaching Reading/Language Arts in the Elementary Schools

In READ 508 candidates are asked to examine how a diverse group of authorities, from Stanovich to Goodman and Smith, define reading and literacy. Based on this examination candidates are asked to develop a working definition of reading and literacy.

READ 507 Reading and Thinking in the Content Areas

In READ 507 candidates identify an interviewee who is familiar with the content area reading program at the school attended by the student they are working with throughout the semester (see Project Assignments). They use their understandings of strategic reading and language processes, the culture of literacy, and the components of effective content area reading programs to develop a categorized set of interview questions. They conduct the interview and write up the results in APA format sections, including a rudimentary literature review, a critical analysis of findings, and steps they would take if they were brought into that school as a Reading Specialist.

READ 514 Linguistics and Reading

In READ 514 candidates compare and contrast the works of various researchers in the areas of first and second language acquisition, non-standard dialects, and multi-literacies. Candidates draw upon this knowledge base and are asked to make informed decisions about the language and literacy needs of diverse student populations and discuss implications for teaching and learning.

READ 516 Diagnostic-Prescriptive Teaching of Reading

In READ 516 candidates conduct an evaluation of a both an emergent and adolescent reader and develop materials and techniques for intervention. They are required to defend their choices for assessment and instruction with the writings of authorities in the field.
READ 536: *Curriculum Foundations, Principles, and Issues in Reading/Language Arts*

In **READ 536** candidates review the Response to Intervention\(^2\) model as well as other research-based models of instruction, to consider as possible frameworks for reading intervention. This information is analyzed in ways that could inform best practices in curriculum and instruction and strengthen classroom culture so that it better supports literacy learning.

**5.A2**  Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.

**READ 536: *Curriculum Foundations, Principles, and Issues in Reading/Language Arts***

In **READ 536** candidates investigate a best practice for literacy instruction and put together a presentation to teach others about the practice and how it fits within a comprehensive literacy program. Presentations include theory, research and practice.

**READ 516 Diagnostic-Prescriptive Teaching of Reading***

In **READ 516** candidates gain experience with assessment practices and how assessment informs teaching, instructional decision making, and curriculum choices. Candidates collect various assessment data and reflect on what they have learned about the role of assessment, teaching and learning. Candidates look at their own impact on student learning based on assessment data.

**5.A3 & 5.A4**  Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators. Candidates use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.

**READ 516 Diagnostic-Prescriptive Teaching of Reading***

In **READ 516** during their fieldwork or Assessment Practicum, candidates look closely at student learning and how intervention strategies should emphasize reading and improvement within the regular classroom. **READ 516** is a culminating experience for the Added Authorization in which candidates apply the knowledge acquired in previous classes to evaluate two struggling reader’s strengths and needs, and design and implement appropriate instruction. Candidates work closely with families and school environments to determine student needs in order to create remedial programs. Under faculty supervision at a school site, candidates implement and critique assessment instruments, determine the most appropriate materials and effective technological programs, and the best means of informing and explaining reading/language arts needs to families and school personnel. The Program sequence allows candidates to learn the basic foundational skills of reading with readers who are developmental in nature (READ 508 & 507) then moves to students who have not learned through the normal
course of instruction. In READ 516 using the assessment artifacts and reflection, candidates develop two Case Reports in which they assess the strengths and weaknesses of both struggling readers and make recommendations for instruction. The final reports are developed and given to the parents during conferences.

5.B1 Candidates plan and teach lessons to students who are different from the candidate, including, ethnic, cultural, gender, linguistic, and socio-economic differences.

READ 508 Teaching Reading/Language Arts in the Elementary Schools

In READ 508, candidates experience working with diverse students through a Tutoring Assignment (see Tutoring Sessions). They are required to identify the ways in which the early/emergent reader differs from their own background and teaching experience. Candidates are taught to take a strength-based approach to student differences. Candidates learn valuable strategies for being culturally and linguistically responsive to learners’ diverse learning styles and ways of knowing.

READ 507 Reading and Thinking in the Content Areas

In READ 507 candidates are assigned one of the methods introduced in the course for content area text-based instruction. This Method Assignment encourages candidates to critically analyze the effectiveness of the method for its stated purpose, identify aspects that make it more or less practical for content area classroom teachers’ use, examine how a Reading Specialist might present it to content area teachers, and evaluate how it might be modified to better meet specific student needs, including high and low achieving students, English language learners, and online learners (see Projects Assignments).

Both the Tutoring Project in READ 508 and the Methods Project in READ 507 prepare candidates for READ 560’s Second Language Learner Case Study as part of the Reading and (grammatical error) Literacy Leadership Specialist Credential (see the Diversity Assignment; Teachers as Researchers: A Case Study of an English Learner and the Key Assignment Rubric).

5.B2 Candidates plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students’ progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.

Candidates have multiple opportunities to articulate their learning. Candidates share their knowledge in oral presentations, multi-media presentations and in written reports. They communicate the research-based and theoretical foundations on which instructional decisions and practices are based. In addition, courses in the CSU Fullerton Reading Program are sequenced to provide candidates with fieldwork experiences spanning the developmental levels from emergent to adult. In READ 516, the capstone course for the Added Authorization, candidates have an opportunity to synthesize this learning by creating a case study for two students, one early and one adolescent or adult reader. Several examples follow.
READ 508 Teaching Reading/Language Arts in the Elementary Schools

In READ 508 candidates use the Tutoring Assignment to build rapport, assess and teach a reader with a diverse background unlike their own or unlike the students they typically work with. These experiences are shared by peers to broaden perspectives of diversity and difference in reading development and language acquisition as well as the responsibilities and roles of a qualified reading teacher. The professor emphasizes the need to continually review formal and informal assessment results to monitor and adjust instruction.

READ 507 Reading and Thinking in the Content Areas

In READ 507 candidates study the reading process as it relates to adolescent and adult readers, and key features of effective content area reading programs. Candidates develop a keen awareness of the disparity between excellent programs and marginal programs as an important step toward developing a set of actions to facilitate program improvement.

READ 516 Diagnostic-Prescriptive Teaching of Reading

In READ 516 candidates are encouraged (required for online format) to videotape their work with readers during the Assessment Practicum. These videos are critiqued by peers and also by faculty to highlight instructional decision making and responsive teaching. In addition, as part of the fieldwork experience, candidates submit assessment/instructional plans for each tutoring session which receive immediate feedback from the Reading Department instructor or professor.

5.B3 Candidates use modeling, massed and distributed practice, and opportunities for application as strategies to facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students’ assessed language and literacy needs.

READ 508 Teaching Reading/Language Arts in the Elementary Schools

In READ 508 candidates engage with an emergent or early reader through the Tutoring Assignment in order to explore various methods of assessment, student response and instructional strategies. Candidates are encouraged to select and use instructional materials, technology, routines and strategies appropriate for the individual reader’s language and literacy needs.

READ 536: Curriculum Foundations, Principles, and Issues in Reading/Language Arts

In READ 536 candidates explore a comprehensive literacy program and methods for instruction and curriculum design through their Curriculum Project. During this project candidates investigate an aspect of reading/literacy and how it could be better taught and learned within a comprehensive framework.

5.B4 Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st Century skills necessary for success in today’s global
All five graduate courses, whether offered in the face-to-face or online format, in the Reading and Literacy Added Authorization program (READ 508, 507, 514, 536 and 516) include online components that reinforce candidates’ use of multiple digital literacies. This includes the use of blogs, wikis, Moodle®, VoiceThread®, Taskstream®, Google Docs®, and podcasts.

**READ 514 Linguistics and Reading**

In addition, in READ 514, candidates are prompted to expand their definition of text by exploring new literacies (blogs, social networking sites, and music sites). After conducting research on the topic, they present their findings to their peers in an [Oral Report](#).
Section B.
Standards of Quality and Effectiveness for the Reading and Literacy Leadership Specialist Credential

(In addition to Standards 1-5 for the Reading and Literacy Added Authorization)

Category A: Program Design
   Standard 6: Program Design, Rationale, and Coordination

Category B: Curriculum and Fieldwork
   Standard 7: Research and Evaluation Methodology
   Standard 8: Advanced Professional Perspective
   Standard 9: Integrating Curriculum through Fieldwork/Clinical Experiences

Category C: Candidate Competence
   Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction
# Reading and Literacy Leadership Specialist Credential Program Standards

## Course Descriptions
(Courses are listed in recommended sequence)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 511</td>
<td>Survey of Educational Research in Reading</td>
<td>3</td>
<td>Introduction to historical and current trends in research in reading, including principles of educational research methods, in order to read and evaluate research in reading education; develop research questions, apply principles of data collection, and write research reports.</td>
</tr>
<tr>
<td>READ 560</td>
<td>The Sociocultural Context of Literacy and Learning</td>
<td>3</td>
<td>Theory and research in teaching reading/language arts to students with diverse cultural, racial, linguistic and socio-economic backgrounds. Methods and approaches for teaching literacy skills. Special emphasis on second language learners. Case study requirement.</td>
</tr>
<tr>
<td>READ 585</td>
<td>Professional Development in Reading/Language Arts</td>
<td>3</td>
<td>Seminar in development and evaluation of reading/language arts programs. Training in staff development and interpersonal relations with teachers, parents, consultants, and administrators. Writing for publication, grant proposal writing, and other professional responsibilities.</td>
</tr>
</tbody>
</table>

*Please see Appendix for Course Syllabi.*
Section B

READING AND LITERACY LEADERSHIP
SPECIALIST CREDENTIAL

Category A: Program Design

Standard 6: Program Design, Rationale, and Coordination

Through planned prerequisites and/or professional preparation, the Reading and Literacy Leadership Specialist Credential program ensures the following:

The design of the program follows an explicit statement of program philosophy and purpose. It begins at the level of the Reading and Literacy Added Authorization and prepares the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program, described in Standards 6 through 10.

The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Standard 10 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California’s diverse learners and to be literacy leaders in their school, district, and community.

The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the PreK-12 public schools for field experiences.

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

6.1 The design of the program follows an explicit statement of program philosophy and purpose. It begins at the level of the Reading and Literacy Added Authorization and prepares the candidate for more advanced learning in the Reading and Literacy Leadership Specialist Credential program, described in Standards 6 through 10.

At the conclusion of the courses that comprise the Reading and Literacy Added Authorization sequence, candidates are expected to have acquired the knowledge, skills and dispositions needed to provide instructional services to literacy learners of all ages, ability levels, and needs. In courses that comprise the Reading and Literacy Leadership Specialist Credential Program, candidates are expected to move beyond being well-qualified teachers, and acquire the wherewithal to become literacy leaders in their schools and districts. It is the intent of the Credential and Masters Programs to develop advanced professional knowledge and empower candidates to become change agents, to assume supervisory positions, to model efficient literacy instruction, to make contributions to the field that have impact beyond their immediate environment.
READ 511 Survey of Educational Research in Reading

**READ 511** is suggested as the initial course for the Reading and Literacy Leadership Specialist Credential Program. Candidates come to understand the importance of identifying seminal, developing and cutting edge research and its relationship to decision-making. In **READ 511**, candidates also learn how to analyze large-scale assessment design, including the design of state and district assessment systems, and the relationship between those assessments and state frameworks.

READ 560 The Sociocultural Context of Literacy and Learning

In **READ 560** candidates have an opportunity to learn about one large student demographic more closely: English Learners. In addition to using qualitative methods to collect, analyze and disseminate student data, candidates investigate state and federal EL reading initiatives and learn how to develop, procure and implement programs that would be suitable for this student population.

The Credential Program concludes with **READ 581** and **READ 585**. In **READ 581**, *Remediation of Reading Difficulties* candidates in all formats; face-to-face in the campus Reading Clinic, at a local school site, and those in the online format, conduct twelve sessions with a client having significant reading difficulties throughout the semester (online candidates submit video of fieldwork). **READ 585**, *Professional Development in Reading/Language Arts* guides candidates to consolidate all knowledge gained to develop a school-wide reading program. In **READ 585** candidates master many of the leadership skills essential to the reading and literacy leadership specialist role, including how to plan, implement and evaluate professional development that will enhance teachers’ content knowledge, assessment, and instruction. The Credential program consists of 9 graduate courses that total 29 semester units.

6.2 The program provides multiple opportunities for candidates to learn and demonstrate the skills required by Standard 10 in Category C: Assessment of Candidate Competence. It includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares candidates to teach all of California’s diverse learners and to be literacy leaders in their school, district, and community.

CSU Fullerton’s Reading and Literacy Leadership Specialist Credential Program includes a planned process of comprehensive course work, field experiences and candidate assessments that prepares literacy leaders with the knowledge and skills necessary to teach California’s diverse learners. The Credential Program builds upon the coursework and field experiences from the Added Authorization.

In all courses, candidates are given tasks that involve working with their own classrooms in relationship to the topics discussed in their graduate classes with the intent of applying the theory and modeling to real world situations at the local, district, state and national levels. In addition, candidates enrolled in the Reading and Language Arts Specialist Credential are provided practicum/fieldwork experiences in **READ 560** and **READ 581**. Description, policy
and permission for participation in these experiences is provided in the Graduate Student Handbook. Graduate candidates are encouraged to identify students at their own school site for the practicum activities. However, if candidates do not have access to a student at their own school site they will confer with the professor who can assist them in finding an appropriate match.

READ 560 The Sociocultural Context of Literacy and Learning

In READ 560 candidates engage in a “teacher as researcher” fieldwork project where they are required to work with an English Language Learner (see the Diversity Assignment; Teachers as Researchers: A Case Study of an English Learner and the Key Assignment Rubric). The basic purpose of this qualitative case study is to pursue an issue in culturally and linguistically responsive literacy instruction that is of particular interest to the candidate. The goal is to develop reading professionals who can recognize, understand, and value the forms of literacy that exists in society and their importance in learning to read and write at all levels pre-K through adult. This fieldwork experience is a required unit and program assessment that ensures that all candidates have the opportunity to work with students that are ethnically, culturally, linguistically, and/or ability-wise different from themselves.

READ 581 Remediation of Reading Difficulties

In READ 581 candidates in all formats; face-to-face in the campus Hazel Miller Croy Reading Center, at a local school site, and those in the online format, work one-one-with a Pre-K through 12th grade student having significant reading difficulties throughout the semester. This capstone supervised field experience (online candidates submit video) provides candidates with the opportunity to compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices, including technology-based applications for assessment of reading, writing, oral language, and thinking. Candidates identify strengths and needs of students with severe reading difficulties and complete a case report that is shared with key stakeholders. Upon completion of READ 581 candidates are able to use and recommend a wide array of instructional approaches methods and techniques for the remediation of various reading disabilities. Candidates are also able to use seminal and cutting-edge research as a basis for analyzing and making decisions about literacy curriculum, instruction and intervention, and for providing staff development to assure implementation of effective programs for learners at different stages of literacy development and from different cultural and linguistic backgrounds.

READ 585 Professional Development in Reading/Language Arts

In READ 585, one of the final courses in the Reading and Literacy Leadership Specialist Credential Program, candidates participate in activities and assignments which require them to articulate a of philosophy of reading and literacy leadership development, examine school and district wide data, and develop an agenda for professional development. In READ 585, candidates must show proficiency in the ability to critically examine the continuum of Pre-K-12th grade foundation standards in reading, language and literacy and apply evaluation tools to the implementation of instructional programs which address whole class and school-wide interventions.
6.3 The program addresses the processes of admission, advising, program evaluation and improvement, as well as its coordination and communication with the PreK-12 public schools for field experiences.

Several indicators of program coordination, design, and rationale are evidenced in the common components of the three Reading Department Program options (Added Authorization, Masters, and Credential). These include:

**Course Custodians:** To ensure that key course assignments and other assessments are uniformly completed across course sections, course custodians have been identified, and their roles and responsibilities specified, as follows:

- Be familiar with accreditation requirements related to course (NCATE, CTC, key assessments)
- Meet with course faculty as needed to discuss course content, assessment, and materials
- Communicate regularly and as needed with course faculty
- Create and update course packets
- Order textbooks and/or course packets for all sections of course (if common materials and if appropriate)
- Support new and part-time faculty teaching the course
- Serve as point person for course requests/information
- Collect course syllabi, packets, assignment guidelines, rubrics, student scores on key assignments, and samples of completed assignments from faculty teaching the course and place in accreditation folders
- Administer Unit-wide assessments
- Communicate with the Chair, Graduate Advisor, and the Department regarding course modifications if they might impact accreditation requirements (NCATE, CCTC, key assessments)

**Advisement:** One full-time faculty member has assigned time as Coordinator of Graduate Advisement. Each candidate in the Added Authorization-only, Master’s, and/or Credential Program meets with the Graduate Advisor during a New Graduate Student Orientation (Distance students who cannot attend meet virtually through phone, Skype®, or an Adobe Connect® web conference. They are also provided with a narrated PowerPoint of the Orientation session). During this orientation the program is explained, the Reading Department Graduate Student Handbook is distributed, an overview of the courses is presented, and questions are answered. An official Study Plan is completed and the candidate is asked to sign a form indicating that the program has been explained to them in detail and that the options and possible variations are understood. At a mid-point advisement session, Study Plans are reviewed to determine if each student is on-track, if any special intervention needs to be undertaken, or if a student appears to require additional counseling. Faculty are available, both online (Distance students who cannot attend meet virtually through phone, Skype®, or an Adobe Connect® web conference. They are
also provided with a narrated PowerPoint of the Mid-Point session) and face-to-face, to candidates at convenient times for the candidates (often before and after class times when candidates are on campus) and special advising times are established when needed. Candidates who are deemed to be struggling in any area are the topic of discussion at Reading Program meetings in order to prevent major difficulties and determine ways to aid that student whether the difficulty is lack of specific experiences or poor writing skills.

**Faculty Retreats and Meetings:** The faculty meets each year for an all-day retreat in order to review each course in the sequence and determine if the assignments and content of each course are appropriate and what modifications or alterations may be necessary. Faculty who teach in the Added Authorization and Credential Programs also meet monthly with the Graduate Advisor to discuss curriculum development.

**Alumni Association:** Members of the Reading Educators Guild (REG), the alumni group of the Graduate Reading Program, periodically consider and react to changes made in the Program. Representatives of that group consult with faculty regarding changes in curriculum.

**Community Outreach and Articulation:** The Chair of the Reading Department has regular and on-going correspondence with the program’s school and community partners. The chair coordinates with PreK-12 public schools for field experiences in READ 581, in addition to those fieldwork experiences required for courses in the Added Authorization program.

**Hazel Miller Croy Reading Center:** The Hazel Miller Croy Reading Center provides candidates an opportunity to work with diverse student learners from the surrounding community, as part of their fieldwork in READ 581. The Center also provides a variety of services to meet the needs of educators, parents, and the community. These services are coordinated by its Director, a faculty member in the Reading Department. The Director meets regularly with the Croy Reading Center Advisory Board who offers suggestions for Center program improvement (see the Croy Center Annual Report).
Section B

READING AND LITERACY LEADERSHIP
SPECIALIST CREDENTIAL

Category B: Curriculum and Fieldwork

Standard 7: Research and Evaluation Methodology
The Reading Program at CSU Fullerton provides on-going opportunities for candidates at the credential level to learn about the significance of research and evaluation. Both influence the type of methodology chosen and decision making processes, whether it is top-down at the district, school, to classroom level or bottom-up classroom, school to district level. Both research and evaluation are critical to literacy education and the future role candidates will be involved in as change agents and decision-makers as stated in Standard 7: Research and Evaluation Methodology, from Category B: Curriculum and Instruction.

The program provides opportunities for candidates to learn basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.

The program provides candidates with focused instruction and experiences in evaluating literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school or district levels.

The program provides candidates the opportunity to engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.

The program provides opportunities for candidates to learn to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.

The program provides opportunities for candidates to understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks.

The program provides opportunities for candidates to understand state and federal reading initiatives and to learn how to develop procure and implement programs around those initiatives.
The program provides opportunities for candidates to learn the skills for critically analyzing seminal, developing and cutting edge research findings in the literature related to literacy education.

The program provides opportunities for candidates to learn to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.

The program provides opportunities for candidates to develop clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.

From the beginning of the program, in READ 508, candidates build a general understanding of the research that underpins best practice in literacy education at the elementary level. READ 514 provides exposure to and an analysis of research that addresses cultural and linguistic diversity. READ 507 extends literacy research to include adolescent and adult literacy. READ 536 further emphasizes current research-based principles for literacy education that should be employed to determine best practice, evaluation methods, and decision-making at the individual, school, district, and national levels. At the credential level, READ 511 is a research methods course that engages our candidates in learning about the technical side of conducting and interpreting research and understanding issues of reliability and validity.

During the program candidates build from a knowledge base of best practice, and begin to think more critically about the role research and evaluation play in shaping student learning, classroom practice, and global decision-making. By the end of the program, candidates will have had the opportunity to read, critique and engage in research and evaluation methodologies and develop a rationale or disposition for how both are used to transform literacy education. It is the intention of the Reading Program at CSU Fullerton that graduates will be able to take part in and conduct new action research, use research and evaluation to inform the selection of appropriate and innovative methods and materials, as well as inform leadership and decision-making that will have tremendous impact on literacy learners in classrooms, across districts. Whether our graduates choose to remain teachers or take on the role of literacy specialist or leader, we want them to use both research and evaluation to inform change within classrooms, schools, and districts to meet the needs of all learners; as individual, groups and as future citizens.

7.1 The program provides opportunities for candidates to learn basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.
The two courses that provide an opportunity for candidates to investigate and think critically about the application and implications of research and evaluation are READ 511 and READ 560.

**READ 511 Survey of Educational Research in Reading**

**READ 511** provides candidates with a semester long opportunity to study research methodology and consider implications of data analysis and how findings are interpreted. During this semester students learn the language and range of research methodology in literacy education as well as different types of evaluation methods. Issues of validity and reliability are central to class discussions. This course builds on the readings and assignments done previously in READ 536 that focused on best practice in literacy education and how it is reflected across various aspects of a balanced literacy program. These two courses together taken over two semesters would push candidates to not accept research and its findings on face-value. The courses instead force candidates to triangulate findings and think critically about what the research means for the particular group of teachers and students they are responsible for.

**READ 560 The Sociocultural Context of Literacy and Learning**

In **READ 560**, candidates conduct a case study with an English Language Learner with a diverse background from their own. An essential element of the case study is for candidates to conduct action research regarding a “burning question” that deals with diverse learners (see [Case Study Question](#)). They then conduct a literature review of the topic to be included in the case study. This literature review provides background for future classroom observations of diverse students to allow for a critique of practice.

7.2 The program provides candidates with focused instruction and experiences in evaluating literacy programs that generate reliable information about program strengths, weaknesses, and effects on target student populations and that can be used to recommend and implement changes in literacy instruction practices at the classroom, school or district levels.

READ 508 and READ 507 provide the foundation to best practice in literacy education Pre-K to Adolescent and Adult. In both courses instructors are transparent about what works well for learners based on research. Candidates are encouraged to question the strengths and weaknesses of current practices and use best practice models to transform existing programs. In **READ 514** candidates are exposed to issues of cultural and linguistic diversity and how best practice from a research based lens looks. It also brings into question the reality of learning environments that do not meet the notions of best practice or meet the needs of diverse learners. This coursework early on in the Reading Program enables candidates to take an informed stand in READ 560 and READ 585.

**READ 560 The Sociocultural Context of Literacy and Learning**

In **READ 560**, candidates conduct a case study with an English Language Learner with a diverse background from their own. Within the case study candidates collect data, perform data analysis to determine student learning and make recommendations for improved literacy teaching and learning.
READ 585 Professional Development in Reading/Language Arts

In READ 585, candidates take on the role of literacy leader. During course assignments they look more broadly at school and district data to evaluate program strengths, weaknesses and the institutions’ ability to provide effective literacy instruction for all students, with a critical focus on special populations. The emphasis in this course is not only to evaluate individual students but schools, districts, and national trends. For example candidates compare school and district data to evaluate quality and set priorities for professional development and how they might take on the leadership role to transform literacy education at a classroom, school, district or national level (see Planned Assignments).

7.3 The program provides candidates the opportunity to engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.

Candidates are engaged in data analysis to diagnose, monitor and evaluate student progress in all of their field experiences across the program. Although they are focused on individuals they use the data to consider how to help the individual be successful across groups, grade levels, school and district. At the Added Authorization level, in READ 516, candidates looked at a range of assessments used to assess strengths and needs of individual readers. They assessed two different readers with various needs and strengths. This data was then put into a larger data set and the data was disaggregated and used to teach larger analysis and planning of reading support. At the credential level, in READ 581, candidates are supervised by Reading Department faculty as they assess and provide weekly-intervention of one struggling reader.

READ 585 Professional Development in Reading/Language Arts

Both READ 516 and 581 prepare students for READ 585, in which candidates analyze local and district data to identify trends and needs in literacy education as well as specific needs at their own school sites. The data and analysis is used to plan professional development, which includes one-on-one instructional coaching, to incite change that will improve the quality of literacy education; teaching and learning.

7.4 The program provides opportunities for candidates to learn to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.

Candidates at the credential level, evaluate the technical adequacy of assessments beginning in READ 511. They also learned the strengths and limitations of each reading assessment at the Added Authorization level, in READ 516. Course texts and weekly discussions pushed candidates to be decision makers who understand how and why to use particular assessments;
demonstrating understanding of both the strengths and limitations of assessments. They developed the ability to communicate with colleagues regarding the limitations or strengths of whether a tool is reliable or valid. They were also taught to consider that the needs of the student might make an assessment or evaluation method valid. The assessments from READ 516 are used across the program; but particularly in READ 581 (Credential). By READ 581, candidates have to hold a firm understanding and rationale for choosing and using assessments.

7.5 The program provides opportunities for candidates to understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks.

Assessment design is introduced early in the program by recognizing the informal tools teachers use to get to know students, determine their strengths, interests, motivation and engagement. Each semester builds on the candidates’ knowledge base of assessment tools.

**READ 536: Curriculum Foundations, Principles, and Issues in Reading/Language Arts**

At the Added Authorization level, in READ 536, candidates begin to develop a rationale for evaluating larger systems within literacy education. They are able to use assessment tools and research-based notions of best practice to consider district assessment systems and how they must work with state frameworks, proficiency standards and benchmarks.

**READ 511 Survey of Educational Research in Reading**

READ 511 provides candidates with a semester long opportunity to study research methodology and consider implications of data analysis and how findings are interpreted. During this semester students learn the language and range of research methodology in literacy education as well as different types of evaluation methods. Issues of validity and reliability are central to class discussions.

7.6 The program provides opportunities for candidates to understand state and federal reading initiatives and to learn how to develop procure and implement programs around those initiatives.

Although state and federal reading initiatives, especially as the state shifts from California Reading and Language Arts Framework to the Common Core, is touched on in each of our courses. It is highlighted at the Added Authorization level in READ 508 and READ 536 and focused on explicitly at the credential level in READ 585. During this course candidates are encourage to take on leadership roles and to think on a larger scale how they might procure and implement programs around a new initiative. Specifically in READ 585, after conducting a thorough school-wide data analysis, candidates then undertake a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to make school level decisions that include program selection and revision (see School-Wide Evaluation Assignment).

7.7 The program provides opportunities for candidates to learn the skills for critically analyzing seminal, developing and cutting edge research findings in the literature related to literacy education.
Foundational courses for this standard at the Added Authorization level are READ 508, 514, 507 and 536. Two courses at the credential level specifically address this standard, READ 511 and 560.

**READ 511 Survey of Educational Research in Reading**

In **READ 511**, students learn the language and range of research methodology in literacy education as well as different types of evaluation methods. They use this knowledge to conduct a literature review (see *Literature Review*). Specifically, candidates will learn how to generate and investigate a question for research. At the end of the semester, candidates take part in a research poster session highlighting their findings.

**READ 560 The Sociocultural Context of Literacy and Learning**

In **READ 560**, candidates are asked to conduct their own literature review on a topic related to their work with their case study student. This literature review requires candidates to identify seminal and cutting edge research. They use diverse perspectives from the literature to make recommendations for their case study student at home, in the classroom and at school.

7.8 The program provides opportunities for candidates to learn to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.

Understanding language and literacy acquisition and the research behind it is critical to critiquing and transforming the literacy education of the children our candidates will serve. Issues of equity and diversity, as well as best practice are part of all of the courses in the Reading Program. The courses that look in depth and meet the goals outlined in the standard are READ 514 (Added Authorization) and READ 511, READ 560 and READ 585 (Credential Level).

**READ 514 Linguistics and Reading**

In **READ 514** students look in depth at ethnographies that show how different populations learn literacy. Students are encouraged to look at their own literacy and language identities.

**READ 511 Survey of Educational Research in Reading**

In **READ 511**, students review research on literacy education and use this knowledge to conduct a literature review (see *Literature Review*). Specifically, candidates learn how to generate and investigate a question for research. At the end of the semester, candidates take part in a research poster session highlighting their findings.

**READ 560 The Sociocultural Context of Literacy and Learning**
In READ 560 candidates participate in a community-mapping project and get to know a diverse reader. They use a review of the research to make instructional recommendations based on qualitative and quantitative information.

**READ 581 Remediation of Reading Difficulties**

Knowledge of research on issues of language and literacy acquisition and how intervention can affect progress of struggling readers is the focus of READ 581. Candidates must reference findings from experts in the field when making recommendations for further intervention in the final case report (see Weekly Intervention Plan).

**READ 585 Professional Development in Reading/Language Arts**

In addition, in READ 585, candidates develop professional development which requires them to communicate research from key experts in the field related to their school-wide plan to support teacher development and literacy learning for all students.

7.9 The program provides opportunities for candidates to develop clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.

All coursework prepares candidates to meet the goals of having clear communication strategies for various audiences. During the program candidates have the opportunity to take different perspectives and use different lenses and voices to communicate assessment results, research findings, results of literature reviews and data analysis.

We assist candidates in focusing on broad discussions of language and literacy education. At the same time they are engaged in looking inward and reflecting on their own education experience learning language and literacy. During the program they work with 4 to 5 students and they have to communicate the results of assessment data and intervention sessions in personal and professional ways. By the end of the program, our candidates have become versed in professionalism and the need to communicate clearly and appropriately to different stakeholders.

**READ 560 The Sociocultural Context of Literacy and Learning**

The READ 560 Case Study requires candidates to focus on student strengths and needs. They must identify and address difficulties the child has learning and suggest modifications or accommodations that would make learning more comprehensible.

**READ 581 Remediation of Reading Difficulties**

The READ 581 Post Intervention Case Report is one example of how candidates are required to communicate with stakeholders. After a 12-week intervention candidates must share the results
of assessments, documented student learning and further recommendations in a report format that requires them to be technical, professional and yet also transparent.

**READ 585 Professional Development in Reading/Language Arts**

The READ 585 Staff Development Project provides candidates with the experience of using larger observations, experiences and data to inform instructional programs and target student populations. In addition, the instructional coaching activity allows candidates to work one-on-one with a teacher at their site to share data and plan for intervention that is aligned to their school-wide plan (see Instructional Coaching Activity).
Section B

READING AND LITERACY LEADERSHIP
SPECIALIST CREDENTIAL

CATEGORY B: CURRICULUM AND FIELDWORK

Standard 8: Advanced Professional Competencies

Part A: Curriculum, Instruction, and Assessment
Course work and fieldwork/clinical experiences in this program ensure that each candidate will develop and demonstrate advanced professional competencies in, and knowledge of, the following:

The process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography; the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing.

Programs provide candidates opportunities to develop advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based and about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, recognizing the importance of thoughtfully following a well-designed sequence of instruction.

The program provides candidates the opportunity to develop advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition.

The program provides opportunities for candidates to deepen their understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students’ interest and focus, and developing students’ strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.

The program provides opportunities for candidates to learn about the types of disabilities that have implications for literacy development and to learn effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI² Tiers 1, 2, and 3.

The program provides opportunities for candidates to learn how to expand the curriculum to
include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.

**Part B: Leadership, Collaboration, and Professional Development**

Course work and fieldwork/clinical experiences in this program ensure that each candidate will develop and demonstrate advanced professional competencies in, and knowledge of, the following:

The program provides opportunities for candidates to learn about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the California Reading/Language Arts Framework.

Candidates are provided opportunities to develop advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population and how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders.

The program provides opportunities for candidates to develop advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.

The program provides opportunities for candidates to develop professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers’ content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.

**Response to Standard 8, Advanced Professional Competencies; Part A, Curriculum, Instruction, and Assessment:**

The completion of Standard 8, Part A, assumes the mastery of the Reading Added Authorization Standards 1-5, especially standards 3, 4, and 5. Candidates enrolled in the Reading and Literacy
Leadership Specialist Credential Program are provided with experiences that can be transferred to their own professional sites.

8.A1 The process through which students learn to read and write and the structure of the English language, including phonology, morphology and orthography; the relationships between linguistics, spelling, reading and writing; and the psychological and sociolinguistic aspects of reading and writing.

Although candidates build the foundation for this standard in READ 508, “Teaching Reading and Language Arts in Today’s Elementary Schools” and in READ 514, “Linguistics and Reading,” they are provided with an opportunity to achieve advanced competency through fieldwork in READ 560, “The Sociocultural Context of Literacy and Learning” and in READ 581, “Remediation of Reading Difficulties.”

READ 560 The Sociocultural Context of Literacy and Learning

In READ 560, candidates complete a community mapping project which directs their attention to the sociolinguistic aspects of reading. Candidates look beyond the classroom to the community to investigate what experiences students participate in and what resources they can tap to support the classroom learning environment.

READ 581 Remediation of Reading Difficulties

In READ 581, the capstone course for the Reading and Language Arts Specialist Credential, candidates are tasked with determining appropriate assessments looking at all aspects of reading addressed in this standard. They then analyze the results of those assessments, construct and enact a plan for intervention, evaluate progress and complete a report of progress and further recommendations for all stakeholders.

8. A2-.A3 Programs provide candidates opportunities to develop advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based and about the effective implementation of state- and/or district-approved instructional programs and other supplemental materials, recognizing the importance of thoughtfully following a well-designed sequence of instruction.

As part of the CSU Fullerton Reading Added Authorization program, candidates are provided the opportunity to explore the state standards and state and district-approved instructional programs through their coursework in READ 536, “Curriculum Foundations, Principles, and Issues in Reading/Language Arts”.

At the Credential level, candidates further develop their understanding of the Common Core State Standards for English Language Development (ELD) and other ELD frameworks through their coursework in READ 560. In addition, they are required to synthesize all of this
information in **READ 585**, “Professional Development in Reading/Language Arts”. In READ 585, after conducting a data analysis for a school site, students make recommendations for that school site based on the California Framework.

**8A.4 The program provides candidates the opportunity to develop advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition.**

**READ 581 Remediation of Reading Difficulties**

**READ 581** serves as a culminating course in the Program sequence related to the evaluation and instruction of readers. It is designed to have candidates work with individual clients who have severe reading difficulties and who demonstrate emotional, social and familial difficulties because of those difficulties. Candidates are assigned clients whose demographic profile; grade and reading difficulties fit the candidate’s instructional goals and needs (see **Fieldwork Requirement**). Candidates work closely with the client’s home and school to evaluate and design a remedial program that is in concert with the reader’s specific needs. Individualized instructional sessions occur once a week for an hour and a half over the course of a semester. Candidates work closely with their peers and the clinic supervisor (READ Department Faculty) to explore appropriate materials, resources and techniques for the client. As candidates make instructional decisions they draw upon their fieldwork experiences from throughout the program.

The work of each candidate is closely monitored. A weekly intervention plan includes the instructional objectives for each activity, the justification for the activity, an evaluation of the success or difficulties of each instructional session, and plans for the next session (see **Weekly Intervention Plan**). The weekly plans are a source of communication between the candidate and the clinic supervisor. The plans are read by the clinic supervisor after each session and appropriate written or verbal responses are made (feedback is provided in this manner whether the candidate takes the course at the campus clinic, at a school site or online).

**8A.5 The program provides opportunities for candidates to deepen their understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students’ interest and focus, and developing students’ strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.**

There are several courses at the Added Authorization level (READ 508, READ 507, “Reading and Thinking in the Content Areas” and READ 516, “Diagnostic-Prescriptive Teaching of Reading”) which prepare candidates for developing advanced competency with regard to assisting students in becoming proficient readers. At the Credential level, two courses are designed to specifically prepare candidates to meet this standard, READ 560 and READ 581 (for a detailed description of experiences in READ 581, see response to standard 8.A4).
**READ 560 The Sociocultural Context of Literacy and Learning**

In **READ 560**, candidates work one-on-one with an English language learning student and complete a case report that includes a theoretical rationale, a review of their sessions with their student and recommendations for further intervention.

8.A6 The program provides opportunities for candidates to learn about the types of disabilities that have implications for literacy development and to learn effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RTI^2 Tiers 1, 2, and 3.

Candidates are provided with a foundation for this standard in READ 516 and 536 at the added authorization level. At the credential level, candidates are able to practice intensive intervention with struggling readers in **READ 581**. In addition, candidates complete a data analysis project in READ 585 which requires them to create a school-wide literacy program (which includes intervention) and to make recommendations for grouping strategies which are structured using the RTI^2 Tiers (see **School-Wide Evaluation Assignment**).

8.A7 The program provides opportunities for candidates to learn how to expand the curriculum to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies to prepare learners for literacy tasks of the 21st century.

Both the California State University, Fullerton reading added authorization and reading and literacy leadership language specialist credential have been designed to include online and offline reading and literacy experiences that incorporate multiple genres, multiple perspectives, and the use of media and communication technologies. Some examples of this are the requirement to include online and offline multiple genres in the READ 507 Method Project (see **Project Assignments**), the inclusion of varying communication technologies in the READ 585 Professional Development Presentation (see **Planned Assignments**), and the requirement of technology recommendations in the READ 581 **Case Report** (for further examples see **program course syllabi**).

**Response to Standard 8, Advanced Professional Competencies; Part B, Leadership, Collaboration, and Professional Development:**

The completion of Standard 8, Part B assumes the mastery of the Reading Added Authorization Standards 1-5. Candidates enrolled in the Reading and Literacy Leadership Specialist Credential Program are provided with experiences that can be transferred to their own professional sites.

8.B1 The program provides opportunities for candidates to learn about local, state, and national policies that affect reading and literacy instruction and the criteria used for developing instructional programs and supplemental strategic intervention materials identified in the California Reading/Language Arts Framework.
Candidates formed the basis for this standard primarily in **READ 536**, but also had an opportunity to investigate this topic in READ 508 and 507. At the credential level, opportunities are provided which allow candidates to apply their knowledge in assignments that require collaboration, leadership and/or professional development in READ 511, READ 560 and READ 585.

**READ 511 Survey of Educational Research in Reading**

In **READ 511**, students review research on literacy education and use this knowledge to conduct a literature review (see Literature Review). Specifically, candidates learn how to generate and investigate a question for research. At the end of the semester, candidates take part in a research poster session highlighting their findings.

**READ 560 The Sociocultural Context of Literacy and Learning**

Specifically, in **READ 560** they fulfill this standard by referencing policy and discussing criteria for instructional materials that address diverse learners as part of the review of the literature and the professional development plan in their case study.

**READ 585 Professional Development in Reading/Language Arts**

In **READ 585**, candidates demonstrate their ability to interpret policy and criteria in the professional development plan as part of their school-wide data analysis assignment.

**8.B2 Candidates are provided opportunities to develop advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population.**

The foundation for this standard was developed through experiences provided in each of the courses at the added authorization level. At the credential level, candidates are taught how to specifically investigate the needs and demographics of a local school/district in READ 585 when they complete the School-Wide Data Analysis Project (see School-Wide Evaluation Assignment). This assignment requires candidates to use databases to investigate both demographic and assessment data and to then create an action plan based on the specific needs of the school/district. They are required to communicate these findings to stakeholders in the professional development assignment.

**8.B3 and how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders.**

At the added authorization level, candidates make suggestions for educational technologies as part of the recommendations section in the **READ 516 case study summary**. At the credential level, candidates apply this knowledge in READ 560 and READ 581. In READ 560 they use technologies to work with their case study student and to communicate with stakeholders as part of the **case study**. In READ 581 candidates use technologies as part of their one-on-one
intervention with their struggling reader and to create a case report which is shared with stakeholders (see Case Report).

8.B4 The program provides opportunities for candidates to develop advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.

Candidates formed the basis for this standard primarily in READ 536. At the credential level, opportunities are provided which allow candidates to apply their knowledge in assignments that require collaboration, leadership and/or professional development in READ 560 and READ 585.

**READ 560 The Sociocultural Context of Literacy and Learning**

Specifically, in READ 560 they fulfill this standard by advocating for the needs of diverse learners as part of the professional development plan in their case study.

**READ 585 Professional Development in Reading/Language Arts**

In READ 585, candidates demonstrate their ability to develop advanced professional communication and facilitation skills to advocate for a comprehensive literacy program as part of their school-wide data analysis assignment and professional development assignment.

8.B5 The program provides opportunities for candidates to develop professional knowledge about the characteristics of effective professional development, including relevant research, adult learning theory, and best practices, in order to plan, implement and evaluate professional development that will enhance teachers’ content knowledge, assessment, and instruction in all aspects of a comprehensive literacy program at the county, district, school and classroom levels.

**READ 585 Professional Development in Reading/Language Arts**

In READ 585, candidates study effective professional development and adult learning theory extensively. Through course readings and assignments, candidates learn and apply their knowledge on these topics. This topic is taken one step further in that professional development also includes aspects of individual teacher coaching. As part of the school-wide data analysis assignment, candidates select a teacher from their school to coach as part of their action plan. They justify the rationale for their selection and create a coaching plan. After watching a teaching episode they also practice providing feedback.
Section B

READING AND LITERACY LEADERSHIP
SPECIALIST CREDENTIAL

CATEGORY B: CURRICULUM AND FIELDWORK

Standard 9: Integrating the Curriculum through Clinical Experiences

Course work and fieldwork/clinical experiences in this program ensure that each candidate will develop and demonstrate advanced professional competencies in, and knowledge of, the following:

The program provides fieldwork and/or clinical experiences that are articulated with courses to allow candidates to develop competency through work at sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction. Fieldwork and/or clinical experiences must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 7 and 8.

The program provides candidates multiple opportunities to integrate research and practice by using research-based strategies at multiple sites or the district level to:

- assess the needs of students most at risk of failure,
- evaluate the current instructional practices and use of district-adopted instructional materials at those locations,
- implement appropriate research-based instructional and intervention strategies, and evaluate the effectiveness of the intervention.

Candidates will have the opportunity to create professional development and coaching/mentoring procedures to support adoption of new instructional or intervention strategies.

The program provides opportunities for candidates to improve the literacy skills of the full range of learners including beginning, intermediate and adolescent readers, English learners, and students with reading difficulties and to evaluate the effectiveness of the intervention and extended support currently offered to students using standards-aligned and state- and/or district-adopted instructional materials and to implement alternative or additional instructional approaches and materials, as appropriate.

9.1 The program provides fieldwork and/or clinical experiences that are articulated with courses to allow candidates to develop competency through work at sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction. Fieldwork and/or clinical experiences must include on-
going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 7 and 8.

Fieldwork is woven into each semester of the program, moving from tutoring and classroom observation to more in-depth case studies. Candidates are exposed to fieldwork in READ 508 with a tutoring project, where they report on a six-week tutoring experience with an emergent or early reader and writer (see Tutoring Sessions). Using formative assessments, candidates plan literacy interactions that are designed to meet the needs and motivate the individual reader. During the second semester, candidates tutor an intermediate level reader in READ 507, where the emphasis is on adolescent and adult literacy learning (see Project Assignments).

**READ 516 Diagnostic-Prescriptive Teaching of Reading**

In READ 516 candidates learn and use various assessments to determine the strengths and needs of an earlier emergent reader and an intermediate reader. This assignment provides an opportunity for them to become proficient in formative and summative assessments. Candidates spend five weeks with each student and complete a case report summary for each which includes assessment results, data analysis, and recommendations for further intervention.

**READ 581 Remediation of Reading Difficulties**

These previously discussed courses provide the basis for the final clinical practicum at the credential level where candidates use the theories, practices and assessment tools to act as a reading specialist working with a struggling reader. READ 581 requires one-on-one intervention with a struggling reader ninety minutes a week for twelve weeks (see Assessment Chart/Weekly Intervention Plans). This course whether offered on campus, on a school site or online is supervised by Reading Department faculty (when hosted online this is done via video using TaskStream®). Candidates begin by assessing the struggling reader’s needs. Next, they design appropriate intervention and later administer post-assessments to determine growth and recommendations for further intervention. These results are compiled in a case report which is shared with parents/guardians.

**9.2 The program provides candidates multiple opportunities to integrate research and practice by using research-based strategies at multiple sites or the district level to:**

The Reading Program at CSU Fullerton provides several opportunities for candidates to work with students at school sites and the campus reading center (when online candidates work with the course instructor to find students who meet the needs of the course assignments. All placements require instructor approval. In addition, the Reading Program at CSU Fullerton ensures that all candidates have shown proof of a teaching credential or have completed LiveScan® before beginning work with a child (see Graduate Student Handbook for more information). Parents of all children are also required to sign an agreement for audio and videotaping).
At the added authorization level, candidates have an opportunity to integrate research and practice when they work with students in READ 508, 507, and 516. At the credential level, candidates work with students in READ 560 and 581.

9.3 **assess the needs of students most at risk of failure,**

The Reading Program at CSU Fullerton provides opportunities for candidates to assess students most at risk of failure in several courses (READ 516, 560, 581 and at a global level in 585). In **READ 560**, for example, the emphasis is on the language and literacy development of an English learner. Taking into consideration how the needs of the reader are/are not being met by the core curriculum.

In **READ 585**, candidates use state and district data to determine student populations that are most at risk of failure and create a plan for school-wide intervention.

9.4 **evaluate the current instructional practices and use of district-adopted instructional materials at those locations,**

At the beginning of the program, candidates have an opportunity to critique and change an aspect of adopted curriculum in **READ 536**, such as instructional methods to improve students’ fluency. In **READ 585**, however, the data analysis project allows candidates to critique the entire existing literacy curriculum at the macro level and offer new and improved curricula to address the needs of all students.

9.5 **implement appropriate research-based instructional and intervention strategies, and evaluate the effectiveness of the intervention.**

Throughout the program, fieldwork is aligned to best practice, supported by a research-base and designed to support literacy development and provide opportunities for reflection on effectiveness. In **READ 560**, candidates learn best practices related to the needs of an English Learner. With this knowledge, they become proficient in applying an intervention and measuring its effectiveness by documenting student growth. In **READ 581** candidates work one-on-one with a struggling reader ninety minutes a week for twelve weeks. Candidates begin by assessing the struggling reader’s needs. Next, they design appropriate intervention and submit a weekly intervention plan where they assess the effectiveness of the intervention from the previous week and plan for the coming week (see **Weekly Intervention Plan**). Candidates are provided with feedback from Reading Department faculty on a weekly basis. At the end of the twelve week intervention, candidates administer post-assessments to determine growth and make recommendations for further intervention. These results are compiled in a case report which is shared with parents/guardians.

9.6 **Candidates will have the opportunity to create professional development and coaching/mentoring procedures to support adoption of new instructional or intervention strategies.**
Candidates in READ 585 develop and provide professional development through a whole staff presentation and one-on-one coaching and mentoring that leads to the adoption of new instructional or intervention strategies. The candidates act as leaders and models for comprehensive and balanced literacy pedagogy.

9.7 The program provides opportunities for candidates to improve the literacy skills of the full range of learners including beginning, intermediate and adolescent readers, English learners, and students with reading difficulties and to evaluate the effectiveness of the intervention and extended support currently offered to students using standards-aligned and state- and/or district-adopted instructional materials and to implement alternative or additional instructional approaches and materials, as appropriate.

One of the strengths of the Reading Program at CSU Fullerton is that candidates are exposed to a sequence of courses that build an understanding of literacy development from emergent, early, adolescent, and intermediate to adult (community college learners). At the added authorization level, candidates have an opportunity to work with students in READ 508, 507, and 516. At the credential level, candidates work with students in READ 560 and 581. The program emphasizes teaching to the needs of an individual person based on standards and adopted instructional materials, whether they be an English learner or a student with reading difficulties. Reading specialist prepared by the Reading Program at CSU Fullerton are able to implement alternative and additional instructional approaches and materials depending on the individual needs of students.
Section B

READING AND LITERACY LEADERSHIP
SPECIALIST CREDENTIAL

Category C: Candidate Competence

Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction

Through planned prerequisites and/or professional preparation, the Reading and Literacy Leadership Specialist Credential program ensures the following:

Candidates work effectively with children from a variety of ethnic, cultural, gender, linguistic, and socio-economic backgrounds and provide specialized instruction that meets the specific needs of students, PreK and elementary, as well as adolescent learners, and students with reading difficulties.

Candidates employ an advanced level of proficiency in the practice and adaptation of instructional routines and strategies, especially for students with extreme reading difficulty.

Candidates select, plan and implement culturally responsive curriculum based on assessed needs and literacy experiences of students in a target population.

Candidates demonstrate the ability to facilitate the implementation of the state-and/or district-adopted literacy curricula at classroom, school and/or district levels.

Candidates have an advanced level of knowledge about, and can advocate for resources to support, students’ acquisition of the critical aspects of multiple digital literacies for 21st Century skills necessary for success in today’s global economy.

Candidates critically analyze and interpret research; identify appropriate research design and methodology; and recognize research that is current, confirmed, reliable and replicable.

Candidates select, administer, analyze, summarize and communicate results of diagnostic literacy assessments and provide appropriate intervention, including strategic and intensive, with beginning readers and students who have reading difficulties, and can reflect upon, monitor and adjust instruction over an extended period of time.

Candidates know and use theories and research related to adult learning theory as it informs professional development on literacy acquisition at the school or district level. Candidates can facilitate collaborative processes with teachers and administrators for designing, implementing, and evaluating action research projects, case studies, and/or state or federal programs.

Candidates demonstrate their capacity to identify areas of growth as a professional and to select resources and opportunities to stay current with the teaching profession and with the professional community of other specialists, including those at the community level (such as,
social agencies, after school programs, etc.).

Candidates demonstrate advanced professional competencies in reading and literacy development, curriculum, instruction, and assessment, including a deep, rich and interconnected understanding of Program Standards 2, 3, 7 and 8.

Candidates analyze instructional practices and evaluate student assessment data at grade, school or district levels to plan and provide guidance, coaching and/or professional development to strengthen appropriate practices as needed and work collaboratively with students and their families, teachers, administrators, specialists, and other interested stakeholders to design, implement and evaluate a comprehensive literacy plan or a specific component of that plan.

Candidates critically examine the relevant research and recommendations of experts in the field and incorporate that information when generating and communicating to stakeholders the results of reliable and informative evaluations of current literacy practices including program strengths and weaknesses and program effects on various aggregate student populations. Candidates utilize that information to develop a plan for improving literacy learning that includes communication about the planned changes to all interested stakeholders and a process for implementing and evaluating those changes.

10.A1 Candidates work effectively with children from a variety of ethnic, cultural, gender, linguistic, and socio-economic backgrounds and provide specialized instruction that meets the specific needs of students, PreK and elementary, as well as adolescent learners, and students with reading difficulties. 10.A2 Candidates employ an advanced level of proficiency in the practice and adaptation of instructional routines and strategies, especially for students with extreme reading difficulty. 10.A3 Candidates select, plan and implement culturally responsive curriculum based on assessed needs and literacy experiences of students in a target population.

The Graduate Reading Program faculty feel that in order to instruct effectively candidates must have a thorough knowledge of the theoretical underpinnings of reading and learning and opportunities to apply and reflect on practical applications of these understandings. Teaching involves making informed choices of materials and approaches based on analysis and evaluation of student’s diverse needs. Course assignments and field work are designed to provide candidates with a variety of experiences with students from a variety of ethnic, cultural, gender, linguistic, and socio-economic backgrounds. Candidates work with a variety of children from pre-K to adolescent who represent the entire gamut of readers found in the public school settings including students with reading difficulties. The emphasis of the Program is to look at each reader as an individual with specific needs, abilities and cultural/linguistic backgrounds that must be addressed in instructional planning. Building off the experiences of the Added Authorization, the sequence of courses in the Reading and Literacy Leadership Specialist Credential allow candidates to work with readers at a range of developmental levels. The emphasis is to enable candidates to become informed decision-makers, with knowledge and skill in the use of a variety of techniques, methods and materials.
It is the expectation of the Reading Faculty that our candidates become specialists and literacy leaders in their professional roles. The Reading Program at CSU Fullerton has a rich tradition of preparing candidates with an advanced level of proficiency in developing differentiated instruction for students –grounded in a strength-based perspective - in the following courses:

**READ 560 The Sociocultural Context of Literacy and Learning**

In **READ 560** candidates further refine their skills in developing curricula that closely meets the needs of diverse learners. READ 560 candidates provide a critical analysis of theory and research in teaching reading/language arts to students with diverse cultural, racial, linguistic and socio-economic backgrounds. Working within a theoretical perspective that is sociocultural, historical and critical, candidates explore various issues, approaches, and strategies for teaching literacy skills to these diverse student populations.

Specifically, in READ 560 candidates explore the heterogeneity of one student demographic: English Learners. In this course candidates work one-one-one with one pre-K through adult EL student to assess and develop specialized and culturally/linguistically responsive instruction for the student. As part of this ELL case study candidates informally interview parents and legal guardians to obtain home-based knowledge about the student. Candidates also map the community of their EL students to assess language and literacy resources and needs. Candidates use the information obtained from this field work experience to create a report that offers a) a specialized instructional plan for the student, including multicultural literature and differentiated instructional approaches appropriate for the students’ strengths and needs, and b) a professional development plan for their school site that includes ways to engage diverse families and communities as partners in students’ literacy learning both in and out of school.

**READ 581, Remediation of Reading Difficulties**

In **READ 581** candidates tutor a pre-K through adolescent learners in the program’s Hazel Miller Croy Reading Center. The students tutored represent the diversity surrounding the campus community. Many clients demonstrate significant reading difficulties and candidates are closely supervised and provided guidance and feedback on their instruction from faculty. In READ 581 candidates work closely with families from various backgrounds and form partnerships with parents and other primary caregivers. As part of this partnership, candidates meet with families and conduct a formal interview regarding the student. In addition, parents/caregivers are provided with a formal report on their child’s progress at the end of the twelve intervention sessions at the end of semester parent/caregiver conference (see [Case Report](#)).

**10.A4 Candidates demonstrate the ability to facilitate the implementation of the state-and/or district-adopted literacy curricula at classroom, school and/or district levels.**

**READ 585, Professional Development in Reading/Language Arts**
The goal of READ 585 is to guide candidates to consolidate all knowledge gained from their fieldwork experiences, beginning with the Added Authorization, to develop a school-wide reading program that will meet the diverse needs of a variety of student populations. In READ 585 candidates master many of the leadership skills essential to the reading and literacy leadership specialist role, including how to plan, implement and evaluate professional development that will enhance teachers’ practice and adaptation of instructional routines and strategies to meet the needs of students from a variety of backgrounds (see Planned Assignments).

10.A5 Candidates have an advanced level of knowledge about, and can advocate for resources to support, students’ acquisition of the critical aspects of multiple digital literacies for 21st Century skills necessary for success in today’s global economy.

All courses in the Credential include online components and candidates develop the critical technological competencies and acquire the knowledge about multiple digital literacies required for today’s global economy. All Credential Program Faculty are expected to include online components in both their teaching and instruction. For example, all courses include an online component where candidates learn about educational technology and learn through the use of educational technology. Candidates become proficient in the use of Voicethread, Moodle, Taskstream, and Google Docs. Candidates also become proficient in the use of blogs, wikis, digital storytelling, and podcasts for classroom and school use.

10.B1 Candidates critically analyze and interpret research; identify appropriate research design and methodology; and recognize research that is current, confirmed, reliable and replicable.

READ 511 Survey of Educational Research in Reading

In READ 511 candidates explore seminal, developing and cutting edge qualitative and quantitative research around topics related to reading, language and literacy. Specifically candidates:

- Demonstrate understanding of viable research questions for research in reading, and how to write a literature review and other components of a research proposal.
- Demonstrate understanding of ethical considerations, measurement issues, and challenges to validity of designs for research in reading.
- Demonstrate understanding of the characteristics of quasi-experimental and single-case designs, and studies of correlates of reading development as prevalent during the era of the emergence of research in reading from 1920-1949.
- Identify the characteristics of experimental designs and studies of approaches to beginning reading as prevalent in research in reading during the era of conditioned learning from 1950-1965.
- Demonstrate understanding of qualitative designs and studies of emergent literacy and whole language approaches as prevalent in research in reading during the era of natural learning from 1966-1975.
• Identify characteristics of non-experimental quantitative designs and studies of comprehension instruction as prevalent in research in reading in the era of information processing from 1976-1985.
• Identify characteristics of historical designs and studies of critical literacy as prevalent in research in reading in the era of sociocultural learning from 1986-1995.
• Identify characteristics of mixed method designs and studies of motivation as prevalent in research in reading in the era of engaged learning from 1996 to the present.
• Demonstrate the ability to formulate a viable and currently relevant question for research in reading, to locate, analyze and present research findings of related research in a literature review, and to identify and describe an appropriate method and timeline for researching the question.

10.B2 Candidates select, administer, analyze, summarize and communicate results of diagnostic literacy assessments and provide appropriate intervention, including strategic and intensive, with beginning readers and students who have reading difficulties, and can reflect upon, monitor and adjust instruction over an extended period of time.

READ 581, Remediation of Reading Difficulties

READ 581 reinforces and extends the knowledge, skills and dispositions gained at the Added Authorization level in READ 508, 507, 516 and 536. READ 581 ensures that all candidates have the opportunity to assess the needs of a struggling student, plan, implement and evaluate intervention based on that data. Candidates report the results and recommendations of the intervention to key stakeholders. Based on work with the intervention student, candidates complete a case report which reflects progress during the semester. The report is completed in two parts: Pre-Intervention Case Report and Summary Case Report. The pre-intervention report includes student background information gathered from a parent/primary caregiver informal interview, assessments that will be used and objectives for the intervention. Assessment data is used to develop objectives for remediation. A narrative provides a rationale of assessment choices.

The READ 581 Summary Case Report includes the pre-intervention case report and post intervention results. The report also includes recommendations for further intervention. The Summary Case Report is prepared for the instructor, parents/care-givers and next clinician. It provides accurate information that can be readily understood by both the parents and professionals.

10.B3 Candidates know and use theories and research related to adult learning theory as it informs professional development on literacy acquisition at the school or district level. Candidates can facilitate collaborative processes with teachers and administrators for designing, implementing, and evaluating action research projects, case studies, and/or state or federal programs.

Candidates in the Credential Program gain the skills required to take on leadership roles at their school sites. This includes creating a professional development program for adult learners,
assessing literacy initiatives, and evaluating reading and literacy programs at the state and local levels. It also entails intensive study into the roles and activities in which reading and literacy professionals will be involved at the school and district levels. Projects in the program are designed to provide candidates with mastery-level experiences in articulation of philosophy, examination of data, and the development of professional development that is sustainable. For example, in READ 585 candidates read relevant research related to coaching and are provided with case studies of teachers working within various school contexts and student demographic data (see Planned Assignments). Candidates are later required to design a reading/literacy program given the information provided. In addition, in READ 560 candidates have an opportunity to build upon their case study experiences from the Added Authorization level (see Case Study), (READ 508 and READ 516), by completing an action research project and are provided guidance on how to develop recommendations based upon their findings that would inform a district-wide audience.

10.C1 Candidates demonstrate their capacity to identify areas of growth as a professional and to select resources and opportunities to stay current with the teaching profession and with the professional community of other specialists, including those at the community level (such as, social agencies, after school programs, etc.).

The Credential Program encourages candidates to critically reflect upon their roles as reading specialist leaders and to consider areas of professional growth and development. These reflections are done both individually and collectively, online and face-to-face, and shared in both oral and written forms. Often, reflections are written online in response to a research article or prompt. Candidates’ peers and faculty respond to the reflections thereby building a collective understanding about opportunities, challenges and resources available to them as part of a unique professional learning community. In addition, candidates are requested to complete an Effect on Student Learning Survey which encourages candidates to reflect upon the impact they are making on student learning, the role of student assessment in overall decision-making, and on their roles as leaders in the field of reading and literacy following each course that has a tutoring component.

10.C2 Candidates demonstrate advanced professional competencies in reading and literacy development, curriculum, instruction, and assessment, including a deep, rich and interconnected understanding of Program Standards 2, 3, 7 and 8. 10.C3 Candidates analyze instructional practices and evaluate student assessment data at grade, school or district levels to plan and provide guidance, coaching and/or professional development to strengthen appropriate practices as needed and work collaboratively with students and their families, teachers, administrators, specialists, and other interested stakeholders to design, implement and evaluate a comprehensive literacy plan.

Building upon the knowledge acquired in the Added Authorization program, candidates’ understanding of research, theory, and practical application of literacy development, curriculum, instruction and assessment are reinforced and extended in courses within the CSU Fullerton Reading and Literacy Leadership Credential Program.
READ 511 *Survey of Educational Research in Reading*

Candidates in the Credential Program are expected to demonstrate advanced professional knowledge of these areas and are expected to communicate this knowledge with others in the field. Toward this end, candidates must demonstrate graduate level and professional writing skills and are expected to receive a B or better on the [writing proficiency assessment](#) as part of READ 511.

READ 560 *The Sociocultural Context of Literacy and Learning*

In READ 560, through readings, small group and whole class online discussions, presentations, lectures and writing assignments, students are encouraged to reflect critically on the multitude of issues that impact literacy learning both in and out of the classroom. The English Learner Case Study Report ([READ 560 Case Study](#)) provides a critical link between theoretical/conceptual discussions on second language learning with practical classroom and school-wide implications.

READ 581, *Remediation of Reading Difficulties*

In [READ 581](#), the capstone class for the Credential Program, candidates must demonstrate the ability to make instructional decisions based on student assessment data and communicate their educational plan with other candidates in the course, the supervising faculty, and parents.

READ 585, *Professional Development in Reading/Language Arts*

[READ 585](#) candidates explore their roles as part of a wider community of professional leaders in the field of reading by creating a presentation that could be provided to an Elementary, Secondary or Community College faculty. The presentation is based on specific site need based on needs and resource assessment data. Candidates use research as the foundation of their determination of the on-going professional development focus.

10.D1 Candidates critically examine the relevant research and recommendations of experts in the field and incorporate that information when generating and communicating to stakeholders the results of reliable and informative evaluations of current literacy practices including program strengths and weaknesses and program effects on various aggregate student populations. Candidates utilize that information to develop a plan for improving literacy learning that includes communication about the planned changes to all interested stakeholders and a process for implementing and evaluating those changes.

READ 585, *Professional Development in Reading/Language Arts*

The goal of [READ 585](#) is to provide candidates with the critical knowledge and skills to participate in, design, facilitate, lead and evaluate effective and differentiated professional development programs. Toward this end, READ 585 includes an assignment that requires candidates to analyze data (demographic, formative and summative) for the purpose of making data driven decisions that will ensure that all students achieve. As a follow-up to this data analysis, candidates write a recommendation report for the stakeholders. Stakeholders include...
parents, teachers, administrators, and community partners.
## Part II. Syllabi

**List of Syllabi**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 508</td>
<td>TEACHING READING/LANGUAGE ARTS IN TODAY’S ELEMENTARY SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>READ 507</td>
<td>READING AND THINKING IN THE CONTENT AREAS</td>
<td>3</td>
</tr>
<tr>
<td>READ 514</td>
<td>LINGUISTICS AND READING</td>
<td>3</td>
</tr>
<tr>
<td>READ 536</td>
<td>CURRICULUM FOUNDATIONS, PRINCIPLES, AND ISSUES IN READING/LANGUAGE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>READ 516</td>
<td>DIAGNOSTIC-PRESCRIPTIVE TEACHING OF READING</td>
<td>3</td>
</tr>
<tr>
<td>READ 511</td>
<td>SURVEY OF EDUCATIONAL RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>READ 560</td>
<td>THE SOCIOCULTURAL CONTEXT OF LITERACY AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>READ 585</td>
<td>PROFESSIONAL DEVELOPMENT IN READING/LANGUAGE ARTS</td>
<td>3</td>
</tr>
<tr>
<td>READ 581</td>
<td>REMEDIATION OF READING DIFFICULTIES</td>
<td>5</td>
</tr>
</tbody>
</table>
Part III: Program Assessment Summary

The Reading and Literacy Added Authorization and the Reading and Literacy Leadership Specialist Credential programs are assessed through the College of Education Unit Assessment System designed for the continuous collection of multiple data sources, both internal and external, to monitor candidate performance and to manage and improve program effectiveness. Data are collected and analyzed to determine if candidates have met the requirements necessary to matriculate through the program at four transition points (TP):

1. Admission to Program
2. Program Continuation
3. Qualifying for the Culminating Experience
4. Exit from Program

The chart below displays the various assessments used to evaluate candidate progress/performance and program effectiveness. A full description of each assessment follows the chart which includes hyperlinks to appropriate assessment documents for reference. This chart includes only those assessments collected after candidates have been admitted to the program.

<table>
<thead>
<tr>
<th>Assessment tool</th>
<th>Added Auth</th>
<th>Cred.</th>
<th>Description</th>
<th>Data collected</th>
<th>Collection Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Grades/Key Assignments</td>
<td>X</td>
<td>X</td>
<td>Courses aligned to CTC standards. Students must maintain a 3.0 average to maintain graduate status. Standards have been designated per course and key assignments were created to assess candidate competency.</td>
<td>Percentage of candidates with a passing score of 80% or higher in all courses. Key assignment data is collected at the program level to monitor candidate progress and make programmatic changes.</td>
<td>Each Semester (TP 2, 3, 4)</td>
</tr>
<tr>
<td>Assessment tool</td>
<td>Added Auth</td>
<td>Cred.</td>
<td>Description</td>
<td>Data collected</td>
<td>Collection Timeline</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------</td>
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<td>-------------</td>
<td>----------------</td>
<td>-------------------</td>
</tr>
<tr>
<td><strong>Capstone Assessment Added Authorization</strong></td>
<td>x</td>
<td></td>
<td>A report documenting the ongoing assessment and evaluation of students’ reading and writing, including speakers of English and English language learners</td>
<td>Case Summary Report Pass rates and GPA of the READ 516 course are used as evidence of that our candidates demonstrate proficiency on this assessment</td>
<td>Each Semester (TP 3)</td>
</tr>
<tr>
<td><strong>Capstone Assessment Credential</strong></td>
<td>x</td>
<td></td>
<td>Case Report which requires candidates to use assessment data to identify strengths and needs, and develop goals for remediation. The assignment culminates with the preparation of a final Report for the course instructor and parents/care-givers.</td>
<td>Case Report Pass rates and GPA of the READ 581 course are used as evidence of that our candidates demonstrate proficiency on this assessment</td>
<td>Each Semester (TP 4)</td>
</tr>
<tr>
<td><strong>Diversity Assignment</strong></td>
<td>x</td>
<td></td>
<td>Case Study with a student who is both a second language learner and is culturally and/or linguistically different from the candidate.</td>
<td>Candidates must score an average of 3 or better to pass the assignment.</td>
<td>Each Semester (TP 2, 3)</td>
</tr>
<tr>
<td><strong>CSU Mid-Point Survey</strong></td>
<td>x</td>
<td></td>
<td>Measures the program’s effectiveness in a variety of areas</td>
<td>Mean scores on a variety of questions</td>
<td>(TP 3)</td>
</tr>
</tbody>
</table>
Credential and Added Authorization Program Assessment Descriptions and Documents

Course Grades/Key Assignments (TP 2, 3, 4)
Candidates complete an integrated curriculum leading to a Reading Added Authorization and/or a Reading and Literacy Leadership Specialist Credential. While not an indicator of knowledge, skill and disposition proficiency in and of themselves, the deliberate alignment of courses and assignments with professional standards and program outcomes allow course grades to be a viable measure of candidate proficiency. All programs adhere to the University standard, as monitored by the Graduate Studies office, that each candidate maintain a GPA of 3.0 (B or better) for all courses listed on individual study plans. Any grade below a C requires the course be repeated. All candidates must maintain a GPA of 3.0 or they are placed on academic probation, requiring that they raise their GPA within two semesters or be subject to program disqualification. Each course syllabus details the specific outcomes and standards addressed by course objectives and assignments.

Course instructors are responsible for scoring each assignment using clearly identified criteria. Grading criteria are provided to all candidates, and remediation requirements (if applicable) are clearly explained prior to assignment completion.

Each course has an assigned custodian who regularly meets, communicates, and shares resources with all course-alike instructors to ensure that assignment expectations are consistent across all course sections, rubrics for key assignment are provided, and assessment practices and grading are aligned.

Grades are submitted electronically to the university database system by course instructors. Each year the College Data Analyst collects, charts, and reports grade data back to programs for analysis. Grade data (pass rates) are collected each semester, disaggregated and reported by pathway.

In addition to final course grades, the program also collects grades for key assignments. A composite of MS READ key assignments (see Graduate Student Handbook, p. 20) illustrates how each course in the Department’s graduate reading program is aligned to the CTC professional standards, is driven by Education Unit Program Outcomes, and is assessed by key course assignments. Five assessments are identified for the Reading and Literacy Added Authorization, and four are identified for the Reading and Literacy Leadership Specialist Credential. Grades and sample papers from key course assignments are collected from each section of each course each semester. Candidates’ scores on key course assignments and examples are collected by course custodians, and submitted along with grades to the department’s Program Coordinator, who collects and compiles these data. The program has designated standards for each course and aligned a “Key” assignment for that course which allows the candidate to demonstrate competency with those specific standard. Each key assignment has a specific rubric which each course instructor utilizes to assess the candidate’s competency. These data are not collected at the unit level, but are shared and analyzed by the
As such, these key assignments do inform program improvement even though they are not identified as a key assessment collected as a part of the assessment system.

Program Update: The program transitioned to new standards beginning fall 2012, which includes the modification or addition of new courses and some program design changes. As such, key assignment rubric data (in addition to grade data) is now being collected as we transition. A database is currently in development to collect and report on key assignment data.

Capstone Assessments (TP 3, 4)
Capstone assessments are culminating experiences that require candidates to demonstrate the cumulative knowledge, skills and dispositions developed over the course of program study and field experiences. Capstone assessments differ for credential and added authorization candidates.

Reading Added Authorization Capstone Assessment (TP 3):
The Case Study Summary Report is the key assignment in READ 516 (last course in the Reading Added Authorization sequence) and serves as the capstone assessment for Reading Added Authorization candidates. This assignment provides opportunities for each candidate to participate in the ongoing assessment and evaluation of students’ reading and writing, including speakers of English and English language learners. Each candidate masters the planning and delivery of appropriate reading and writing instruction, based on formal and informal assessment and evaluation results, to meet the reading and writing needs of all students. Consistency of candidate proficiency evaluation is maintained across all course sections as instructors use the same assignment requirements, scoring guide and criteria for passing. Currently, pass rates and GPA of the READ 516 course are used as evidence of that our candidates demonstrate proficiency on this assessment.

Reading and Literacy Leadership Specialist Credential Capstone Assessment (TP 4):
The Case Report is the key assignment in READ 581 and serves as the capstone assessment for credential candidates. This assignment provides the opportunity for candidates to work with a remedial reader to assess, diagnose and correct reading deficiencies. Using assessment data candidates must identify strengths and needs, and develop goals for remediation. This assignment culminates with the preparation of a final Report for the instructor, parents/care-givers and next clinician to work with the reader. Consistency of candidate proficiency evaluation is maintained across all course sections as instructors use the same assignment requirements, scoring guide and criteria for passing. Currently, pass rates and GPA of the READ 581 course are used as evidence of that our candidates demonstrate proficiency on this assessment.

Diversity Assignment (TP 2, 3)
The READ 560 course and diversity assignment is required for all credential candidates. The Sociocultural Context of Literacy and Learning course (READ 560) includes a qualitative case study assignment that candidates must complete in an educational setting with a population that is ethnically/culturally/linguistically/ability-wise different from them. For this assignment candidates assess, observe and interview an English language learner, analyze findings, and draw conclusions and implications for instruction. Consistency is provided across all course sections as all instructors use the same policy and procedure for administering this assignment, including purpose, description of assignment, scoring guide, and criteria for passing. All candidates must pass with a minimum 75% proficiency.

Program Update: In fall 2012 the diversity assignment objectives, student outcomes, and assignment were revised. A 4 point rubric was developed to score assignments. Candidates must score an average of 3 or better
Unit-Wide Surveys (TP 3, Post Program)
Two surveys (used by all Unit advanced programs) are used to collect data on candidate perceptions of their performance and proficiency at two different points in the program. The surveys are anonymous and are administered electronically. The link to the survey and survey instructions are provided by the course instructor. Both surveys consist of the same questions rated on a 4 point scale disagree (1-strongly disagree; 2-disagree; 3-agree; 4-strongly agree).

Added authorization only candidates complete the midpoint survey administered in READ 516, which is the last required course in the added authorization sequence. For these candidates the midpoint survey serves as the exit evaluation. Credential candidates complete both surveys—one in a course that is taken mid-way through the program (Mid-point survey -READ 516) and one at the end of the program (Exit Survey).

Each survey item is rated on a 0-3 scale (3=well-prepared; 2=adequately prepared; 1= somewhat prepared; 0=not at all prepared). Results are provided to programs for analysis; average rating and range for all questions combined, as well as the percent of responses for each rating disaggregated by question.
Appendix
Syllabi
California State University, Fullerton  
College of Education Department of  
Reading  
READ 508-02 HYBRID (20439)  
Teaching Reading/Language Arts in Today’s Elementary Schools  
Fall 2012

<table>
<thead>
<tr>
<th>Education Unit Conceptual Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>a transformational journey toward educational advancement and achievement</td>
</tr>
<tr>
<td>Core Values</td>
</tr>
<tr>
<td>We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.</td>
</tr>
</tbody>
</table>

Based on our core values, our mission is as follows:

<table>
<thead>
<tr>
<th>Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Outcomes and Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>After successful completion of a program of study, our credential recipients and program graduates are:</td>
</tr>
<tr>
<td><strong>Outcome 1: Knowledgeable and Competent Specialists</strong></td>
</tr>
<tr>
<td>• demonstrate strong foundation in subject matter or field of study</td>
</tr>
<tr>
<td>• demonstrate strong understanding and implementation of pedagogical skills or skills in their field</td>
</tr>
<tr>
<td>• demonstrate ability to use technology as a resource</td>
</tr>
<tr>
<td><strong>Outcome 2: Reflective and Responsive Practitioners</strong></td>
</tr>
<tr>
<td>• promote diversity</td>
</tr>
<tr>
<td>• make informed decisions</td>
</tr>
<tr>
<td>• engage in collaborative endeavors</td>
</tr>
<tr>
<td>• think critically</td>
</tr>
<tr>
<td><strong>Outcome 3: Committed and Caring Professionals</strong></td>
</tr>
<tr>
<td>• become change agents</td>
</tr>
<tr>
<td>• maintain professional and ethical standards</td>
</tr>
<tr>
<td>• become life-long learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Department's Mission Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Reading Department faculty believes that reading is a developmental process, a complex meaning making process, and a critical thinking process. To produce individuals who can use such processes demands quality teaching. Quality teaching is a critical thinking act. It involves on-going analysis and evaluation of choices made and the grounds for those choices as opposed to other alternatives. It order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability. Teaching involves making informed choices of the techniques, materials, strategies, and approaches most appropriate based on teachers’ analysis and evaluation of the needs of the students with whom they work and the array of possible alternatives.</td>
</tr>
</tbody>
</table>
Instructors: Catherine Maderazo, Ph.D
Associate Professor, Reading Elementary Department

E-mail: cmaderazo@fullerton.edu

Schedule #/Section #
508-02/20439

Office Hours: 3:00 to 4:30 Mondays

Office Location:
CP-270-26

Phone: 657-278-7916
Fax:

Technical Help Desk: 657-278-7777
Help Desk Email: helpdesk@fullerton.edu
Titanium Help: Titanium.fullerton.edu/student/default.htm
Titan Help: http://www.fullerton.edu/helpdesk/index.asp

Help Desk Hours: (8-5, M-F)

COMMUNICATING WITH THE COURSE INSTRUCTOR
Email will be the best means of communicating with the course instructor. The instructor will attempt to respond to all questions sent by e-mail within a 24-hour period, Monday through Friday.

COURSE DESCRIPTION FROM THE CATALOG
Current trends in the teaching of elementary reading/language arts. The role of the teacher as a decision-maker in the elementary reading/language arts program.

COURSE OBJECTIVES
To function effectively as a teacher of reading an individual must develop the skills necessary to become a decision maker in the classroom. To make effective decisions the teacher must have an understanding of reading and the reading process and the relationship of reading to language and the language arts. Teachers must be able to operationalize this understanding for the planning and implementation of reading related learning experiences for all students (the developmental, corrective, remedial, and linguistically different/culturally diverse student). In short, helping students learn to read requires knowledge about children, reading, language and the language arts in general, as well as competency in designing and carrying out effective learning experiences. Consequently, the objectives for READ 508 include both knowledge and competency objectives.

STUDENT LEARNING GOALS

<table>
<thead>
<tr>
<th>Knowledge Objectives: To develop and refine the teacher's knowledge and understanding of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Reading and the reading process,</td>
</tr>
<tr>
<td>b. Phonemic awareness,</td>
</tr>
<tr>
<td>c. Phonics,</td>
</tr>
<tr>
<td>d. Decoding,</td>
</tr>
<tr>
<td>e. Reading and the integrated language arts,</td>
</tr>
<tr>
<td>f. Comprehension and higher-order thinking</td>
</tr>
<tr>
<td>g. The role of children's literature in the elementary program,</td>
</tr>
<tr>
<td>h. The psychological, physiological, sociological, and educational influences on students’ reading ability,</td>
</tr>
<tr>
<td>i. Assessment procedures for students in elementary school reading programs,</td>
</tr>
<tr>
<td>j. The importance of students independently reading a variety of genres for a variety of purposes, including fiction and non-fiction texts,</td>
</tr>
<tr>
<td>k. The broad goals, major issues, related problems, research findings, and instructional practices associated with reading instruction in the elementary schools.</td>
</tr>
<tr>
<td>How Fulfilled</td>
</tr>
<tr>
<td>Course packet and textbook readings; weekly class participation activities; two-thirds term exam; article presentation; review of the literature for position paper; and tutoring log.</td>
</tr>
</tbody>
</table>
Competency Objectives: To develop and refine the teacher's ability to:

- Develop a working definition of reading,
- Understand reading as part of the total literacy program,
- Use effective phonemic awareness instruction,
- Systematically teach essential phonic skills,
- Systematically teach essential decoding skills,
- Systematically teach essential comprehension skills,
- Effectively integrate reading, writing, speaking, and listening,
- Assess learner characteristics,
- Structure the learning environment,
- Develop and implement teaching strategies that reflect modeling and guided instruction, and
- Evaluate learning outcomes.

Course packet and textbook readings; weekly class participation activities; article presentation; position paper; two-thirds term exam; and tutoring log.

ONLINE COURSE OBJECTIVES AND CONTENT
This course is 50% online, and 50% on-campus meetings. Please refer to schedule for dates that we meet on campus. The weeks we meet online you will be required to check titanium and complete assignments. The objectives and content of this hybrid course are comparable to the online course. The same textbook assignments are required, and the same parallel materials and projects are required.

ONLINE LIBRARY RESOURCES
Students have access to all of the Pollak Library resources, including over 200 subscription databases that index and provide full text to academic journals and e-books. The library has a robust interlibrary loan program that ensures that students can get the resources they need. Students who do not visit the campus for any classes may request that books or other print-only materials be mailed to their home. In addition, any CSUF student may borrow materials from any other California State University Library. Students also have access to 24/7 reference assistance through email, phone, or chat, and may set up appointments for one-on-one research consultations with a librarian that can be conducted over the phone.

PLANNED ASSIGNMENTS
Course assignments are listed below. Specific guidelines for each assignment are available in the Syllabus Appendix, and on the course Titanium. Links will be provided on the course Titanium for posting completed assignments; alternatively, assignments may be emailed to the course instructor.

- Assignment 1: Weekly Class Participation (Blog) 10%
- Assignment 2: Tutoring Experience 30%
  - Description of Student 10%
  - Best Tutoring Session 10%
  - Reflection 10%
- Assignment 3: Two Thirds Term Exam 30%
  (Posted in Assignments)
- Assignment 4: Position Paper 30%
  (10 page paper - Key Assignment)
GRADING POLICY FOR THE COURSE
Due dates for the course assignments are provided on the course schedule. Assignments submitted late without prior approval will be downgraded by 5% for each week past the due date. Course grades will be calculated based on the following system:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97% - 100%</td>
</tr>
<tr>
<td>A</td>
<td>93% - 96%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>65% - 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60% - 64%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

The Titanium GradeBook function will be used by the Instructor to post grades and feedback on all course requirements. When a grade and the feedback have been posted, you will be able to access them through Titanium “My Grades.” Specific instructions for using this function will be provided.

Except in cases of actual error, final grades are permanent. If you need to drop this course, refer to the class schedule for the deadlines and requirements for dropping or withdrawing from courses.

ONLINE COURSE EXPECTATIONS AND GUIDELINES
Participation in all course activities is expected (e.g. Weekly Participation activities such as completing blog and wiki activities). If it is necessary to miss a scheduled requirement, it is your responsibility to make arrangements to make up the missed participation.

Because of the intensive nature of online learning, you should expect to allocate at least 6-10 hours per week for this course. It is expected that each student will access the course Titanium a minimum of three times a week to download materials, check for announcements, participate in class activities, and submit other assignments.

Weekly Checklists. You will be provided with weekly “to do” checklists for this online course. The weekly “to do” checklists and any additional materials needed for a given week, such as PowerPoint, will be available in weekly folders under “Assignments” on Titanium.

Weekly Participation Activities. Ten (10) weekly participation activities are scheduled for the semester in the form of Blog prompts. Each assignment will be explained in the weekly announcements. They will be based on weekly readings, course PowerPoints, and course assignments. Review the “netiquette” rules pertaining to behaviors that are appropriate for online academic interactions. These are available at: www.albion.com/netiquette/corerules. Additional guidelines and grading criteria for the Blog entries are provided in the Syllabus Appendix.

Written Assignments. Specific instructions for using the Titanium Assignment Link will be provided for posting your written assignments. When you use these links to post your assignment, the course
instructor will enter feedback, comments and grades – all of which you will be able to access through the Titanium “My Grades” function and by email.

Tutoring Sessions. The purpose of this assignment is to meet the competency objectives for the course by developing and refining your ability to use appropriate instruction techniques with an average emergent/beginning reader. To do this, you will need to independently obtain parent/guardian permission to work with a student for a total of 5 hours (e.g. 10 30-minute sessions). The child you tutor should be between the ages of 4-9 and be an average student. For your own protection, the Reading Department asks that when candidates work with students for the purposes of course projects, sessions are not conducted in your own home. A public library is a good alternative meeting place. The instructor recommends that the 5 hours of tutoring be completed between weeks 6 and 9.

Two-Thirds Term Exam. An exam which covers the theories from the course will be taken online (accessed through Assignments). There will be 2 hours and 45 minutes for the exam. For each minute you are over the time limit 1 point will deducted from your total. In order to prepare for this exam, please make sure you take weekly notes from the readings, screencasts and powerpoints. The exam will be open note but not open book.

Position Paper. The Key Assignment for the course is described in detail in the syllabus appendix. Follow the directions for posting as they are given for written assignments (see above).

REQUIRED RESOURCES

Here are the textbooks for READ 508:
Maderazo, Fall Semester 2012, California State University, Fullerton

REQUIRED:


You can also order the new edition if you would rather have the new version. New version is Eleventh Edition.
**Paperback:** 240 pages
**Publisher:** Teaching Strategies;
2 Rev Upd edition (July 1, 2006)
**Language:** English
**ISBN-10:** 0439845114
**ISBN-13:** 978-0439845113

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**PICK ONE NOVEL to READ** Within the first weeks of our class.
You can check it out of a library, read it as an ebook, borrow it from your school or purchase your own copy.

1. **Shooting Kabul by N. H. Senzai**
   **Reading level:** Ages 8 and up
   **Paperback:** 288 pages
   - **Publisher:** Simon & Schuster Paula Wiseman Books
   **Language:** English
   **ISBN-10:** 1442401958
   **ISBN-13:** 978-1442401952

2. **Mockingbird by Kathryn Erskine**
   **Reading level:** Ages 10 and up
   **Paperback:** 256 pages
   **Publisher:** Puffin; Reprint edition (February 3, 2011)
   **Language:** English
   **ISBN-10:** 0142417750
   **ISBN-13:** 978-0142417751
3.

**One Crazy Summer**  
By Rita Williams-Garcia  
**Reading level:** Ages 9 and up  
**Paperback:** 240 pages  
**Publisher:** Amistad; Reprint edition (December 27, 2011)  
**Language:** English  
**ISBN-10:** 0060760907  
**ISBN-13:** 978-0060760908

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**RECOMMENDED:**


**ISBN-10:** 1892989190  
**ISBN-13:** 978-1892989192

This is a great resource for typical literacy development.

California Reading and Language Arts Framework (1999). California Department of Education  
**ASIN:** B001HKWJ7Y

Available as a PDF file:  
ELECTRONIC RESOURCES

California Reading and Language Arts Framework

Common Core Standards:
http://www.corestandards.org/the-standards

I also recommend a great app for smart phones. Search Common Core Standards

Technical Requirements (minimum requirements)

Required Computer Hardware:
To participate in this course, you will need a computer that meets the following minimum technical specifications. You can find specifics about accessing your course Titanium, directions, tutorials, and FAQ’s for using components of Titanium, as well as quick links to all of the plug-ins you may need at the CSUF Titanium site: http://Titanium.fullerton.edu/student
Processor: 1 Ghz or higher-multimedia processor
Memory: 1 GB of RAM or higher
Monitor: 17” monitor with 800 x 600 resolution capability or larger; For best performance, access Titanium using 1024x768 resolution or higher
CD-R/DVD: 48X CD-RW/DVD combo drive
Modem: 56 K V.90/ V.92 required as minimum for internet access. High speed DSL or cable is advised for best results.
Network Card: integrated 10/100 network interface
Sound: PCI sound card- multimedia use required
Video: 256 MB – VGA graphics card required
Printer: Graphics-capable (inkjet or laser) printer

Required Software:
Operating System: XP or higher, Macintosh OS X or higher
MS Office: Microsoft Office 2003
Anti-Virus: current Anti-Virus software updated monthly (preferred Norton Utilities or McAfee)
If you have a Windows PC, use the Microsoft Internet Explorer (6.0 or higher), Mozilla Firefox or Netscape Navigator 7.1 or higher. Mac users are recommended to use the Mozilla Firefox Web browser.
Do not use the AOL browser or Opera to access Titanium.
Students should have Microsoft Office 2003 or higher installed in their personal computers to view and access documents provided by the instructor.
Email: Email account must be able to send/receive attachments, etc.
Required Computer Settings:
Do not upgrade to Netscape 6.0 as it is not currently compatible with Titanium.
AOL users must minimize AOL, not close, and then go to either Internet Explorer or Netscape (preferred)
Real Networks Real Player (http://www.real.com/player/index.html)
Windows Media Player (http://www.microsoft.com/windows/windowsmedia/download/)
Java (http://java.sun.com/j2se/1.4.2/download.html)
Shockwave (http://www.adobe.com/shockwave/download/)

Service Provider:
You are required to have a dependable live connection to the Internet - preferably using DSL or cable modem. You should research various providers and choose the service that best meets your needs. Please keep in mind that the speed and reliability of your connection will directly influence your online learning experience. Internet access at work may not allow enough time to complete assignments. "Firewalls" may impede access to online courses from work and also from home.

Prerequisite Technology Skills:
Use of web browsers
Entering Uniform Resource Locators (URL’s)
Downloading files from the Internet
Completing online forms
Thorough knowledge of word processing, using Microsoft Word attachments, spell check, copy and paste, etc. Blogs, Wikis, Screencasts

ACCESSIBILITY/STUDENTS WITH SPECIAL NEEDS
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to carrying out class assignments, writing papers or taking examinations. Special accommodations for disabled students for access to this online course will be made on an individual student, as-needed basis in compliance with the CSUF Catalog: http://www.fullerton.edu/disabledservices/
According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. The office is located in UH 101; the office telephone is 657-278-3117. Please contact instructor as soon as possible if this applies to you.

ACADEMIC INTEGRITY POLICY
The University’s Academic Integrity Policy, University Policy Statement 300.021, is available at: http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf The policy addresses such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty, it usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred: (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course.

AUTHENTICATION OF STUDENT WORK (per UPS 411.104, Section II.B.6.e)
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.
ALTERNATIVE PROCEDURES FOR SUBMITTING WORK IN THE EVENT OF TECHNICAL PROBLEMS
In the event of technical problems with the internet, email, and/or Titanium, work may be submitted in these ways:
- **FAX** work to department office FAX (number on p. 2), or (at instructor’s option) instructor’s home FAX.
- **Hand Deliver or Mail** work to instructor’s office or department- Addresses on p. 2

FOR INFORMATION IN THE EVENT OF INTERRUPTION OF ON-CAMPUS INSTRUCTION
For information in the case of interruption of on-campus instruction, check the course Titanium for announcements, or email the course instructor, and/or contact the CSUF Campus Operation and Emergency Closure Information Line: 657-278-4444.

IN THE EVENT OF AN EMERGENCY, contact the University Police at 657-278-3333. See additional information Emergency Preparedness on the following page.

Emergency Procedures Notice to Students
The following information pertains to those present at the university in the event of an emergency. The section on “After an emergency occurs,” however, is particularly relevant to online courses.

The safety of all students attending California State University, Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines.

1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs-
1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area. Remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter the building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus, please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University’s operational status by checking the University’s web site at [http://www.fullerton.edu](http://www.fullerton.edu), calling the University's hotline number at 657-278-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

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**EMERGENCY CALLS**

DIAL 9-1-1

**All campus phones and cell phones on campus reach the University Police Department.**

Non-emergency line: (657) 278-2515
24-Hour recorded emergency information line:
(657) 278-0911

Source: [http://www.fullerton.edu/emergencypreparedness/ep_students.html](http://www.fullerton.edu/emergencypreparedness/ep_students.html)
# Tentative Course Schedule

<table>
<thead>
<tr>
<th>WK</th>
<th>TOPIC</th>
<th>ASSIGNMENTS DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unit One: Introductions</td>
<td>View Course Introduction PowerPoint(s) (in Course Information)</td>
</tr>
<tr>
<td></td>
<td>• Getting to know you</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Reading Department Entrance Exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Take Reading Department Entrance Exam (posted in Course Documents)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in Class Participation Activity #1</td>
</tr>
<tr>
<td>2</td>
<td>Labor Day Holiday</td>
<td>Please use the time to read one of the novels</td>
</tr>
<tr>
<td>3</td>
<td>Definition of Reading</td>
<td>View Weekly PowerPoint(s) (in Course Information)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Complete Definition of Reading Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in Class Participation Activity #2</td>
</tr>
<tr>
<td>4</td>
<td>History of Reading</td>
<td>View Weekly PowerPoint(s) (in Course Information)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Chapter 1 (The Reading Act) by Tuesday of week 3</td>
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<tr>
<td></td>
<td></td>
<td>Read pages 16-19 in <em>Phonics from A to Z</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in the Class Participation Activity #3</td>
</tr>
<tr>
<td>5</td>
<td>Emergent Literacy</td>
<td>View Weekly PowerPoint(s) (in Course Information)</td>
</tr>
<tr>
<td></td>
<td>• Development of Cognition &amp; Language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Phonemic Awareness</td>
<td></td>
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<tr>
<td></td>
<td>• Letter Recognition</td>
<td></td>
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<tr>
<td></td>
<td>• The Alphabetic Principle</td>
<td></td>
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<tr>
<td></td>
<td>• Concepts About Print</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Oral Language Skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Clarification of assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Chapter 3 (Emergent &amp; Developing Literacy)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read pages 20-59 in <em>Phonics from A to Z</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in Class Participation Activity #4</td>
</tr>
<tr>
<td>6</td>
<td>Word Recognition Approaches</td>
<td>View Weekly PowerPoint(s) (in Course Information)</td>
</tr>
<tr>
<td></td>
<td>• Context Clues</td>
<td></td>
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<td></td>
<td>• Sight Words</td>
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<tr>
<td></td>
<td>• Phonics</td>
<td></td>
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<tr>
<td></td>
<td>• Structural Analysis</td>
<td></td>
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<tr>
<td></td>
<td>• Dictionary Study</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Read Chapter 4 (Overview of Word-Recognition Approaches) by Tuesday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read pages 110-195 in <em>Phonics from A to Z</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in Class Participation Activity #5</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DUE:</strong> Assignment 2a – Description of Student for Tutoring Experience</td>
</tr>
<tr>
<td>Week</td>
<td>Online</td>
<td>Topic Description</td>
</tr>
<tr>
<td>------</td>
<td>--------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| 7    | 10/8   | Phonics for Word Recognition | View Weekly PowerPoint(s) (in Course Information)  
Read Chapter 5 (Phonics for Word Recognition) by Tuesday of week 7  
Read pages 7-15, 60-109, in *Phonics from A to Z*  
Participate in Class Participation Activity #6 |
| 8    | 10/15  | Comprehension: Part 1  
- Dimensions of Reading: pre/during/post comprehension  
- Interaction of the reader, the reading situation, and the text | View Weekly PowerPoint(s) (in Course Information)  
Read Chapter 7 (Comprehension: Part 1) by Tuesday of week 9  
Participate in Class Participation Activity #7 |
| 9    | 10/22  | Comprehension, Part 2  
- NB Smith’s Levels of Comprehension | View Weekly PowerPoint(s) (in Course Information)  
Read Chapter 8 (Comprehension: Part 2) by Tuesday of week 11  
Participate in Class Participation Activity #8 |
| 10   | 10/29  | Assessment  
- Tools & Techniques  
- Intervention | View Weekly PowerPoint(s) (in Course Information)  
Read Chapter 2 (Assessment & Intervention) by Tuesday of week 4  
Read pages 200-232 in *Phonics from A to Z*  
**DUE Assignment 2b – Description of best tutoring session** |
| 11   | 11/5   | Language and Literature  
- Writing  
- The writing process  
**Position Paper** | View Weekly PowerPoint(s) (in Course Information)  
Read Chapter 10 (Language & Literature) by Tuesday of week 14  
Participate in Class Participation Activity #9 |
<p>| 12   | 11/12  | Veteran’s Day Holiday | |
| 13   | 11/19  | Thanksgiving Holiday | |
| 14   | 11/26  | Two Thirds Term Exam | <strong>DUE: Assignment 3 - Two Thirds Term Exam (in Assignments)</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Major Approaches and Materials</td>
<td>View Weekly PowerPoint(s) (in Course Information)</td>
<td>Three parts to Assignment 2, including 2c (Reflection).</td>
</tr>
<tr>
<td>12/3</td>
<td></td>
<td>Read Chapter 9 (Major Approaches &amp; Materials for Reading Instruction)</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Online</td>
<td>TBD</td>
<td></td>
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<tr>
<td>12/10</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>17</td>
<td></td>
<td>Position Paper Due</td>
<td></td>
</tr>
<tr>
<td>12/17</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
# READ 508: Key Assignment

## Reading Certificate Key Assignment 1: READ 508 Tutoring Assignment

<table>
<thead>
<tr>
<th>The program provides each candidate with:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 4: Integrating Curriculum Through Fieldwork</strong></td>
<td></td>
</tr>
<tr>
<td>4.2 Candidates will work with individuals at early (PreK-3) and intermediate levels of literacy acquisition</td>
<td></td>
</tr>
<tr>
<td>4.4 Candidates will work at field sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 5: Planning, Organizing and Providing Literacy Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>5.B1 Candidates have the opportunity to plan and teach lessons to students who are different from the candidate including ethnic, cultural, gender, linguistic and socio-economic differences</td>
<td></td>
</tr>
<tr>
<td>5.B2 Candidates plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students’ progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.</td>
<td></td>
</tr>
</tbody>
</table>

## IRA Standards 2 and 5

The program provides each candidate with:

<table>
<thead>
<tr>
<th>Standard 2: Curriculum and Instruction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. [McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and strategic knowledge (see the Glossary for their definition of cognitive model of reading).]</td>
<td></td>
</tr>
<tr>
<td><strong>Standard 5: Literate Environment</strong></td>
<td></td>
</tr>
<tr>
<td>5.2 Design a social environment that is low risk and includes choice, motivation, and how to provide support to optimize students’ opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</td>
<td></td>
</tr>
</tbody>
</table>

**Introduced & Reinforced:** 508 Weekly Participation Activity

**Extended:** 507 Tutoring Experience; 516 Literacy Assessment Portfolio

## COE: Professional Dispositions Expected of Candidates

**Focus Disposition: #5) Value life-long learning.** Candidates understand that professional development is a dynamic process extending over the course of an entire career. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well being.
The class discussions will take place on the Blog. The class discussions are where the substance of the course is discussed. It is also the most effective tool for forming a community of learners with your online classmates. This is what takes the place of the traditional classroom and is an integral part of the online experience. Your participation in these discussions is required. During 10 weeks a prompt will be posted on the discussion board that focuses on the topics being discussed/presented that week.

The format for the Blog will be as follows:

- A prompt will be posted on the Blog that focuses on the topics being discussed/presented that week.
- You must read and reflect on the comments to current weeks’ prompt that have already been posted by your classmates.
- You must post a thoughtful, substantive entry by **Wednesday at 11.59pm** of each week. Your comment should reflect the reading/thinking that you are doing about the topic. Each time we are reading the textbook, you should refer to it by quoting or paraphrasing (and referencing).
- By **Friday at 11/59pm**, you should comment on at least one of your peers’ entry.
- When posting on the discussion board, keep in mind that you must adhere to the rules of netiquette. Netiquette refers to a set of behaviors that are appropriate for online activity. The core rules can be found at [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

The following rubric will be used to evaluate your participation in the weekly discussion.

### Rubric for Weekly Discussion Board Assignments

<table>
<thead>
<tr>
<th>DISCUSSION BOARD RUBRIC</th>
<th>Quality</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>Score</strong></td>
<td></td>
</tr>
<tr>
<td>Initial entry is made by Wednesday. Comment made by Friday. Postings suggest sustained engagement with the topic of the discussion, materials, and concepts.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Initial post is made by Wednesday. Postings demonstrate an average level of engagement with the topic of the discussion, materials, and concepts.</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Initial post is made not made by Wednesday. The student’s level of contribution was acceptable/of average value, but not considered outstanding.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Initial post and/or response posts are late. The student did not complete the number of posts required for the assignment.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Posts all came in final few minutes before discussion deadline.</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The student did not contribute at all.</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

The student showed initiative and interpreted materials, synthesized concepts, integrated various threads, backed up opinions with examples, or redirected discussion.

The student contributed more than just facts, and responded to the implications of other students’ ideas.

The student contributed basic facts and indirectly addressed other students’ posts.

The student’s contribution was minimal, and demonstrated only a cursory understanding/grappling with course material and the ideas of their peers.

The student was underprepared and contributions (or lack of them) suggest incompletion of the readings.
Guidelines for Assignment 4 - Tutoring Assignment - 300 Total Points

The write-up of your tutoring assignment will consist of three components. Your tutoring activities are to be with an emergent/beginning reader. You are to work with your tutee for a minimum of five hours. Your sessions should be broken up into time increments your tutee can handle. Please make sure you schedule the tutoring session between weeks 6 and 9 so that we are able to cover some of the theory and assessments before you begin. For all the assignments, please make sure to use the academic language and vocabulary of the discipline.

1. Student’s Background (two pages) (100 points possible):
   - Include a one-page, double-spaced discussion of your tutee. Discuss factors such as
     - the tutee’s age and grade level,
     - relevant information that could impact learning such as health issues
     - the tutee’s home environment (reading practices, languages used at home, parent influence on reading)
     - school environment (grades, teacher input, motivations and interests
     - the tutee’s most significant literacy strengths and needs (according to the assessment for emergent and developing readers: CAP, Word Recognition, Blevins, etc)
     - Use of the academic language/vocabulary of the discipline

2. Best Tutoring Session (Maximum two pages) (100 points possible):
   - Your description of your best session is to be in the following format and should not be more than two double-spaced pages:
     - Discuss the session previous to the best one and provide an overview of what is to be accomplished in the session you will describe. (25 points possible)
     - Describe a literacy activity that was engaging, positive and enjoyable during the session and how it focused on the student’s most significant literacy need (25 points possible)
     - Discuss the session’s accomplishments and provide an overview of what will be accomplished in the next session. (25 points possible)
     - Use of academic language and vocabulary of the discipline. (25 points possible)

3. Reflections on Tutoring Assignment (Maximum two pages) (100 points possible): This will be a reflection on the entire tutoring experience.
   - Describe how ongoing assessment was used to guide your instruction throughout this assignment. (50 points possible)
   - discuss (a) anything you found surprising, (b) growth or lack of growth, (c) what you learned (25 points possible)
   - Discuss how you would do things differently if you had the chance (25 points possible)
This assignment presents your position on significant course issues. The maximum length must be no more than ten pages of content. Your cover sheet and references may be in addition to the ten pages. Your paper must be typed, double-spaced, and in a font size comparable to Times 12. An important aspect of the assignment is the degree to which you support your position. Support should come from the text, major authorities and researchers. Your paper must be in APA format.

The paper should contain the following:

**Introduction**
1. **Introduction:** The introduction contains an introduction and a thesis statement about the importance of literacy. It gives the direction the paper will take. **(20 points possible)** (Approximately ¼ of a page).

**Overview of Reading**
2. **Historical Trends:** Reading instruction (from the Middle Ages to the present) is discussed. **(20 points possible)** (Approximately 1 page)

3. **Definition of Reading:** The author’s definition of reading is presented. A discussion of other definitions of reading may be included for support. **(20 points possible)** (Approximately ½ of a page).

4. **Ideal Readers:** Ideal readers are clearly described. **(20 points possible)** (Approximately ½ of a page).

**Components for Reading Success**
5. **Overview of the Components of Effective Reading Instruction:** The author gives an overview of the components of effective reading instruction supported by research. **(30 points possible)** (Approximately ½ of a page).

6. **The Emergent Reader:** In this section, the author will (a) briefly discuss how students acquire language skills, (b) define phonemic awareness and the alphabetic principle, (c) discuss invented spelling, and (d) explain how these components impact learning to read. **(30 points possible)** (Approximately 1 page)

7. **Decoding:** The five components of word recognition are defined and discussed. The importance of effortless decoding is included. **(30 points possible)** (Approximately 1 page)

8. **Fluency:** Fluency is defined and its relationship to comprehension is explained. Ways to improve fluency are discussed. **(30 points possible)** (Approximately 1 page)

9. **Comprehension:** The author discusses these components of comprehension: (a) the interaction of the reader, the reading situation, and the text, (b) the three dimensions of reading and (c) the different levels of comprehension. **(30 points possible)** (Approximately 1 page)

**Application**
10. **A Supportive Language Arts Environment:** Authors briefly describe (a) their goals/objectives for an effective language arts program (i.e. listening, speaking, reading, writing & viewing), (b) a physical classroom environment that supports language arts, (c) their approach to reading instruction, (d) how student groupings will be used, and (e) the importance of matching texts to readers. **(20 points possible)** (Approximately 1 page)
11. **Assessment**: The author discusses how assessment will be used to determine skill level and guide instruction. Examples of specific assessments and a discussion about the importance of ongoing assessment are included. **(20 points possible)** (Approximately 1 page)

**Conclusion**

12. **Conclusion**: The conclusion summarizes the highlights of the paper and draws a conclusion about the content. **(20 points possible)** (Approximately ¼ of a page).

**Graduate Level Writing**

13. **Accuracy/Mechanics/APA**: Information throughout the paper is accurate. The conventions of written English, spelling, sentence structure, capitalization, and punctuation are used effectively. The author stayed within the page limit and followed APA guidelines adequately (sources listed properly, double spaced, margins correct, page numbers listed, etc.). **(10 points possible)**
Education Unit Conceptual Framework

a transformational journey toward educational advancement and achievement

Core Values

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

College Mission Statement

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists, who:**

a) demonstrate strong foundation in subject matter or field of study
b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
c) demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners, who:**

a) promote diversity
b) make informed decisions
c) engage in collaborative endeavors
d) think critically

**Outcome 3: Committed and Caring Professionals, who:**

a) become change agents
b) maintain professional and ethical standards
c) become life-long learners
Reading Department Mission Statement

The Reading Department faculty believes that reading is a developmental process, a complex meaning making process, and a critical thinking process. To produce individuals who can use such processes demands quality teaching. Quality teaching is a critical thinking act. It involves on-going analysis and evaluation of choices made and the grounds for those choices as opposed to other alternatives. It order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability. Teaching involves making informed choices of the techniques, materials, strategies, and approaches most appropriate based on teachers’ analysis and evaluation of the needs of the students with whom they work and the array of possible alternatives.

Communicating with the Course Instructor
E-mail is the preferred method for contacting the course instructor. The instructor will attempt to respond to all questions sent by e-mail within a 24-hour period.

Course Description from the Catalog
This course examines the teaching of reading in the subject disciplines including instructional methodology, assessment, materials, and program design.

Course Objectives
The overall objective of this course is to provide a research-based and practical foundation for teaching reading in the content areas at intermediate, secondary, and college levels. The focus is the role of the reading specialist as a resource for content area teachers and students. By the end of the semester candidates should be able to demonstrate that they have the knowledge, skills and dispositions to make instructional decisions about content area reading instruction and intervention in middle school, high school, and adult reading programs.

Student Learning Goals
At the conclusion of this course the student will be able to:
1. Discuss the nature of the reading process, with reference to historical and current research literature
2. Identify factors that influence intermediate and advanced levels of literacy development
3. Identify key elements of post-elementary literacy instruction
4. Implement instructional methods for modeling and facilitating students’ acquisition of effective thinking strategies for: basic and higher-order comprehension, vocabulary, independent study, reflective writing, and peer collaboration
5. Implement cooperative structures for increasing student interactions in a positive and challenging learning environment
6. Implement techniques for estimating readability of content area reading materials; critically analyze the purposes and limitations of these techniques
7. Implement techniques for estimating students’ individual reading levels for specific content area materials; critically analyze the purposes and limitations of these techniques
8. Discuss the structures, trends, and challenges of high school and college reading programs
9. Evaluate techniques for enhancing online learning.
REQUIRED TEXTBOOK

OTHER REQUIRED RESOURCES
- A list of required and recommended research articles, available online in full text from Pollock Library, will be posted on the course website.
- Google Docs: From your student portal, click on “Titan Apps,” and then on “Docs”
- A VoiceThread account using your CSUF email address: http://www.voicethread.com
- Online access to the California Reading/Language Arts Standards: http://www.cde.ca.gov/ci/cr/cf/documents/rlafw.pdf

ONLINE LIBRARY RESOURCES
Students have access to all of the Pollak Library resources, including over 200 subscription databases that index and provide full text to academic journals and e-books. The library has a robust interlibrary loan program that ensures that students can get the resources they need. Students who do not visit the campus for any classes may request that books or other print-only materials be mailed to their homes. In addition, any CSUF student may borrow materials from any other California State University Library. Students also have access to 24/7 reference assistance through email, phone, or chat, and may set up appointments for one-on-one research consultations with a librarian that can be conducted over the phone.

HYBRID COURSE OBJECTIVES AND CONTENT
This hybrid course is primarily online, with two optional on-campus meetings. The objectives and content of this hybrid course are comparable to the classroom-based course. The same textbook assignments, and professorial supplementary reading materials, tests and/or projects are required.

HYBRID COURSE EXPECTATIONS AND GUIDELINES
Participation in all course activities, such as Discussion Boards and other interactive online communication, is required. If it is necessary to miss a scheduled requirement, it is your responsibility to make arrangements to make up the missed participation. If it is necessary to take a quiz or exam on an alternate date, these arrangements must be made in advance.

Weekly “to do” Checklists will be available under Assignments on the TITANium website. As a general rule, each Weekly Checklist, including week’s discussion topic, will be posted on Sunday mornings. Your initial discussion posts are due by midnight Wednesdays. Your final posts, and all other weekly assignments, are due by midnight Saturdays. Thus, it may be helpful to think of the course as running from Sunday through Saturday, each week.

Because of the intensive nature of online learning, you should expect to allocate at least 6-10 hours per week for this course. It is expected that each student will access the course website a minimum of three times a week to check for announcements, participate in online interactions, and submit work. Additionally, required readings, and Project activities and write-ups are expected to be completed by the specified due dates. Students in online and hybrid courses have found these guidelines to be useful:
- Designate a place and schedule specific times for working on the course – self-discipline is crucial to success in an online and hybrid course.
- Familiarize yourself with the locations of the resources on the TITANium website, including the course calendar, weekly checklists, project guidelines and evaluation criteria, and supplementary readings.
- Check email daily.
- Review the “netiquette” rules pertaining to behaviors that are appropriate for online academic interactions. These are available at: http://www.albion.com/netiquette/corerules.html
- Review Guidelines for Online Participation (at the end of this syllabus) as a guide to maintaining
high-quality participation in an online learning environment.
PLANNED ASSIGNMENTS

Textbook assignments
Chapter assignments and project due dates are specified on the course schedule. Forum Discussions VoiceThreads and other interactive online activities are detailed on the weekly checklists, posted on the TITANium website.

Project assignments
Three course projects are required: an Assessment Project, a Content Area Reading Program Interview, and a Method Project. To implement your projects, you will need to work with one student for a minimum of six 50 minute sessions. You also will interview someone in your student’s school who is familiar with the school’s content area reading program (not the reading program). Your student may be a middle school, high school, or college student. Consider your own professional objectives in selecting your student for the course. Guidelines and evaluation criteria for each of these projects will be provided on the Course TITANium website. For your own protection, the Reading Department asks that, in any work you might do with students for purposes of course projects, you not work with students in your own home. A public library makes a good meeting place.

GRADING POLICY FOR THE COURSE

Due dates for the course projects, and dates of the Vocabulary Quiz and Content Examination are provided on the course schedule. Projects submitted late without prior approval will be downgraded by 5% for each week past the due date. Course grades will be calculated based on the following system.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Project</td>
<td>100</td>
</tr>
<tr>
<td>Content Area Reading Interview Project</td>
<td>100</td>
</tr>
<tr>
<td>Teaching Method Project</td>
<td>100</td>
</tr>
<tr>
<td>Weekly Participation (2%/week)</td>
<td>120</td>
</tr>
<tr>
<td>Quizzes (2 @ 8% each)</td>
<td>100</td>
</tr>
<tr>
<td>Final Open Book Essay</td>
<td>80</td>
</tr>
<tr>
<td>TOTAL</td>
<td>600</td>
</tr>
</tbody>
</table>

The Reading Department has a uniform grading policy for all courses: the plus/minus system will be used for graduate courses, but not for undergraduate courses. The plus/minus system will be implemented in this course as follows:

- A+ = 98-100%
- A = 92-97%
- A- = 90-91%
- B+ = 88-89%
- B = 82-87%
- B- = 80-81%
- C+ = 78-79%
- C = 72-77%
- C- = 70-71%
- D+ = 68-69%
- D = 62-67%
- D- = 60-61%

Except in cases of actual error, final grades are permanent. If you need to drop this course, refer to the class schedule for the deadlines and requirements for dropping or withdrawing from courses.

ACADEMIC DISHONESTY POLICY

The University’s academic dishonesty policy, University Policy Statement 300.021, is available at: Fullerton.edu/senate. The policy addresses such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill that he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred: (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course.
ACCESSIBILITY/STUDENTS WITH SPECIAL NEEDS
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to carrying out class assignments, or writing papers or examinations. Special accommodations for disabled students for access to this online course will be made on an individual student, as-needed basis in compliance with CSUF. The Office of Disabled Student Services can be reached at (657) 278-3117, and additional information is available at the DSS website:
http://www.fullerton.edu/DSS/

According to CSUF policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. Please contact the instructor as soon as possible if this applies to you. Confidentiality will be protected.

TECHNICAL REQUIREMENTS FOR COMPUTER SYSTEMS
To participate in this hybrid course, you will need a computer system that meets the following minimum technical specifications.

Hardware:
· Processor: 1 Ghz or higher-multimedia processor
· Memory: 1 GB of RAM or higher
· Monitor: 17” monitor with 800 x 600 resolution capability or larger; for best performance· CD-R/DVD: 48X CD-RW/DVD combo drive
· Modem: 56 K V.90/ V.92 required as minimum for internet access. High speed DSL or cable is advised for best results.
· Network Card: integrated 10/100 network interface
· Sound: PCI sound card- multimedia use required
· Video: 256 MB – VGA graphics card required
· Printer: Graphics-capable (inkjet or laser) printer

Software:
· Operating System: XP or higher, Macintosh OS X or higher
· MS Office: Microsoft Office 2003 or higher – all course documents submitted must be in Microsoft Office Word 2003 or higher
· Anti-Virus: current Anti-Virus software updated monthly (preferred Norton Utilities or McAfee)
· If you have a Windows PC, use Microsoft Internet Explorer (6.0 or higher), Firefox, or Netscape Navigator 7.1 or higher. Mac users are recommended to use the Firefox or Chrome

Downloads/Plug-ins:
· Adobe Acrobat Reader: http://get.adobe.com/reader/
· Apple QuickTime: http://www.apple.com/quicktime/download/
· Real Networks Real Player: real.com/player/index.html
· Windows Media Player: http://www.real.com/realplayer
· Java: http://www.java.com/en/download/index.jsp
· Shockwave: http://get.adobe.com/shockwave/

Service Provider:
You are required to have a dependable live connection to the Internet, preferably using DSL or a cable modem. You should research various providers and choose the service that best meets your needs. Please keep in mind that the speed and reliability of your connection will directly influence your online learning experience. Internet access at work may not allow enough time to complete assignments. "Firewalls" may impede access to online courses from work and also from home.

Skills:
· Use of web browsers
· Entering Uniform Resource Locators (URL’s)
· Downloading files from the Internet
· Completing online forms
· Thorough knowledge of word processing, using Microsoft Word: attachments, spell check, copy and paste, etc.
ALTERNATIVE PROCEDURES FOR SUBMITTING WORK IN THE EVENT OF TECHNICAL PROBLEMS
In the event of technical problems with the internet, email, and/or the TITANium website, work may be submitted in these ways:
- FAX work to department office FAX (number on page 2), or (at instructor’s option)
- Hand Deliver or Mail work to instructor’s office or department address on page 2

INTERRUPTION OF ON-CAMPUS INSTRUCTION
For information in the case of interruption of on-campus instruction, check the course website for announcements, or email the course instructor, and/or contact the CSUF Campus Operation and Emergency Closure Information Line: 657-278-4444.

EMERGENCY PROCEDURES NOTICE TO STUDENTS
This course is primarily online. The following information pertains primarily to those present at the University in the event of an emergency. However, the section on “After an emergency occurs” is particularly relevant to online students.

In the event of an emergency, contact the University Police at 657-278-3333 or visit http://emergencypreparedness.fullerton.edu/. The safety of all students attending California State University Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personnel responsibilities and the University's emergency response procedures. In the event of an emergency please adhere to the following guidelines

**Before an emergency occurs:**
1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

**When an emergency occurs:**
1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area, Remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus please follow the evacuation routes established by either parking or police officers.

**After an emergency occurs:**
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University’s operational status by checking the University's web site at http://www.fullerton.edu, calling the University's hotline number at 657-278-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

**EMERGENCY CALLS WHEN ON CAMPUS**
DIAL 9-1-1

All campus phones and cell phone 911 calls on campus reach the University Police Department

Non-emergency line: (657) 278-2515
24-hour recorded emergency information line:
(657) 278-0911

see also: http://www.fullerton.edu/emergencypreparedness/ep_students.html
### READ 507-50: Schedule of Topics, Textbook Readings, and Project Due Dates

Additional activities and content assignments will be detailed on the weekly checklists.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics / Assigned Readings / Due Dates</th>
</tr>
</thead>
</table>
| 1    | **TOPIC: What is Content Area Reading/Literacy?**  
      | Chapter 1                                |
| 2    | **TOPIC: What is a Schoolwide Content Area Reading “Program”?**  
      | Chapter 14                               |
| 3    | **TOPIC: Theories of the reading process—in the classroom & on their own**  
      | Chapters 2 and 11                        |
| 4    | **TOPIC: Framework for Multilevel Reading-Based Instruction; Assessment of students and materials – middle school, high school, college**  
      | Chapters 3 & 10                          |
| 5    | **Assessment Project PLAN Due**  
      | Quiz 1: Chapters 1, 14, 2, 11, 3, 10     |
| 6    | **TOPIC: Prereading Schema Activation**  
      | Chapter 4                                |
| 7    | **TOPIC: Guided Silent Reading**  
      | Chapter 5  
      | 3/11: Optional face to face meeting EC-24 4:30-6:00 |
| 8    | **TOPIC: Postreading Comprehension Development**  
      | Chapter 6  
      | Interview QUESTIONS Due                  |
| 9    | **TOPIC: Vocabulary and Concept Development**  
      | Method Project PLAN Due                  |
      | Chapter 7                                |
|      | **Spring Break**                        |
| 10   | **TOPIC: Critical-Constructive Reading:**  
      | Chapter 8  
      | 4/8: Optional face to face meeting EC-24 4:30-6:00 |
      | Assessment Project PAPER Due        |
| 11   | **TOPIC: IASSESSMENT PROJECT DISCUSSION**  
      | Quiz 2: 4, 5, 6, 7                      |
| 12   | **TOPIC: Reading and Writing to Learn**  
      | Chapter 9                                |
      | Interview Project PAPER Due            |
| 13   | **TOPIC: Interview Project Discussion**  
      |                                            |
| 14   | **TOPIC: Discipline-Specific Applications**  
      | Chapter 12                               |
      | Method Project PAPER Due               |
| 15   | **TOPIC: Support for Special Needs & Method Project Discussion**  
      | Chapter 13                               |
| 16   | Final Exam Week                        |
      | Open Book Essay Exam (Comprehensive)    |

* Graded Discussions on these weeks – see Syllabus, page 8
Guidelines for Online Participation

Netiquette & Exemplary Posts

Guidelines of online courtesy and collegiality are summed up generally as “netiquette.” Go to this link to read core netiquette guidelines: http://www.albion.com/netiquette/corerules.html. If you disagree with someone, word your response respectfully—things you say in person can seem much more negative when read online.

Online discussion posts are not formal essays, but neither are they private conversations. When you write, you are sending two messages. One is contained in the content of your message. The other is a message to your readers about who you are as a writer, thinker, and scholar.

**Exemplary posts are ones that** (a) are on time, (b) respond to all parts of the activity, (c) back up opinions with references from course material or personal examples, (d) integrate comments and implications from others, (e) are **substantive, insightful, and relevant**, (f) **suggest deep thinking** about the topic of the discussion, (g) help **further the dialogue and push thinking**, and (h) use APA format when citing others. Mistakes in spelling, grammar, and mechanics are minimal.

Crafting your messages in a word processing program before cutting and pasting them online is a good idea. This forces you to slow down and it also gives you the chance to edit carefully. **Saving them to your computer gives you a backup copy of your message.**

**General Grading Guidelines for Class Participation Activities (CPAs) & Anticipation/Reaction Guides:**

- Responses of approximately 100 words will be expected.
- There will be a time deadline for each activity and meeting the deadline is part of your grade. Assignments submitted late without prior approval will be penalized 5% per late day. Assignments not submitted will be recorded as a zero.
- When applicable, your response should reference the required texts, multimedia lectures, and comments from your peers.
- **Asking questions is encouraged.**
- **Responding to questions from your peers and making connections is also encouraged.**
- The weekly activities may be broken up into more than one activity during the week (e.g. crafting an initial post on Wednesday and thoughtfully replying to your peers by Saturday).
- **These activities are especially important because this is an online environment and we do not meet face to face. The more everyone puts into them, the more everyone will get out of them.**

If You Get Stuck...

Help Desk: 657-278-7777
Help Desk email: helpdesk@fullerton.edu
Help Desk Hours: Mon-Thurs 7:30-10:30; Fri 7:30-5:00;
Sat 10:00-5:00; Sun 12:00-7:00
Titan Help: http://www.fullerton.edu/helpdesk/index.asp
TITANium help: http://fdc.fullerton.edu/titanium/PDFs_support/TITANium%20Support%20Student.pdf
Syllabus Appendix

READ 507 Key Assignment:
Content Area Literacy Project*

<table>
<thead>
<tr>
<th>Professional Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CTC Standards</strong></td>
</tr>
<tr>
<td>2.3 The program provides a strong, coherent, and shared vision of a culture of literacy, developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.</td>
</tr>
<tr>
<td>3.1 The program provides opportunities for candidates to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework.</td>
</tr>
<tr>
<td>3.2 The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development.</td>
</tr>
<tr>
<td>3.5 The program provides opportunities for candidates to learn methods to incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society. (California Model School Library Standards for Students).</td>
</tr>
<tr>
<td>4.2 Candidates will work with individuals and/or small groups of students at intermediate (4th grade and up) levels of literacy acquisition.</td>
</tr>
<tr>
<td>4.4 The program ensures that candidates work at field sites or clinical settings where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction.</td>
</tr>
<tr>
<td>5.B3 Candidates use modeling, massed and distributed practice, and opportunities for application as strategies to facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students’ assessed language and literacy needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IRA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</td>
</tr>
</tbody>
</table>

*The curriculum for each course in the graduate Reading program is designed to address specific accreditation standards of the California Commission on Teacher Credentialing (CTC) and the International Reading Association (IRA). The Content Area Literacy Project consists of the three course Projects: The Assessment Project, the Method Project, and the Content Area Reading Program Project.
CSUF College of Education

Professional Dispositions Expected of Candidates

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate their commitment to fairness, their belief that all children can learn, and their increasing ability to:

Promote Diversity

Candidates value all aspects of human development including the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. They are committed to the inclusion of multiple perspectives, voices, cultures, languages, experiences, and values. They recognize that each individual brings a depth and richness to the whole that helps develop understanding of individual complexity and appreciation for one another.

Engage in Collaborative Endeavors

Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

Think Critically

Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

Maintain Professional and Ethical Standards

Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

Value life-long learning

Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to
foster student learning and well-being.
California State University, Fullerton
College of Education
Department of Reading
READ 511-85 (19838)
Fall, 2012
Survey of Educational Research in Reading

Instructor: Laura Keisler, Ed.D.
Office Hours: Virtual, by appointment
Phone: (562) 714-1409, (657) 278-3497
Fax: (657) 626-8717
Email: lkeisler@fullerton.edu

Technical Help
CSUF Help Desk: (657) 278-7777
Help Desk Email: helpdesk@fullerton.edu

Educational Unit Conceptual Framework

A transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

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Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serves the educational community by providing applied scholarship.

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After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
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   c) demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
   a) promote diversity
   b) make informed decisions
   c) engage in collaborative endeavors
   d) think critically

Outcome 3: Committed and Caring Professionals
   a) become change agents
   b) maintain professional and ethical standards
c) become life-long learners
Professional Dispositions Expected of Candidates

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through the programs, it is expected that they will demonstrate these dispositions. Please review the full list of dispositions. Disposition Statement for Students.

The Reading Department Mission Statement

The Reading department faculty believes that reading is a developmental process, a complex meaning making process, and a critical thinking process. To produce individuals who can use such processes demands quality teaching. Quality teaching is a critical thinking act. It involves on-going analysis and evaluation of choices made and the grounds for those choices as opposed to other alternatives. In order to instruct effectively, the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability. Teaching involves making informed choices of the techniques, materials, strategies, and approaches most appropriate based on teachers’ analysis and evaluation of the needs of the students with whom they work and the array of possible alternatives.

Communicating with the Course Instructor

Email is the preferred method for contacting the course instructor. The instructor will attempt to respond to all questions sent by e-mail within a 24-hour period, Monday through Friday.

Course Description from the Catalog

Introduction to historical and current trends in research in reading, including principles of educational research methods, in order to read and evaluate research in reading education, and to develop research questions, apply principles of data collection, and write research reports.

Course Objective

Students will develop knowledge and understanding of historical and current trends in research in reading, as well as develop skills needed to plan and conduct formal and informal research in their own professional practice.

Student Learning Goals

- Demonstrate understanding of viable research questions for research in reading, and how to write a literature review and other components of a research proposal. (IRA Standard 1.1; CTC Standard 7.1)
- Demonstrate understanding of ethical considerations, measurement issues, and challenges to validity of designs for research in reading. (IRA Standard 1.1; CTC Standard 7.1)
- Demonstrate understanding of the characteristics of quasi-experimental and single-case designs, and studies of correlates of reading development as prevalent during the era of the emergence of research in reading from 1920-1949. (IRA Standard 1.2; CTC Standard 7.8)
- Identify the characteristics of experimental designs and studies of approaches to beginning reading as prevalent in research in reading during the era of conditioned learning from 1950-1965. (IRA Standard 1.2; CTC Standard 7.8)
- Demonstrate understanding of qualitative designs and studies of emergent literacy and whole language approaches as prevalent in research in reading during the era of natural learning from 1966-1975. (IRA Standard 1.2; CTC Standard 7.8)
- Identify characteristics of non-experimental quantitative designs and studies of comprehension instruction as prevalent in research in reading in the era of information processing from 1976-1985. (IRA Standard 1.2; CTC Standard 7.8)
- Identify characteristics of historical designs and studies of critical literacy as prevalent in research in reading in the era of sociocultural learning from 1986-1995. (IRA Standard 1.2; CTC Standard 7.8)
- Identify characteristics of mixed method designs and studies of motivation as prevalent in research in reading in the era of engaged learning from 1996 to the present. (IRA Standard 1.2; CTC Standard 7.8)
- Demonstrate the ability to formulate a viable and currently relevant question for research in reading, to locate, analyze and present research findings of related research in a literature review, and to identify and describe an
appropriate method and timeline for researching the question. (IRA Standard 1.1; CTC Standard 7.8)
Required Texts

- A list of required and recommended research articles, available online in full text from Pollak Library, will be posted on the course Titanium.

Other Required Resources

- Reliable Internet access
- Textbook website: http://www.sagepub.com/bjohnson4e/studyintro.htm
- Google Docs: From your student portal, click on “Titan Apps” and then on “Docs.”
- A VoiceThread account using your CSUF email address: http://www.voicethread.com
- A Wikispaces account using your CSUF email address: http://www.wikispaces.com

Online Library Resources

Students have access to all Pollak Library resources, including over 200 subscription databases that index and provide full text of academic journals and e-books. The library has a robust interlibrary loan program that ensures that students can get the resources they need. Students who do not visit the campus for any classes may request that books or other print-only materials be mailed to their homes. In addition, any CSUF student may borrow materials from any other California State University library. Students also have access to 24/7 reference assistance through email, phone, or chat, and may set up appointments for one-on-one research consultations with a librarian that can be conducted over the phone.

Online Course Objectives & Content

This course is 100% online, with no on-campus meeting requirements. The objectives and content of this online course are comparable to the classroom-based course. The same textbook assignments are required, and the same parallel materials and projects are required.

Online Course Expectations & Guidelines

This course will run on a Tuesday-Monday schedule. Assignments and materials for each week will be available by 12:01 a.m. Tuesday mornings. All assignments (unless otherwise indicated) must be posted by 12:00 midnight Mondays. Participation in all course activities is expected (e.g. viewing and responding to weekly VoiceThread lectures, taking online quizzes, and completing activities on Wikispaces, Google Docs). If it is necessary to miss a scheduled requirement, it is your responsibility to make arrangements in advance. Assignments submitted late without prior approval will be penalized 5% per day late. Assignments not submitted will be recorded as a zero.

As an additional tool for online learning, a weekly checklist will be provided. The weekly checklist and any additional materials needed for a given week will be available in a weekly folder on the course Titanium in the purple, “Weekly Folders” tab. The weekly checklists will be posted on Tuesdays.

Because of the intensive nature of online learning, you should plan to spend approximately 6-10 hours per week for this course. You should plan to access the course on Titanium a minimum of three times a week to check for announcements, access materials, participate in online interactions, and submit work. In addition, required readings, practice quizzes, and multimedia presentations are expected to be completed by the specified due dates.

Students in online courses have found these guidelines to be useful:

- Designate a place and schedule specific times for working on the course – self-discipline is crucial to success in an online course.
- Familiarize yourself with all resources on Titanium, Wikispaces, Google Docs, and the textbook website – they are there to help you.
- Check email daily.
- Set up a notebook or digital filing system for organizing course materials. This will include the course syllabus, calendar, weekly checklists, project guidelines, evaluation rubrics, and other materials.
Strands of Content

1. **The Johnson and Christensen Text (36% of your grade).** The website for this text has a variety of study aids for each chapter including (a) multiple-choice quizzes, (b) vocabulary flashcards, (c) lecture notes from the authors, (d) answers to review questions, (e) short video clips, and (f) links to other online resources. The course projects align with the content of the chapters. Each week, you will complete an anticipation and reaction guide. The questions in them will be taken from the textbook website and from the text itself. You will take four quizzes throughout the semester. The questions in these quizzes will be taken primarily from the online chapter quizzes. A multimedia chapter presentation on VoiceThread will be available each week.

2. **Six Historical Eras in Reading Research (16% of your grade).** The class will be split into three groups. Each group will create a Wikispaces project for two different historical eras. You will share (a) internal and external conditions that helped frame the era, (b) principles that are characteristic of the period, and (c) key documents from the era. You will also read research articles representative of each era and analyze the principles and methods of educational research used in them. See page 13 for the grading guidelines and the template you will use for this historical article analysis. Your Wikispaces project will be used for a class discussion about the era.

3. **Literature Review (35% of your grade).** Your first step in developing your literature review is to come up with ten researchable questions and then narrow them down to one. Based on your final, instructor-approved researchable questions, we will form small groups. In your small groups, you will discuss issues related to your topic, such as refining your research question and measurement issues. In Week 8 and Week 11, you will share three articles you plan to use in your literature review (unless they are unavailable from the Pollak Library). You will annotate them and discuss them in your small groups. Individually, you will create a Wikispaces project for your literature review. In your personal wiki project, you will share all the articles you use in your literature review, your literature review, and other information relevant to your topic. At the end of the semester, you will conduct a research poster session and hold a Q & A session with the class. See page 14 for guidelines and grading criteria for the literature review.

4. **There will be thirteen online class participation activities throughout the course (13% of your grade).** They are designed to help you complete your course projects and to help you reflect on your learning. Each assignment will be explained in the weekly checklists. Your postings for these activities are expected to (a) be substantive, (b) show understanding of the course material, and (c) offer additional insights, interpretations, critical analysis, and examples. Your instructor will track your participation by reading all posts and will provide feedback individually, to your group, or to the whole class. See additional information about online participation on page 12.

Planned Assignments

**Quizzes (4 @ 5% each = 20%)**
Online practice tests and interactive vocabulary note cards are available on the website for the Johnson & Christensen textbook. Content for the unit tests will come largely from these resources.

**Anticipation & Reaction Guides (16 @ 1% each = 16%)**
By midnight on Saturdays, you will need to complete an anticipation guide before reading the Johnson & Christensen chapter for the week. By midnight on Mondays, you will need to complete a reaction guide. Content for these guides will come from the textbook website, as well as from the text itself.

**Class Participation Activities (CPAs) (13 @1% each = 13%)**
These include (a) small group discussions on Wikispaces, Google Docs, about your literature review, (b) small group discussions on Wikispaces, Google Docs, and about historical eras, and (c) creating a questionnaire in Google Docs.

**Literature Review (30%)**
Develop a research question based on an instructor-approved topic and complete a literature review using current APA guidelines. A template and an evaluation rubric will be provided for this assignment.
Library Assignment (1%)
In an email to the CSUF librarian, you will describe your literature review, share the keywords you are using in your search of the literature, and send her the URL for one scholarly, peer-reviewed article you discovered about your topic. She will give you feedback on your research skills.

Literature Review Poster Session (4%)
In lieu of a semester exam, during semester exam week, you will conduct a research poster session where you present your literature review research to the class. You will also participate in two other poster sessions during the week. Sign-up sheets will be used.

Historical Article Analysis Project (16%)
Research articles will be available on the course Titanium – including one key article for each of the six historical eras of reading research. The analysis template includes (a) research questions, (b) category of research method used, (c) data collection methods used, (d) summary of the results obtained, (e) your evaluation of the validity of the results obtained, (f) your evaluation of the conclusions drawn, and (g) your critique of the implications of the results for current research and practice.

Grading Policy for the Course
The Reading Department has a uniform grading policy for all courses. The plus/minus system will be used for graduate courses. The plus/minus system implemented in this course is:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
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<tr>
<td>A</td>
<td>93-96%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<tr>
<td>C+</td>
<td>77-79%</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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</tbody>
</table>

Except in cases of actual error, final grades are permanent. If you need to drop or withdraw from this course, refer to the class schedule for the deadlines and requirements.

Titanium will be used by the instructor to post grades and feedback. When they have been posted, you will be able to access them on Titanium by clicking on the purple “Tools” tab and then on “My Grades.”

Academic Dishonesty Policy
Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, Academic Senate UPS Document 300.021. Familiarize yourself with the academic dishonesty policy, which can be found in the current student handbook or on the web at http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf.

Accessibility/Students with Special Needs
Please inform the instructor during the first week of classes about any disability or special needs you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. UPS 300.000 www.fullerton.edu/disabledservices/. Confidentiality will be protected.
Technical Requirements for Computer System (minimum requirements)

To fully participate in this online course, you will need a computer system that meets the following minimum technical specifications. You can find specifics about accessing your course Titanium, directions, tutorials, and FAQs for using components of Titanium, as well as quick links to all of the plug-ins you may need at the CSUF Titanium Support site: http://Titanium.fullerton.edu/.

NOTE: The CSUF website does not look and function the same way on all browsers (e.g. Internet Explorer, Firefox, Chrome, and Safari.) Firefox tends to be the best browser to use on http://www.fullerton.edu. However, like all browsers, it can also have incompatibility issues. If you run into technical problems on one browser (e.g. not being able to submit assignments), my suggestion is to see if it will work on another browser. Often, new upgrades to browsers can cause incompatibility issues when they first come out.

Hardware:
- Processor: 1 Ghz or higher-multimedia processor
- Memory: 1 GB of RAM or higher
- Monitor: 17” monitor with 800 x 600 resolution capability or larger; for best performance, access Titanium using 1024x768 resolution or higher
- CD-R/DVD: 48X CD-RW/DVD combo drive
- Modem: 56 K V.90/ V.92 required as minimum for internet access. High speed DSL or cable is advised for best results.
- Network Card: integrated 10/100 network interface
- Sound: PCI sound card- multimedia use required
- Video: 256 MB – VGA graphics card required
- Printer: Graphics-capable (inkjet or laser) printer

Software:
- Operating System: XP or higher, Macintosh OS X or higher
- MS Office: Microsoft Office 2003 or higher – all course documents submitted must be in Microsoft Office Word 2003 or higher
- Anti-Virus: current Anti-Virus software updated monthly (preferred Norton Utilities or McAfee)
- If you have a Windows PC, use Microsoft Internet Explorer (6.0 or higher), Mozilla Firefox, or Netscape Navigator 7.1 or higher; for Mac users, Mozilla Firefox Web browser is recommended.
- Do not use the AOL browser or Opera to access Titanium

Computer Settings:
- AOL users must minimize AOL, not close, and then go to either Internet Explorer or Netscape
- Email account must be able to send/receive attachments, etc.

Downloads/Plug-ins:
- Real Networks Real Player: http://www.real.com/player/index.html
- Adobe Shockwave: http://get.adobe.com/shockwave/

Service Provider:
- You are required to have a dependable live connection to the Internet, preferably using DSL or a cable modem. You should research various providers and choose the service that best meets your needs. Please keep in mind that the speed and reliability of your connection will directly influence your online learning experience. Internet access at work may not allow enough time to complete assignments. Firewalls may impede access to online courses from work and also from home.
**Skills:**

- Use of web browsers (e.g. Internet Explorer, Firefox, Chrome & Safari)
- Entering Uniform Resource Locators (URLs)
- Downloading files from the Internet
- Completing online forms
- Thorough knowledge of word processing, using Microsoft Word: attachments, spell check, copy and paste, etc.

**Alternative Procedures for Submitting Work in the Event of Technical Problems**

In the event of technical problems with the Internet, email, or Titanium, work may be submitted in these ways:

- **FAX** work to department office FAX (657) 278-8717
- **Hand Deliver or Mail** work to instructor's office: Reading Department, College of Education; California State University, Fullerton; PO Box 6868; Fullerton, CA 92834

**Interruption of On-campus Instruction**

For information in the case of interruption of on-campus instruction, check the course Titanium for announcements or email the course instructor, and/or contact the CSUF Campus Operation and Emergency Closure Information Line: 657-278-4444.

**Emergency Procedures Notice to Students**

This course is 100% online. The following information pertains primarily to those present at the university in the event of an emergency. However, the section on “After an emergency occurs” is particularly relevant to online students.

In the event of an emergency, contact the University Police at (657) 278-3333 or visit [http://emergencypreparedness.fullerton.edu/](http://emergencypreparedness.fullerton.edu/). The safety of all students attending California State University, Fullerton is of paramount importance. During an emergency, it is necessary for students to have a basic understanding of their personnel responsibilities and the university’s emergency response procedures. In the event of an emergency please adhere to the following guidelines:

**Before an emergency occurs:**

1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

**When an emergency occurs:**

1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area. Remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter the building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus, please follow the evacuation routes established by either parking or police officers.

**After an emergency occurs:**

1. If an emergency disrupts normal campus operations or causes the university to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the university’s operational status by checking the university’s website at [http://www.fullerton.edu](http://www.fullerton.edu), calling the University’s hotline number at 657-278-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.
EMERGENCY CALLS WHEN ON THE MAIN CAMPUS:
DIAL 9-1-1

All campus phones and cell phones on campus reach the University Police Department:

- Non-emergency line: (657) 278-2515
- 24-hour recorded emergency information line:
  - (657) 278-0911
  - (657) 278-0911

See also: [http://www.fullerton.edu/emergency preparedness/ep_students.html](http://www.fullerton.edu/emergency preparedness/ep_students.html)
<table>
<thead>
<tr>
<th>Wk</th>
<th>Topics</th>
<th>Activities</th>
<th>Rdg.</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Intro to Educational Research in Reading</td>
<td>*Ch. 1: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 1</td>
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<tr>
<td></td>
<td></td>
<td>*Read course syllabus, familiarize yourself with the course Titanium site</td>
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<tr>
<td>2</td>
<td>Methods of Research in Reading</td>
<td>*Ch. 2: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Select group for historical eras of reading research project</td>
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<tr>
<td>3</td>
<td>How to Review the Literature &amp; Develop Questions for Research in Reading</td>
<td>*Ch. 3: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 3</td>
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<td></td>
<td></td>
<td>*Library tutorial</td>
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<td></td>
<td></td>
<td>*Ten Researchable Questions assignment &amp; discussion in Forums (CPA #1)</td>
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<tr>
<td>4</td>
<td>Writing Formal Proposals for Research in Reading</td>
<td>*Ch. 4: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 4</td>
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<td>*Reading topic groups discuss keywords used in the search of the literature</td>
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<td></td>
<td>*as well as how to refine your research questions (CPA #3)</td>
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<td></td>
<td></td>
<td>*Library assignment</td>
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<tr>
<td>5</td>
<td>Ethical Considerations in Designing Research in Reading</td>
<td>*Ch. 5: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 5</td>
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<td></td>
<td></td>
<td>*Reading topic groups discuss keywords used in the search of the literature</td>
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<td>6</td>
<td>Measurement Issues in Research in Reading</td>
<td>*Ch. 6: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 6</td>
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<td></td>
<td></td>
<td>*Reading topic groups discuss measurement issues related to their topic</td>
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<td>(CPA #4 - APA Manual, Online Writing Resources, &amp; MS Word Grammar Check)</td>
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<td>7</td>
<td>Research Designs for Research in Reading</td>
<td>*Ch. 9: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 8</td>
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<tr>
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<td></td>
<td>*Questionnaire assignment (CPA #5)</td>
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<td></td>
<td></td>
<td>*Quiz #2 (Chapters 5, 6, &amp; 9)</td>
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<tr>
<td>8</td>
<td>Evaluating the Validity of Research in Reading</td>
<td>*Ch. 10: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 10</td>
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<td>*Share three articles you plan to use for the literature review. Discuss in</td>
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<td></td>
<td></td>
<td>small literature review groups (CPA #6)</td>
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<tr>
<td>9</td>
<td>Reading Research in the Era of Emergence of Research in Reading (1920-1950); Studies of Correlates of Reading Development</td>
<td>*Ch. 12: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 12</td>
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<tr>
<td></td>
<td></td>
<td>*Group A shares their work on the Era of Emergence of Research in Reading--including their 1st historical article analysis</td>
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<td></td>
<td></td>
<td>*Discussion about the era presentation (CPA #7)</td>
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<tr>
<td>10</td>
<td>Spring Recess</td>
<td>Spring Recess</td>
<td>n/a</td>
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<tr>
<td>11</td>
<td>Experimental Research; Reading Research in the Era of Conditioned Learning (1950-1965); Studies of Approaches to Beginning Reading Instruction</td>
<td>*Ch. 11: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 11</td>
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<td></td>
<td></td>
<td>*Group B shares their work on the Era of Conditioned Learning--including their 1st historical article analysis</td>
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<td></td>
<td></td>
<td>*Discussion about the era presentation (CPA #8)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>*Share three articles you plan to use for the literature review. Discuss in small literature review groups (CPA #9)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Qualitative Research; Reading Research in the Era of Natural Learning (1966-1975); Studies of Emergent Literacy &amp; Whole Language Approaches</td>
<td>*Ch. 14: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Group C shares their work on the Era of Natural Learning--including their 1st historical article analysis</td>
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<td></td>
<td></td>
<td>*Discussion about the era presentation (CPA #10)</td>
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<td></td>
<td></td>
<td>*Quiz 3 (Chapters 10, 11, 12, 14)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Nonexperimental Quantitative Research</td>
<td>*Ch. 13: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 13</td>
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<tr>
<td></td>
<td></td>
<td><em><strong>Literature review is due</strong></em></td>
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<tr>
<td>14</td>
<td>Historical Research; Reading Research in the Era of Information Processing (1976-1985); Studies of Comprehension Instruction</td>
<td>*Ch. 15: Vocabulary review, practice quiz, &amp; anticipation/reaction guides</td>
<td>Ch. 15</td>
</tr>
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<td></td>
<td></td>
<td>*Group D shares their work on the Era of Information Processing--including their 2nd historical article analysis</td>
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<td></td>
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<td>*Discussion about the era presentation (CPA #11)</td>
<td></td>
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<tr>
<td>15</td>
<td>Mixed Research; Reading Research in the Era of Sociocultural Learning (1986-1995); Studies of Critical Literacy</td>
<td>*Ch. 16: Vocabulary review, practice quiz, &amp; anticipation/reaction guides *Group E shares their work on the Era of Sociocultural Learning--including their 2nd historical article analysis *Discussion about the era presentation (CPA #12) *Quiz #4 (Chapters 13, 15, &amp; 16)</td>
<td>Ch. 16</td>
</tr>
<tr>
<td>16</td>
<td>A Primer on Statistics for Analysis of Research in Reading; Reading Research in the Era of Engaged Learning (1996-Present); Studies of Motivation &amp; Teacher Efficacy</td>
<td>*Chs. 17 &amp; 18: anticipation/reaction guides *Group F shares their work on the Era of Engaged Learning--including their 2nd historical article analysis *Discussion about the era presentation (CPA #13)</td>
<td>Ch. 17 Ch. 18</td>
</tr>
<tr>
<td>17</td>
<td>Literature Review Poster Sessions</td>
<td><em>Ch. 19 (as reference)</em> *Wikispaces poster session (sharing your work &amp; conducting a Q &amp; A session)</td>
<td>Ch. 19*</td>
</tr>
</tbody>
</table>

* Chapters 20, 7, 8, & 19 should be read as reference material, & will not be included on quizzes
Reading Department Curriculum Alignment

International Reading Association (IRA) Standards require that graduates:

1.1 Understand major themes and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.

1.2 Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

The California Commission on Teacher Credentialing (CTC) Require that the Program:

2.1 Provides opportunities for candidates to review current research on elements of an effective culture of literacy...

7.1 Provides opportunities for candidates to learn basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.

7.4 Provides opportunity to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations...

7.8 Provides opportunities for candidates to learn the skills for critically analyzing seminal, developing and cutting edge research findings in the literature related to literacy education. The program provides opportunities for candidates to learn to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.
Online Participation

Netiquette & Tips

Guidelines of online courtesy and collegiality are summed up generally as “netiquette.” Go to this link to read core netiquette guidelines: [http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html). If you disagree with someone, word your response respectfully—things you say in person can seem much more negative when read online.

Online discussion posts are not formal essays, but neither are they private conversations. When you write, you are sending two messages. One is contained in the content of your message. The other is a message to your readers about who you are as a writer, thinker, and scholar.

Crafting your messages in a word processing program before cutting and pasting them online is a good idea. This forces you to slow down and it also gives you the chance to edit carefully. Although there are many advantages to using online collaboration tools, one disadvantage is that your work can be accidentally deleted by others. Saving your message on your computer gives you a backup copy.

General Grading Guidelines for Class Participation Activities (CPAs) & Anticipation/Reaction Guides:

- Responses of at least 100 words will be expected.
- There will be a time deadline for each activity and meeting the deadline is part of your grade. Assignments submitted late without prior approval will be penalized 5% per late day. Assignments not submitted will be recorded as a zero.
- Exemplary posts are ones that (a) are on time, (b) respond to all parts of the activity, (c) back up opinions with references from course material or personal examples, (d) integrate comments and implications from others, (e) are substantive, insightful, and relevant, (f) suggest deep thinking about the topic of discussion, (g) help further the dialogue and push thinking, and (h) use APA format when citing others. Mistakes in spelling, grammar, and mechanics are minimal.
- When applicable, your response should reference the required texts, multimedia lectures, and comments from your peers.
- Asking questions is encouraged.
- Responding to questions from your peers and making connections is also encouraged.
- The weekly activities may be broken up into more than one activity during the week (e.g. crafting an initial post on Wednesday and thoughtfully replying to your peers by Saturday).
- These activities are especially important because this is an online environment and we do not meet face to face. The more everyone puts into them, the more everyone will get out of them.

If You Get Stuck…
Help Desk                  (657) 278-7777
Help Desk Email:          helpdesk@fullerton.edu
Help Desk Hours:          Mon-Thurs 7:30-10:30; Fri 7:30-5:00;
                          Sat 10:00-5:00; Sun 12:00-7:00
### Historical Article Analysis Template Assignment

<table>
<thead>
<tr>
<th>Author(s) /date/journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title of the article</td>
</tr>
<tr>
<td>Research question(s)</td>
</tr>
<tr>
<td>Category of research method</td>
</tr>
<tr>
<td>Data collection method(s)</td>
</tr>
<tr>
<td>Summary of results</td>
</tr>
<tr>
<td>Your evaluation of the validity of results</td>
</tr>
<tr>
<td>Your evaluation of the conclusions drawn</td>
</tr>
<tr>
<td>Implications of the results for current research and practice</td>
</tr>
</tbody>
</table>

### Grading Criteria for the Historical Article Analysis Assignment

(12% of the course grade)

<table>
<thead>
<tr>
<th>Points</th>
<th>Task Description</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Author(s) /date/journal</td>
<td>Information is complete for each article</td>
</tr>
<tr>
<td>10</td>
<td>Research question(s)</td>
<td>Correct identification of the research question(s) for each article</td>
</tr>
<tr>
<td>10</td>
<td>Category of research method</td>
<td>Correct identification of the research method for each article</td>
</tr>
<tr>
<td>10</td>
<td>Data collection method(s)</td>
<td>Correct identification of the data collection method(s) for each article</td>
</tr>
<tr>
<td>20</td>
<td>Your evaluation of the validity of results</td>
<td>Insightful points in critique (positive or negative) of the validity of results for each article</td>
</tr>
<tr>
<td>20</td>
<td>Your evaluation of the conclusions drawn</td>
<td>Insightful points in critique (positive or negative) of the conclusions drawn by the author(s) of each article</td>
</tr>
<tr>
<td>25</td>
<td>Implications of the results for your professional practice</td>
<td>Insightful implications for professional practice identified for each author</td>
</tr>
</tbody>
</table>
Guidelines and Grading Criteria for the Literature Review Assignment  
(30% of the course grade)  

IMPORTANT Note: READ 511 holds the unit-wide writing assignment.

- Education Unit Writing Requirement: This course satisfies the Unit writing requirement. To meet the Unit writing requirement your literature review will be assessed using a unit-wide rubric and you must receive an average score of 4 or higher. Receiving an average score of less than a 4 on the rubric will act as an indicator that remedial work will be required.

For this requirement you will be scored using both the rubric and the guidelines below.

Based on an instructor-approved topic in reading, develop a research question and conduct a review of the literature. Follow the guidelines below in writing your literature review. Your paper should be approximately 5-7 pages.

<table>
<thead>
<tr>
<th>Points</th>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Research question</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Introduction</td>
<td>States and clarifies the research question, discusses why the research was important, and explains the organization of the body of the paper.</td>
</tr>
<tr>
<td>20</td>
<td>Subtopics</td>
<td>Subtopic headings are relevant to the research question and address the topic clearly. Ideas are well developed and issues are thoughtfully explored in depth.</td>
</tr>
<tr>
<td>10</td>
<td>Organization</td>
<td>Points are well organized and ideas flow in a sensible sequence with smooth transitions.</td>
</tr>
<tr>
<td>10</td>
<td>Focus</td>
<td>Discussion of one area is complete before transitioning to another.</td>
</tr>
<tr>
<td>10</td>
<td>Accuracy</td>
<td>Information is accurate and attributed to the correct resources.</td>
</tr>
<tr>
<td>10</td>
<td>Style</td>
<td>Information is presented in a professional style.</td>
</tr>
<tr>
<td>10</td>
<td>References</td>
<td>Sources are thoughtfully selected and correctly cited on the reference page. A minimum of six peer-reviewed sources are included.</td>
</tr>
<tr>
<td>10</td>
<td>Conclusion</td>
<td>Summarizes the main points of the paper, as well as identifies implications for current practice and further research.</td>
</tr>
<tr>
<td>10</td>
<td>Formatting &amp; Mechanics</td>
<td>Title page, abstract, and in-text citations are formatted according to current APA guidelines. Writing is crisp, clear, and succinct. Grammar, spelling, and punctuation are perfect or near perfect.</td>
</tr>
</tbody>
</table>
Rubric for Scoring Master’s Students Literature Review Assignment

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student CWID</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content, Structure, &amp; Style</strong></td>
<td><strong>Completeness of Response &amp; Quality/Clarity of Thought</strong></td>
</tr>
<tr>
<td>Exceeds Expectation (5-6)</td>
<td>Addresses the topic clearly and responds effectively to all aspects of the task; ideas are well-developed; explores the issues thoughtfully and in depth.</td>
</tr>
<tr>
<td>At Expectation (4)</td>
<td>Addresses the topic clearly, but may respond to some aspects of the task more effectively than others; shows some depth and clarity of thought.</td>
</tr>
<tr>
<td>Below Expectation (1-3)</td>
<td>May treat the topic casually, simplistically or repetitively; lacks focus, or demonstrates confused or simplistic thinking; often fails to communicate ideas; distorts or neglects aspects of the task; presenting generalizations without adequate and appropriate support</td>
</tr>
</tbody>
</table>
California State University, Fullerton
College of Education Department of Reading
READ 514-HYBRID: Linguistics and Reading
Syllabus revision: 4/11/13
Face-to-Face Sessions: Weeks 1, 3, 5, 7, 9, 11, 14, 16

Instructor: Dr. Julián Jefferies
Email: jjefferies@fullerton.edu

<table>
<thead>
<tr>
<th>Instructor: Dr. Julián Jefferies</th>
<th>Email: <a href="mailto:jjefferies@fullerton.edu">jjefferies@fullerton.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>READ 514 Schedule/Section</td>
<td></td>
</tr>
<tr>
<td>Office Location: CP 570-24 P.O Box 6868, Fullerton, CA 92834-</td>
<td></td>
</tr>
<tr>
<td>Campus Office Hours: Tue/Thu 11:00am-12:00pm (PST) and by appointment</td>
<td></td>
</tr>
<tr>
<td>Technical Help: 657-278-7777 / <a href="mailto:helpdesk@fullerton.edu">helpdesk@fullerton.edu</a></td>
<td>Phone: 657-278-7522</td>
</tr>
<tr>
<td></td>
<td>Fax: 657-626-8718</td>
</tr>
</tbody>
</table>

DESCRIPTION FROM THE CATALOG
A study of linguistics and its influence on reading materials and instruction. An analysis of trends in linguistics as they relate to the study of reading.

COURSE DESCRIPTION
The purpose of this course is for students to understand how humans acquire their first language from a socio-cultural perspective and how that relates to developing a culture of literacy in the classroom. Students will review “current research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students’ diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills literacy” (CTC Standard 2.2). Students will review the progression of language acquisition and semiotic theory as it evolved historically and witness how that progression affects the teaching of literacy presently. In addition, students will demonstrate a critical understanding of how 21st Century literacies affect literacy practices in education.

Education Unit Conceptual Framework

A transformational journey toward advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

College Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.
**Student Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists, who:**
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners, who:**
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

**Outcome 3: Committed and Caring Professionals, who:**
- become change agents
- maintain professional and ethical standards
- become life-long learners

**PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES**

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. [http://ed.fullerton.edu/about-us/candidate-dispositions/](http://ed.fullerton.edu/about-us/candidate-dispositions/)

**READING DEPARTMENT READING STATEMENT**

The Reading Department faculty believes that reading is a developmental process, a complex meaning making process, and a critical thinking process. To produce individuals who can use such processes demands quality teaching. Quality teaching is a critical thinking act. It involves on-going analysis and evaluation of choices made and the grounds for those choices as opposed to other alternatives. It order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability. Teaching involves making informed choices of the techniques, materials, strategies, and approaches most appropriate based on teachers’ analysis and evaluation of the needs of the students with whom they work and the array of possible alternatives.

At the conclusion of this course the student will be able to:
1. Analyze the relationship between language and literacy development in the home, community, and school;
2. Evaluate the impact of social, cultural, and individual differences in language acquisition and apply this knowledge to teaching and leadership;
3. Analyze the English language in terms of phonology, orthography and morphology and evaluate its application to the teaching of reading,
4. Critically analyze multiple digital literacies, their use by students, and their implications for teaching.

**LEARNING GOALS**

<table>
<thead>
<tr>
<th>LEARNING GOALS</th>
<th>How Fulfilled</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze the relationship between language and literacy development in the home, community, and school;</td>
<td>Weekly Class Participation (online and face to face); Language Autobiography; Theory to Practice Paper</td>
</tr>
<tr>
<td>2. Evaluate the impact of social, cultural, and individual differences in language acquisition and apply this knowledge to teaching and leadership;</td>
<td>Weekly Class Participation (online and face to face); Theory to Practice Paper</td>
</tr>
<tr>
<td>3. Analyze the English language in terms of phonology, orthography and morphology and evaluate its application to the teaching of reading.</td>
<td>Weekly Class Participation (online and face to face); Final Exam</td>
</tr>
</tbody>
</table>
4. Critically analyze multiple digital literacies, their use by students, and their implications for teaching.

**PROFESSIONAL STANDARDS**

See the Key Assignment aligned with professional standards, p. 4 of this document.

**EDUCATION UNIT AND GRADUATE WRITING REQUIREMENTS**

READ 514 satisfies both the Unit and Graduate Writing requirements. This course will include repeated practice in writing in the general and specific area of the student’s discipline. Instruction will be given on all aspects of the writing process. In this course students shall be required to write papers with opportunity either for revision or for improving writing skills through a sequence of writing assignments. Students will be given written feedback on their papers to allow them to continue to improve in all aspects of composition. You must receive a grade of C or better to pass the course and to meet the university’s graduate writing requirement. To meet the Education Unit’s writing requirement, you must earn an average score of 2 or higher on the unit-wide writing rubric (see last page of this syllabus). An average score of less than a 2 on the rubric will act as an indicator that remedial work will be required.
### COMMUNICATING WITH THE COURSE INSTRUCTOR

E-mail is the preferred method for contacting the course instructor. The instructor will attempt to respond to all questions sent by e-mail within a 24-hour period, Monday through Friday. On Saturdays and Sunday, responses will be responded in 48 hours.

### HYBRID COURSE OBJECTIVES AND CONTENT

This is a hybrid course with seven face-to-face meetings. The objectives and content of the eight online sessions are comparable to the classroom-based course. The same textbook assignments, supplementary reading materials, exams and projects are required.

### ONLINE LIBRARY RESOURCES

Students have access to all of the Pollak Library resources, including over 200 subscription databases that index and provide full text to academic journals and e-books. The library has a robust interlibrary loan program that ensures that students can get the resources they need. Students who do not visit the campus for any classes may request that books or other print-only materials be mailed to their homes. In addition, any CSUF student may borrow materials from any other California State University Library. Students also have access to 24/7 reference assistance through email, phone, or chat, and may set up appointments for one-on-one research consultations with a librarian that can be conducted over the phone. [http://library.fullerton.edu/services/ask.php](http://library.fullerton.edu/services/ask.php)

### COURSE REQUIREMENTS & PLANNED ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Oral Report on New Literacies</td>
<td>200</td>
</tr>
</tbody>
</table>

**Please note:** This fulfills the “Advanced Credential and Masters Key Assignment 4” (see p. 15)

**Associated IRA and CTC Standards:**

This project meets the California Commission on Teacher Credentialing (CTC) and International Reading Association (IRA) Professional Standards. As such, this report will serve as a learning experience to help you develop teacher and reading specialist competencies in order to promote a culture of literacy by:

1. Developing online and offline reading and writing skills to meet the diverse needs of students (CTC Standard 2.1)
2. Acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students’ diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills; (CTC Standard 2.2)
3. Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st Century skills necessary for success in today’s global economy. (CTC Standard 5.B4)
4. Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. (IRA Standard 2.3).

**Students Learning Outcomes:**

- Demonstrate knowledge of the various kinds of texts used by youth today, including social networking sites, blogs, blogging portals, YouTube or other video site with discussions forums, or music sites with discussion forums.
- Demonstrate knowledge expressions of personal and group identity
- Demonstrate knowledge of the current theories of multi-literacies and their relationship to a current example of a youth-initiated online forum

Identify an example of a digital/online text that has been created and used by K-12 students. This could be a:
Prepare an oral report to share in class (not more than 10 minutes). During your report, please
1. Describe the digital/online text: its users, content and purposes.
2. Pay attention to expressions of personal and group identity
3. Describe the kinds and forms of literacy needed for full participation.
4. Describe it implications for teaching, pedagogy and the role of multi-literacies in schools.

The assignment fulfills CTC Standards 2, 3, & 6 (Reading Certificate Level)

2.2 The program provides opportunities for candidates to review current research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students’ diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills;

2.3 developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy;

2.5 The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.

Standard 5 : Planning, Organizing and Providing Literacy Instruction

5.B4 Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st Century skills necessary for success in today’s global economy.

IRA Standard 1 (Classroom Teacher Level): Foundational Knowledge

Standard 2: Curriculum and Instruction

2.3 Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Standard 4: Diversity

4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
## 2. Weekly Class Participation:  200 points

Class participation will be assessed for 10 sessions (See schedule for sessions which it will be assessed). For online classes, responses of at least 200 words will be expected. There will be a time deadline for each activity and meeting the deadline is part of your grade. Your response should reference the required texts, powerpoints, and comments from your peers when applicable. References should be in APA format and they should include page numbers. Your responses should help further the dialogue and push everyone’s thinking. The weekly activity may be broken up into more than one activity during the week (e.g. replying to your peers or replying to questions raised about your posts.) All responses are expected to be substantive and relevant, and, for a rating of “excellent,” to add new examples, connections, questions, or insights. See pages 16-17 for detailed assignment and rubric.

## 3. Language Autobiography  100 points

You will write an informal personal essay which examines your history with language, dialects, attitudes towards language and language development. You will first have to gather a certain amount of information; this may include interviewing a parent/grandparent/guardian. Please feel free to share some findings with me or your peers before the paper is due. The audience for this piece is that of a reader interested in getting to know something about your background.

See pages 18-19 for detailed assignment and scoring guide.

## 4. Culture of Literacy Paper (This assignment fulfills the Writing Requirement)  250 points

You will choose a paper topic from a list of prompts and write a 5-6 page paper on one of the following topics: either by analyzing the language and literacy experiences of a child and an adult in Victoria Purcell-Gates “Other People’s Words” and the conflict of expectations between the school and community. Or going in-depth at some of the myths regarding immigrants, English Language Learning and bilingualism, delve into the role of heritage languages in Lucy Tse’s book “Why Don’t They Learn English: Separating Fact From Fallacy in the US Language Debate”. This fulfills the Writing Requirement. See pages 19-20 for detailed assignment, rubric and other paperwork.

## 5. Final Exam  250 points

The final exam will cover the topics of first language acquisition and the description of the features of the English language.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Weekly Class Participation per session</td>
<td>200 (In class and on Titanium, 20 points)</td>
</tr>
<tr>
<td>Assignment 2: Oral Report on New Literacies</td>
<td>200</td>
</tr>
<tr>
<td>Assignment 3: Language Autobiography</td>
<td>100</td>
</tr>
<tr>
<td>Assignment 4: Culture of Literacy Paper</td>
<td>250</td>
</tr>
<tr>
<td>Assignment 5: Final Exam</td>
<td>250</td>
</tr>
<tr>
<td>Total:</td>
<td>1000</td>
</tr>
</tbody>
</table>

### EVALUATION

In all written assignments, I am looking for evidence of:

1. Understanding and application of facts, concepts, terms, and processes learned/read/discussed in class;
2. Demonstration of substantial knowledge and higher order thinking and analytic skills;
3. Critical reflexivity, i.e., “wrestling” with issues and topics;
4. “Reading between the lines” and “digging” into underlying cultural assumptions about
culturually/linguistically diverse students
5. Clarity of expression and logical connection among ideas expressed, clear organization; and
6. No or few errors in grammar, syntax, and spelling. APA format (6th Edition)

YOUR RESPONSIBILITIES
1) All written assignments must be typed with cover page, headings, double-spaced, 12 sized font, paginated, references/citations (APA, 6th edition) with one-inch margins.
2) With the exception of extenuating circumstances, late assignments and posts will not be accepted. Please inform the instructor of any extenuating circumstances as soon as possible. In addition 10% will be deducted on all late papers, assignments and posts.
3) If you are unable to finish the course, it is your responsibility to follow the appropriate procedures for dropping the course. In the event that you need to withdrawal from this course, it your responsibility to review the appropriate deadlines with the Office of Admissions and Records: http://www.fullerton.edu/admissions/currentstudent/regulations.asp
4) Incompletes will be granted only under extreme circumstances and students must be earning a B or better at the time of the request for an incomplete. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.

GRADING SYSTEM

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97% - 100%</td>
</tr>
<tr>
<td>A</td>
<td>93% - 96%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>65% - 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60% - 64%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

ONLINE COURSE EXPECTATIONS AND GUIDELINES

1) Participation in all course activities is expected. Weekly Checklists will be posted on Titanium. Checklists will be available on Sunday for the following week. All assignments are due the following Sunday by 11:59pm (Pacific Standard Time/PST) unless otherwise noted. When responding to class discussions initial entries/posts will be due by 11:59pm Thursdays (PST), and final posts will be due by 11:59pm Sundays (PST).

2) Your instructor will track participation - including number of postings, timeliness of postings, and quality postings - in the weekly interactions by reading all small group, partner, and whole class posts.

3) The instructor will authenticate student work via the use of multiple assessments, group and individual discussions, and web conferencing in this course. All student work must be submitted through Titanium.

4) Because of the intensive nature of online learning, students should expect to allocate at least 6-10 hours per week for this course. It is expected that each student will access the course Titanium a minimum of three times a week to download materials, check for announcements, participate in Forums, and submit work. Additionally, textbook chapters and other required readings, and Project activities and write-ups are
expected to be completed by the specified due dates. Students in online courses have found these
guidelines to be useful:
• Designate a place and schedule specific times for working on the course – self-discipline is crucial to success in an online course.
• Use the Course Schedule (pp. 11-14 of this Syllabus) as a general overview of assignments and due dates.
• Print the Weekly Checklist each week, and any additional materials needed. Keep these in a folder or binder for easy reference.
• Follow the instructions in the Week 1 to set up accounts at the required Web 2.0 sites. Use your CSUF email when setting up the accounts, and make note of the passwords you set at each site.
• Familiarize yourself with all resources on Titanium – they are there to help you.
• Check your CSUF email daily. New Announcements posted to Titanium will be automatically emailed to all users.
• Complete reading assignments early in the week, post your initial assignment entry as specified in the Weekly Checklist.
• Submit only thoughtful and substantive posts to weekly interactive assignments. Keep your communications concise and to the point. Use professional language and tone, as in a face-to-face classroom environment. To encourage responses to your post, try concluding with a question.
• Review the “netiquette” rules pertaining to behaviors that are appropriate for online academic interactions. These are available at: http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php
• Review the Online Interaction Evaluation Rubric as a guide to maintaining high-quality participation in an online learning environment. The Rubric details characteristics of excellent, good, fair, and poor performance, with respect to both content and participation.

<table>
<thead>
<tr>
<th>REQUIRED TEXTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required readings will be posted to our Titanium site for READ 514.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RECOMMENDED READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Book:</td>
</tr>
</tbody>
</table>

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<tr>
<th>STUDENTS WITH SPECIAL NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Office of Disabled Student Services (UH 101, 657-278-3117) in order to be accommodated in their courses. Additional information on this policy is available at <a href="http://www.fullerton.edu/DSS/">http://www.fullerton.edu/DSS/</a></td>
</tr>
</tbody>
</table>
ACADEMIC INTEGRITY STATEMENT

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred: (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, [http://www.fullerton.edu/deanofstudents/judicial/pdfs/UPS300-021.pdf](http://www.fullerton.edu/deanofstudents/judicial/pdfs/UPS300-021.pdf)

<table>
<thead>
<tr>
<th>TWO -WEEK PLAN FOR DISTANCE INSTRUCTION SHOULD ON-CAMPUS INSTRUCTION BE INTERRUPTED</th>
</tr>
</thead>
<tbody>
<tr>
<td>In case of instruction interruption, please check the course Titanium for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.</td>
</tr>
</tbody>
</table>

**IN THE EVENT OF EMERGENCY**, contact the University Police at 657-278-3333 [http://emergencypreparedness.fullerton.edu/](http://emergencypreparedness.fullerton.edu/)

**Required Accounts**

Most course communications and interactions will take place via the Course Titanium. In addition, you will need to register for (free) accounts to access Web 2.0 tools such as Google Docs and Wikispaces. URL's and instructions for setting up these accounts are provided in the Week 1 Checklist.

**Technical Requirements (minimum requirements)**

To fully participate in this online course, you will need a computer system that meets the following minimum technical specifications. You can find specifics about accessing your course Titanium, directions, tutorials, and FAQ’s for using components of Titanium, as well as quick links to all of the plug-ins you may need at the CSUF Titanium Support site.

**Hardware:**
- Processor: 1 Ghz or higher-multimedia processor
- Memory: 1 GB of RAM or higher
- Monitor: 17” monitor with 800 x 600 resolution capability or larger; for best performance, access Blackboard using 1024x768 resolution or higher
- CD-R/DVD: 48X CD-RW/DVD combo drive
- Modem: 56 K V.90 / V.92 required as minimum for internet access. High speed DSL or cable is advised for best results.
- Network Card: integrated 10/100 network interface
- Sound: PCI sound card- multimedia use required
- Video: 256 MB – VGA graphics card required
- Printer: Graphics-capable (inkjet or laser) printer

**Software:**
- Operating System: XP or higher, Macintosh OS X or higher
- MS Office: Microsoft Office 2003 or higher – all course documents submitted must be in Microsoft Office Word 2003 or higher
- Anti-Virus: current Anti-Virus software updated monthly (preferred Norton Utilities or McAfee)
- If you have a Windows PC, use Microsoft Internet Explorer (6.0 or higher), Mozilla Firefox, or Netscape Navigator 7.1 or higher. Mac users are recommended to use the Mozilla Firefox Web browser
- Do not use the AOL browser or Opera to access Blackboard

**Computer Settings:**
- Do not upgrade to Netscape 6.0, as it is not currently compatible with Titanium.
- AOL users must minimize AOL, not close, and then go to either Internet Explorer or Netscape (preferred)
- Email account must be able to send/receive attachments, etc.

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Downloads/Plug-ins: (Note – quick links to all plug-ins re also available at the CSUF TITANIUM Support Site

- Adobe Acrobat Reader: adobe.com/products/acrobat/readstep2.html
- Apple QuickTime: apple.com/quicktime/download/win.html
- Real Networks Real Player: real.com/player/index.html
- Windows Media Player: microsoft.com/windows/windowsmedia/download/
- Java: java.sun.com/j2se/1.4.2/download.html
- Shockwave: adobe.com/shockwave/download/

Service Provider:

- You are required to have a dependable live connection to the Internet, preferably using DSL or a cable modem. You should research various providers and choose the service that best meets your needs. Please keep in mind that the speed and reliability of your connection will directly influence your online learning experience. Internet access at work may not allow enough time to complete assignments. “Firewalls” may impede access to online courses from work and also from home.

Skills:

- Use of web browsers
- Entering Uniform Resource Locators (URL’s)
- Downloading files from the Internet
- Completing online forms
- Thorough knowledge of word processing, using Microsoft Word: attachments, spell check, copy and paste, etc.

ONLINE LIBRARY RESOURCES

Students have access to all of the Pollak Library resources, including over 200 subscription databases that index and provide full text to academic journals and e-books. The library has a robust interlibrary loan program that ensures that students can get the resources they need. Students who do not visit the campus for any classes may request that books or other print-only materials be mailed to their homes. In addition, any CSUF student may borrow materials from any other California State University Library. Students also have access to 24/7 reference assistance through email, phone, or chat, and may set up appointments for one-on-one research consultations with a librarian that can be conducted over the phone.
This course is taught in hybrid form: 50% face to face and 50% online. This means that some weeks we will be meeting in the classroom and some weeks we will be meeting 'online'. For a schedule of meetings, please see below.

<table>
<thead>
<tr>
<th>WK</th>
<th>TOPIC</th>
<th>READING(S)</th>
<th>ASSIGNMENT(S) DUE</th>
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<tbody>
<tr>
<td></td>
<td>Unit 1: Course Overview and Introductions</td>
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<tr>
<td>1</td>
<td>Course Orientation</td>
<td>• What is Language?</td>
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<td></td>
<td></td>
<td>• Class introductions</td>
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<td>• Syllabus overview</td>
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<td></td>
<td>August 27</td>
<td>NO CLASS – LABOR DAY HOLIDAY</td>
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<td></td>
<td>2</td>
<td>Introduction to the class: the achievement gap and the role of leaders in the field</td>
<td>Ladson-Billings “Achievement Gap or Educational Debt” NAEP Data on Achievement Gap (Highlights) Multiliteracies Book (Introduction, chs 1 &amp; 2) Weekly Participation Assessed</td>
</tr>
<tr>
<td></td>
<td>September 3</td>
<td>NO CLASS – LABOR DAY HOLIDAY</td>
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<td></td>
<td>3</td>
<td>Introduction to the class: the achievement gap and the role of leaders in the field</td>
<td>Essential Linguistics Introduction &amp; Chapter 1 Other People’s Words Chapter 1, 2 View Weekly PowerPoint (in Course Documents) Weekly Participation (see checklist for details) #1 due by September 21 at 11:59pm (PST)</td>
</tr>
<tr>
<td></td>
<td>September 10</td>
<td>Introduction to the class: the achievement gap and the role of leaders in the field</td>
<td>Essential Linguistics Introduction &amp; Chapter 1 Other People’s Words Chapter 1, 2 View Weekly PowerPoint (in Course Documents) Weekly Participation (see checklist for details) #1 due by September 21 at 11:59pm (PST)</td>
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<td></td>
<td>4</td>
<td>What do teachers need to know about linguistics?</td>
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<td></td>
<td>September 14 to September 21</td>
<td>Language and reading in context/Attitudes about language</td>
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<td></td>
<td>Online</td>
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<tr>
<td>Week</td>
<td>Date Range</td>
<td>Topic</td>
<td>Reading Material</td>
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<td>5</td>
<td>September 24</td>
<td>Dialects, Standards and attitudes about language</td>
<td>McWhorter Spreading the Word Chapters 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>F2F</td>
<td>Multiliteracies</td>
<td>Multiliteracies Book (chs. 6, 11 and 21)</td>
</tr>
<tr>
<td>6</td>
<td>September 28 to October 5</td>
<td>Language Acquisition</td>
<td>How Languages Are Learned Chapter 1</td>
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<tr>
<td></td>
<td>Online</td>
<td>Theories on how language is acquired</td>
<td>Other People's Words (Chs. 3 and 4)</td>
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<tr>
<td></td>
<td></td>
<td>Stages in language acquisition</td>
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<td></td>
<td></td>
<td>Language and Reading in Context</td>
<td>Essential Linguistics Chapter 1</td>
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<td>7</td>
<td>October 8</td>
<td>Language and Home, School and Community Connections</td>
<td>Other People's Words (Chapter 5 &amp; 6)</td>
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<td></td>
<td>F2F</td>
<td>Language Acquisition</td>
<td>Essential Linguistics Chs 3 &amp; 4</td>
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<td>Multiliteracies</td>
<td>Multiliteracies Book Chs 23, 25, 34 and 39</td>
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<tr>
<td>8</td>
<td>October 12 to October 19</td>
<td>Phonology and Implications</td>
<td>Essential Linguistics Chs 3 &amp; 4</td>
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<td></td>
<td>Online</td>
<td>Multiliteracies</td>
<td>Multiliteracies</td>
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<tr>
<td></td>
<td></td>
<td>Language and Home, School and Community Connections</td>
<td>Multiliteracies Book Chs 23, 25, 34 and 39</td>
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<tr>
<td>9</td>
<td>October 22</td>
<td>Attitudes About Language</td>
<td>Why Don't They Learn English Chs. 1 &amp; 2</td>
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<tr>
<td></td>
<td>F2F</td>
<td>Multiliteracies</td>
<td>Other People's Words Chapters 7, 8 and 9</td>
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<tr>
<td>10</td>
<td>October 26 to November 2</td>
<td>Online</td>
<td>Sociocultural view of language and learning</td>
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<td>Attitudes About Language</td>
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<td>Implications</td>
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<tr>
<td>11</td>
<td>November 5</td>
<td>F2F</td>
<td>Teaching implications on Multiliteracies</td>
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<td></td>
<td>November 5</td>
<td>F2F</td>
<td>Multiliteracies</td>
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<td>6:30-7:45</td>
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<td>12</td>
<td>November 12</td>
<td></td>
<td>NO CLASS-Veterans’ Day</td>
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<td>13</td>
<td>November 19</td>
<td></td>
<td>NO CLASS-MEMORANDUM</td>
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<tr>
<td>14</td>
<td>November 26</td>
<td>F2F</td>
<td>Orthography and Implications</td>
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<td>Revision for Exam</td>
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<td>Multiliteracies</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>15</td>
<td>November 30 to December 7</td>
<td>Interactive Study Guide for Final Exam</td>
<td>Review study guides and notes</td>
</tr>
<tr>
<td>16</td>
<td>December 10</td>
<td>F2F Language Acquisition, Structure and Application Exam December 10th due at 11:59pm (PST)</td>
<td></td>
</tr>
</tbody>
</table>
**Reading Certificate Key Assignment 1:**  
**READ 514 Report on New Literacies**

<table>
<thead>
<tr>
<th>CTC Standards 2, 3, &amp; 6 (Reading Certificate Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program provides each candidate with:</td>
</tr>
<tr>
<td><strong>Standard 2: Promoting a culture of literacy</strong></td>
</tr>
</tbody>
</table>
| 2.2 The program provides opportunities for candidates to review current research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students’ diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills;  
2.3 developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy;  
2.5 The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels. |
| **Standard 5: Planning, Organizing and Providing Literacy Instruction** |
| 5.B4 Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st Century skills necessary for success in today’s global economy. |

**IRA Standard 1 (Classroom Teacher Level): Foundational Knowledge**  
Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:

| Introduced & Reinforced: 508 Tutoring Assignment; 507 Method Project | Extended: 516 Theory-to-Practice Cards; 560 EL Case Study Report |

**COE: Conceptual Framework Outcomes**

1(c) demonstrate ability to use technology as a resource; 2(a) promote diversity

**COE: Professional Dispositions Expected of Candidates**

**Focus Disposition: #3) Think critically.** Candidates systematically reflect on their practice to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.
Guidelines and Grading Rubric
for Weekly Titanium Forum Participation

Schedule of Titanium Postings
Forum participation will be expected each week. Questions/Issues for response will be available in the weekly assignment guide well in advance. You will be expected to post at least three times to the weekly Forum: once for your initial post early in the week (by 11:59pm Thursdays), and a minimum of two more times in response to your classmates (by 11:59pm Sundays). Late posts will not be accepted except in special circumstances (such as extended illness or other emergency). You do not need to read every post in depth, but you are strongly encouraged to skim through everything, to identify a few entries that you find particularly interesting, insightful, or confusing. All posts are expected to be substantive: to show understanding of the course topic, to offer additional insights, interpretations, critical analysis, examples, and/or information. In other words, you must do more than say, “I agree” or “I disagree,” or merely re-state what someone else has said.

Initial Posts
The weekly assignment guide will be available on the course Titanium well in advance of each week's required participation. Each week, your initial post is to be completed by 11:59pm on Thursday. The expected length and level of detail of the initial post each week will be specified in the weekly assignment guide; as a general rule, initial posts of approximately 100 words will be expected. The initial post is expected to address the question or issue posted for the week, demonstrating understanding of the topic of study.

Response Posts
You will be expected to post a minimum of two responses to classmates' postings. These may be response to a classmate's original post, a response to another response, or you may reply to a classmate who has raised a question or comment about your own initial post. You should make every attempt to respond to such questions or comments about your initial post. All responses are expected to be substantive and relevant at a minimum, and to add new examples, connections, questions, or insights for a rating of "excellent."

Titanium Participation Standards and "Netiquette"
Your Titanium posts are not formal essays, but neither are they private conversations. You should adhere to formal standards of academic writing (grammar, usage, mechanics), avoiding errors or abbreviations interfere with meaning. Remember, whenever you write you are sending two messages. One is contained in the content of your message. But you are also sending a second message to your readers regarding who you are as a writer and thinker. Sloppy writing may leave readers with the impression that you have not taken the time needed to craft a carefully worded post. Crafting your messages in a word processing program and then cutting and pasting your messages into the discussion board is a good idea. This forces you to slow down and also gives you the chance to edit carefully. If you disagree with someone, word your response respectfully: things you say in person can seem much more negative when read on-screen. Guidelines of online courtesy and collegiality are summed up generally as “netiquette” http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php. Consistently inappropriate posting by any student will be treated similarly to consistently inappropriate classroom behavior, and may result in that student's being barred from further online discussion in the class, with a resulting loss of the participation grade for the course.

If You Get Stuck …
Help Desk 657-278-7777
Help Desk email: helpdesk@fullerton.edu
Help Desk Hours: Mon-Thurs 7:30-10:30; Fri 7:30-5:00;
Sat 10:00-5:00; Sun 12:00-7:00
Titan Help: http://www.fullerton.edu/helpdesk/index.asp

Rubric Grading
Forum participation will be a part of your grade, as specified in the course syllabus.
Your instructor will participate in online interactions, and read all the posts throughout the term. Discussions will have weekly deadlines for initial posts (midnight Thursdays) and response posts (midnight Sundays), and late posts will not be accepted except in special circumstances (such as extended illness or other emergency). All your posts will be read and evaluated using the following rubric.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Outstanding 90-100% of points</th>
<th>Satisfactory 80-89% of points</th>
<th>Developing 70-79% of points</th>
<th>Unsatisfactory 0-69% of points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeliness and Level of Participation</strong></td>
<td>Initial posts by 11:59pm Thursdays; response posts by 11:59pm Sundays. Few or no “last minute” posts that leave no time for classmates' responses. Posts show sustained engagement in the discussion throughout the week.</td>
<td>Some posts barely meet deadlines, or are slightly late, and/or participation meets only the minimum requirement of three posts per week.</td>
<td>Several posts barely meet deadlines, or are late, or do not meet the minimum requirement of three posts per week.</td>
<td>Most posts barely meet deadlines, or are late, or are missing.</td>
</tr>
<tr>
<td><strong>Quality of Initial Posts</strong></td>
<td>Initial posts are thorough, and indicate understanding of the course topic. When appropriate, initial posts interpret, synthesize, and integrate information, back up opinions with examples or reference to course materials, or include original perspectives.</td>
<td>Initial posts may not address all aspects of the questions/issues, but without elaboration, interpretation, examples, etc.</td>
<td>Initial posts only marginally address the questions/issues, and/or may show lack of understanding of the course topic.</td>
<td>Initial posts are poorly thought through, incorrect, or missing.</td>
</tr>
<tr>
<td><strong>Quality of Response Posts</strong></td>
<td>Response posts are relevant, accurate, and insightful; they respond to all questions addressed to the student's initial post; they may bring new perspectives and/or information to an ongoing discussion.</td>
<td>Response posts may be somewhat repetitive of points already made, or somewhat irrelevant to the point of the discussion. Fails to respond to all questions addressed to the student's initial post.</td>
<td>Response posts are frequently repetitive or irrelevant to the point of the discussion; Fails to respond to some questions about the student's initial post.</td>
<td>Most response posts are repetitive or irrelevant to the point of the discussion, or are missing. Fails to respond to most or all questions about the student's initial post.</td>
</tr>
<tr>
<td><strong>Collegiality and Mechanics</strong></td>
<td>All posts adhere to the norms of courtesy appropriate to academic (but informal) discussion; mechanics (grammar, spelling, use of abbreviations, etc.) do not interfere with meaning.</td>
<td>Posts sometimes fail to adhere to the norms of courtesy, and/or issues of mechanics sometimes interfere with meaning.</td>
<td>Posts often fail to adhere to the norms of courtesy, and/or issues of mechanics often interfere with meaning.</td>
<td>Posts are seriously outside the norms of courtesy, and/or appropriate writing mechanics.</td>
</tr>
</tbody>
</table>

*Guidelines & Rubric adapted from a handout by Dr. Chris Street, Department of Secondary Education, California State University, Fullerton, 2008.*
Language Autobiography Paper

Write an informal personal essay which examines your history with language, dialects, attitudes towards language and language development. You will first have to gather a certain amount of information; this may include interviewing a parent/grandparent/guardian. Please feel free to share some findings with me or your peers before the paper is due. The audience for this piece is that of a reader interested in getting to know something about your background. Please note that there are no right or wrong answers: I am asking you to reflect on your own past experiences.

Your final product will be in the range of 3-4 pages in APA style, times New Roman 12 font double spaced. 

October 3rd at 11:59 pm (PST); please email it to me at jj effe r i @f ul ler ton. edu

Please use these questions as a guide:

Family Background
- To what extent have members of your family affected your language? What is their profession? Where do they come from? What languages/dialects do they speak? (Ask a parent or older sibling for this information when necessary)
- Have any elderly relatives influenced your language growth? How?
- Do you or anyone of your relatives speak a language other than English? As a result, how has it affected your experience with English?
- Consider your parents’ occupations; is there a specific dialect associated with their work?
- To what extent do you think the place where you lived when you were developing language affected that development? Have you moved between regions and noticed any differences in expressions or dialect? What dialect/s do you speak?

Language exposure
- Consider your activities outside of school, such as hobbies or sports; are there words specific to these activities?
- How much recreational reading do you do? How do you think it has influenced your vocabulary?
- If you have ever traveled somewhere where they spoke a different dialect/accent, have you ever had others comment on your accent or specific phrases you may have used? Were they comments made in jest? How did it make you feel?
- How do you think your peer group has influenced your language development? What are the specific slang terms that you use with friends but not with adults? What are some slang words you use now?
- Do you work? How has that experience affected your vocabulary? Do you speak differently to co-workers than to friends or family?
- How has television or the use of the internet affected your use of language? Are there specific expressions that you use that are directly related to technology?
- Did you grow up bilingual? If so, did you speak both at school? Did your two (or more) languages develop along different lines? Do you interact with different kinds of people in each language?

Education
- Was there much difference between the language/dialect spoken at home and the one spoken in school? How did this affect you?
- What kind of school did you go to? How do you think this affected your language development?
- Were languages other than English or dialects other than Standard English valued in the school you went to?
- What were/are your favorite subjects at school? How did/do these classes expand your knowledge of a certain register of a language?
- How has the study/exposure to any other language influenced your speech/vocabulary?

Language Autobiography Scoring Guide:

<table>
<thead>
<tr>
<th>Comment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autobiography is complete and a minimum of 3 pages (25 points)</td>
<td></td>
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<tr>
<td>Autobiography contains an honest reflection of the required elements (25 points)</td>
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</tbody>
</table>
Culture of Literacy Paper

(This assignment fulfills the Writing Requirement)

New standards in education urge us to take notice of developing a ‘culture of literacy’ in the classroom in order to “acknowledge the language and literacy experiences of the individual child, classroom, school, district and community” so that we can “honor and capitalize on student’s diverse knowledge, skills, abilities and backgrounds in order to engage students, their families and their community in the acquisition of English literacy skills” (CTC Standards 2.2).

In this class, we have looked at an in-depth example of the language and literacy experiences of a child and an adult in Victoria Purcell-Gates “Other People’s Words” and noticed a conflict of expectations between the school and this family. By looking at some of the myths regarding immigrants, English Language Learning and bilingualism, we have learned about the role of heritage languages in Lucy Tse’s book “Why Don’t They Learn English: Separating Fact From Fallacy in the US Language Debate”.

Please choose one prompt below and write a 5-6 page paper on the issue. The paper must be double spaced, Times New Roman 12 point font and must include citations and references from our readings in APA format. Please email to jjefferies@fullerton.edu by Nov 16th at 11:59pm (PST).

EITHER:

1. Purcell-Gates (1997) describes how Jenny and Donny experience the urban literate world “as foreigners, as outsiders to a world that does not recognize them or include them” (p. 155). Describe examples that the author gives that demonstrate the conflict that exists between Jenny’s family and that of the school. What are some implications the author gives for the teaching of reading and literacy for diverse students? What implications would you recommend?

OR:

2. Lucy Tse (2001) describes the detrimental attitudes about language in the United States, the important role of heritage language development for English-language learning and the benefits of bilingualism. Describe her most important points and draw implications for teachers to develop a ‘culture of literacy’ in the classroom, school and community.
# Rubric for Culture of Literacy Paper (Writing Requirement) (250 points)

<table>
<thead>
<tr>
<th>Content, Structure, &amp; Style</th>
<th>Exceeds Expectation (A) (225-250)</th>
<th>At Expectation (B) (200-224)</th>
<th>Below Expectation (C) (Below 200)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness of Response &amp; Quality/Clarity of Thought</td>
<td>Addresses the topic clearly and responds effectively to all aspects of the task; ideas are well-developed; explores the issues thoughtfully and in depth.</td>
<td>Addresses the topic clearly, but may respond to some aspects of the task more effectively than others; shows some depth and clarity of thought.</td>
<td>May treat the topic casually, simplistically or repetitively; lacks focus, or demonstrates confused or simplistic thinking; often fails to communicate ideas; distorts or neglects aspects of the task; presenting generalizations without adequate and appropriate support.</td>
</tr>
<tr>
<td>Organization, Sequence of Ideas/Focus</td>
<td>Organization is excellent in terms of bridges and transitions; paper remains focused with no wandering to unrelated topics; minor points are related to the thesis; ideas flow in sensible sequence; discussion of area is complete before transitioning to another.</td>
<td>Generally good presentation with either bridges or headings but not all the time; paper is generally focused with text following the order presented in the introduction; relationship of ideas made evident.</td>
<td>Few clues are used so that text organization is a challenge to reader; relationship of ideas to thesis is vague; text jumps from topic to topic in shotgun approach; reader must work to keep up with flow of ideas.</td>
</tr>
<tr>
<td>Culture of Literacy Content/Vocabulary</td>
<td>Information is accurate and attributed to correct resources; pragmatic suggestions are appropriate to question; appropriate terminology addressing the culture of literacy is employed and is well defined.</td>
<td>Information is accurate in description but some resources or definitions are weak.</td>
<td>Errors are present in either content and/or resources and examples; response contains poorly defined terms; culture of literacy definitions are faulty; information attributed to incorrect sources.</td>
</tr>
<tr>
<td>Resources/Support/Examples</td>
<td>Authorities are thoughtfully selected from a wide array of sources and applied appropriately to content; examples are given and well developed for the topic</td>
<td>Ideas generally supported by professionally sound resources however, only general resources repeatedly cited; too few or too many examples are provided.</td>
<td>Few resources presented or resources cited limited to class texts; examples are given but no definitions or explanations are provided.</td>
</tr>
<tr>
<td>Mechanics/APA</td>
<td>Free from errors in grammar, usage, and mechanics. APA – used correctly with no exceptions</td>
<td>May have a few errors, but generally demonstrates control of grammar, usage, and mechanics. APA – no more than one error per page.</td>
<td>Has an accumulation of errors in grammar, usage, and mechanics that frequently interfere with meaning. APA- more than one instance per page where not used correctly.</td>
</tr>
<tr>
<td>Introduction and Conclusion</td>
<td>Introduction is succinct, yet complete, stating the question, providing background information, and giving the direction the paper will take. The conclusion summarizes the highlights of the paper and draws a conclusion about the content.</td>
<td>Introduction simply restates the question or contains too much information; conclusion is brief, containing a summary of the question and highlights.</td>
<td>Introduction is brief and/or insufficiently stated so that the question and/or the organization of the paper is not made clear to reader; no conclusion or summary present or questions simply restated as conclusion.</td>
</tr>
</tbody>
</table>
Notice of Non-Proficient Writing

Student Name: __________________________ CWID: ________________ Semester/Year: ___________

Dear Reading Program Candidate,

Your overall average score on the writing assessment for READ 514 was below the “meets expectation” level (< 4).

Writing proficiency is important to your success as graduate program candidate, and Reading Department faculty support your commitment to obtain the assistance needed to meet the standard of writing expected in graduate courses.

A copy of this letter and a copy of the rubric assessment of your writing have been forwarded to the Reading Department’s Graduate Program Advisor. It is your responsibility to schedule an appointment with the Graduate Program Advisor to identify ways to improve and to demonstrate that improvement. Failure to do so may result in your being barred from enrolling in further classes.

READ 514 Instructor __________________________ Date __________________________

A plan must be developed in consultation with the Reading Department Graduate Program Advisor. The plan must include specific criteria for completion, and be must be successfully completed prior to enrollment in READ 516. Sample plans are described below; other individualized plans may be developed as approved by the Graduate Advisor.

☐ Candidate will arrange for and document tutorial help at the University Learning Center or other support center, and provide a list of writing proficiencies addressed and improved.

☐ Candidate will enroll in and complete a composition course, e.g., English 301, and receive a grade of B or above.

☐ Candidate will identify a writing assignment in the following semester’s planned coursework to be competed with a grade of B or higher.

☐ Other __________________________

______________________________
______________________________

Note: Failure to complete a plan for writing improvement may result in the candidate being placed on academic probation until writing performance is satisfactory.

Approval of Improvement Plan: __________________________ Date __________________________

Graduate Advisor

Approval of Documented Improvement: __________________________ Date __________________________

Graduate Advisor
COURSE DESCRIPTION

Read 516 is a case-based study of various assessment devices and trial teaching practices essential for precise intervention in reading/language arts. The course includes a model to guide in-depth analysis of a reader with attention to the influences of linguistic, social, cultural, physical, psychological, intellectual and educational factors on learning to read, and reading to learn.

Education Unit Conceptual Framework

a transformational journey toward educational advancement and achievement

Core Values

We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement

Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists

- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners

- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

Outcome 3: Committed and Caring Professionals

- become change agents
- maintain professional and ethical standards
- become life-long learners

Reading Department’s Mission Statement

The Reading Department faculty believes that reading is a developmental process, a complex meaning making process, and a critical thinking process. To produce individuals who can use such processes demands quality teaching. Quality teaching is a critical thinking act. It involves on-going analysis and evaluation of choices made and the grounds for those choices as opposed to other alternatives. It order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability. Teaching involves making informed choices of the techniques, materials, strategies, and approaches most appropriate based on teachers' analysis and evaluation of the needs of the students with whom they work and the array of possible alternatives.
Titan Help: http://www.fullerton.edu/IT/help_desk/index.asp
COMMUNICATING WITH THE COURSE INSTRUCTOR
Email will be the best means of communicating with the course instructor. The instructor will attempt to respond to all questions sent by e-mail within a 24-hour period, Monday through Friday. Virtual office hours will be held every Monday from 4-5:30pm unless otherwise noted. Students can expect immediate responses at that time. Additionally, calls or live meetings can be scheduled with the instructor upon request.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions, http://coeapps.fullerton.edu/ed/Faculty/documents/ProfessionalDisposition.pdf

COURSE RATIONALE
The purpose of this course is to provide authentic, supervised experiences in selecting, administering, and interpreting diagnostic tools and techniques for evaluating student progress in reading, and applying diagnostic-prescriptive principles to design the most developmentally appropriate learning experiences.

ONLINE COURSE OBJECTIVES AND CONTENT
This course is 100% online, with no on-campus meeting requirements. However, as this course requires a supervision practicum, the professor can provide suggestions and contacts if needed to help with the selection of practicum students. The objectives and content of this online course are comparable to the classroom-based course. The same textbook assignments are required, and the same parallel materials and projects are required.

STUDENT LEARNING GOALS

1. Knowledge of and ability to select and administer appropriate literacy assessment tools and techniques, for each component of research-based literacy instruction, including: oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development.

2. Knowledge of the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.

3. Ability to critically analyze and interpret the results from multiple measures of assessment, and to synthesize the information in a meaningful way to communicate to the student, parents, caregivers, colleagues, and/or administrators.

4. Ability to use assessment results to make informed instructional recommendations, and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.

REQUIRED RESOURCES


4. TaskStream subscription- This is required for submitting videos weekly and will be used for BOTH 516 and 581. A subscription is $25 for a semester or $42 for the year. Visit www.taskstream.com to register.
ADDITIONAL RESOURCES


ONLINE LIBRARY RESOURCES

Students have access to all of the Pollak Library resources, including over 200 subscription databases that index and provide full text to academic journals and e-books. The library has a robust interlibrary loan program that ensures that students can get the resources they need. Students who do not visit the campus for any classes may request that books or other print-only materials be mailed to their home. In addition, any CSUF student may borrow materials from any other California State University Library. Students also have access to 24/7 reference assistance through email, phone, or chat, and may set up appointments for one-on-one research consultations with a librarian that can be conducted over the phone.

TECHNICAL REQUIREMENTS (minimum requirements)

Microphone:
You will need access to a microphone for recording. The microphone must be capable of recording your voice onto freeware you can upload to your computer. You will be using freeware such as VoiceThread, Screencast-o-matic and Wikispaces.

Required Computer Hardware:
To participate in this course, you will need a computer that meets the following minimum technical specifications. You can find specifics about accessing TITANium, directions, tutorials, and FAQ’s for using components of TITANium, as well as quick links to all of the plug-ins you may need at the CSUF TITANium site: [http://oasis.fullerton.edu/tutorials.aspx](http://oasis.fullerton.edu/tutorials.aspx)

Processor: 1 Ghz or higher-multimedia processor
Memory: 1 GB of RAM or higher
Monitor: 17” monitor with 800 x 600 resolution capability or larger; For best performance, access TITANium using 1024x768 resolution or higher
CD-R/DVD: 48X CD-RW/DVD combo drive
Modem: 56 K V.90/ V.92 required as minimum for internet access. High speed DSL or cable is advised for best results.
Network Card: integrated 10/100 network interface
Sound: PCI sound card- multimedia use required
Video: 256 MB – VGA graphics card required
Printer: Graphics-capable (inkjet or laser) printer

Required Software:
Operating System: XP or higher, Macintosh OS X or higher
MS Office: Microsoft Office 2003
Anti-Virus: current Anti-Virus software updated monthly (preferred Norton Utilities or McAfee)
If you have a Windows PC, use the Microsoft Internet Explorer (6.0 or higher), Google Chrome, Mozilla Firefox or Netscape Navigator 7.1 or higher. Mac users are recommended to use Google Chrome or the Mozilla Firefox Web browser.
Do not use the AOL browser or Opera to access TITANium.
Although it is not required when accessing TITANium, students should have Microsoft Office 2003 or higher installed in their personal computers to view and access documents provided by the instructor.

Email: Email account must be able to send/receive attachments, etc.

**Required Computer Settings:**

Do not upgrade to Netscape 6.0 as it is not currently compatible with TITANium.

AOL users must minimize AOL, not close, and then go to either Internet Explorer or Netscape (preferred)


Real Networks Real Player ([http://www.real.com/player/index.html](http://www.real.com/player/index.html))


Java ([http://java.sun.com/j2se/1.4.2/download.html](http://java.sun.com/j2se/1.4.2/download.html))


**Service Provider:**

You are required to have a dependable live connection to the Internet - preferably using DSL or cable modem.

You should research various providers and choose the service that best meets your needs. Please keep in mind that the speed and reliability of your connection will directly influence your online learning experience.

Internet access at work may not allow enough time to complete assignments. "Firewalls" may impede access to online courses from work and also from home.

**Prerequisite Technology Skills:**

Use of web browsers

Organizing Uniform Resource Locators (URL’s)

Downloading files from the Internet

Completing online forms

Thorough knowledge of word processing, using Microsoft Word attachments, spell check, copy and paste, etc.

Recording video and uploading to TaskStream

**ACCESSIBILITY/STUDENTS WITH SPECIAL NEEDS**

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to carrying out class assignments, writing papers or taking examinations. Special accommodations for disabled students for access to this online course will be made on an individual student, as-needed basis in compliance with the CSUF Catalog: [http://www.fullerton.edu/DSS/](http://www.fullerton.edu/DSS/)

According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. The office is located in UH 101; the office telephone is 657-278-3117. Please contact instructor as soon as possible if this applies to you.

**ACADEMIC INTEGRITY POLICY**

The University’s Academic Integrity Policy, University Policy Statement 300.021, is available at: [http://www.fullerton.edu/deanofstudents/judicial/pdfs/UPS300-021.pdf](http://www.fullerton.edu/deanofstudents/judicial/pdfs/UPS300-021.pdf)

The policy addresses such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred: (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course.
AUTHENTICATION OF STUDENT WORK (per UPS 411.104, Section II.B.6.e)
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

ALTERNATIVE PROCEDURES FOR SUBMITTING WORK IN THE EVENT OF TECHNICAL PROBLEMS
In the event of technical problems with the internet, email, and/or TITANium, work may be submitted in these ways:
- FAX work to department office FAX (number on p. 1), or (at instructor’s option).
- Scan work and attach to an email.
- Hand Deliver or Mail work to instructor’s office or department

FOR INFORMATION IN THE EVENT OF INTERRUPTION OF ON-CAMPUS INSTRUCTION
For information in the case of interruption of on-campus instruction, check the course TITANium for announcements, or email the course instructor, and/or contact the CSUF Campus Operation and Emergency Closure Information Line: 657-278-4444.

IN THE EVENT OF AN EMERGENCY, contact the University Police at 657-278-3333. See additional information Emergency Preparedness on the following page.

Emergency Procedures Notice to Students
[This course is 100% online. The following information pertains primarily to those present at the university in the event of an emergency. The section on “After an emergency occurs,” however, is particularly relevant to online courses.]

The safety of all students attending California State University, Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines.
1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs-
1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area. Remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter the building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus, please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University’s operational status by checking the University’s web site at http://www.fullerton.edu, calling the University’s hotline number at 657-278-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.
EMERGENCY CALLS

DIAL 9-1-1
All campus phones and cell phones on campus reach the University Police Department.

Non-emergency line: (657) 278-2515
24-Hour recorded emergency information line:
(657) 278-0911

Source: http://www.fullerton.edu/emergencypreparedness/ep_students.html

ONLINE COURSE EXPECTATIONS AND GUIDELINES

Participation in all course activities is expected. A Weekly Checklist will be posted on TITANium in the appropriate Week Block for each new week. Checklists will be available on Wednesdays for the following week. Entries on the Week’s assignments will be due by the following Wednesday at midnight. Please note the Timeliness Policy for this course on pg. 9. To receive full credit, assignments must be received on time. Late assignments will be reduced by one letter grade and must be submitted no later than one week past the due date. **Weekly discussion posts and small group activities will not be accepted late.**

If it is necessary to miss a scheduled requirement, it is your responsibility to first contact the instructor and then make arrangements to make up the missed participation. If it is necessary to complete an assignment on an alternate date, these arrangements must be made with the instructor in advance.

Your instructor will track participation in the weekly interactions by reading all small group and whole class posts. The class participation assignments are worth 15% of the total grade for the course.

Because of the intensive nature of online learning and the fact that this course is 3 units, **students should expect to allocate at least 6-10 hours per week for this course.** It is expected that each student will access the course TITANium a minimum of two times a week to download materials, check for announcements, post their work, and participate in weekly interactive assignments. Students in online courses have found these guidelines to be useful:

- Designate a place and schedule specific times for working on the course – self-discipline is crucial to success in an online course.
- Use the Course Schedule (pp. 10-14 of this Syllabus) as a general overview of assignments and due dates.
- Print each Weekly Checklist, and any additional materials needed. Keep these in a folder or binder for easy reference.
- Follow the instructions given throughout the course to set up accounts at the required Web 2.0 sites. Use your CSUF email when setting up the accounts, and make note of the passwords you set at each site.
- Familiarize yourself with all resources on TITANium – they are there to help you.
- Check your CSUF email daily. New Announcements posted to the TITANium will be automatically emailed to all users.
- Complete reading assignments early in the unit, post your participation assignment entry as specified in the Week’s Checklist.
- Submit only thoughtful and substantive posts to the interactive assignments. Keep your communications concise and to the point. Use professional language and tone, as in a face-to-face classroom environment. To encourage responses to your post, try concluding with a question.
  - Review the “netiquette” rules pertaining to behaviors that are appropriate for online academic interactions. These are available at: http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php
  - Review the Class Participation Rubric as a guide to maintaining high-quality participation in an online learning environment. The Rubric details characteristics of excellent, good, fair, and poor performance, with respect to both content and participation.
PLANNED ASSIGNMENTS
Course assignments are listed below. Specific guidelines for each assignment are available in the Syllabus Appendix, and on the course TITANium site. Links will be provided on the course TITANium for posting completed assignments; alternatively, assignments may be emailed to the course instructor.

Assignment 1: Class Participation Activities 15%
(i.e., Forums, Introductory Assignments, VoiceThreads, etc.)
Assignment 2: Assessment Artifacts/Reflections 30%
Assignment 3: Assessment Practicum Videos 20%
Assignment 4: Case Study Summary 20%
Assignment 5: Final Exam 15%

Weekly Checklists. You will be provided with weekly “to do” checklists for this online course. The weekly checklists and any additional materials needed for a given week, such as PowerPoints and lectures, will be available each week in that week’s block on TITANium.

Written Assignments. Specific instructions for submitting assignments through TITANium will be provided. When you submit your assignment electronically, the course instructor will enter feedback, comments and grades – all of which you will be able to access through TITANium.

Assignment 1: Class Participation Activities 15%
Whole class interactions are scheduled for the semester. These interactions may take different forms, i.e., Blog, Wiki, Google Docs, or VoiceThread, but will typically include a class “Forum” on TITANium. Review the “netiquette” rules pertaining to behaviors that are appropriate for online academic interactions. These are available at: http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php. Additional guidelines and grading criteria for Participation entries will be provided on TITANium.

Several mandatory introductory and closing assignments will be included in your score for class participation. These include (but are not limited to) the development of your class profile, your fieldwork requirement (see below), a sample session outline for your first session, some sample miscue assignments.

Fieldwork Requirement
Due to the fieldwork required in this course, you must provide evidence of a valid (current) teaching credential or a live scan. If these forms of documentation are not available, the Reading Department Practicum Policy must be followed (see p. 18). Instructions for acquiring and submitting this documentation is available on the course TITANium. In addition, you will need a guardian permission form allowing you to work with and videotape your assessment practicum students. All forms need to be submitted by the end of Week 3 so you can begin working with your first student in Week 4. You will need to submit the parent permission form again in Week 8 for your second student.

Assignment 2: Assessment Artifacts and Reflections 30%
Assessment Artifacts (10%): As a reading specialist, you will need to be able to select and administer assessments for each of the key areas of reading. It is imperative that your results are both reliable and valid which requires following test administration protocols and testing directions quite rigidly.

Being that this is a supervision class, you will work with two students (an emergent reader and an adolescent reader) throughout the course in a practicum setting. Work with the first student will start Week 4. After each of your required student sessions, you will need to submit the assessment artifacts either via photo or scan into a pdf file on TaskStream. Your weekly checklist found on TITANium will indicate the quantity and type of assessments needed. A rubric will be also be provided on TITANium showing how these artifacts will be scored. By the end of the course, you will have built an artifact portfolio for each literacy skill component that reflects a range of assessments, including informal and curriculum embedded assessments, formative and summative assessments, and criterion based assessments used for formative and summative purposes.
Assessment Reflection (20%):
As a reading specialist, you will need to be able to analyze the quality of the assessment results to plan future assessment and to begin planning instruction to target key areas of need. To prepare for this, each week you will post your analysis and evaluation of the assessments given on TITANium. A rubric for this expectation will also be provided on the course TITANium. For your reflection wiki post, you will include the following information:

- Assessment Name
- Results
- Brief Summary of Findings (objective)
- Interpretations (subjective)
- Reflections about the assessment (limitations, validity, reliability)
- Tentative Prescription based on the assessment results

Assignment 3: Assessment Practicum Videos 20%
Being that this is a supervision course, you are required to work with two different students.* You will work with each student for five 60 minute sessions, for a total of ten 60 minute sessions. To receive feedback on your administration of key literacy assessments, you will need to submit video on designated weeks for the one assessment indicated on your weekly checklist. Video submissions will begin on week 5 after your second session with the student. A detailed description of the assignment and a rubric will be provided on TITANium at that time, as well as directions and tutorials for video submission. Additionally, a practice video upload exercise will be conducted the week prior so that you are comfortable with the technology.

*Establishing and maintaining rapport with the student should be a priority, as well as communicating with parents as needed before and after intervention sessions. As this course requires you to work with a child, if for some reason you need to miss class, you must have the approval of the instructor. In addition, you must contact the parent and arrange to make-up the missed session.

Assignment 4: Case Study Summary 20%
The Case Study will serve as a summary of assessment results and key findings. It is recommended that you add to the report each week when the results are clear in your mind. Then a final version will be due in TITANium when you complete your work with your first student (Week 9) and when you complete your work with your second student (Week 16). The following items should be included: area of literacy, relevant assessment results, key interpretations (a template and a sample plan are provided on TITANium). Essentially, this will be a summary chart of the information provided in your assessment reflection. However, for the final version you will need to synthesize all of the data to determine strengths and needs, and make recommendations to address key needs supported by the assessment data.

Assignment 5: Final Exam 15%
The final exam will provide an opportunity to demonstrate mastery of key components of the course. Questions will be in the format of fill-in-the-blank, True/False, multiple choice, short answer and essay; and will be focused on key assessment terms, the course readings, and scenarios. There will be a one-week window to complete the final, and it can be completed at any time within that window but must be done by midnight on Friday, May 24. The final will be timed and students only have an hour to complete this assignment.
GRADING POLICY FOR THE COURSE
Due dates for the course assignments are provided on the course schedule, weekly checklists and course announcements. The TITANium GradeBook function will be used by the Instructor to post grades and feedback on all course requirements.

1. **If you are unable to finish the course, it is your responsibility to follow the appropriate procedures for dropping the course.** In the event that you need to withdraw from this course, it is your responsibility to review the appropriate deadlines with the Office of Admissions and Records: [http://www.fullerton.edu/admissions/currentstudent/regulations.asp](http://www.fullerton.edu/admissions/currentstudent/regulations.asp)

2. Incompletes will be granted only under extreme circumstances and students must be earning a B or better at the time of the request for an incomplete. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.

3. Except in cases of actual error, final grades are permanent. If you need to drop this course, refer to the class schedule for the deadlines and requirements for dropping or withdrawing from courses.

Course grades will be calculated based on the following system:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97% - 100%</td>
</tr>
<tr>
<td>A</td>
<td>93% - 96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>65% - 66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60% - 64.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

**TIMELINESS**
To receive full credit, assignments must be received on time. Late assignments will be reduced by one letter grade and must be submitted no later than one week past the due date. **Weekly discussion posts and small group activities will not be accepted late.**
### TENTATIVE 16-WEEK SCHEDULE

(15 weeks of instruction plus 1 exam week/plus 1 holiday week)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC(S)</th>
<th>ASSIGNMENTS</th>
<th>COURSE MATERIALS/READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>WK 1 Jan. 30</td>
<td>Introductions and Course Overview</td>
<td><strong>Participation Activities:</strong>&lt;br&gt;1) <strong>Introduction</strong> - Familiarize yourself with our course TITANium. Update your profile on Titanium.&lt;br&gt;2) <strong>Forum discussion</strong> of Week 1 Readings on TITANium.&lt;br&gt;• Consider which students you will use for practicum, print out the parent permission form and create a plan for getting fingerprint or credential authorization and parent permission submitted to course instructor by end of Week 3.</td>
<td>• Course syllabus&lt;br&gt;• Screencast Lectures&lt;br&gt;• “Standards for the Assessment of Reading &amp; Writing” (Joint Task Force from NCTE &amp; IRA) Assessment Standards&lt;br&gt;• Paris et al (1992). A framework of authentic literacy assessment. <em>The Reading Teacher</em>, 46 (2), 88-98.</td>
</tr>
<tr>
<td>WK 2 Feb. 6</td>
<td>Overview of Assessment</td>
<td><strong>Participation Activities:</strong>&lt;br&gt;1) <strong>Forum discussion</strong> of Week 2 Readings on TITANium.&lt;br&gt;• Consider which students you will use for practicum, print out the parent permission form and create a plan for getting fingerprint or credential authorization and parent permission submitted to course instructor by end of Week 3.</td>
<td>• Screencast Lectures&lt;br&gt;• IRA’s Glossary of Assessment Terminology: <a href="#">IRA’s Glossary of Assessment Terminology</a>&lt;br&gt;• CORE: pp.5-15&lt;br&gt;• L &amp;W: Chapter 10, 438-500</td>
</tr>
<tr>
<td>WK 3 Feb. 13</td>
<td>Informal Classroom-Based Assessment</td>
<td><strong>Participation Activities:</strong>&lt;br&gt;1) <strong>Fieldwork Requirement</strong>&lt;br&gt;- Submit a copy of teaching credential or live scan &amp; guardian permission slip for assessment practicum student.&lt;br&gt;2) <strong>Forum Discussion</strong>-of Week 3 Readings on TITANium.</td>
<td>• Screencast Lectures&lt;br&gt;• L &amp; W: Chapter 8 Introduction/Understanding Informal CBA pp.307-311 only&lt;br&gt;• L &amp; W: Chapter 9 Introduction/Understanding Structured Inventories pp.365-366 only&lt;br&gt;• Boyd-Batstone, P. (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. <em>The Reading Teacher</em>, 58 (3), 230-239.</td>
</tr>
<tr>
<td>WK 4 Feb. 20</td>
<td>Getting Started with your Student</td>
<td><strong>Student Practicum Session 1 (Student A)</strong>&lt;br&gt;Diagnosics for Interest and Motivation&lt;br&gt;• <strong>Assessment Artifact and Reflection #1A (Affective Domain)</strong></td>
<td>• Screencast Lectures&lt;br&gt;• L &amp; W: Chapter 4 pp.77-121&lt;br&gt;• “Assessing Motivation to Read” (National Reading Research Center)</td>
</tr>
</tbody>
</table>
### Participation Activity

**1) Sample Video Submission** - Complete the sample video posting exercise to help you prepare for next week’s video submission.

**2) Session 1 Outline** - Submit on TITANium an outline for your first practicum session, specifying your affective and motivation activities and the diagnostics to be given.

<table>
<thead>
<tr>
<th>WK 5</th>
<th>February 27</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Scoring, Analyzing and Interpreting</strong></td>
<td><strong>Student Practicum Session 2</strong></td>
</tr>
<tr>
<td>“Early Literacy” Assessments (Phonological Awareness, Print Awareness, etc.)</td>
<td>(Student A) Early Literacy</td>
</tr>
<tr>
<td>Oral Language Development</td>
<td><strong>Assessment Artifact and Reflection #2A (Early Literacy)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Practicum Video #1</strong> - Submit video from your first session on TaskStream</td>
</tr>
<tr>
<td></td>
<td><strong>Participation Activities:</strong> VoiceThread Discussion Assessment Analysis/Scenario</td>
</tr>
<tr>
<td></td>
<td><strong>ScreenCast Lecture on PA</strong></td>
</tr>
<tr>
<td></td>
<td><strong>L &amp; W: Chapter 7 pp.249-306</strong></td>
</tr>
<tr>
<td></td>
<td><strong>CORE pp. 19-33</strong></td>
</tr>
<tr>
<td></td>
<td><strong>View file on Titanium of additional PA assessment ideas</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Research other available assessments for this domain</strong></td>
</tr>
<tr>
<td>WK 6</td>
<td>March 6</td>
</tr>
<tr>
<td>-------</td>
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</tr>
</tbody>
</table>
|       |         | **Participation Activities:**  
|       |         | -Running Record/Miscue Analysis Homework                                  |

- Scoring, Analyzing, and Interpreting Decoding and Word Recognition Assessments
- Regular Words, Irregular Words and Multi-syllabic Words
- Running Records and Miscue Analysis, Part 1

- Screencast Lecture
- L & W: Chapter 8 Evaluating Word Recognition and Decoding pp.311-323
- L & W: Chapter 9 Tests of Word Recognition & Phonics pp.409-417
- CORE: pp. 41-72
- View file on Titanium of additional Phonics assessment ideas
- Research other available assessments
| WK 7 March 13 | Assessing Encoding/Orthographic Processes, Spelling and Composition Fluency | Student Practicum Session 4 (Student A) Spelling/Orthography/Writing (And Can Start QRI Word List) | Screencast Lecture |
| | Overview of QRI-5 Running Records and Miscue Analysis, Part 2 | • Assessment Artifact and Reflection #4A (Spelling/Writing) | L & W: Chapter 8 Writing pp.356-364 |
| | | • No Video Submission This Week | L & W: Chapter 9 Spelling Inventories/Writing Assessments pp.417-437 |
| | | Participation Activities: VoiceThread Discussion - Assessment Analysis/Scenario | Review L&W Ch. 7 pg. 271-306 |
| | | | Words their Way Scoring Guide |
| | | | QRI-5 Ch. 6 pg. 40-47 (Procedures for Scoring the Word Lists) |
| | | | View file on Titanium of additional Spelling, Orthography and Writing assessment ideas |
| | | | Research other available assessments for this domain |
| WK 8 March 20 | Learning How to Administer the QRI-5 | Student Practicum Session 5 (Student A) QRI-5 for Narrative AND Expository | Screencast Lecture |
| | | Practicum Video #3- Submit video from your fifth session on TaskStream | QRI-5: Chapters 1-5 (pp. 1-39); pdfs on DVD |
| | | | Watch QRI-5 Video Clips in Part 1 of the DVD (approx. 15 min.) |
| | | | Skim the QRI-5 test materials in chapter 14 (pp. 99-450); QRI-5 pdfs |
| | | Participation Activities: Fieldwork Requirement - Submit a copy of guardian permission slip for assessment practicum student 2. | |
| | | | |
| | | | |
| | | VoiceThread Discussion - Assessment Analysis/Scenario | |
| WK 9 March 27 | Scoring the QRI-5 Summarizing Results for an Emergent Reader Evaluating Strengths and Needs | Assessment Artifact and Reflection #5A (QRI-Narrative & Expository) | QRI-5: Chapters 7-13 (pp. 48-98); pdfs on DVD |
| | | Participation Activity: Google doc to compile assessment results for all practicum students | |
| WK 10 | April 3 | Spring Recess | **Spring Recess** | Spring Recess |
| WK 11  | Differentiation Practices | Student Practicum Session 1 (Student B) Interest/Motivation & Informal Observations | Screencast Lecture  
  Skim “What Content Area Teachers Should Know about Adolescent Literacy” (National Institute of Literacy) |
|--------|---------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------|
| April 10 | Analyzing Class Data and Developing Targeted Instruction | • Assessment Artifact and Reflection #1B (Affective)  
  • No Video Submission This Week  
  • Participation Activities  
  1) Forum discussion on Week 10 reading  
  2) Instruction Action Plan (look at class google doc and create targeted instruction based on student needs) | |
|        | Adolescent Literacy |                                                                                      |                                                             |
|        |                                                                      |                                                                                      |                                                             |
| WK 12  | Review QRI and IRI's | Student Practicum Session 2 (Student B) QRI-5 Narrative and Expository | Screencast Lectures  
  L & W: Chapter 9, IRI's pp. 367-409  
  CORE: pp. 77-119, Appendix A18-A21  
| April 17 |                                                                      | • Assessment Artifact and Reflection #2B (QRI)  
  • Practicum Video #4- Submit video from your second session on TaskStream  
  • Participation Activities: VoiceThread Discussion-Assessment Analysis/Scenario |                                                             |
|        |                                                                      |                                                                                      |                                                             |
| WK 13  | Scoring, Analyzing & Interpreting Comprehension Assessments | Student Practicum Session 3 (Student B) Comprehension | Screencast Lecture  
  L & W: Chapter 8 Evaluating Comprehension pp.328-356  
  CORE: pp. 150-180  
  Dewitz, P. & Dewitz, P.K. (2003). They can read the words, but they can’t understand: Refining comprehension assessment. The Reading Teacher, 56 (5), 422-435.  
| April 24 |                                                                      | • Assessment Artifact and Reflection #3B (Comprehension)  
  • Practicum Video #5- Submit video from your third session on TaskStream  
  • Participation Activities: VoiceThread Discussion-Assessment Analysis/Scenario |                                                             |
| WK 14 | Scoring, Analyzing and | **Student Practicum Session 4** (Student B) | • Screencast Lecture  
• Cunningham, P.M. (1998). The |
<table>
<thead>
<tr>
<th>WK 15 May 8</th>
<th>Scoring, Analyzing and Interpreting Vocabulary Assessments</th>
<th>Student Practicum Session 5 (Student B) Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Specific Word Instruction</td>
<td>Assessment Artifact and Reflection #5B (Vocab.)</td>
</tr>
<tr>
<td></td>
<td>Word-Learning Strategies</td>
<td>Practicum Video #6- Submit video from your fifth session on TaskStream</td>
</tr>
<tr>
<td></td>
<td>Word Consciousness</td>
<td>Participation Activities: VoiceThread Discussion-Assessment Analysis/Scenario</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WK 16 May 15</th>
<th>Case Study Summary</th>
<th>Case Study Report, Student B- Compile all data artifacts, interpret results to create strengths and needs chart, and make final recommendations for further assessment and intervention.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Final Exam Study Guide</td>
<td>Participation Activity - Zoomerang survey about the course and what you learned about diagnostic-prescriptive teaching.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WK 17 May 22 Finals Week</th>
<th>Semester Exam Week</th>
<th>FINAL EXAM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NOTE-ALL Assignments must be received by midnight on May 24 in order to be scored!</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

*All Guidelines, Grading Criteria, and Samples for Assignments can be found on TITANium.*

multisyllabic word dilemma: Helping students build meaning, spell, and read “big” words. Reading and Writing Quarterly, 14(2), 189-218.
The following rubric will be used to evaluate your participation in the class participation forums.

<table>
<thead>
<tr>
<th>CLASS PARTICIPATION ACTIVITIES GRADING RUBRIC</th>
<th>Criteria &amp; Timeliness</th>
<th>Quality</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>All required posts are made on time and they are at least 100 words in length.</td>
<td>5</td>
<td>The student responded to all parts of the activity, backed up opinions with examples and/or references when applicable, used class readings and materials, and integrated comments/implications from others. <strong>Postings suggest deep thinking</strong> about the topic of the discussion, materials and concepts, and they help further the dialogue and push thinking. Minimal to no mistakes in spelling, grammar, and mechanics.</td>
<td>5</td>
</tr>
<tr>
<td>One or more of the required posts is between 1 to 24 hours late or posts are not at least 100 words in length.</td>
<td>4</td>
<td>The student responded to most parts of the activity, backed up most opinions with examples and/or references when applicable, and attempted to integrate comments/implications from others. <strong>Postings suggest deep thinking</strong> about the topic of the discussion, materials and concepts, and they somewhat further the dialogue and help push thinking. Mistakes in spelling, grammar, and mechanics may detract from the meaning of the message.</td>
<td>4</td>
</tr>
<tr>
<td>One or more of the required posts is between 25 to 48 hours late or posts are not at least 100 words in length.</td>
<td>3</td>
<td>Contribution to the dialogue was minimal. Several parts of the activity were omitted or the student only contributed basic facts, did not back up opinions with examples and/or references when applicable, or did not integrate comments/implications from others. <strong>Postings suggest surface thinking</strong> about the topic of the discussion, materials and concepts. Contributions did not further the dialogue or help push thinking. Mistakes in spelling, grammar, and mechanics detract from the meaning of the message.</td>
<td>3</td>
</tr>
<tr>
<td>One or more of the required posts is between 49 to 72 hours late.</td>
<td>2</td>
<td>Posts were very generic and not grounded in course content.</td>
<td>2</td>
</tr>
<tr>
<td>One or more of the required posts is more than 72 hours late.</td>
<td>1</td>
<td>The student was underprepared and contributions suggest incompletion of the readings.</td>
<td>1</td>
</tr>
<tr>
<td>The student did not contribute at all or the post is over a week late.</td>
<td>0</td>
<td>The student did not contribute at all or the post is over a week late.</td>
<td>0</td>
</tr>
</tbody>
</table>
**Reading Department Curriculum Alignment**

<table>
<thead>
<tr>
<th>Key Assignment(s): READ 516 Practicum Videos, READ 516 Assessment Artifacts &amp; Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>- CTC 2.4 Fostering students’ independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.</td>
</tr>
<tr>
<td>- CTC3.2 The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including:</td>
</tr>
<tr>
<td>- 3.2a oral language development,</td>
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<tr>
<td>- 3.2b word analysis,</td>
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<tr>
<td>- 3.2c fluency,</td>
</tr>
<tr>
<td>- 3.2d vocabulary development,</td>
</tr>
<tr>
<td>- 3.2e listening and reading comprehension,</td>
</tr>
<tr>
<td>- 3.2f written language development,</td>
</tr>
<tr>
<td>- CTC3.6 The program provides opportunities for candidates to learn the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.</td>
</tr>
<tr>
<td>- CTC3.7 The program provides opportunities for candidates to learn the differences and relationships between the skills needed for assessing and supporting students’ literacy development and those necessary for promoting language acquisition and development in order to know when a student may be struggling with a language acquisition problem rather than a reading problem.</td>
</tr>
<tr>
<td>- CTC4.3 Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.</td>
</tr>
<tr>
<td>- CTC4.5 Fieldwork must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel, including Reading and Literacy Leadership Specialist Credential candidates, (in conjunction with the program faculty) to ensure that candidates demonstrate the knowledge and skills identified in Standards 2 and 3.</td>
</tr>
<tr>
<td>- IRA 3.1 Understand types of assessments and their purposes, strengths, and limitations.</td>
</tr>
<tr>
<td>- IRA3.2 Select, develop, administer and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]</td>
</tr>
</tbody>
</table>

**Key Assignment(s): READ 516 Case Study Summary**

- CTC4.3 Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments,
including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.

- **CTC5.A3** Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators.
- **CTC5.A4** Candidates use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.
- **IRA3.2** Select, develop, administer and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

**Key Assignment(s): READ 516 Final Exam**

- **CTC3.3** The program provides opportunities for candidates to learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students’ development including early and adolescent literacy, the implications of delays or differences in students’ literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.
- **CTC3.4** The program provides opportunities for candidates to learn instructional sequences and routines that develop and accelerate students’ language and literacy learning, including RtI², and how to maximize students’ literacy development by using the reciprocal relationships among the components of a research-based literacy program.
- **CTC3.6** The program provides opportunities for candidates to learn the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.
- **CTC4.3** Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.
- **IRA3.2** Select, develop, administer and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]
Reading Department Policy for Practicum Experiences

The preferred documentation required when graduate students participate in practicum experiences is a live scan or a copy of a current California credential. However, the Department recognizes that these forms of documentation are not always attainable. In cases where the preferred documents are not available the following policy should be followed.

1) All assignments that involve graduate students in the Reading program working with children (under age 18) should include that another adult must be in the room when work on the assignment is occurring.

2) All graduate students in the Reading program must have permission forms signed by the parents/guardians giving them permission to work with the child.

3) All graduate students in the Reading program who do not have a credential or a live scan filed with CTC must state this on the parent/guardian permission form.

Policy adopted October, 2012
California State University, Fullerton
College of Education Department of
Reading
READ 536-01 (18458)
Curriculum Foundations, Principles, and Issues in Reading/Language Arts
Spring 2013

Education Unit Conceptual Framework

a transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

College Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Student Outcomes and Indicators

After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists, who:
   a. demonstrate strong foundation in subject matter or field of study
   b. demonstrate strong understanding and implementation of pedagogical skills or skills in their field
   c. demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners, who:
   a. promote diversity
   b. make informed decisions
   c. engage in collaborative endeavors
   d. think critically

Outcome 3: Committed and Caring Professionals, who:
   a. become change agents
   b. maintain professional and ethical standards
   c. become life-long learners
**Reading Department Mission Statement**

The Reading Department faculty believes that reading is a developmental process, a complex meaning making process, and a critical thinking process. To produce individuals who can use such processes demands quality teaching. Quality teaching is a critical thinking act. It involves on-going analysis and evaluation of choices made and the grounds for those choices as opposed to other alternatives. It order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability. Teaching involves making informed choices of the techniques, materials, strategies, and approaches most appropriate based on teachers' analysis and evaluation of the needs of the students with whom they work and the array of possible alternatives.

**PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES**

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions.

http://coeapps.fullerton.edu/ed/Faculty/documents/ProfessionalDisposition.pdf

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**Instructor: Laura Keisler, Ed.D**

**Email:** lkeisler@fullerton.edu

**Office:** CP-570

**Office Phone:** 562-714-1409

**Office Hours:** Mondays 4:30-5:00 by appt

**Virtual by appt.**

**Technical Help Desk:** 657-278-7777

**Help Desk Email:** helpdesk@fullerton.edu

**Help Desk Hours:** (8-5, M-F)

**Blackboard Help:** blackboard.fullerton.edu/student/default.htm

**Titan Help:** http://www.fullerton.edu/helpdesk/index.asp

**COMMUNICATING WITH THE COURSE INSTRUCTOR**

Email will be the best means of communicating with the course instructor. The instructor will attempt to respond to all questions sent by e-mail within a 24-hour period, Monday through Friday.

**DESCRIPTION FROM THE CATALOGUE**

Enable reading specialists in developing, organizing, implementing, and evaluating appropriate reading/language arts curriculum using instructional goals for students in pre-K through post-secondary classrooms. Focus on curriculum foundations, research, current issues, design and practice in the area of reading/language arts.

**STUDENT OBJECTIVES/LEARNING GOALS**
Specifically you will:
1) Demonstrate knowledge of historical theory, major themes and criteria for curriculum development; investigation of origins of curriculum change and reform efforts.
2) Apply key principles and components of curriculum design, implementation and evaluation related to curriculum theory
3) Synthesize curriculum theory supporting major premises about learning and apply to component of reading based on empirical research and academic standards.
4) Evaluate school curriculum to make informed decisions and critical assessment of curriculum issues at local, district, state and national levels.
5) Practice using the professional skills of analytic and integrative thinking, discussion and writing; reflecting on current research and professional practices, attending to IRA professional standards, CTC Standards, and California Language Arts Framework and California Common Core State Standards

<table>
<thead>
<tr>
<th>STUDENT LEARNING GOALS</th>
<th>ASSESSMENT</th>
<th>*IRA/CTC STANDARDS</th>
</tr>
</thead>
</table>
| (1) Demonstrate knowledge of historical theory, major themes and criteria for curriculum development; investigation of origins of curriculum change and reform efforts. | Midterm Curriculum Investigation & Triangular Analysis; CPA | IRA Standards 4.1, 4.2, 4.4  
CTC Standard 6,15 |
| (2) Apply key principles and components of curriculum design, implementation and evaluation related to curriculum theory | Literacy Curriculum Innovation; Midterm | IRA Standard 4.2  
CTC Standard 15 |
| (3) Synthesize curriculum theory supporting major premises about learning and apply to component of reading based on empirical research and academic standards. | Curriculum Comparison & Triangular Analysis Literacy Curriculum Innovation | IRA Standards 4.1  
CTC Standard 6 |
| (4) Evaluate school curriculum to make informed decisions and critical assessment of curriculum issues at local, district, state and national levels. | Curriculum Comparison & Triangular Analysis Literacy Curriculum Innovation | IRA Standards 4.1, 4.4  
CTC Standard 6 |
| (5) Practice using the professional skills of analytic and integrative thinking, discussion and writing; reflecting on current research and professional practices, attending to IRA professional standards and California Language Arts Framework | Curriculum Presentation; Midterm | IRA Standard 4.1,4.2 4.4  
CTC Standard 6, 15 |
*International Reading Association and California Teacher Credentialing*

**ONLINE LIBRARY RESOURCES**

Students have access to all of the Pollak Library resources, including over 200 subscription databases that index and provide full text to academic journals and e-books. The library has a robust interlibrary loan program that ensures that students can get the resources they need. Students who do not visit the campus for any classes may request that books or other print-only materials be mailed to their home. In addition, any CSUF student may borrow materials from any other California State University Library. Students also have access to 24/7 reference assistance through email, phone, or chat, and may set up appointments for one-on-one research consultations with a librarian that can be conducted over the phone.

**PLANNED ASSIGNMENTS**

Course assignments are listed below. Specific guidelines for each assignment are available in the Syllabus Appendix, and on Titanium. Links will be provided on Titanium for posting completed assignments; alternatively, assignments may be emailed to the course instructor with prior approval.

**TIMELINESS/LATE ASSIGNMENTS**

To receive full credit, assignments must be received on time. Late assignments will be reduced by one letter grade and must be submitted no later than one week past the due date. Weekly Forum posts and small group activities/CPAs will not be accepted late.

**RESUBMITTING ASSIGNMENTS**

Any assignment for which a student receives less than a “B” may be resubmitted within one week after receiving the grade with instructor approval. Resubmitted assignments are eligible to score up to a B+.

**FULFILLING COURSE EXPECTATIONS**

If you are unable to finish the course, it is your responsibility to follow the appropriate procedures for dropping the course. In the event that you need to withdrawal from this course, it your responsibility to review the appropriate deadlines with the Office of Admissions and Records: [http://www.fullerton.edu/admissions/currentstudent/regulations.asp](http://www.fullerton.edu/admissions/currentstudent/regulations.asp)

Incompletes will be granted only under extreme circumstances and students must be earning a B or better at the time of the request for an incomplete. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.
1. Preparation/Discussion/Class Participation Activities:

Each week you are expected to participate in class discussions. Additionally, some weeks have specific Class Participation Assignments (CPAs) intended to summarize, connect, and critique topics discussed in readings. These CPAs will be brought to class or done in class. No late CPAs will be accepted without prior approval of instructor.

2. Comprehension Checks

The purpose of reading assignments in this course is to build your knowledge in the subject matter. We may not cover the reading material in part or in whole some weeks, however the activities we engage in during class are dependent on familiarity with the reading for that week. Therefore it is important you read all assigned readings each week. We will have 7 comprehension checks on specific readings during the course.

3. Midterm Exam

You will take a midterm exam. Exam will be multiple choice, Questions and short answers. Exam topics will be related to curriculum theory covered in readings and discussions. A review guide will be created the week prior to the exam.

3. Curriculum Investigation with Triangulated Analysis (Paper and PowerPoint Presentation) (Key Assignment)

The purpose of this assignment is to investigate current trends that affect school curriculum, probe into the origins of curriculum change and to explore the forces/reasons behind the change while considering future possibilities for curriculum changes based on assessment and accountability with practical classroom and school-wide implications.

Curriculum Investigation with Triangulated Analysis

You will use this investigation to identify an aspect of curriculum and how it aligns standards with practice. The presentation will critically and thoughtfully analyze a current reading or writing curriculum to create a triangulated analysis with the information from your investigation.

Triangulation involves three forms of investigation. For the purpose of our investigation we are looking at our curriculum through 3 lenses: (1) Best practices in a particular area of Reading/Language Arts, (2) the historical frameworks and theoretical models we have reviewed, and (3) the California Common Core State
Standards. During your investigation you will:

a. Continue to explore area of curriculum. (e.g., Fluency, Phonics, Word Structure, Phonemic Awareness, Comprehension, Writing Process) and investigate your this area using the course text, Best Practices in Literacy Instruction, or by finding current empirical articles that review best practices concerning your area of interest.

b. Investigate and analyze the influence theories and models have had on this particular curriculum. This analysis will include examples that link the theories and models to practice.

c. Analyze the CA Common Core State Standards to investigate how these standards scaffold instruction for your topic of interest

d. Your triangulation will also examine how the reading/writing curriculum recommends and implements instruction for your chosen aspect of reading. You will do this by analyzing the scope and sequence of the reading/writing program.

e. Share your findings and reflections in a narrated PPT presentation. You will also turn in a paper that describes your findings. A template will be provided for the paper. Keep in mind that the purpose here is to learn how to align research and best practice with reading/language arts curriculum and instruction.

4. Literacy Curriculum Evaluation and Innovation

You will use the information from your Curriculum Investigation Triangulated Analysis to create your own innovative curriculum based on your investigation, the theories and models that you have learned in this course. You may choose your own analytical approach from the theories or models discussed in class. Use your vision for an excellent reader.

Using the Standard-based scores (CST, benchmarks, state test scores or other relevant data), identify the learning gaps that are evident at a specific grade level in your school or district.

Your report will synthesize the information that you have learned in the course and inform your reading and analysis of literature regarding reading instruction to include the following information:

1. Analyze and cross-reference data with scope and sequence of a current curriculum to identify curriculum strengths and deficiencies. Ask: Which aspects of the existing curriculum are strong? In what areas is it weak? What can you do to compensate for these weaknesses?

2. Develop an innovative framework for programmatic change using academic standards and best practices in literacy instruction for your focus area. Your curriculum should incorporate examples of specific curriculum theories and/or models of reading and have specific, measurable outcomes for students.

Use research to support your framework. Identify how the framework will meet students’ needs. Explain how instruction, grouping, time and environment fit into this new curriculum. Include
how teacher/specialists collaboration and teacher training might be part of this process. Explain how teachers will work toward outcomes or benchmarks to plan for all learners (e.g., gifted, special needs, ELLs) in the regular classroom instruction.

Guidelines for assignments will be provided. Assignments are subject to change based on individual and group needs. All changes will be posted on Titanium.

### Assessment/Evaluation

1. Class Participation Activities  
   8 CPAs x 10 points each = 80 pts
2. Comprehension Checks  
   7 CCs x 10 points each = 70 pts
3. Midterm Exam  
   100 pts
4. Curriculum Comparison with Triangulated Analysis (PPT)  
   125 pts
5. Curriculum Comparison with Triangulated Analysis (Paper)  
   75 pts
6. Literacy Curriculum Evaluation and Innovation  
   200 pts

Course Total  
850 points

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<thead>
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<th>Points</th>
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<tr>
<td>A+</td>
<td>833-850</td>
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<tr>
<td>A</td>
<td>782 - 832</td>
</tr>
<tr>
<td>A-</td>
<td>765 – 781</td>
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<tr>
<td>B+</td>
<td>748 -764</td>
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<tr>
<td><strong>B</strong></td>
<td><strong>697-747 points</strong></td>
</tr>
<tr>
<td>B-</td>
<td>680 - 696</td>
</tr>
<tr>
<td>C+</td>
<td>663 – 679</td>
</tr>
<tr>
<td>C</td>
<td>612 – 662</td>
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<tr>
<td>C-</td>
<td>595 - 611</td>
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<tr>
<td>D+ and Below</td>
<td>594 points and Below</td>
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### GRADING SYSTEM

Effective Fall, 2005, the Reading Department adopted a uniform grading policy for all courses. The plus/minus system will be used for graduate courses, but not for undergraduate courses. The plus/minus system will be implemented in this course as follows:

A+ = 98-100;  
A = 92-97;  
A- = 90-91  
B+ = 88-89;  
B = 82-87;  
B- = 80-81  
C+ = 78-79;  
C = 72-77;  
C- = 70-71  
D+ = 68-69;  
D = 62-67;  
D- = 60-61

**Please note that graduate students must maintain a GPA of 3.0 or better.**
EVALUATION

In all written assignments, I am looking for evidence of:
1. Understanding and application of facts, concepts, terms, and processes learned/read/discussed in class;
2. Demonstration of substantial knowledge and higher order thinking and analytic skills;
3. Critical reflexivity, i.e., “wrestling” with issues and topics;
4. “Reading between the lines” and “digging” into underlying cultural assumptions about culturally/linguistically diverse students;
5. Clarity of expression and logical connection among ideas expressed, clear organization; and
6. No or few errors in grammar, syntax, and spelling. APA (6th Edition) format

ONLINE COURSE EXPECTATIONS AND GUIDELINES

Participation in all course activities, such as posting of forum entries and group presentations is expected. If it is necessary to miss a scheduled requirement, it is your responsibility to make arrangements to make up the missed participation.

Because of the intensive nature of online learning, you should expect to allocate at least 6-10 hours per week for this course. It is expected that each student will access the course site a minimum of three times a week to download materials, check for announcements, participate in discussions and group presentations, and submit all other assignments.

Weekly Checklists. You will be provided with weekly “to do” checklists for the online component.

Whole Class Forums. You will participate in an online discussion each week to further thinking.

Small Group Forums. For some assignments in this course, you may be placed into small groups to participate in a discussion.

Written Assignments, Presentations, and Projects
All written assignments must be typed with cover page, headings, double-spaced, 12 sized font, paginated, references/citations (APA) with one-inch margins. All papers must be submitted electronically unless otherwise specified by professor.
1. Late papers/assignments will not be accepted, except by prior approval of the instructor.
2. No examination make-ups except by prior approval from instructor.
3. You are expected to check the Titanium weekly for announcements, reminders, class lectures, etc.
## REQUIRED TEXTS

### REQUIRED TEXTS


3. International Reading Association (Revised 2010). Professional Reading Standards. (Available online)

4. Common Core Standards – Online Resource


## REQUIRED RESOURCE ACCESS

Students must have an e-mail address and ability to access and use the CSUF Student Portal and course Blackboard to obtain documents and participate in threaded discussions and “real time” virtual classroom interactions. Please check the Student Portal on the day of each scheduled class for updates & possible last-minute announcements. If you do not have access to the internet during the day, please find a partner in class who will telephone you if there are urgent notices.

**Required Computer Hardware:**

To participate in this course, you will need a computer that meets the following **minimum** technical specifications. You can find specifics about accessing Titanium, directions, tutorials, and FAQ’s for using components of Titanium on our course site.
Processor: 1 Ghz or higher-multimedia processor
Memory: 1 GB of RAM or higher
Monitor: 17” monitor with 800 x 600 resolution capability or larger; For best performance, access Blackboard using 1024x768 resolution or higher
CD-R/DVD: 48X CD-RW/DVD combo drive
Modem: 56 K V.90/ V.92 required as minimum for internet access. High speed DSL or cable is advised for best results.
Network Card: integrated 10/100 network interface
Sound: PCI sound card- multimedia use required
Video:  256 MB – VGA graphics card required
Printer: Graphics-capable (inkjet or laser) printer

Required Software:
Operating System: XP or higher, Macintosh OS X or higher
MS Office: Microsoft Office 2003
Anti-Virus: current Anti-Virus software updated monthly (preferred Norton Utilities or McAfee)
If you have a Windows PC, use the Microsoft Internet Explorer (6.0 or higher), Mozilla Firefox or Netscape Navigator 7.1 or higher. Mac users are recommended to use the Mozilla Firefox Web browser. Do not use the AOL browser or Opera to access Blackboard.
Although it is not required to access Blackboard, students should have Microsoft Office 2003 or higher installed in their personal computers to view and access documents provided by the instructor.
Email: Email account must be able to send/receive attachments, etc.

Required Computer Settings:
Do not upgrade to Netscape 6.0 as it is not currently compatible with BlackBoard.
AOL users must minimize AOL, not close, and then go to either Internet Explorer or Netscape (preferred)
Real Networks Real Player (http://www.real.com/player/index.html)
Windows Media Player (http://www.microsoft.com/windows/windowsmedia/download/)
Java (http://java.sun.com/j2se/1.4.2/download.html)
Shockwave (http://www.adobe.com/shockwave/download/)

Service Provider:
You are required to have a dependable live connection to the Internet - preferably using DSL or cable modem. You should research various providers and choose the service that best meets your needs. Please keep in mind that the speed and reliability of your connection will directly influence your online learning experience. Internet access at work may not allow enough time to complete assignments. "Firewalls" may impede access to online courses from work and also from home.

Prerequisite Technology Skills:
Use of web browsers
Entering Uniform Resource Locators (URL’s)
Downloading files from the Internet
Completing online forms
Thorough knowledge of word processing, using Microsoft Word attachments, spell check, copy and paste, etc.

STUDENTS WITH SPECIAL NEEDS

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Office of Disabled Student Services (UH 101, 657-278-3117) in order to be accommodated in their courses. Additional information on this policy is available at http://www.fullerton.edu/DSS/

ACADEMIC INTEGRITY STATEMENT

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred: (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021, http://www.fullerton.edu/deanofstudents/judicial/pdfs/UPS300-021.pdf

ATTENDANCE POLICY

Attendance at all course sessions, conventional classroom and online, is expected. Points will be deducted for each class missed beyond one absence or for excessive lateness. If it is necessary to miss a class or a portion of a class, it is your responsibility to obtain notes and/or otherwise make up the missed instructional time. If it is necessary to take an exam on an alternate date, these arrangements must be made in advance.
**TWO-WEEK PLAN FOR DISTANCE INSTRUCTION SHOULD ON-CAMPUS INSTRUCTION BE INTERRUPTED**

In case of instruction interruption, please check the course Blackboard for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Blackboard groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**ALTERNATIVE PROCEDURES FOR SUBMITTING WORK IN THE EVENT OF TECHNICAL PROBLEMS**

In the event of technical problems with the internet, email, and/or BlackBoard, work may be submitted in these ways:

- **FAX** work to department off FAX (number on p. 2), or (at instructor’s option) instructor’s home FAX.
- **Hand Deliver or Mail** work to instructor’s office or department- Addresses on p. 2

**IN THE EVENT OF EMERGENCY**, contact the University Police at (657) 278-2515. Students can determine the University’s operational status by checking the University’s web site at [http://www.fullerton.edu](http://www.fullerton.edu), calling the University’s hotline number at 657-278-0911 or 657-278-4444, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.
**READ 536**  
**Syllabus Appendices**  
**Driven by COE Focus Outcomes**  
**and Aligned with CTC and IRA Standards**

### Reading Certificate Key Assignment:  
**READ 536: Curriculum Critique and Transformation Project**

<table>
<thead>
<tr>
<th>CTC Standards 2, 3, 4, &amp; 5 (Reading Certificate Level)</th>
<th>The program provides each candidate with:</th>
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</table>

#### Standard 2: Promoting a culture of literacy

2.1 The program provides opportunities for candidates to review current research on elements of an effective culture of literacy at the classroom, school, district, and community levels, including the clear and strategic use of reading, writing, listening, and speaking throughout the day, across a variety of contexts using narrative, expository and other texts, and developing online and offline reading and writing skills to meet the diverse needs of students, and the effective implementation of the adopted

2.3 developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.

2.4 and fostering students’ independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.

#### Standard 3:

3.2g and to develop the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.

3.8 The program provides opportunities for candidates to learn methods to assist teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.

#### Standard 4:

4.1 The program will provide Reading and Literacy Added Authorization candidates with opportunities to evaluate research for appropriateness to the target population, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation in the field.

4.3 Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.
### Standard 5: Planning, Organizing and Providing Literacy Instruction

**5.A2** Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.

**5.B3** Candidates use modeling, massed and distributed practice, and opportunities for application as strategies to facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students’ assessed language and literacy needs.

**5.B4** Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st Century skills necessary for success in today’s global economy.

### IRA Standard 1 (Classroom Teacher Level): Foundational Knowledge

Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:

### Standard 2: Curriculum and Instruction

**2.1** Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

### Standard 4: Diversity

**4.1** Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

### Standard 5: Learning Environment

**5.1** Design the physical environment to optimize students’ use of traditional print, digital and online resources in reading and writing instruction.

### Standard 6: Professional Learning and Leadership

**6.4** Understand and influence local, state or national policy decisions.

<table>
<thead>
<tr>
<th>Introduced &amp; Reinforced:</th>
<th>Extended:</th>
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<tr>
<td>507, 508, 514, 560</td>
<td>585, Master’s Project</td>
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### COE: Professional Dispositions Expected of Candidates

**Focus Disposition: #3) Think critically.** Candidates systematically reflect on their practice to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.
California State University, Fullerton
College of Education Department of Reading
READ 560-WEB: Sociocultural Context of Literacy and Learning
Spring, 2013

Instructor: Dr. Rosario Ordonez-Jasis
Email: rordonez@fullerton.edu

READ 560 (84) #20779
Office Location: CP 570 P.O Box 6868, Fullerton, CA 92834-6868
Campus Office Hours: Thursdays 10:00am-12:00pm (PST)
and by appointment
Technical Help: 657-278-7777 / helpdesk@fullerton.edu

Electronic Office Hours:
Mondays: 11:00am-1:00pm (PST)

Phone: 657-278-5951
Fax: 657-626-8718

DESCRIPTION FROM THE CATALOG
Prerequisites: Reading 511. Theory and research in teaching reading/language arts with diverse cultural, racial, linguistic and socio-economic backgrounds. Exploring various methods and approaches for teaching literacy skills. Special emphasis on English Learners. Case study requirement.

COURSE DESCRIPTION
This course is designed to introduce theory and research in teaching reading/language arts to students with diverse cultural, racial, linguistic and socio-economic backgrounds. Working within a theoretical perspective that is sociocultural, historical and critical, we will explore various issues, approaches, and strategies for teaching literacy skills to these diverse student populations. Through readings, small group and whole class online discussions, presentations, lectures and writing assignments, students are encouraged to reflect critically on the multitude of issues that impact literacy learning both in and out of the classroom. Students will carry out a qualitative case study. This project will provide a critical link between theoretical/conceptual discussions and second language learning with practical classroom and school-wide implications.

Education Unit Conceptual Framework

a transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

College Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.
**Student Outcomes and Indicators**

After successful completion of a program of study, our credential recipients and program graduates are:

**Outcome 1: Knowledgeable and Competent Specialists, who:**
- a) demonstrate strong foundation in subject matter or field of study
- b) demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- c) demonstrate ability to use technology as a resource

**Outcome 2: Reflective and Responsive Practitioners, who:**
- a) promote diversity
- b) make informed decisions
- c) engage in collaborative endeavors
- d) think critically

**Outcome 3: Committed and Caring Professionals, who:**
- a) become change agents
- b) maintain professional and ethical standards
- c) become life-long learners

**PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES**

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions.

http://coeapps.fullerton.edu/ed/Faculty/documents/ProfessionalDisposition.pdf

**READING DEPARTMENT READING STATEMENT**

The Reading Department faculty believes that reading is a developmental process, a complex meaning making process, and a critical thinking process. To produce individuals who can use such processes demands quality teaching. Quality teaching is a critical thinking act. It involves on-going analysis and evaluation of choices made and the grounds for those choices as opposed to other alternatives. It order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability. Teaching involves making informed choices of the techniques, materials, strategies, and approaches most appropriate based on teachers’ analysis and evaluation of the needs of the students with whom they work and the array of possible alternatives.

**COURSE OBJECTIVES**

Specifically you will:
- develop knowledge, awareness, respect and an understanding for cultural and linguistic diversity,
- evaluate theory, research, and pedagogical practice in reading/language arts as they relate to students of diverse cultural and linguistic backgrounds,
- assess the social, cultural, historical, and psychological foundations of language and literacy learning as it relates to your EL student.
- critically analyze how “teachers as researchers” can develop the knowledge, skills, and dispositions necessary to teach diverse learners effectively,
- apply the professional leadership skills of analytic and integrative thinking, discussion and writing

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<thead>
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<th>COURSE OBJECTIVES</th>
<th>How Fulfilled</th>
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<tr>
<td>(1) Develop knowledge, awareness, respect and an understanding for cultural and</td>
<td>Online readings; Titanium discussions; community</td>
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<tr>
<td>linguistic diversity,</td>
<td>mapping; and Case Study</td>
</tr>
<tr>
<td>(2) Evaluate theory, research, and pedagogical practice in reading/language arts</td>
<td>Online readings; review of the literature for Case Study</td>
</tr>
<tr>
<td>as they relate to students of diverse cultural and linguistic backgrounds,</td>
<td>Report; Culturally Responsive Literature assignment</td>
</tr>
<tr>
<td>(3) Assess the social, cultural, historical, and psychological foundations of</td>
<td>Online readings; Case study;</td>
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language and literacy learning as it relates to your EL student.  community mapping  

(4) Critically analyze how "teachers as researchers" can develop the knowledge, skills, and dispositions necessary to teach diverse learners effectively,  Six-hour fieldwork component culminating in a Case Study Report  

(5) Apply the professional leadership skills of analytic and integrative thinking, discussion and writing  Written response to assigned readings, and professional development section of Case Study Report. 

STUDENT LEARNING GOALS  
See the Key Assignment(s) aligned with professional standards, pp. 11 & 12 of this document. 

COMMUNICATING WITH THE COURSE INSTRUCTOR  
E-mail is the preferred method for contacting the course instructor. The instructor will attempt to respond to all questions sent by e-mail within a 24-hour period, Monday through Friday. 

ONLINE COURSE OBJECTIVES AND CONTENT  
This course is 100% online, with no on-campus meeting requirements. There will be several “live” online classroom meetings during the semester. The objectives and content of this online course are comparable to the classroom-based course. The same textbook assignments, supplementary reading materials, exams and projects are required. 

ONLINE LIBRARY RESOURCES  
Students have access to all of the Pollak Library resources, including over 200 subscription databases that index and provide full text to academic journals and e-books. The library has a robust interlibrary loan program that ensures that students can get the resources they need. Students who do not visit the campus for any classes may request that books or other print-only materials be mailed to their homes. In addition, any CSUF student may borrow materials from any other California State University Library. Students also have access to 24/7 reference assistance through email, phone, or chat, and may set up appointments for one-on-one research consultations with a librarian that can be conducted over the phone. 

PLANNED ASSIGNMENTS  
Textbook assignments  
Chapter assignments are specified on the weekly course schedule. PowerPoint presentations for each reading assignment have embedded questions, video clips or links to other media for discussion on small group Titanium Discussion Forums. 

COURSE REQUIREMENTS & PLANNED ASSIGNMENTS  
1. Course project: An English Language Learner Case Study Report  110 points  
Please note: This fulfills the “Advanced Credential and Masters Key Assignment 4” (see p. 11)  

The major project for this course is a small-scale case study that you will develop and carry out in an educational setting. Case studies are defined by Nieto (2000) as the close analysis of students, presented contextually within their cultural and social environment, and described within a variety of settings. The basic purpose of our case studies is to pursue an issue in culturally and linguistically responsive literacy instruction that is of particular interest. The goal is to develop effective Prek-12th grade literacy instruction that “recognizes, understands, and values the forms of literacy that exists in society and their importance in learning to read and write” (IRA Standard 4.1) 

This “action research” project requires that you conduct a minimum of nine (9) hours working with a student who has been designated an English learner (EL) by the school/district. When selecting the student for this case study, please remember that the student must be somehow different from you. This assignment is a required unit and program assessment that ensures that all candidates have the opportunity to work with students that are ethnically, culturally, linguistically, and/or ability-wise
different from themselves (NCATE Standard 4).

You will conduct at least two (2) observations, four (4) 1:1 sessions (such as tutorials/interventions, Culturally Relevant Literature Activity), two assessments (informal or formal/pre-post), and two interviews: one with the student and another with his/her parent or legal guardian. You will conduct on-going content analysis of your field notes, work samples, and assessments that you collect to help plan, evaluate, and revise your research agenda so that you may adapt instructional materials and approaches to meet the language proficiency needs of English learners (IRA Standard 2.2). As part of this project, you will also develop a professional development plan that will engage the school community - including parents/guardians - in conversations about research on how diversity impacts literacy learning both inside and outside of the classroom.

This project meets the California Commission on Teacher Credentialing (CTC) and International Reading Association (IRA) Professional Standards. As such, this case study will serve as a learning experience to help you develop reading specialist competencies in the following areas:

1. Development of a deepened understanding of the seminal and cutting-edge research findings in the literature related to how cultural and linguistic diversity - including first and second language acquisition - influences the reading and writing development of students (IRA Standard 4.1 and CTC Standard 5.B1; 7.7; 7.8).
2. Employ an advanced level of proficiency in effective research-based instruction for English learners using a wide range of differentiated practices, approaches, curriculum materials and assessments - informed by CELDT scores and corresponding ELD standards (IRA Standards 4.2 and CTC Standards 7.7; 8.A5; 10.A1; 10.A2; 10.A3);
3. Work effectively with families from a variety of ethnic, cultural, gender, linguistic, and socioeconomic backgrounds. Capitalize on the ways in which students attempt to negotiate their home and school lives by bringing their familiar words and worlds into the classroom through the tools of reading, writing, listening, speaking, and viewing (IRA Standard, 4.2 and CTC Standards 10.A1; 10.A3);
4. Evaluate classroom, school-wide, district, state, or national policies and initiatives related to English learners. Develop the professional skills to advocate for comprehensive literacy programs with resources to support the literacy development of all students (IRA Standards, 4.3. 6.4 and CTC Standard 8.B4);
5. Apply advanced professional communication and scholarly writing skills to support classroom-base and school wide efforts in providing differentiated instruction in ways that are responsive to students’ diverse backgrounds. This includes designing, implementing, and evaluating actions research projects and case studies (IRA Standards 4.2; 6.3 and CTC Standards 7.2; 7.8; 8.B4; 10.A4; 10.B3; 10.B3).

By the end of the semester, it is my hope that as educators, we will become reflective upon our dispositions and practice so we can recognize the complexities of literacy learning and collaborate with other teachers, administrators, parents/guardians to develop and implement policies and practices that promote “fairness and equality within a “culture of literacy” that develops students as agents of their own literacy learning (IRA Standards 4.2 & 4.3, & 6.2 and CTC Standard 2.2; NCATE Standard 4).

To help you complete your project in a timely manner, I’ve set aside several times throughout the semester to work on your case studies in class or online to receive feedback from me and your assigned partner(s):

- **Case Study Question:** **Week #3** please post a brief (no more than a paragraph or so) account of a “burning question” and area of reading/literacy you are thinking of exploring and why it’s important to you. Consider why you chose this student and explain what lead you to select this student and question.
- **Research Plan:** Your case study should be guided by a plan. **Week #5** submit your research plan (see handout) and interview protocol.
- **Culturally Relevant Literature Activity:** **Week #6** you will describe a shared reading experience with your EL student.
- **Community Mapping Assessment:** **Week #8** you will have the opportunity to gather relevant information about your school community via a community mapping activity.
- **Fieldnotes:** **Week #13** please post a sample of the fieldnotes you are collecting and be
Assignment Student Learning Outcomes:

3. Culturally Responsive Literature Report 40 points
   - Please be sure that the book responds to the specific cultural/linguistic needs or interests of your EL case study student. Please prepare a 4-page report which includes the following information:
     1. a background
     2. a Literature Review: Week #14 please share a working draft of your literature review (2 pages).
     3. Vignettes: Week #15 you will post samples of your case study vignette.

DEADLINE: Week #17 your report, including fieldnotes and all supporting documentation, are due electronically.

NOTE: This Diversity Assignment is a required Education Unit and Program Assessment

This assignment ensures that all candidates have the opportunity to work with students that are ethnically, culturally, linguistically, and/or ability-wise different from themselves. Assignment scores are reported each semester by the course instructor to the COE Research Analyst Data and will be used for program evaluation and improvement. All names and CWIDs will remain confidential.

Program Outcome(s) and Associated NCATE Standard(s) Assessed:
- PO#2a: Reflective and Responsive Practitioners: Promote Diversity (NCATE 4a)
- PO#3b: Committed and Caring Professionals: Maintain Professional and Ethical Standards (NCATE 1g)

Assignment Student Learning Outcomes:
- Demonstrate knowledge of student learning needs related to ethnic, cultural, linguistic, and academic diversity
- Evaluate, plan and develop appropriate instructional materials and/or learning environments that meet the needs of diverse student populations
- Demonstrate a commitment to the ideal of fairness* and the belief that all students can learn through responding to diverse educational needs

*Fairness: A commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner

5. Community Mapping Assignment 50 points
   A major aspect of your fieldwork experience is to gain a better understanding of the community that surrounds your school sites. One way to get to know your EL case study student is to “map” the surrounding school community to learn more about both the community’s literacy needs and resources. This assignment will give you the opportunity to uncover the social and cultural context of your case study student.

6. Culturally Responsive Literature Report 40 points
   Select and read a children’s book that features - as a central character - a child who comes from a diverse background. Please be sure that the book responds to the specific cultural/linguistic needs or interests of your EL case study student. Please prepare a 4-page report which includes the following information: (a) a brief summary and analysis of the book, (b) targeted audience for book: grade level, ELD level, age group, (c) how the book fits into the perspectives posed the authors of all readings for this day (see class schedule) - please cite APA and provide reference page - and (d) instructional strategies and extension activities to use with this book to enhance the identity, motivation, and literacy development of your case study student.

1. Course Project: Case Study Final Paper 85 points
   • Appendix 25 points
2. Community Mapping Assessment 50 points
3. Culturally Responsive Literature Report 40 points
4. Online Whole Class Forum Discussions (5 @ 10 pts each) 50 points
5. Online Partner Work (5 @ 10 pts each) 50 points

TOTAL NUMBER OF POINTS 300 points

GRADING POLICY FOR THE COURSE

EVALUATION
In all written assignments, I am looking for evidence of:
1. Understanding and application of facts, concepts, terms, and processes learned/read/discussed in class;
2. Demonstration of substantial knowledge and higher order thinking and analytic skills;
3. Critical reflexivity, i.e., “wrestling” with issues and topics;
4. “Reading between the lines” and “digging” into underlying cultural assumptions about
YOUR RESPONSIBILITIES

1) All written assignments must be typed with cover page, headings, double-spaced, 12 sized font, paginated, references/citations (APA, 6th edition) with one-inch margins.

2) With the exception of extenuating circumstances, late assignments and posts will not be accepted. Please inform the instructor of any extenuating circumstances as soon as possible. In addition **10% will be deducted on all late papers, assignments and posts.**

3) **If you are unable to finish the course, it is your responsibility to follow the appropriate procedures for dropping the course.** In the event that you need to *withdraw* from this course, it your responsibility to review the appropriate deadlines with the Office of Admissions and Records:  
   [http://www.fullerton.edu/admissions/currentstudent/regulations.asp](http://www.fullerton.edu/admissions/currentstudent/regulations.asp)

4) Incompletes will be granted only under extreme circumstances and students must be earning a B or better at the time of the request for an incomplete. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.

GRADING SYSTEM

Effective Fall, 2005, the Reading Department adopted a uniform grading policy for all courses: the plus/minus system will be used for graduate courses, but not for undergraduate courses. The plus/minus system will be implemented in this course as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
</tr>
<tr>
<td>A</td>
<td>92-97</td>
</tr>
<tr>
<td>A-</td>
<td>90-91</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>B</td>
<td>82-87</td>
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<tr>
<td>B-</td>
<td>80-81</td>
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<tr>
<td>C+</td>
<td>78-79</td>
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<tr>
<td>C</td>
<td>72-77</td>
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<tr>
<td>C-</td>
<td>70-71</td>
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<tr>
<td>D+</td>
<td>68-69</td>
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<tr>
<td>D</td>
<td>62-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-61</td>
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</tbody>
</table>

Except in cases of actual error, final grades are permanent. If you need to drop this course, refer to the class schedule for the deadlines and requirements for dropping or withdrawing from courses.

ONLINE COURSE EXPECTATIONS AND GUIDELINES

1) Participation in all course activities is expected. Weekly Checklists will be posted on Titanium. Checklists will be available on Sunday for the following week. **All assignments are due the following Sunday by 11:59pm (Pacific Standard Time/PST) unless otherwise noted.** When responding to class discussions, initial entries/posts will be due by 11:59pm Thursdays (PST), and final posts will be due by 11:59pm Sundays (PST).

2) Your instructor will track participation - including number of postings, timeliness of postings, and quality postings - in the weekly interactions by reading all small group, partner, and whole class posts.

3) The instructor will authenticate student work via the use of multiple assessments, group and individual discussions, and web conferencing in this course.

4) Because of the intensive nature of online learning, *students should expect to allocate at least 6-10 hours per week for this course.* It is expected that each student will access the course Titanium a *minimum of three times a week* to download materials, check for announcements, participate in Forums, and submit work. Additionally, textbook chapters and other required readings, and Project activities and write-ups are expected to be completed by the specified due dates. Students in online courses have found these
guidelines to be useful:
- Designate a place and schedule specific times for working on the course – self-discipline is crucial to success in an online course.
- Use the Course Schedule (pp. 9 -11 of this Syllabus) as a general overview of assignments and due dates.
- Print the Weekly Checklist each week, and any additional materials needed. Keep these in a folder or binder for easy reference.
- Follow the instructions in the Week 1 to set up accounts at the required Web 2.0 sites. Use your CSUF email when setting up the accounts, and make note of the passwords you set at each site.
- Familiarize yourself with all resources on Titanium – they are there to help you.
- Check your CSUF email daily. New Announcements posted to Titanium will be automatically emailed to all users.
- Complete reading assignments early in the week, post your initial assignment entry as specified in the Weekly Checklist.
- Submit only thoughtful and substantive posts to weekly interactive assignments. Keep your communications concise and to the point. Use professional language and tone, as in a face-to-face classroom environment. To encourage responses to your post, try concluding with a question.
- Review the “netiquette” rules pertaining to behaviors that are appropriate for online academic interactions. These are available at: http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php
- Review the Online Interaction Evaluation Rubric as a guide to maintaining high-quality participation in an online learning environment. The Rubric details characteristics of excellent, good, fair, and poor performance, with respect to both content and participation.

### REQUIRED TEXTS

- Required readings will be posted to our Titanium site for READ 560.

### RECOMMENDED READINGS

Recommended Readings:

### READING DEPARTMENT POLICY FOR PRACTICUM EXPERIENCES

This course requires that you conduct fieldwork with an English Learner. You must provide evidence of either a valid (current) teaching credential or a live scan.

The preferred documentation required when graduate students participate in practicum experiences is a live scan or a copy of a current California credential. However, the Department recognizes that these forms of documentation are not always attainable. In cases where the preferred documents are not available the following policy should be followed.

1) All assignments that involve graduate students in the Reading program working with children (under age 18) should include that another adult must be in the room when work on the assignment is occurring.

2) All graduate students in the Reading program must have permission forms signed by the parents/guardians giving them permission to work with the child.

All graduate students in the Reading program who do not have a credential or a live scan filed with CTC must state this on the parent/guardian permission form (SEE GRADUATE STUDENT HANDBOOK)

### STUDENTS WITH SPECIAL NEEDS

Please inform the instructor during the first week of classes about any disability or special needs that
you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Office of Disabled Student Services (UH 101, 657-278-3117) in order to be accommodated in their courses. Additional information on this policy is available at http://www.fullerton.edu/DSS/.

**ACADEMIC INTEGRITY STATEMENT**

Academic dishonesty includes such things cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. It usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred: (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course. Additional information on this policy is available from University Policy Statement 300.021. http://www.fullerton.edu/deanofstudents/judicial/pdfs/UPS300-021.pdf

**TWO -WEEK PLAN FOR DISTANCE INSTRUCTION SHOULD ON-CAMPUS INSTRUCTION BE INTERRUPTED**

In case of instruction interruption, please check the course Titanium for weekly instructional activities, which may include multimedia presentations, discussion forums, group work (to be conducted via Titanium groupings), and text and electronic readings. For additional information, please call the California State University, Fullerton Campus Operation and Emergency Closure Information Line: 657-278-4444.

**IN THE EVENT OF EMERGENCY, contact the University Police at 657-278-3333**

http://emergencypreparedness.fullerton.edu/

**Required Accounts**

Most course communications and interactions will take place via the Course Titanium. In addition, you will need to register for (free) accounts to access Web 2.0 tools such as Google Docs and Wikispaces. URL's and instructions for setting up these accounts are provided in the Week 1 Checklist.

**Technical Requirements (minimum requirements)**

To fully participate in this online course, you will need a computer system that meets the following minimum technical specifications. You can find specifics about accessing your course Titanium, directions, tutorials, and FAQ's for using components of Titanium, as well as quick links to all of the plug-ins you may need at the CSUF Titanium Support site.

**Hardware:**
- Processor: 1 Ghz or higher-multimedia processor
- Memory: 1 GB of RAM or higher
- Monitor: 17” monitor with 800 x 600 resolution capability or larger; for best performance, access Blackboard using 1024x768 resolution or higher
- CD-R/DVD: 48X CD-RW/DVD combo drive
- Modem: 56 K V.90/ V.92 required as minimum for internet access. High speed DSL or cable is advised for best results.
- Network Card: integrated 10/100 network interface
- Sound: PCI sound card- multimedia use required
- Video: 256 MB – VGA graphics card required
- Printer: Graphics-capable (inkjet or laser) printer

**Software:**
- Operating System: XP or higher, Macintosh OS X or higher
- MS Office: Microsoft Office 2003 or higher – all course documents submitted must be in Microsoft Office Word 2003 or higher
- Anti-Virus: current Anti-Virus software updated monthly (preferred Norton Utilities or McAfee)
- If you have a Windows PC, use Microsoft Internet Explorer (6.0 or higher), Mozilla Firefox, or Netscape Navigator 7.1 or higher. Mac users are recommended to use the Mozilla Firefox Web browser
- Do not use the AOL browser or Opera to access Blackboard

**Computer Settings:**
- Do not upgrade to Netscape 6.0, as it is not currently compatible with Titanium.
- AOL users must minimize AOL, not close, and then go to either Internet Explorer or Netscape (preferred)
- Email account must be able to send/receive attachments, etc.

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Downloads/Plug-ins: (Note – quick links to all plug-ins are also available at the CSUF TITANIUM Support Site)
- Adobe Acrobat Reader: adobe.com/products/acrobat/readstep2.html
- Apple QuickTime: apple.com/quicktime/download/win.html
- Real Networks Real Player: real.com/player/index.html
- Windows Media Player: microsoft.com/windows/windowsmedia/download/
- Java: java.sun.com/j2se/1.4.2/download.html
- Shockwave: adobe.com/shockwave/download/

Service Provider:
- You are required to have a dependable live connection to the Internet, preferably using DSL or a cable modem.
  You should research various providers and choose the service that best meets your needs. Please keep in mind
  that the speed and reliability of your connection will directly influence your online learning experience. Internet
  access at work may not allow enough time to complete assignments. "Firewalls" may impede access to online
  courses from work and also from home.

Skills:
- Use of web browsers
- Entering Uniform Resource Locators (URL’s)
- Downloading files from the Internet
- Completing online forms
- Thorough knowledge of word processing, using Microsoft Word: attachments, spell check, copy and paste, etc.

TENTATIVE CLASS SCHEDULE
READ 560-WEB (Spring, 2013)
Please note that there are four live webinars scheduled from 4:30-6:30pm (PST) this semester:
February 11, February 19, March 25 & May 1

<table>
<thead>
<tr>
<th>WEEK &amp; DATES</th>
<th>CLASS TOPIC</th>
<th>ASSIGNMENTS DUE</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>READ 560 Course Overview</td>
<td>1. Review Course Overview Powerpoint</td>
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<tr>
<td>1/27-2/3</td>
<td>Changing demographics</td>
<td>2. Read assigned articles/chapters</td>
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<tr>
<td></td>
<td>EL Performance in Schools</td>
<td>3. Complete Introduce Yourself Forum</td>
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<td></td>
<td></td>
<td>4. Watch 2 videos:</td>
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<td>5. Post Responses to Forum</td>
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<td>• Initial post due on Thursday (1/31) by 11:59pm (Pacific Standard Time/PST)</td>
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<td>• Final response due on Sunday (2/3) by 11:59pm (PST)</td>
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<tr>
<td>Week 2</td>
<td>Bilingual Learners</td>
<td>1. Read assigned articles/chapters</td>
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<tr>
<td>2/3-2/10</td>
<td>Long Term English Learners</td>
<td>2. Review Powerpoint Lecture</td>
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<td></td>
<td>Resources for English Learners</td>
<td>3. View Jimenez video</td>
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<td>3. Post responses in Forum</td>
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<td></td>
<td>• Initial post due on Thursday (2/7) by 11:59pm (PST)</td>
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<td></td>
<td>• Final response due on Sunday (2/10) by 11:59pm (PST)</td>
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</tbody>
</table>
| Week 3  | 2/10-2/17 | Project-Based Learning: Teacher as Researcher  
LIVE WEBINAR #1: Monday, February 11 from 4:30pm - 6:30pm (PST)  
- Overview Project Guidelines, Scoring Guide, Support Materials  
- ELD Common Core Standards  | 1. Read assigned articles/chapters  
2. Review EL Case Study Project Guidelines & sample case study  
3. Attend live webinar  
4. Post a draft of your case study question/topic: Online Partner Work:  
- Post question/topic on Thursday (2/14) by 11:59pm (PST)  
- Respond to partner's question/topic by Sunday (2/17) by 11:59pm (PST)  |
|---|---|---|
| Week 4  | 2/17-2/24 | Culturally Responsive Instruction  
LIVE WEBINAR #2: Tuesday, February 19 from 4:30pm - 6:30pm (PST)  
- Review Culturally Relevant Literature Report  
- SDAIE Strategies  | 1. Attend live webinar  
2. Read assigned articles/chapters before webinar  
4. Post responses in Forum:  
- Post due on Sunday (2/24) by 11:59 pm (PST)  |
| Week 5  | 2/24-3/3 | Assessment  
- Assessing areas of reading  
- Differentiated reading instruction  | 1. Read assigned articles/chapters  
2. Watch videos  
3. Review Powerpoint Lecture  
4. Post your research plan, including the reading assessments you will use: Online Partner Work  
- Post Research Plan on Thursday (2/28) by 11:59pm (PST)  
- Respond to partner's Research Plan by Sunday (3/3) by 11:59pm (PST)  |
| Week 6  | 3/3-3/10 | Culturally Responsive Literature & Reading Comprehension  
- Levels of reading comprehension  | 1. Review Powerpoint  
2. Culturally Responsive Literature Report Due by Sunday (3/10) by 11:59pm (PST)  |
| Week 7  | 3/10-3/17 | Mapping Community-Based Literacy Resources  | 1. Read assigned articles/chapters  
2. Review recorded webinar  
3. Review Community Mapping student example  
4. Post Responses to Forum  
- Initial post due on Thursday (3/14) by 11:59pm (PST)  
- Final response due on Sunday (3/17) by 11:59pm (PST)  |
| **Week 9** | Family Literacy | 1. Read assigned articles/chapters  
2. Review Parent Interview Protocol  
5. Post responses in Forum:  
   • Initial post due on Thursday (3/28) by 11:59pm (PST)  
   • Final response due on Sunday (3/31) by 11:59pm (PST) |
| **3/24-3/31** | **LIVE WEBINAR #3:** Monday, March 25 from 4:30pm -6:30pm (PST) |
| **Week 10** | SPRING BREAK! | Enjoy your week off! |
| **3/31-4/7** | Family Literacy (cont.) | 1. Read assigned articles/chapters  
2. View video  
3. Review assigned websites  
4. Post responses in Forum:  
   • Initial post due on Thursday (4/11) by 11:59pm (PST)  
   • Final response due on Sunday (4/14) by 11:59pm (PST) |
| **Week 11** | Family Literacy (cont.) | Parent/Guardian Interview Due: Submit your questions and answers by Sunday, April 21 by 11:59pm (PST) |
| **4/7-4/14** | Fieldnote Analysis: Making the Unconscious Conscious | 1. Read assigned articles/chapters  
2. Listen to podcast  
3. **Post two samples of your fieldnotes: Online partner work**  
   • Post fieldnotes by Thursday (4/25) by 11:59pm (PST)  
   • Respond to partner’s fieldnotes by Sunday (4/28) by 11:59pm (PST) |
| **Week 12** | Literature Review: Developing a Theoretical Framework | 1. Read assigned articles/chapters  
2. Post a section of your literature review (2 pages only) by Sunday, May 5 by 11:59pm (PST) |
| **4/14-4/21** | **LIVE WEBINAR #4:** Wednesday, May 1 from 4:30pm -6:30pm (PST)  
   • Literature Review Sources  
   • Writing a literature review  
   • Case Study Q & As |
| **Week 13** | Motivating EL Learners | 1. Read assigned articles/chapters  
2. **Post two vignettes: Online partner work**  
   • Post vignettes by Thursday (5/9) by 11:59pm (PST)  
   • Respond to partner’s vignettes by Sunday (5/12) by 11:59pm (PST) |
| **4/21-4/28** | Writing the Findings section (Vignettes) |
| **Week 14** | Beginning the Narrative | Work on Final Case Studies |
| **4/28-5/5** | Submit final Case Study Reports electronically: Please scan appendix | **FINAL CASE STUDY REPORTS DUE on TUESDAY, MAY 21st BY 11:59 MIDNIGHT (PST)**  
**ENJOY YOUR SUMMER BREAK!! ☺** |
### Advanced Credential and Diversity Key Assignment 7:
**READ 560 ELL Qualitative Case Study Project**

<table>
<thead>
<tr>
<th>CTC Standards 7, 8, &amp; 10 (Specialist Credential Level)</th>
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<tr>
<td><strong>The program provides each candidate with:</strong></td>
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**Standard 7: Research and Evaluation Methodology**

7.8 The program provides opportunities for candidates to learn to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.

7.9 opportunities for candidates to develop clear communication strategies for sharing individual, classroom, school, district and state assessment results to a variety of audiences and to identify relevant implications for instructional programs and accountability, and for target student populations, that might assist their communities in obtaining support for literacy development.

**Standard 8: Advanced Professional Competencies**

8.83 how to examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders

8.84 opportunities for candidates to develop advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.

**Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction**

10.8A opportunities to work effectively with children from a variety of ethnic, cultural, gender, linguistic, and socio-economic backgrounds and provide specialized instruction that meets the specific needs of students, PreK and elementary, as well as adolescent learners, and students with reading difficulties.

10.8A3 Candidates select, plan and implement culturally responsive curriculum based on assessed needs and literacy experiences of students in a target population.

**IRA Standard 4 (Diversity) & 6 (Professional Learning and Leadership)**

**Reading Specialist Level:**

As a result, candidates:

- 4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.
- 4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.
- 4.3 Develop and implement strategies to advocate for equity.
- 6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]

**Introduce & Reinforced:** Certificate Coursework; READ 511 Literature Review; READ 514

**Extended:** 581 Case Report; 585

### COE: Professional Dispositions Expected of Candidates

**Focus Dispositions:**

1. **Promote diversity.** Candidates value all aspects of human development including the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. They are committed to the inclusion of multiple perspectives, voices, cultures, languages, experiences, and values. They recognize that each individual brings a depth and richness to the whole that helps develop understanding of individual complexity and appreciation for one another.

2. **Engage in collaborative endeavors.** Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.
Guidelines and Grading Rubric
for Weekly Titanium Forum Participation

Schedule of Titanium Postings
Forum participation will be expected each week. Questions/Issues for response will be available in the weekly assignment guide well in advance. You will be expected to post at least three times to the weekly Forum: once for your initial post early in the week (by 11:59pm Thursdays), and a minimum of two more times in response to your classmates\(\) (by 11:59pm Sundays). Late posts will not be accepted except in special circumstances (such as extended illness or other emergency). You do not need to read every post in depth, but you are strongly encouraged to **skim through everything** to identify a few entries that you find particularly interesting, insightful, or confusing. All posts are expected to be substantive: to show understanding of the course topic, to offer additional insights, interpretations, critical analysis, examples, and/or information. In other words, you must do more than say, “I agree” or “I disagree,” or merely re-state what someone else has said.

Initial Posts
The weekly assignment guide will be available on the course Titanium well in advance of each week's required participation. Each week, your initial post is to be completed by 11:59pm on Thursday. The expected length and level of detail of the initial post each week will be specified in the weekly assignment guide; as a general rule, initial posts of approximately 100 words will be expected. The initial post is expected to address the question or issue posted for the week, demonstrating understanding of the topic of study.

Response Posts
You will be expected to post a minimum of two responses to classmates' postings. These may be response to a classmate's original post, a response to another response, or you may reply to a classmate who has raised a question or comment about your own initial post. You should make every attempt to respond to such questions or comments about your initial post. All responses are expected to be substantive and relevant at a minimum, and to add new examples, connections, questions, or insights for a rating of “excellent.”

Titanium Participation Standards and “Netiquette”
Your Titanium posts are not formal essays, but neither are they private conversations. You should adhere to formal standards of academic writing (grammar, usage, mechanics), avoiding errors or abbreviations interfere with meaning. Remember, whenever you write you are sending two messages. One is contained in the content of your message. But you are also sending a second message to your readers regarding who you are as a writer and thinker. Sloppy writing may leave readers with the impression that you have not taken the time needed to craft a carefully worded post. Crafting your messages in a word processing program and then cutting and pasting your messages into the discussion board is a good idea. This forces you to slow down and also gives you the chance to edit carefully. If you disagree with someone, word your response respectfully: things you say in person can seem much more negative when read on-screen. Guidelines of online courtesy and collegiality are summed up generally as “netiquette” [http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php](http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php). Consistently inappropriate posting by any student will be treated similarly to consistently inappropriate classroom behavior, and may result in that student's being barred from further online discussion in the class, with a resulting loss of the participation grade for the course.

If You Get Stuck...
**Help Desk**
657-278-7777
Help Desk email: helpdesk@fullerton.edu
Help Desk Hours: Mon-Thurs 7:30-10:30; Fri 7:30-5:00; Sat 10:00-5:00; Sun 12:00-7:00
**Titan Help:**

Rubric Grading
Forum participation will be a part of your grade, as specified in the course syllabus.

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Your instructor will participate in online interactions, and read all the posts throughout the term. Discussions will have weekly deadlines for initial posts (midnight Thursdays) and response posts (midnight Sundays), and late posts will not be accepted except in special circumstances (such as extended illness or other emergency). All your posts will be read and evaluated using the following rubric.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Outstanding 90-100% of points</th>
<th>Satisfactory 80-89% of points</th>
<th>Developing 70-79% of points</th>
<th>Unsatisfactory 0-69% of points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeliness and Level of Participation</strong></td>
<td>Initial posts by 11:59pm Thursdays; response posts by 11:59pm Sundays. Few or no &quot;last minute&quot; posts that leave no time for classmates’ responses. Posts show sustained engagement in the discussion throughout the week.</td>
<td>Some posts barely meet deadlines, or are slightly late, and/or participation meets only the minimum requirement of three posts per week.</td>
<td>Several posts barely meet deadlines, or are late, or do not meet the minimum requirement of three posts per week.</td>
<td>Most posts barely meet deadlines, or are late, or are missing.</td>
</tr>
<tr>
<td><strong>Quality of Initial Posts</strong></td>
<td>Initial posts are thorough, and indicate understanding of the course topic. When appropriate, initial posts interpret, synthesize, and integrate information, back up opinions with examples or reference to course materials, or include original perspectives.</td>
<td>Initial posts may not address all aspects of the questions/issues, but without elaboration, interpretation, examples, etc.</td>
<td>Initial posts only marginally address the questions/issues, and/or may show lack of understanding of the course topic.</td>
<td>Initial posts are poorly thought through, incorrect, or missing.</td>
</tr>
<tr>
<td><strong>Quality of Response Posts</strong></td>
<td>Response posts are relevant, accurate, and insightful; they respond to all questions addressed to the student's initial post; they may bring new perspectives and/or information to an ongoing discussion.</td>
<td>Response posts may be somewhat repetitive of points already made, or somewhat irrelevant to the point of the discussion. Fails to respond to all questions addressed to the student’s initial post.</td>
<td>Response posts are frequently repetitive or irrelevant to the point of the discussion; Fails to respond to some questions about the student’s initial post.</td>
<td>Most response posts are repetitive or irrelevant to the point of the discussion, or are missing. Fails to respond to most or all questions about the student’s initial post.</td>
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<tr>
<td><strong>Collegiality and Mechanics</strong></td>
<td>All posts adhere to the norms of courtesy appropriate to academic (but informal) discussion; mechanics (grammar, spelling, use of abbreviations, etc.) do not interfere with meaning.</td>
<td>Posts sometimes fail to adhere to the norms of courtesy, and/or issues of mechanics sometimes interfere with meaning.</td>
<td>Posts often fail to adhere to the norms of courtesy, and/or issues of mechanics often interfere with meaning.</td>
<td>Posts are seriously outside the norms of courtesy, and/or appropriate writing mechanics.</td>
</tr>
</tbody>
</table>

*Guidelines & Rubric adapted from a handout by Dr. Chris Street, Department of Secondary Education, California State University, Fullerton, 2008.*
CSUF - Reading Program Assessment 2013

CALIFORNIA STATE UNIVERSITY, FULLERTON
College of Education, Reading Department
Remediation of Reading Difficulties
READ 581-85 (18459) WEB
Full Web and Wednesday Practicum Option Campus (4:15-6:45pm)
SPRING 2013

Instructor: Dr. Catherine Maderazo
Office Phone Number: 657-278-7916
Email: cmaderazo@fullerton.edu
Office Room Number: CP 570-26
Office Hours: In-Person Office Hours: Wednesdays 3:30-4:00, EC 18
Electronic Office Hours: Tuesdays 3-5; contact by email, Skype/FaceTime can be set-up by request

COURSE DESCRIPTION
This course provides an opportunity for analysis and diagnosis of reading/language arts difficulties. Graduate students will practice techniques and methods of prevention and treatment and learn methods for individual remediation of students, primary through secondary.

Education Unit Conceptual Framework
a transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:

Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

Program Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
• demonstrate strong foundation in subject matter or field of study
• demonstrate strong understanding and implementation of pedagogical skills or skills in their field
• demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
• promote diversity
• make informed decisions
• engage in collaborative endeavors
• think critically

Outcome 3: Committed and Caring Professionals
• become change agents
• maintain professional and ethical standards
• become life-long learners

Reading Department’s Mission Statement
The Reading Department faculty believes that reading is a developmental process, a complex meaning making process, and a critical thinking process. To produce individuals who can use such processes demands quality teaching. Quality teaching is a critical thinking act. It involves on-going analysis and evaluation of choices made and the grounds for those choices as opposed to other alternatives. It order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability. Teaching involves making informed choices of the techniques, materials, strategies, and approaches most appropriate based on teachers’ analysis and evaluation of the needs of the students with whom they work and the array of possible alternatives.

Office Fax Number in case of emergency submissions: 657-278-5085
Technical Help Desk: 657-278-7777, phone support 24 hours a day
Help Desk Email: helpdesk@fullerton.edu
Help Desk Hours: (8-5, M-F)
TITANium Help: http://oasis.fullerton.edu/tutorials.aspx
Titan Help: http://www.fullerton.edu/IT/help_desk/index.asp

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COMMUNICATING WITH THE COURSE INSTRUCTOR
Email will be the best means of communicating with the course instructor. The instructor will attempt to respond to all questions sent by e-mail within a 24-hour period, **Monday through Friday**.

PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES
Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions.  [Disposition Statement for Students](#).

COURSE RATIONALE
The purpose of this course is to provide advanced clinical experiences that enable the candidate to integrate theory and practice related to selecting, administering, and interpreting diagnostic tools and techniques for assessing severe and/or multiple difficulties in reading, and applying diagnostic-prescriptive principles to design the most developmentally appropriate remedial plans for these students.

ONLINE COURSE OBJECTIVES AND CONTENT
This course is 100% online, with no on-campus meeting requirements. However, as this course requires a supervision practicum, the professor has provided a time on campus to conduct the intervention practicum if the student prefers that format (please contact the instructor by email before the end of the first week of class if you would like to choose this option). The objectives and content of this online course are comparable to the classroom-based course. The same textbook assignments are required, and the same parallel materials and projects are required.

STUDENT LEARNING GOALS
1. Ability to compare and contrast, use, interpret, and recommend a wide range of assessment tools and practices, including technology-based applications for assessment of reading, writing, oral language, and thinking, to identify strengths and needs of students with severe reading difficulties, and to train classroom teachers to administer and interpret these assessments.
2. Knowledge of theories of reading acquisition and principles of literacy assessment, and ability to analyze observation and assessment results to place students along a developmental continuum, and support classroom teachers by extending teachers’ assessments to identify severely disabled readers’ strengths and needs.
3. Ability to apply a diagnostic-prescriptive model to gather in-depth assessment information to plan individual instruction for severely disabled readers, including follow-up assessment, trial-teaching, and technology-based practices.
4. Ability to use and recommend a wide array of instructional approaches methods and techniques for the remediation of severe reading disabilities.
5. Ability to use research as a basis for analyzing and making decisions about literacy curriculum, instruction and intervention, and for providing staff development to assure implementation of effective programs for learners at different stages of literacy development and from different cultural and linguistic backgrounds.
6. Ability to interpret a disabled readers’ reading profile from assessments and communicate assessment information in a formal case report style appropriate for audiences of policymakers, public officials, community members, clinical specialists, school psychologists, social workers, classroom teachers, and parents/caregivers.

REQUIRED RESOURCES
REQUIRED SOFTWARE
You will be required to purchase a subscription to TaskStream to complete and submit course assignments; particularly video and case study documents. The software will allow you to create an online portfolio. The minimum time for your subscription should be one semester. ($25 for one semester or $42 for the year.)
hope you will consider using this software in the future. Support and resources will be provided. (Please refer to [www.taskstream.com](http://www.taskstream.com))

**REQUIRED TEXT**


**RECOMMENDED TEXTS**


**ONLINE LIBRARY RESOURCES**

Students have access to all of the Pollak Library resources, including over 200 subscription databases that index and provide full text to academic journals and e-books. The library has a robust interlibrary loan program that ensures that students can get the resources they need. Students who do not visit the campus for any classes may request that books or other print-only materials be mailed to their home. In addition, any CSUF student may borrow materials from any other California State University Library. Students also have access to 24/7 reference assistance through email, phone, or chat, and may set up appointments for one-on-one research consultations with a librarian that can be conducted over the phone.

**TECHNICAL REQUIREMENTS (minimum requirements)**

**Microphone:**

You will need access to a microphone for recording. The microphone must be capable of recording your voice onto freeware you can upload to your computer. You will be using freeware such as VoiceThread and Wikispaces.

**Required Computer Hardware:**

To participate in this course, you will need a computer that meets the following minimum technical specifications. You can find specifics about accessing TITANium, directions, tutorials, and FAQ’s for using components of TITANium, as well as quick links to all of the plug-ins you may need at the CSUF TITANium site:

- [http://oasis.fullerton.edu/tutorials.aspx](http://oasis.fullerton.edu/tutorials.aspx)

Processor: 1 Ghz or higher-multimedia processor
Memory: 1 GB of RAM or higher
Monitor: 17” monitor with 800 x 600 resolution capability or larger; For best performance, access TITANium using 1024x768 resolution or higher
CD-R/DVD: 48X CD-RW/DVD combo drive
Modem: 56 K V.90/ V.92 required as minimum for internet access. High speed DSL or cable is advised for best results.
Network Card: integrated 10/100 network interface
Sound: PCI sound card- multimedia use required
Video: 256 MB – VGA graphics card required
Printer: Graphics-capable (inkjet or laser) printer

**Required Software:**
Operating System: XP or higher, Macintosh OS X or higher
MS Office: Microsoft Office 2003
Anti-Virus: current Anti-Virus software updated monthly (preferred Norton Utilities or McAfee)
If you have a Windows PC, use the Microsoft Internet Explorer (6.0 or higher), Google Chrome, Mozilla Firefox or Netscape Navigator 7.1 or higher. Mac users are recommended to use Google Chrome or the Mozilla Firefox Web browser.
Do not use the AOL browser or Opera to access TITANium.
Although it is not required when accessing TITANium, students should have Microsoft Office 2003 or higher installed in their personal computers to view and access documents provided by the instructor.
Email: Email account must be able to send/receive attachments, etc.

**Required Computer Settings:**
Do not upgrade to Netscape 6.0 as it is not currently compatible with TITANium.
AOL users must minimize AOL, not close, and then go to either Internet Explorer or Netscape (preferred)
Real Networks Real Player ([http://www.real.com/player/index.html](http://www.real.com/player/index.html))
Java ([http://java.sun.com/j2se/1.4.2/download.html](http://java.sun.com/j2se/1.4.2/download.html))

**Service Provider:**
You are required to have a dependable live connection to the Internet - preferably using DSL or cable modem.
You should research various providers and choose the service that best meets your needs. Please keep in mind that the speed and reliability of your connection will directly influence your online learning experience.
Internet access at work may not allow enough time to complete assignments. "Firewalls" may impede access to online courses from work and also from home.

**Prerequisite Technology Skills:**
Use of web browsers
Entering Uniform Resource Locators (URL’s)
Downloading files form the Internet
Completing online forms
Thorough knowledge of word processing, using Microsoft Word attachments, spell check, copy and paste, etc.

**ACCESSIBILITY/STUDENTS WITH SPECIAL NEEDS**
Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to carrying out class assignments, writing papers or taking examinations. Special accommodations for disabled students for access to this online course will be made on an individual student, as-needed basis in compliance with the CSUF Catalog:
[http://www.fullerton.edu/disabledservices/](http://www.fullerton.edu/disabledservices/)

According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. The office is located in UH 101; the office telephone is 657-278-3117. Please contact instructor as soon as possible if this applies to you.
ACADEMIC INTEGRITY POLICY
The University’s Academic Integrity Policy, University Policy Statement 300.021, is available at: http://www.fullerton.edu/senate/PDF/300/UPS300-021.pdf

The policy addresses such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty, it usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred: (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course.

AUTHENTICATION OF STUDENT WORK (per UPS 411.104, Section II.B.6.e)
Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

ALTERNATIVE PROCEDURES FOR SUBMITTING WORK IN THE EVENT OF TECHNICAL PROBLEMS
In the event of technical problems with the internet, email, and/or TITANium, work may be submitted in these ways:

- **FAX** work to department off FAX (number on p. 1), or *(at instructor’s option).*
- **Scan** work and attach to an email.
- **Hand Deliver or Mail** work to instructor’s office or department- Addresses on p. 1

FOR INFORMATION IN THE EVENT OF INTERRUPTION OF ON-CAMPUS INSTRUCTION
For information in the case of interruption of on-campus instruction, check the course TITANium for announcements, or email the course instructor, and/or contact the CSUF Campus Operation and Emergency Closure Information Line: 657-278-4444.

IN THE EVENT OF AN EMERGENCY, contact the University Police at 657-278-3333. See additional information Emergency Preparedness on the following page.

Emergency Procedures Notice to Students

(This course is 100% online. The following information pertains primarily to those present at the university in the event of an emergency. The section on “After an emergency occurs,” however, is particularly relevant to online courses.)

The safety of all students attending California State University, Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines.

1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

When an emergency occurs-

1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area. Remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter the building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus, please follow the evacuation routes established by either parking or police officers.

After an emergency occurs-
1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University’s operational status by checking the University’s web site at http://www.fullerton.edu, calling the University’s hotline number at 657-278-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

<table>
<thead>
<tr>
<th>EMERGENCY CALLS</th>
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<tbody>
<tr>
<td>DIAL 9-1-1</td>
</tr>
<tr>
<td>All campus phones and cell phones on campus reach the University Police Department.</td>
</tr>
<tr>
<td>Non-emergency line: (657) 278-2515</td>
</tr>
<tr>
<td>24-Hour recorded emergency information line: (657) 278-0911</td>
</tr>
<tr>
<td>Source: <a href="http://www.fullerton.edu/emergencypreparedness/ep_students.html">http://www.fullerton.edu/emergencypreparedness/ep_students.html</a></td>
</tr>
</tbody>
</table>

ONLINE COURSE EXPECTATIONS AND GUIDELINES
Participation in all course activities is expected. A Unit Checklist will be posted on TITANium in the appropriate Unit Block each new unit. Checklists will be available on Tuesdays for the following week. Entries on the Unit’s assignments will be due by the end of that Unit. If it is necessary to miss a scheduled requirement, it is your responsibility to make arrangements to make up the missed participation. If it is necessary to complete an assignment on an alternate date, these arrangements must be made with the instructor in advance.

Your instructor will track participation in the weekly interactions by reading all small group and whole class posts. The weekly participation assignments are worth 15% of the total grade for the course.

Because of the intensive nature of online learning and the fact that this course is 5 units, students should expect to allocate at least 10-15 hours per week for this course. It is expected that each student will access the course TITANium a minimum of three times a week to download materials, check for announcements, post their work, and participate in weekly interactive assignments. Students in online courses have found these guidelines to be useful:

- Designate a place and schedule specific times for working on the course – self-discipline is crucial to success in an online course.
- Use the Course Schedule (pp. 9 of this Syllabus) as a general overview of assignments and due dates.
- Print each Unit Checklist, and any additional materials needed. Keep these in a folder or binder for easy reference.
- Follow the instructions in Unit 1 to set up accounts at the required Web 2.0 sites. Use your CSUF email when setting up the accounts, and make note of the passwords you set at each site.
- Familiarize yourself with all resources on TITANium – they are there to help you.
- Check your CSUF email daily. New Announcements posted to the TITANium will be automatically emailed to all users.
- Complete reading assignments early in the unit, post your participation assignment entry as specified in the Unit Checklist.
- Submit only thoughtful and substantive posts to the interactive assignments. Keep your communications concise and to the point. Use professional language and tone, as in a face-to-face
• Review the “netiquette” rules pertaining to behaviors that are appropriate for online academic interactions. These are available at: albion.com/netiquette/corerules.
• Review the Online Interaction Evaluation Rubric as a guide to maintaining high-quality participation in an online learning environment. The Rubric details characteristics of excellent, good, fair, and poor performance, with respect to both content and participation.

PLANNED ASSIGNMENTS
Course assignments are listed below. Specific guidelines for each assignment are available in the Syllabus Appendix, and on the course TITANium. Links will be provided on the course TITANium for posting completed assignments; alternatively, assignments may be emailed to the course instructor.

Assignment 1:  Weekly Class Participation 15%  
(i.e., Blog, Wiki, VoiceThread)
Assignment 2:  Assessment Chart/Weekly Intervention Plans 30%
Assignment 3:  Case Report Components 30%
Assignment 4:  Video Reflections 25%

Weekly Checklists. You will be provided with Weekly “to do” checklists for this online course. The Weekly checklists and any additional materials needed, such as the class lecture (screencast), will be available in that Week’s block on TITANium.

Written Assignments. Specific instructions for submitting assignments through TITANium will be provided. When you submit your assignment electronically, the course instructor will enter feedback, comments and grades – all of which you will be able to access through TITANium.

Assignment 1: Weekly Class Participation  
Whole class interactions are scheduled for the semester. These interactions may take different forms, i.e., Blog, Wiki, Google Docs, or VoiceThread, but will typically include a class “Forum” on TITANium. Review the “netiquette” rules pertaining to behaviors that are appropriate for online academic interactions. These are available at: albion.com/netiquette/corerules. Additional guidelines and grading criteria for Participation entries will be provided on TITANium.

FIELDWORK REQUIREMENT
Due to the fieldwork required in this course, you must provide evidence of a valid (current) teaching credential or a live scan. If you submitted this in a previous course you have met the requirement. In addition, you will need a guardian permission form allowing you to work with and videotape your practicum student. All forms need to be submitted by the beginning of Week 3 so you can begin working with your student.

Assignment 2: Assessment Chart/Weekly Intervention Plans 30%
Assessment Chart (15%):  
As a reading specialist, you will need to be able to select, administer, analyze, and interpret assessment results. Based on this information, you will determine objectives for intervention. To do this, you will be using an Assessment Chart (provided by the instructor) to record your progress. Each Assessment Chart will be accompanied by a 3-5 min video clip. For this assignment you will:
Beginning week 3, submit your assessment chart for review by the instructor. You will use multiple measures of assessment (formal and informal) to determine your client’s 3-4 most important areas of need.
Areas to consider include:

- Phonemic Awareness, Word Identification, Vocabulary, Comprehension, Metacognitive Strategies, Fluency, Spelling, Writing
- Affective and Emotional Issues, Motivation
- Cultural, Environmental, Background Knowledge
  - **Assessment tools may include:** Interest Inventory, Attitude Survey, QRI-5, BPST, Qualitative Spelling Inventory, sight word lists, assessments from the course textbooks, Informal observations, or online assessments.

After conducting assessments each session, analyze and interpret the results and submit your chart the next week with further assessment decisions.

**Weekly Intervention Plan (15%)**:

As a reading specialist, you will need to be able to plan purposeful instruction each session that is based on data and designed to meet the objectives you set for your client. Once you have completed your assessments (see above), you will determine objectives for your client (see Case Report components for further explanation of objectives). To implement these objectives, you will complete a Weekly Intervention Plan.

For this assignment you will:

- Beginning approximately week 6 (this will vary by candidate and their client), you will submit a Weekly Intervention Plan (WIP) for review by the instructor.
- At the end of each unit, you and your Team will discuss the work that was done with your clients and reflect on next steps.
- Submit your WIP the next session with the reflection and next steps addressed.

The Weekly Intervention Plan provides a record of your interactions with the client and serves as a means to communicate with your instructor. It should contain enough detail about the instruction, materials and purpose of the lesson, so that a future clinician could review what instruction occurred in previous sessions to plan their instruction. Evaluation of the client’s performance should be ongoing. The following items should be included (a template and a sample plan are provided on TITANium):

*Establishing and maintaining rapport with the client should be a priority, as well as communicating with parents as needed before and after intervention sessions. As this course requires you to work with a child, if for some reason you need to miss class, you must have the approval of the instructor. In addition, you must contact the parent and arrange to make-up the missed session (please cc the instructor on all correspondence with clinic parents).*

Assignment 3: **CASE REPORT**

As a reading specialist, it is important for you to be able to report your findings to key stakeholders, e.g., parents and school personnel. Based on work with your client, you will complete a case report which reflects progress during the semester. The report will be completed in two parts. In addition, Part B, the summary case report, will be submitted before the end of the semester so that it can be reviewed by the Professor and edited by you before it is given to the parent. An example of this report is provided on TITANium.

**Part A. Pre-Intervention Case Report (15%)**:

Based on your Assessment Chart (Assignment 2) you will write a pre-intervention report.

This report will include:

- Client Background information
- All Assessments:
  - Citation in APA format
  - Description in parent friendly language
  - Results of each assessment (data)
  - Interpretation of results (narrative explaining data)
- Objectives—Using your assessment data develop objectives for remediation. State your prioritized, realistic objectives for the remaining tutoring sessions. Specify how you will determine if each has
been met (state the necessary score on a given assessment, inventory or observation). For example: Sight Words: “Given a word game containing 25 high frequency words from Fry’s Instant Word List, Billy will be able to identify 21/25 of the words instantly while being observed playing the game”.

A rubric for the Pre-Intervention Case Report will be posted on TITANium.

**Part B. Summary Case Report (15%)**:
The Summary Case Report is prepared for the instructor, parents/care-givers and next clinician. The Summary Case Report will include the pre-intervention case report and post intervention results. It must include your interpretation of the student’s reading profile from assessment data to communicate the results to the student, parents/caregivers, colleagues, and/or administrators. It should provide accurate information that can be readily understood by both the parents and professionals. An example of this report is provided on TITANium.

The Summary Case Report should:
- Match objectives with the weekly intervention plan and instructional evaluations
- Provide tactful presentation of needs
- Include recommendations for classroom teachers and parents

Use the model provided on TITANium as a guide in writing the summary case report. Be sure to include each area/heading as indicated in the report. A rubric for the Summary Case Report is posted on TITANium.

**Assignment 4: Video Reflections**
Part of your role as a specialist is to reflect on your practice. To do this, you will need to videotape each of your sessions with your client to review and reflect. For each of these sessions you will select a 3-5 minute video clip which demonstrates how/why you assessed (Week’s 3-6) or how you are meeting a client objective (Week’s 6-12) and write a reflection which will be submitted to the professor for feedback. The other sessions will be submitted to your group, as part of your group coaching/feedback. A detailed description of the assignment and a rubric will be provided on TITANium.

**PROGRAM EXIT EVALUATIONS**

**Effect on Student Learning Journal**
Over the course of your program, you have had a variety of fieldwork opportunities: tutoring a beginning reader in READ 508, working with an English language learner in READ 560, assessing and tutoring a developmental reader in READ 516, and diagnosing and remediating a struggling reader in READ 581. At the end of the semester, you will be asked to reflect upon these experiences to consider how you have developed your abilities to have a positive effect on student learning. Either a form or an online survey will be provided for this assignment.

**College of Education End-Point Survey**
You will be asked to complete the online survey for the College of Education. An email will be sent to you when the survey is ready for completion. Complete the survey and print the last page that says “Thank you for completing your Zoomerang survey.” Submit the page to be placed in your department student file.

**GRADING POLICY FOR THE COURSE**
Due dates for the course assignments are provided on the course schedule. Assignments submitted late without prior approval will be downgraded by 5% for each week past the due date. The TITANium GradeBook function will be used by the Instructor to post grades and feedback on all course requirements.
Except in cases of actual error, final grades are permanent. If you need to drop this course, refer to the class schedule for the deadlines and requirements for dropping or withdrawing from courses. Course grades will be calculated based on the following system:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97% - 100%</td>
</tr>
<tr>
<td>A</td>
<td>93% - 96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89.9%</td>
</tr>
<tr>
<td><strong>B</strong></td>
<td><strong>83% - 86.9%</strong></td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>65% - 66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60% - 64.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>
## TENTATIVE 16-WEEK SCHEDULE
(15 weeks of instruction plus 1 exam week/plus 1 holiday week)

<table>
<thead>
<tr>
<th>WK</th>
<th>TOPIC</th>
<th>Reading(s)</th>
<th>ASSIGNMENT(S) DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Course overview</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Practicum</td>
<td>CORE, pp. 5-11</td>
<td>Class Participation (Assignment #1) [see checklist for details]</td>
</tr>
<tr>
<td></td>
<td>• Assignments</td>
<td>Qualitative Reading Inventory-5, pp. 1-17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Required Forms</td>
<td>Lipson &amp; Wixson, Chp. 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assessment Overview:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Informal Reading Inventory Quiz/Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interest Inventory Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Attitude Survey Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parent Interview Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Getting Started with Assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Review assessment tools:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• CORE, Multiple Measures</td>
<td>CORE, pp. 12-15</td>
<td>Interest Inventory/Attitude Survey Creation</td>
</tr>
<tr>
<td></td>
<td>• QRI-5</td>
<td>Qualitative Reading Inventory-5, pp. 37-46</td>
<td>Parent Interview Creation</td>
</tr>
<tr>
<td></td>
<td>• Others</td>
<td>Lipson &amp; Wixson, Chp 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reading Level Indicators:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Word Lists (CORE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- QRI Word Lists, (QRI pp. 40-47)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• Assessment Chart explained</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Create Calendar/Timeline of intervention sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Initial Video Submission- Definition of reading statement</td>
<td>All forms due by beginning of Week 3</td>
<td></td>
</tr>
</tbody>
</table>

**All forms due by beginning of Week 3**
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 2/13 | Informal Classroom Based Assessment | - initial assessment information  
- Review case report template in TITANium |
|      | Qualitative Reading Inventory-5, pp. 54-64 | Lipson & Wixson, Chp. 8 |
|      | Practicum: | Begin working with students  
Interview Parents  
Assess Client:  
- Interest Inventory  
Attitude Survey  
- If you are working with an early/emergent reader you may want to administer a phonemic awareness assessment, concepts about print, letter recognition or other early reader assessments  
- Reading Level determinant (QRI Word list, or other)  
- Sight Words/HFWs  
*If at any time your client seems fatigued- make a note to yourself- discontinue assessments and redirect with an informal assessment- word sort, StarFall activity… |
<p>|      | Class Participation (Assignment #1) [see checklist for details] |
|      | Assignment 2: Assessment Chart due |</p>
<table>
<thead>
<tr>
<th>4</th>
<th>Structured Inventories and Assessments</th>
<th>Qualitative Reading Inventory-5, pp. 22-24, 28-36, &amp; 47-53, 71-77</th>
<th>Practicum:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/20</td>
<td>• Informal Reading Inventory</td>
<td>Lipson &amp; Wixson, Chp 9, pp. 365-395 &amp; 421-428</td>
<td>• Administer IRI (QRI, BRI, or other)- audio record all IRIs for later review and to use as fluency assessment (no need to give CORE use IRI passage)</td>
</tr>
<tr>
<td></td>
<td>• Reviewing Running Record Conventions</td>
<td></td>
<td>• Client should be assessed on both Narrative and Expository text</td>
</tr>
<tr>
<td></td>
<td>• Fluency</td>
<td></td>
<td>• Informal Writing Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>*If at any time your client seems fatigued- make a note to yourself- discontinue assessments and redirect with an informal assessment- word sort, StarFall activity…</td>
</tr>
</tbody>
</table>

-------------------------------------------

Class Participation 
(Assignment #1) [see checklist for details]

Assignment 2: Assessment Chart due

Assignment 4: Video Reflections
| 2/27 | Miscue Analysis and Assessing other Aspects of Reading | Qualitative Reading Inventory-5, 17-18, 65-98 Lipson & Wixson, Chp 9, pp. 396-420 & 428-437 | Practicum: *Some Assessment choices will depend on previous results.*  
• If an issue with word recognition is indicated, assess phonics separately (BPST or CORE Phonics Survey or Phonics assessment from other source)  
• If comprehension is an issue, pursue further- retell, summaries, CORE Reading Maze, MSI [Manzo])  
All:  
• Spelling, Vocabulary  
*If at any time your client seems fatigued- make a note to yourself- discontinue assessments and redirect with an informal assessment- word sort, StarFall activity…

Class Participation (Assignment #1) [see checklist for details]  
Assignment 2: Assessment Chart due  
Assignment 4: Video Reflections |
<table>
<thead>
<tr>
<th>6</th>
<th>Interactive Decision Making</th>
<th>Lipson &amp; Wixson, Chp 11 &amp; pp. 138-142</th>
<th>Practicum:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Some Assessment choices will depend on previous results.</td>
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<td></td>
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<td></td>
<td>• If any previous assessments have warranted further diagnostics- continue</td>
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<td>***********************************</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Class Participation (Assignment #1) [see checklist for details]</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment 2: Assessment Chart due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment 4: Video Reflections</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7</th>
<th>Getting Started with Instruction</th>
<th>Lipson &amp; Wixson, Chp 12</th>
<th>Practicum:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>*Most should have formed objectives and transitioned to instruction.</td>
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<td>***********************************</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Class Participation (Assignment #1) [see checklist for details]</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment 2: Assessment Chart/Weekly Intervention Plan (WIP) due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment 3: Pre-Intervention Case Report due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment 4: Video Reflections</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading Material</td>
<td>Practicum Notes</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>11/4/10</td>
<td>Adapting Instruction to Focus on Word Recognition, Fluency and Spelling</td>
<td>Lipson &amp; Wixson, Chp 13</td>
<td>Practicum: <em>All should be working on client’s objectives.</em></td>
</tr>
<tr>
<td>12/4/17</td>
<td>Adapting Instruction to Focus on Vocabulary</td>
<td>Lipson &amp; Wixson, Chp 14</td>
<td>Practicum: <em>All should be working on client’s objectives.</em></td>
</tr>
<tr>
<td>WK</td>
<td>TOPIC</td>
<td>Reading(s)</td>
<td>ASSIGNMENT(S) DUE</td>
</tr>
<tr>
<td>----</td>
<td>-------</td>
<td>------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>13</td>
<td>Adapting instruction to Focus on Comprehension, Composition, and Studying</td>
<td>Lipson &amp; Wixson, Chp 15</td>
<td>Practicum: *Begin Post Assessments Class Participation (Assignment #1) [see checklist for details] Assignment 2: Weekly Intervention Plan (WIP) due Assignment 4: Video Reflections</td>
</tr>
<tr>
<td></td>
<td>HOLIDAY</td>
<td>-------------------------</td>
<td>Bonus week to work with student if needed- if they are in town😊</td>
</tr>
<tr>
<td>14</td>
<td>Developing the Case Study</td>
<td>Lipson &amp; Wixson, Appendices, pp. 728-748</td>
<td>Practicum: *Continue Post Assessments Class Participation (Assignment #1) [see checklist for details] Assignment 2: Weekly Intervention Plan (WIP) due Assignment 4: Video Reflections</td>
</tr>
<tr>
<td>15</td>
<td>Compose Summary Case Report</td>
<td>No Reading this week- compose Summary Case Report</td>
<td>Practicum: Class Participation (Assignment #1) [see checklist for details] Effect on student learning journal College of Education End-Point Survey</td>
</tr>
<tr>
<td>17</td>
<td>Finals Week</td>
<td>Assignment 3: Summary Intervention Case Report due</td>
<td></td>
</tr>
</tbody>
</table>

*All Guidelines, Grading Criteria, and Samples for Assignments can be found on TITANium.
The following rubric will be used to evaluate your participation in the class participation discussions.

<table>
<thead>
<tr>
<th>CLASS PARTICIPATION ACTIVITIES GRADING RUBRIC</th>
<th>Quantity &amp; Timeliness</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
<td>Score</td>
<td>Criteria</td>
</tr>
<tr>
<td>All required posts are made on time and they are at least 100 words in length.</td>
<td>5</td>
<td>The student responded to all parts of the activity, backed up opinions with examples and/or references when applicable, and integrated comments/implications from others. <strong>Postings suggest deep thinking</strong> about the topic of the discussion, materials and concepts, and they help further the dialogue and push thinking. Minimal to no mistakes in spelling, grammar, and mechanics.</td>
</tr>
<tr>
<td>One or more of the required posts is between 1 to 24 hours late or posts are not at least 100 words in length.</td>
<td>4</td>
<td>The student responded to most parts of the activity, backed up most opinions with examples and/or references when applicable, and attempted to integrate comments/implications from others. <strong>Postings suggest deep thinking</strong> about the topic of the discussion, materials and concepts, and they somewhat further the dialogue and help push thinking. Mistakes in spelling, grammar, and mechanics may detract from the meaning of the message.</td>
</tr>
<tr>
<td>One or more of the required posts is between 25 to 48 hours late or posts are not at least 100 words in length.</td>
<td>3</td>
<td>Contribution to the dialogue was minimal. Several parts of the activity were omitted or the student only contributed basic facts, did not back up opinions with examples and/or references when applicable, or did not integrate comments/implications from others. <strong>Postings suggest surface thinking</strong> about the topic of the discussion, materials and concepts. Contributions did not further the dialogue or help push thinking. Mistakes in spelling, grammar, and mechanics detract from the meaning of the message.</td>
</tr>
<tr>
<td>One or more of the required posts is between 49 to 72 hours late.</td>
<td>2</td>
<td>Posts were basically, “Me, too” or “Great post!”</td>
</tr>
<tr>
<td>One or more of the required posts is more than 72 hours late.</td>
<td>1</td>
<td>The student was underprepared and contributions suggest incompletion of the readings.</td>
</tr>
<tr>
<td>The student did not contribute at all.</td>
<td>0</td>
<td>The student did not contribute at all.</td>
</tr>
</tbody>
</table>
**Reading Department Curriculum Alignment**

**581 Case Report**

### Advanced Credential Key Assignment 9

**READ 581: Case Report**

<table>
<thead>
<tr>
<th>CTC Standards 8, 9, &amp; 10 (Specialist Credential Level)</th>
<th>The program provides each candidate with:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 8: Advanced Professional Competencies</strong></td>
<td>8.A4 The program provides candidates the opportunity to develop advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition.</td>
</tr>
<tr>
<td></td>
<td>8.A5 The program provides opportunities for candidates to deepen their understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students’ interest and focus, and developing students’ strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.</td>
</tr>
<tr>
<td></td>
<td>8.A6 The program provides opportunities for candidates to learn about the types of disabilities that have implications for literacy development and to learn effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI2 Tiers 1, 2, and 3.</td>
</tr>
<tr>
<td><strong>Standard 9: Integrating the Curriculum through Clinical Experiences</strong></td>
<td>9.1 The program provides fieldwork and/or clinical experiences that are articulated with courses to allow candidates to develop competency through work at sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction. Fieldwork and/or clinical experiences must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 7 and 8.</td>
</tr>
<tr>
<td></td>
<td>9.3 assess the needs of students most at risk of failure,</td>
</tr>
<tr>
<td></td>
<td>9.5 implement appropriate research-based instructional and intervention strategies, and evaluate the effectiveness of the intervention.</td>
</tr>
<tr>
<td><strong>Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction</strong></td>
<td>10.A5 Candidates have an advanced level of knowledge about, and can advocate for resources to support, students’ acquisition of the critical aspects of multiple digital literacies for 21st Century skills necessary for success in today’s global economy.</td>
</tr>
<tr>
<td></td>
<td>10.B2 Candidates select, administer, analyze, summarize and communicate results of diagnostic literacy assessments and provide appropriate intervention, including strategic and intensive, with beginning readers and students who have reading difficulties, and can reflect upon, monitor and adjust instruction over an extended period of time.</td>
</tr>
</tbody>
</table>

**IRA Standard 3 (Assessment and Evaluation)**

*(Reading Specialist Level):*  
As a result, candidates:

- Use assessment information to plan and evaluate instruction.  
- Communicate assessment results and implications to a variety of audiences.

**Introducing & Reinforced:** Certificate Coursework;  
**Extended:** READ 595 & READ 597

---

**COE: Professional Dispositions Expected of Candidates**

**Focus Dispositions:**

- **#3) Think Critically:** Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of form and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.
REQUIRED KEY ASSIGNMENT
READ 581
CASE REPORT

This assignment ensures that all candidates have the opportunity to assess the needs of a struggling student, plan, implement and evaluate intervention based on that data (NCATE Standard 3 & CTC 8. A4, 8. A5, 10.B2). In addition, candidates report the results and recommendations of the intervention to key stakeholders (CTC 10. A5).

As a reading specialist, it is important for you to be able to report your findings to key stakeholders, e.g., parents and school personnel. Based on work with your intervention student, you will complete a case report which reflects progress during the semester. The report will be completed in two parts. In addition, the summary case report will be submitted before the end of the semester so that it can be reviewed by the Professor and then edited by the student before it is given to the parent (CTC 9.1).

Part A. Pre-Intervention Case Report (15%):
Based on your Assessment Chart (Assignment 1) you will write a pre-intervention report. This report will include:
  • Student Background information
  • All Assessments:
    o Citation in APA format
    o Description in parent friendly language
    o Results of each assessment (data)
    o Interpretation of results (narrative explaining data) [CTC 8. A1]
    o Objectives-Using your assessment data develop objectives for remediation. State your prioritized, realistic objectives for the remaining tutoring sessions. Specify how you will determine if each has been met (state the necessary score on a given assessment, inventory or observation). For example: Sight Words: “Given a word game containing 25 high frequency words from Fry’s Instant Word List, Billy will be able to identify 21/25 of the words instantly while playing the game”.
  • In addition, you will write a narrative describing the rationale of your assessment choices (this will not be included in the summary Case Report).

A rubric the Summary Case Report will be posted on Blackboard.

Part B. Summary Case Report (15%):
The Summary Case Report will include the pre-intervention case report and post intervention results. The Summary Case Report is prepared for the instructor, parents/caregivers and next clinician. It should provide accurate information that can be readily understood by both the parents and professionals. An example of this report is provided on Blackboard. It must include your interpretation of the student’s reading profile from assessment data to communicate the results to the student, parents/caregivers, colleagues, and/or administrators.
The Summary Case Report should:
• Match objectives with the daily intervention plan and instructional evaluations
• Provide tactful presentation of needs
• Include recommendations for classroom teachers and parents

*Use the model provided on Blackboard as a guide in writing the summary case report. Be sure to include each area/heading as indicated in the report. A rubric the Summary Case Report will be posted on Blackboard.*
California State University, Fullerton
College of Education Department of
Reading
READ 585-85 (19836) WEB Professional
Development in Reading/Language Arts Spring, 2013

Instructor: Dr. Erica Bowers
E-mail: ebowers@fullerton.edu

Schedule READ 585-85 (19836) WEB
Electronic Office Hours: contact by email, Skype/FaceTime/Google+Hangout can be set-up by request

Office Location: CP 570-30
Phone: 657-278-4530

Technical Help Desk: 657-278-7777, phone support 24 hours a day
Help Desk Email: helpdesk@fullerton.edu
Help Desk Hours: (8-5, M-F)
Titanium Help: http://oasis.fullerton.edu/tutorials.aspx
Titan Help: http://www.fullerton.edu/IT/help_desk/index.asp

COURSE DESCRIPTION FROM THE CATALOG
Seminar in development and evaluation of reading/language arts programs. Training in staff development and interpersonal relations with teachers, parents, consultants, and administrators. Writing for publication, grant proposal writing and other professional responsibilities.

COURSE OBJECTIVES
This course entails intensive study into the roles and activities in which reading and language arts specialists will be involved. Projects are designed to provide students with experiences in articulation of philosophy, examination of data, staff development, as well as achieving personal goals.

Education Unit Conceptual Framework
a transformational journey toward educational advancement and achievement

Core Values
We are a community of educators, educational partners, and students. Seven core values undergird our professional community. We value learning as a life-long process, professional literature that guides and informs our practice, responsibility to self and to the group, diversity as enriching the whole, multiple pathways to learning including the use of technology, critical inquiry that promotes positive student outcomes, and authentic and reflective assessment. We aspire to adhere to and model these in all our professional interactions. Through experiencing these core values in their educational journey, we believe our students will embrace and in turn, model them in their professional lives.

Based on our core values, our mission is as follows:
Mission Statement
Our mission is to teach, to serve, and to engage in scholarship. We teach our students to be critical thinkers and lifelong learners. We prepare professionals who improve student learning, promote diversity, make informed decisions, engage in collaborative endeavors, maintain professional and ethical standards, and become change agents in their workplaces. We engage in scholarly work that informs the profession and serve the educational community by providing applied scholarship.

The Reading Departments Mission Statement
The Reading Department faculty believes that reading is a developmental process, a complex meaning making process, and a critical thinking process. To produce individuals who can use such processes demands quality teaching. Quality teaching is a critical thinking act. It involves on-going analysis and evaluation of choices made and the grounds for those choices as opposed to other alternatives. It order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability. Teaching involves making informed choices of the techniques, materials, strategies, and approaches most appropriate based on teachers’ analysis and evaluation of the needs of the students with whom they work and the array of possible alternatives.

Student Outcomes and Indicators
After successful completion of a program of study, our credential recipients and program graduates are:

Outcome 1: Knowledgeable and Competent Specialists
- demonstrate strong foundation in subject matter or field of study
- demonstrate strong understanding and implementation of pedagogical skills or skills in their field
- demonstrate ability to use technology as a resource

Outcome 2: Reflective and Responsive Practitioners
- promote diversity
- make informed decisions
- engage in collaborative endeavors
- think critically

Outcome 3: Committed and Caring Professionals

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CSUF - Reading Program Assessment 2013

- become change agents
- maintain professional and ethical standards
- become life-long learners
<table>
<thead>
<tr>
<th>PROFESSIONAL DISPOSITIONS EXPECTED OF CANDIDATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit’s conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate these dispositions. Please review the full list of dispositions. <a href="http://coeapps.fullerton.edu/ed/Faculty/documents/ProfessionalDisposition.pdf">http://coeapps.fullerton.edu/ed/Faculty/documents/ProfessionalDisposition.pdf</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT LEARNING GOALS- The student learning goals for this course are designed to meet the California Commission on Teacher Credentialing (CTC) and International Reading Association (IRA) Professional Standards. (for the key assignment see pp. 12-13 of the syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Fulfilled</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>At the conclusion of this course the student will be able to:</td>
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<td>-------------------------------------------------</td>
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<tr>
<td>1. engage in data analysis to diagnose, monitor and evaluate student progress. Communicate assessment results to a variety of audiences and to identify relevant implications for instructional programs (CTC Standard 7: Research and Evaluation Methodology; 7.3 &amp; 7.9)</td>
</tr>
<tr>
<td>Course Readings, Discussions, School-Wide Context, Data and SWOT Analysis, Group Staff Development Project</td>
</tr>
<tr>
<td>2. exhibit an understanding of the continuum of state PreK-12” grade foundations/standards and frameworks in reading and literacy. As well as evaluating the effectiveness of implementation of instructional programs which address both whole class and tiered intervention (CTC Standard 8: Advanced Professional Competencies; 8.A2, 8A3, &amp; 8A.6; IRA Standard 1.1)</td>
</tr>
<tr>
<td>Course Readings, Discussions, School-Wide Context, Data and SWOT Analysis, SWOT Analysis</td>
</tr>
<tr>
<td>3. demonstrate an ability to evaluate local, state, and national policies that affect reading and literacy instruction (CTC Standard 8: Advanced Professional Competencies; 8.B1, 8.B2, &amp; 8B.5).</td>
</tr>
<tr>
<td>Course Readings, Discussions, School-Wide Context, Data and SWOT Analysis, SWOT Analysis</td>
</tr>
<tr>
<td>4. evaluate the effectiveness of instructional and intervention programs for all learners and provide professional development to stakeholders (CTC Standard 9: Integrating the curriculum through clinical experiences; 9.2, 9.3, 9.4, 9.5, 9.6, &amp; 9.7; IRA 1.3, 4.3).</td>
</tr>
<tr>
<td>Course Readings, Discussions, School-Wide Context, Data and SWOT Analysis, Instructional Coaching Activity</td>
</tr>
<tr>
<td>5. use adult learning theory to provide professional development on best practices for literacy instruction for stakeholders. As well as facilitate collaborative processes for designing, implementing and evaluating action research projects, etc. In addition, candidates will identify personal areas of growth and the resources needed to achieve those goals (CTC Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction; 10B.3, 10.C1, 10.C2; 10.C3, &amp; 10.D1; IRA 6.1, 6.3).</td>
</tr>
<tr>
<td>Course Readings, Discussions, School-Wide Context, Data and SWOT Analysis, Instructional Coaching Activity, Group Staff Development Project, Professional Preparation</td>
</tr>
</tbody>
</table>

**COMMUNICATING WITH THE COURSE INSTRUCTOR**

Email will be the best means of communicating with the course instructor. The instructor will attempt to respond to all questions sent by e-mail within a 24-hour period, *Monday through Friday.*

**ONLINE COURSE OBJECTIVES AND CONTENT**

This course is 100% online, with no on-campus meeting requirements. The objectives and content of this online course are comparable to the classroom-based course. The same textbook assignments are required, and the same parallel materials and projects are required.

**ONLINE LIBRARY RESOURCES**

Students have access to all of the Pollak Library resources, including over 200 subscription databases that index and provide full text to academic journals and e-books. The library has a robust interlibrary loan program that ensures that students can get the resources they need. Students who do not visit the campus for any classes may request that books or other print-only materials be mailed to their home. In addition, any CSUF student may borrow materials from any other California State University Library. Students also have access to 24/7 reference assistance through email, phone, or chat, and may set up appointments for one-on-one research consultations with a librarian that can be conducted over the phone.

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**PLANNED ASSIGNMENTS**

Course assignments are listed below. Specific guidelines for each assignment are available in the Syllabus Appendix, and on the course Titanium. Links will be provided on the course Titanium for posting completed assignments; alternatively, assignments may be emailed to the course instructor.

- **Assignment 1:** Class Participation  
  (i.e., Blog, Wiki, Discussion Board)  
  15%

- **Assignment 2:** Professional Preparation  
  (resume, cover letter, and thank you letter)  
  15%

- **Assignment 3:** School-Wide Context, Data and SWOT Analysis  
  25%

- **Assignment 4:** Group Staff Development Presentation  
  25%

- **Assignment 5:** Instructional Coaching Activity  
  20%

**Checklists.** You will be provided with weekly “to do” checklists for this online course. The weekly “to do” checklists and any additional materials needed such as PowerPoint, will be available in for each week in that week’s block on TITANium.

**Written Assignments.** Specific instructions for submitting assignments through Titanium will be provided. When you submit your assignment electronically, the course instructor will enter feedback, comments and grades – all of which you will be able to access through Titanium.

- **Assignment 1: Class Participation.** Whole class interactions are scheduled for the semester. These interactions may take different forms, i.e., Blog, Wiki, Google Docs, or VoiceThread. Additional guidelines and grading criteria for Participation entries will be provided on Titanium. Review the “netiquette” rules pertaining to behaviors that are appropriate for online academic interactions. These are available at: [http://www2.nau.edu/delearn/support/tutorials/discrubrics/netiquette.php](http://www2.nau.edu/delearn/support/tutorials/discrubrics/netiquette.php)

- **Assignment 2: Professional Preparation.** The purpose of this assignment is for students to prepare for a future career in the field of reading. To do this, students will complete a resume, cover letter and thank you letter. They will post it to the class Wiki for feedback and submit final copies for grading the final week of the course.

- **Assignment 3: School-Wide Context, Data and SWOT Evaluation.** Students will review the context of a school site and the data set. They will then create a report which will describe in detail the demographics and the context for their school site. In addition, they will analyze the data to determine the greatest needs for the school. In addition, they will use the data set to evaluate the strengths, weaknesses, opportunities, and threats for the school.

- **Assignment 4: Group Staff Development Presentation.** The purpose of this assignment is to plan and deliver professional development that is data-driven. Based on the review conducted in Assignment 3, students will form groups and prepare a professional development plan for one of their school sites. They will use this plan to create the first professional development to address their plan. Students will work virtually with classmates to create a PowerPoint presentation in Google Docs. Presentations will then need to be narrated. To do this we will use Screencast-o-matic.

- **Assignment 5: Instructional Coaching Activity.** After reading articles related to coaching, students will be provided with the fictional background and scenario of a teacher (from the fictional site in Assignment 2 & 3), and after watching a teaching episode, will write a plan for coaching the teacher.
GRADING POLICY FOR THE COURSE

To receive full credit, assignments must be received on time. Late assignments will be reduced by one letter grade and must be submitted no later than one week past the due date. Weekly discussion posts and small group activities will not be accepted late.

GRADING SYSTEM

The Reading Department has adopted a uniform plus/minus grading policy per UPS 300.020 for graduate classes only as of Fall, 2005.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
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<tr>
<td>B+</td>
<td>88-89</td>
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<tr>
<td>C+</td>
<td>78-79</td>
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<tr>
<td>D+</td>
<td>68-69</td>
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</table>

1. The Titanium GradeBook function will be used by the Instructor to post grades and feedback on all course requirements.

2. **If you are unable to finish the course, it is your responsibility to follow the appropriate procedures for dropping the course.** In the event that you need to withdraw from this course, it your responsibility to review the appropriate deadlines with the Office of Admissions and Records: [http://www.fullerton.edu/admissions/currentstudent/regulations.asp](http://www.fullerton.edu/admissions/currentstudent/regulations.asp)

3. Incompletes will be granted only under extreme circumstances and students must be earning a B or better at the time of the request for an incomplete. The instructor must be informed as soon as possible if circumstances warrant discontinuation of the course.

4. Except in cases of actual error, final grades are permanent. If you need to drop this course, refer to the class schedule for the deadlines and requirements for dropping or withdrawing from courses.

ONLINE COURSE EXPECTATIONS AND GUIDELINES

Participation in all course activities is expected. A Checklist will be posted in the appropriate Titanium Block each week. Checklists will be available on Wednesdays for the following week. **All assignments are due the following Tuesday by 11:59pm (Pacific Standard Time/PST) unless otherwise noted.**

Your instructor will track participation in the weekly interactions by reading all small group and whole class posts. The weekly participation assignments are worth 15% of the total grade for the course.

Your instructor will track participation - including number of postings, timeliness of postings, and quality of postings - in the weekly interactions by reading all small group, partner, and whole class posts.

Because of the intensive nature of online learning, **students should expect to allocate at least 6-10 hours per week for this course.** It is expected that each student will access the course Titanium **a minimum of three times a week** to download materials, check for announcements, post your work, and participate in weekly interactive assignments. Students in online courses have found these guidelines to be useful:

- Designate a place and schedule specific times for working on the course – self-discipline is crucial to success in an online course.
- Use the Course Schedule (pp. 8-10 of this Syllabus) as a general overview of assignments and due dates.
- Save each Checklist, and any additional materials needed to a designated folder on your computer or keep these in a folder or binder for easy reference.
- Follow the instructions provided the first week to set up accounts at the required Web 2.0 sites. Use your CSUF email when setting up the accounts, and make note of the passwords you set at each site.
- Familiarize yourself with all resources on TITANium – they are there to help you.
- Check your CSUF email daily. New Announcements posted to the TITANium will be automatically emailed to all users.
- Complete reading assignments early in the week, post your participation assignment entry as specified in the Checklist.
- Submit only thoughtful and substantive posts to the interactive assignments. Keep your communications concise and to the point. Use professional language and tone, as in a face-to-face classroom environment. To encourage responses to your post, try concluding with a question.
- Review the “netiquette” rules pertaining to behaviors that are appropriate for online academic interactions. These are available at: [http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php](http://www2.nau.edu/d-elearn/support/tutorials/discrubrics/netiquette.php)
- Review the Online Interaction Evaluation Rubric (see syllabus) as a guide to maintaining high-quality participation in an online learning environment. The Rubric details characteristics of excellent, good, fair, and poor performance, with respect to both content and participation.
REQUIRED RESOURCES

**Required Textbooks**
READ 585 Professional Development in Reading/Language Arts (Course Readings).
  - (The Course Readings have been divided by topic and placed in the corresponding Block in Titanium.)


**Technical Requirements (minimum requirements)**

**Microphone:**
You will need access to a microphone for recording your group presentation. The microphone must be capable of recording your voice onto freeware you can upload to your computer. You will be creating your presentation in either Screencast-o-matic or VoiceThread which are free programs.

**Required Computer Hardware:**
To participate in this course, you will need a computer that meets the following minimum technical specifications. You can find specifics about accessing your course Titanium, directions, tutorials, and FAQ’s for using components of Titanium, as well as quick links to all of the plug-ins you may need at the CSUF Titanium site:
  - http://oasis.fullerton.edu/tutorials.aspx

Processor: 1 Ghz or higher-multimedia processor
Memory: 1 GB of RAM or higher
Monitor: 17" monitor with 800 x 600 resolution capability or larger; For best performance, access Titanium using 1024x768 resolution or higher
CD-R/DVD: 48X CD-RW/DVD combo drive
Modem: 56 K V.90/ V.92 required as minimum for internet access. High speed DSL or cable is advised for best results.
Network Card: integrated 10/100 network interface
Sound: PCI sound card- multimedia use required
Video: 256 MB – VGA graphics card required
Printer: Graphics-capable (inkjet or laser) printer

**Required Software:**
Operating System: XP or higher, Macintosh OS X or higher
MS Office: Microsoft Office 2003
Anti-Virus: current Anti-Virus software updated monthly (preferred Norton Utilities or McAfee)
If you have a Windows PC, use the Microsoft Internet Explorer (6.0 or higher), Mozilla Firefox or Netscape Navigator 7.1 or higher. Mac users are recommended to use the Mozilla Firefox Web browser.
Do not use the AOL browser or Opera to access Titanium.
Although it is not required to access Titanium, students should have Microsoft Office 2003 or higher installed in their personal computers to view and access documents provided by the instructor.
Email: Email account must be able to send/receive attachments, etc.

**Required Computer Settings:**
Do not upgrade to Netscape 6.0 as it is not currently compatible with Titanium.
AOL users must minimize AOL, not close, and then go to either Internet Explorer or Netscape (preferred)
Real Networks Real Player (http://www.real.com/player/index.html)
Windows Media Player (http://www.microsoft.com/windows/windowsmedia/download/)
Java (http://java.sun.com/j2se/1.4.2/download.html)
Shockwave (http://www.adobe.com/shockwave/download/)

**Service Provider:**
You are required to have a dependable live connection to the Internet - preferably using DSL or cable modem. You should research various providers and choose the service that best meets your needs. Please keep in mind that the speed and reliability of your connection will directly influence your online learning experience. Internet access at work may not allow enough time to complete assignments. "Firewalls" may impede access to online courses from work and also from home.

**Prerequisite Technology Skills:**
Use of web browsers
Entering Uniform Resource Locators (URL’s)
Downloading files form the Internet
Completing online forms
Thorough knowledge of word processing, using Microsoft Word attachments, spell check, copy and paste, etc.
**ACCESSIBILITY/STUDENTS WITH SPECIAL NEEDS**

Please inform the instructor during the first week of classes about any disability or special needs that you may have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or examinations. According to California State University policy, students with disabilities must document their disabilities at the Office of Disabled Student Services (UH 101, 657-278-3117) in order to be accommodated in their courses. Additional information on this policy is available at [http://www.fullerton.edu/DSS/](http://www.fullerton.edu/DSS/).

According to California State University policy, students with disabilities must document their disabilities at the Disabled Student Services Office in order to be accommodated in their courses. The office is located in UH 101; the office telephone is 657-278-3117. Please contact instructor as soon as possible if this applies to you.

**ACADEMIC INTEGRITY POLICY**

The University’s Academic Integrity Policy, University Policy Statement 300.021, is available at: [http://www.fullerton.edu/deanofstudents/judicial/pdfs/UPS300-021.pdf](http://www.fullerton.edu/deanofstudents/judicial/pdfs/UPS300-021.pdf).

The policy addresses such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty, it usually involves an attempt by a student to show a possession of a level of knowledge or skill which he/she in fact does not possess. Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Plagiarism is defined as the act of taking the work of another and offering it as one’s own without giving credit to that source. An instructor who believes that an act of academic dishonesty has occurred: (1) is obligated to discuss the matter with the student(s) involved; (2) should possess reasonable evidence such as documents or personal observation; and (3) may take whatever action (subject to student appeal) he/she deems appropriate, ranging from an oral reprimand to an F in the course.

**AUTHENTICATION OF STUDENT WORK** (per UPS 411.104, Section II.B.6.e)

Authentication of student work is important in an online class. This is accomplished by requiring multiple measures of student performance, including discussion board postings, individual email conversations, and the multiple assignments you are required to complete. Because many assignments are aligned to your teaching, they allow you to create practical and unique resources for your use as a classroom teacher.

**ALTERNATIVE PROCEDURES FOR SUBMITTING WORK IN THE EVENT OF TECHNICAL PROBLEMS**

In the event of technical problems with the internet, email, and/or Titanium, work may be submitted in these ways:

- FAX work to department off FAX (number on p. 2), or (at instructor’s option).
- Hand Deliver or Mail work to instructor’s office or department- Addresses on p. 2

**FOR INFORMATION IN THE EVENT OF INTERRUPTION OF ON-CAMPUS INSTRUCTION**

For information in the case of interruption of on-campus instruction, check the course Titanium for announcements, or email the course instructor, and/or contact the CSUF Campus Operation and Emergency Closure Information Line: 657-278-4444.

**IN THE EVENT OF AN EMERGENCY**, contact the University Police at 657-278-3333. See additional information Emergency Preparedness on the following page. 

Emergency Procedures Notice to Students

*[This course is 100% online. The following information pertains primarily to those present at the university in the event of an emergency. The section on “After an emergency occurs,” however, is particularly relevant to online courses.]*

The safety of all students attending California State University, Fullerton is of paramount importance. During an emergency it is necessary for students to have a basic understanding of their personal responsibilities and the University’s emergency response procedures. In the event of an emergency please adhere to the following guidelines.

1. Know the safe evacuation routes for your specific building and floor.
2. Know the evacuation assembly areas for your building.

**When an emergency occurs-**

1. Keep calm and do not run or panic. Your best chance of emerging from an emergency is with a clear head.
2. Evacuation is not always the safest course of action. If directed to evacuate, take all of your belongings and proceed safely to the nearest evacuation route.
3. Do not leave the area. Remember that faculty and other staff members need to be able to account for your whereabouts.
4. Do not re-enter the building until informed it is safe by a building marshal or other campus authority.
5. If directed to evacuate the campus, please follow the evacuation routes established by either parking or police officers.

**After an emergency occurs-**

1. If an emergency disrupts normal campus operations or causes the University to close for a prolonged period of time (more than three days), students are expected to complete the course assignments listed on the syllabus as soon as it is reasonably possible to do so.
2. Students can determine the University’s operational status by checking the University’s web site at [http://www.fullerton.edu](http://www.fullerton.edu), calling the University’s hotline number at 657-278-0911, or tuning into area radio and television stations. Students should assume that classes will be held unless they hear or read an official closure announcement.

**EMERGENCY CALLS**

**DIAL 9-1-1**

All campus phones and cell phones on campus reach the University Police Department.

Non-emergency line: (657) 278-2515

24-Hour recorded emergency information line: [http://www.fullerton.edu/deanofstudents/judicial/pdfs/UPS300-021.pdf](http://www.fullerton.edu/deanofstudents/judicial/pdfs/UPS300-021.pdf)
<table>
<thead>
<tr>
<th>WK</th>
<th>TOPIC</th>
<th>READING(S)</th>
<th>ASSIGNMENT(S) DUE</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Course Overview, Introductions, and the Roles of the Reading Specialist</td>
<td>1. IRA position statement: Roles of the reading specialist</td>
<td>View Course Introduction PowerPoint (in week 1 Block)</td>
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<td></td>
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<td>2. What do reading specialists do? (all readings can be found in the week’s Block on Titanium)</td>
<td>Class Participation (Assignment #1) [see checklist for details]</td>
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<tr>
<td>2</td>
<td>Roles of the Reading Specialist, cont.</td>
<td>1. The role of the reading specialist: A review of the research</td>
<td>Class Participation (Assignment #1) [see checklist for details]</td>
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<td></td>
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<td>(Elementary Level)</td>
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<td>2. Middle and high school literacy coaches: A national survey</td>
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<td>(Middle School/High School level)</td>
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<td>(all readings can be found in the week’s Block on Titanium)</td>
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<tr>
<td>3</td>
<td>Literacy Standards</td>
<td>1. Chp. 1, “Introduction to the Framework”</td>
<td>Class Participation (Assignment #1) [see checklist for details]</td>
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<td></td>
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<td>2. Framework Chp 2, “Goal and Key Components of Effective</td>
<td>Assignment #2- drafts of professional documents including Resume, Cover Letter, and Thank you Letter posted on class wiki</td>
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<td>Language Arts Instruction”</td>
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<td>3. Common Core Standards Webinar</td>
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<td>(all readings/links can be found in the week’s Block on Titanium)</td>
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<tr>
<td>4</td>
<td>High Performing Schools- How?</td>
<td>1. Building knowledge and fashioning success one school at a time</td>
<td>Class Participation (Assignment #1) [see checklist for details]</td>
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<td>(Elementary Level)</td>
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<td>2. Meeting AYP in a high-need school: A formative experiment</td>
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<td></td>
<td>(Secondary Level)</td>
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<td>3. Resource to read if needed: AYP Info Guide</td>
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<td>(all readings can be found in the week’s Block on Titanium)</td>
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<tr>
<td>5</td>
<td>Data Driven Decision Making</td>
<td>1. How one elementary school uses data to help raise students’ reading</td>
<td>Class Participation (Assignment #1) [see checklist for details]</td>
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<td>achievement (Elementary Level)</td>
<td>Assignment #3: School-Wide Context, Data and SWOT Evaluation</td>
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<td>2. Are assessment data really driving middle school reading</td>
<td>Part 1: Context Evaluation [see TATANium for details]</td>
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<td>instruction? What we can learn from one student’s experience (Secondary</td>
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<td>Level)</td>
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<td>(all readings can be found in the week’s Block on Titanium)</td>
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2. All Read: IRA Position Statement, “Response to Intervention: Guiding Principles for Educators from the International Reading Association” (3 pp)  
3. Assessment in RTI: What teachers and specialists need to know (Elementary Level)  
4. What RTI Means for Content Area Teachers (Secondary Level) | Class Participation (Assignment #1) [see checklist for details] |
<table>
<thead>
<tr>
<th>Week (Start - End)</th>
<th>Topic</th>
<th>Assignments</th>
<th>Notes</th>
</tr>
</thead>
</table>
| 7 (3/13-3/19) | Standards, Assessment and the Evaluation of Data to Inform Instruction | 1. Read Framework Chp 3, 4, or 5, based on your level of interest  
2. All Read: Framework Chp 6, “Assessment of Proficiency in the Language Arts”  
3. All Read: Making the Most of Assessments to Inform Instruction | Class Participation (Assignment #1) [see checklist for details]  
Assignment #3: School-Wide Context, Data and SWOT Evaluation  
Part 2: Data Evaluation [see TITANium for details] |
| 8 (3/20-3/26) | SWOT Analysis | 1. All Read: The Assessment of a Tutoring Program to Meet CAS Standards Using a SWOT Analysis and Action Plan  
2. Additional Resource: The Strengths, Weaknesses, Opportunities and Threats of Using Social Software in Higher and Further Education Teaching and Learning | Class Participation (Assignment #1) [see checklist for details] |
| Holiday (Spring Break, 3/27-4/2) | | | |
| 9 (4/3-4/9) | Beating the Odds | 1. All Read: Framework Chp 7, “Universal Access to the Language Arts Curriculum”  
2. High Poverty Schools that Beat the Odds (Elementary Level)  
3. “I’m Not Stupid”, How Assessment Drives (In) Appropriate Reading Instruction (Secondary Level) | Class Participation (Assignment #1) [see checklist for details]  
Assignment #3: Context, Data and SWOT Evaluation  
Part 2: SWOT Analysis [see TITANium for details] |
| 10 (4/10-4/16) | Analyzing the big picture | All Read: Making Instructional Decisions Based on Data: What, how, and why | Class Participation (Assignment #1) [see checklist for details] |
| 11 (4/17-4/23) | What Makes for Quality Prof. Dev. | All Read: Accountability by design in literacy professional development | Class Participation (Assignment #1) [see checklist for details] |
| 12 (4/24-4/30) | Approaches to Professional Dev. | 1. Professional Development for Literacy: Who’s in Charge? (Elementary Level)  
2. Investigating Content Area Teachers’ Understanding of a Content Literacy Framework (Secondary Level) | Class Participation (Assignment #1) [see checklist for details]  
Assignment #4: Group Staff Development Presentation [see TITANium for details] |
| 13 (5/1-5/7) | Analyzing Data to make instructional coaching decisions | All Read: What matters for elementary literacy coaching?  
All Read: Reflective coaching conversations: A missing piece | Class Participation (Assignment #1) [see checklist for details] |
<table>
<thead>
<tr>
<th>Week</th>
<th>Sliding Date</th>
<th>Focus Area</th>
<th>Assignments</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>(5/8-5/14)</td>
<td>Coaching Strategies</td>
<td>All Read: Differentiated Coaching: Fostering Reflection with Teachers (all readings can be found in the week’s Block on Titanium)</td>
<td>Class Participation (Assignment #1) [see checklist for details]</td>
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<tr>
<td>15</td>
<td>(5/15-5/21)</td>
<td>Final’s Week</td>
<td>All Read: Situated identities: Power and positioning in the work of a literacy coach</td>
<td>Class Participation (Assignment #1) [see checklist for details] Assignment #5- Instructional Coaching Activity Assignment #2- Final Drafts of professional documents including Resume, Cover Letter, and Thank you Letter (Due by 5/26)</td>
</tr>
</tbody>
</table>

*All Guidelines, Grading Criteria, and Samples for Assignments can be found on Titanium.*
The following rubric will be used to evaluate your participation in the class participation discussions.

<table>
<thead>
<tr>
<th>CLASS PARTICIPATION ACTIVITIES GRADING RUBRIC</th>
<th>Quality</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity &amp; Timeliness</strong></td>
<td><strong>Criteria</strong></td>
<td><strong>Score</strong></td>
</tr>
<tr>
<td>All required posts are made on time and they are at least 100 words in length.</td>
<td>The student responded to all parts of the activity, backed up opinions with examples and/or references when applicable, and integrated comments/implications from others. <strong>Postings suggest deep thinking</strong> about the topic of the discussion, materials and concepts, and they help further the dialogue and push thinking. Minimal to no mistakes in spelling, grammar, and mechanics.</td>
<td>5</td>
</tr>
<tr>
<td>One or more of the required posts is between 1 to 24 hours late or posts are not at least 100 words in length.</td>
<td>The student responded to most parts of the activity, backed up most opinions with examples and/or references when applicable, and attempted to integrate comments/implications from others. <strong>Postings suggest deep thinking</strong> about the topic of the discussion, materials and concepts, and they somewhat further the dialogue and help push thinking. Mistakes in spelling, grammar, and mechanics may detract from the meaning of the message.</td>
<td>4</td>
</tr>
<tr>
<td>One or more of the required posts is between 25 to 48 hours late or posts are not at least 100 words in length.</td>
<td>Contribution to the dialogue was minimal. Several parts of the activity were omitted or the student only contributed basic facts, did not back up opinions with examples and/or references when applicable, or did not integrate comments/implications from others. <strong>Postings suggest surface thinking</strong> about the topic of the discussion, materials and concepts. Contributions did not further the dialogue or help push thinking. Mistakes in spelling, grammar, and mechanics detract from the meaning of the message.</td>
<td>3</td>
</tr>
<tr>
<td>One or more of the required posts is between 49 to 72 hours late.</td>
<td>Posts were basically, “Me, too” or “Great post!”</td>
<td>2</td>
</tr>
<tr>
<td>One or more of the required posts is more than 72 hours late.</td>
<td>The student was underprepared and contributions suggest incompletion of the readings.</td>
<td>1</td>
</tr>
<tr>
<td>The student did not contribute at all.</td>
<td>The student did not contribute at all.</td>
<td>0</td>
</tr>
</tbody>
</table>
## Advanced Credential Key Assignment 8:
### READ 585 School-Wide Context, Data, and SWOT Evaluation

<table>
<thead>
<tr>
<th>CTC Standards 7, 8, 9, 10 &amp; 11 (Specialist Credential Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program provides each candidate with:</td>
</tr>
<tr>
<td><strong>Standard 7: Research and Evaluation Methodology</strong></td>
</tr>
<tr>
<td>7.3 The program provides the opportunity to engage in data analysis to diagnose, monitor and evaluate student progress in the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.</td>
</tr>
<tr>
<td><strong>Standard 8: Advanced Professional Competencies</strong></td>
</tr>
<tr>
<td>8.A2 Programs provide candidates opportunities to develop advanced understanding of the continuum of state PreK-12th grade foundations/standards and frameworks in reading and literacy, and relevant research (including terminology) upon which they are based.</td>
</tr>
<tr>
<td>8.B2 Candidates are provided opportunities to develop advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population.</td>
</tr>
<tr>
<td><strong>Standard 9: Integrating the Curriculum through Clinical Experiences</strong></td>
</tr>
<tr>
<td>9.2 The program provides candidates multiple opportunities to integrate research and practice by using research-based strategies at multiple sites or the district level to:</td>
</tr>
<tr>
<td>9.4 evaluate the current instructional practices and use of district-adopted instructional materials at those locations,</td>
</tr>
<tr>
<td>9.7 The program provides opportunities for candidates to improve the literacy skills of the full range of learners including beginning, intermediate and adolescent readers, English learners, and students with reading difficulties and to evaluate the effectiveness of the intervention and extended support currently offered to students using standards-aligned and state- and/or district-adopted instructional materials and to implement alternative or additional instructional approaches and materials, as appropriate.</td>
</tr>
<tr>
<td><strong>Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction</strong></td>
</tr>
<tr>
<td>10.C3 Candidates analyze instructional practices and evaluate student assessment data at grade, school or district levels to plan and provide guidance, coaching and/or professional development to strengthen appropriate practices as needed and work collaboratively with students and their families, teachers, administrators, specialists, and other interested stakeholders to design, implement and evaluate a comprehensive literacy plan or a specific component of that plan.</td>
</tr>
<tr>
<td>10.D1 Candidates critically examine the relevant research and recommendations of experts in the field and incorporate that information when generating and communicating to stakeholders the results of reliable and informative evaluations of current literacy practices including program strengths and weaknesses and program effects on various aggregate student populations. Candidates utilize that information to develop a plan for improving literacy learning that includes communication about the planned changes to all interested stakeholders and a process for implementing and evaluating those changes.</td>
</tr>
</tbody>
</table>

### IRA Standard 1 (Foundational Knowledge) & 6 (Professional Learning and Leadership)
(Reading Specialist Level):

**As a result, candidates:**

1.3 Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.
6.3 Participate in, design, facilitate, lead and evaluate effective and differentiated professional development programs.

**Introduced & Reinforced:** Certificate Coursework; READ 536
**Extended:** READ 560; 581

### COE: Professional Dispositions Expected of Candidates

<table>
<thead>
<tr>
<th>Focus Dispositions:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#2) Engage in collaborative endeavors.</strong> Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.</td>
</tr>
<tr>
<td><strong>#5) Value Life-Long Learning.</strong> Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and wellbeing.</td>
</tr>
</tbody>
</table>

### College of Education

**2c) Engage in Collaborative Endeavors**

CSUF - Reading Program Assessment 2013
GRADING POLICY FOR THE COURSE

Due dates for the course assignments are provided on the course schedule. Assignments submitted late without prior approval will be downgraded by 5% for each week past the due date. Course grades will be calculated based on the following system:

### GRADING SYSTEM

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97% - 100%</td>
</tr>
<tr>
<td>A</td>
<td>93% - 96.9%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82.9%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79.9%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76.9%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69.9%</td>
</tr>
<tr>
<td>D</td>
<td>65% - 66.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60% - 64.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

Except in cases of actual error, final grades are permanent. If you need to drop this course, refer to the class schedule for the deadlines and requirements for dropping or withdrawing from courses.
Assignment 4: Case Study Summary

The Case Study will serve as a summary of assessment results and key findings. It is recommended that you add to the report each week when the results are clear in your mind. Then a final version will be due in TITANium when you complete your work with your first student (Week 9) and when you complete your work with your second student (Week 16). The following items should be included: area of literacy, relevant assessment results, key interpretations (a template and a sample plan are provided on TITANium). Essentially, this will be a summary chart of the information provided in your assessment reflection. However, for the final version you will need to synthesize all of the data to determine strengths and needs, and make recommendations to address key needs supported by the assessment data.

- CTC4.3 Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, on-going and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.
- CTC5.A3 Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators.
- CTC5.A4 Candidates use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.
- IRA3.2 Select, develop, administer and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]
# READ 560 Key Assignment Rubric

*Passing Score: An overall average of 3.0 or higher, with no “0” or “1” ratings*

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4 = Exceeds expectations</th>
<th>3 = Meets expectations</th>
<th>2 = Meets some expectations</th>
<th>1 = Does not meet expectations</th>
<th>0 = Unable to score</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature Review</strong></td>
<td>Strong overview and detailed description of seminal and cutting-edge research. Excellent analysis of how linguistic diversity among ELs influences literacy development. A minimum of 8 resources are provided.</td>
<td>Good overview and detailed description of seminal and cutting-edge research.</td>
<td>Weak overview of seminal and cutting-edge research on how linguistic diversity among ELs influences literacy development. A minimum of 8 resources provided.</td>
<td>Inadequate overview of seminal and cutting-edge research on how linguistic diversity among ELs influences literacy development. A minimum of 8 resources not met.</td>
<td>Incomplete or missing description</td>
<td></td>
</tr>
<tr>
<td><strong>Methods Section</strong></td>
<td>Strong description of a wide range of research-based differentiated instructional practices, approaches, curriculum materials and assessments informed by CELDT scores and corresponding ELD standards. Strong purpose, data collection plan, and data analysis.</td>
<td>Good description of a range of research-based differentiated instructional practices, approaches, curriculum materials and assessments informed by CELDT scores and corresponding ELD standards. Good purpose, data collection plan, and data analysis.</td>
<td>Weak description of research-based differentiated instructional practices, approaches, curriculum materials and assessments. Some weak areas in purpose, data collection plan, and data analysis.</td>
<td>Inadequate or missing some elements of research-based differentiated instructional practices, approaches, curriculum materials and assessments. Inadequate purpose, data collection plan, and/or data analysis.</td>
<td>Incomplete or missing description</td>
<td></td>
</tr>
<tr>
<td><strong>Parent Interview and Community Mapping</strong></td>
<td>Detailed and comprehensive descriptions. Strong analysis of how to use information gathered to work effectively with families from a variety of ethnic, cultural, gender, linguistic, and socioeconomic backgrounds.</td>
<td>Detailed descriptions. Good analysis of how to use information gathered to work effectively with families from a variety of ethnic, cultural, gender, linguistic, and socioeconomic backgrounds.</td>
<td>General descriptions. Weak analysis of how to use information gathered to work effectively with families from a variety of ethnic, cultural, gender, linguistic, and socioeconomic backgrounds.</td>
<td>Inadequate descriptions and analysis of how to use information gathered to work effectively with families from a variety of ethnic, cultural, gender, linguistic, and socioeconomic backgrounds.</td>
<td>Incomplete or missing description and analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Findings Section</strong></td>
<td>Provides strong and varied evidence of the ability to implement an action plans case study. Strong analysis and connection to appropriate research. Includes three vignettes.</td>
<td>Provides good evidence of the ability to design and implement action plans case study. Good analysis and connection to appropriate research. Includes three vignettes.</td>
<td>Demonstrates weak evidence of the ability to design and implement action plans case studies. Weak analysis and connection to appropriate research. Includes three vignettes.</td>
<td>Demonstrates inadequate evidence of the ability to design and implement action plans case studies. Inadequate analysis and connection to appropriate research. Does not include three vignettes.</td>
<td>Finding Section is incomplete.</td>
<td></td>
</tr>
<tr>
<td><strong>Implications Section</strong></td>
<td>Offers strong and in-depth analysis of how reading educators can capitalize on students’ familiar words and worlds through culturally responsive and differentiated instruction. Strong analysis of Gee’s six socio-cultural dimensions.</td>
<td>Offers a good analysis of how reading educators can capitalize on students’ familiar words and worlds through culturally responsive and differentiated instruction. Good analysis of Gee’s six socio-cultural dimensions.</td>
<td>Offers a weak analysis of how reading educators can capitalize on students’ familiar words and worlds through culturally responsive and differentiated instruction. Weak analysis of Gee’s six socio-cultural dimensions.</td>
<td>Offers an adequate analysis of how reading educators can capitalize on students’ familiar words and worlds through culturally responsive and differentiated instruction. Inadequate analysis of Gee’s six socio-cultural dimensions.</td>
<td>Implications Section is incomplete</td>
<td></td>
</tr>
</tbody>
</table>

237
<table>
<thead>
<tr>
<th>Professional Development Plan</th>
<th>Offers a strong analysis of how to implement policies and practices within a comprehensive literacy program that promote fairness, equality and a &quot;culture of...&quot;</th>
<th>Offers a good analysis of how to implement policies and practices within a comprehensive literacy program that promote fairness, equality and a &quot;culture...&quot;</th>
<th>Offers a weak analysis of how to implement policies and practices within a comprehensive literacy program that promote fairness, equality and a &quot;culture...&quot;</th>
<th>Offers an adequate analysis of how to implement policies and practices within a comprehensive literacy program that promote fairness, equality and a &quot;culture...&quot;</th>
<th>Professional Development Plan is incomplete or missing analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Appearance and Writing Skills</td>
<td>The overall appearance of the paper demonstrates excellent command of the required format, APA, as well as academic writing skills regarding basic grammar, spelling, organization and logic flow. Excellent introduction and/or conclusion.</td>
<td>The overall appearance of the paper demonstrates good command of the required format, APA, as well as academic writing skills regarding basic grammar, spelling, organization and logic flow. Good introduction and/or conclusion.</td>
<td>The overall appearance of the paper demonstrates some command of the required format. Some errors in APA, grammar or spelling. The organization and flow of the paper shows some incoherence. Some weak aspects of introduction and/or conclusion.</td>
<td>The overall appearance of the paper does not follow required format. Errors in APA, grammar, and spelling. Lacks in organization and difficult to follow. Inadequate introduction and/or conclusion.</td>
<td>Paper is not comprehensible or plagiarized.</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Appendices</td>
<td>Field notes, reflections and other documentation are clearly organized and represent nine hours of fieldwork.</td>
<td>Field notes, reflections and other documentation are attached and fully represent nine hours of fieldwork.</td>
<td>Field notes, reflections and other documentation are attached and mostly represent nine hours of fieldwork.</td>
<td>Field notes, reflections and other documentation are attached but do not represent nine hours of fieldwork.</td>
<td>Missing attachments</td>
</tr>
</tbody>
</table>

**TOTAL**

**COMMENTS**
REQUIRED UNIT AND PROGRAM ASSESSMENT: DIVERSITY ASSIGNMENT
Reading Department - MS/Advanced Credential
READ 560 The Sociocultural Context of Literacy and Learning
Required Unit and Program Assessment -- Diversity Assignment

Teachers as Researchers: A Case Study of an English Learner

This assignment ensures that all candidates have the opportunity to work with students that are ethnically, culturally, linguistically, and/or ability-wise different from themselves (NCATE Standard 4).

Diversity Assignment scores are reported each semester by the course instructor to the COE Research Analyst via electronic score reporting form. Data will be used for program evaluation and improvement. Student names and CWIDs will remain confidential.

**Program Outcome(s) and Associated NCATE Standard Assessed:**
PO#2a: Reflective and Responsive Practitioners: Promote Diversity (NCATE 4a)
PO#3b: Committed and Caring Professionals: Maintain Professional and Ethical Standards (NCATE 1g)

**Assignment Student Learning Outcomes:**
- Demonstrate knowledge of student learning needs related to ethnic, cultural, linguistic, and academic diversity
- Evaluate, plan and develop appropriate instructional materials and/or learning environments that meet the needs of diverse student populations
- Demonstrate a commitment to the ideal of fairness* and the belief that all students can learn through responding to diverse educational needs

*Fairness: A commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner

**Project Guidelines**
110 points

The major project for this course is a small-scale case study that you will develop and carry out in an educational setting. Case studies are defined by Nieto (2000) as the close analysis of students, presented contextually within their cultural and social environment, and described within a variety of settings. The basic purpose of our case studies is to pursue an issue in culturally and linguistically responsive literacy instruction that is of particular interest. The goal is to develop effective Prek-12th grade literacy instruction that “recognizes, understands, and values the forms of literacy that exists in society and their importance in learning to read and write” (IRA Standard 4.1)

This "action research" project requires that you conduct a minimum of **nine (9)** hours working with a student who has been designated an English learner (EL) by the school/district. When selecting the student for this case study, please remember that the student must be somehow different from you. This assignment is a required unit and program assessment that ensures that all candidates have the opportunity to work with students that are ethnically, culturally, linguistically, and/or ability-wise different from themselves (NCATE Standard 4).

You will conduct at least two (2) observations, four (4) 1:1 sessions (such as
tutorials/intervention), two assessments (informal or formal/pre-post), and two interviews with
the student and his/her parent or legal guardian. You will conduct **on-going** content analysis of your field notes, work samples, and assessments that you collect to help plan, evaluate, and revise your research agenda so that you may adapt instructional materials and approaches to meet the language proficiency needs of English learners (IRA Standard 2.2). As part of this project, you will also develop a professional development plan that will engage the school community - including parents/guardians - in conversations about research on how diversity impacts literacy learning both inside and outside of the classroom.

This project meets the California Commission on Teacher Credentialing (CTC) and International Reading Association (IRA) Professional Standards. As such, this case study will serve as a learning experience to help you develop reading specialist competencies in the following areas:

1. A deepened understanding of the seminal and cutting-edge research findings in the literature related to how cultural and linguistic diversity - including first and second language acquisition- influences the reading and writing development of students (IRA Standard 4.1 and CTC Standard 5.B1; 7.7; 7.8).
2. Employ an advanced level of proficiency in effective research-based instruction for English learners using a wide range of differentiated practices, approaches, curriculum materials and assessments - informed by CELDT scores and corresponding ELD standards (IRA Standards 4.2 and CTC Standards 7.7; 8.A5; 10.A1; 10.A2; 10.A3);
3. Work effectively with families from a variety of ethnic, cultural, gender, linguistic, and socioeconomic backgrounds. Capitalize on the ways in which students attempt to negotiate their home and school lives by bringing their familiar words and worlds into the classroom through the tools of reading, writing, listening, speaking, and viewing (IRA Standard, 4.2 and CTC Standards 10.A1; 10.A3);
4. Develop advanced understanding of classroom, school-wide, district, state, or national policies and initiatives related to English learners. Develop the professional skills to advocate for comprehensive literacy programs with resources to support the literacy development of all students (IRA Standards, 4.3. 6.4 and CTC Standard 8.B4);
5. Develop advanced professional communication and scholarly writing skills to support classroom-base and school wide efforts in providing differentiated instruction in ways that are responsive to students’ diverse backgrounds. This includes designing, implementing, and evaluating actions research projects and case studies (IRA Standards 4.2; 6.3 and CTC Standards 7.2; 7.8; 8.B4; 10.A4; 10.B3; 10.B3)

By the end of the semester, it is my hope that as educators, we will become reflective upon our dispositions and practice so we can recognize the complexities of literacy learning and collaborate with other teachers, administrators, parents/guardians to develop and implement policies and practices that promote *fairness and equality within a "culture of literacy" that develops students as agents of their own literacy learning (IRA Standards 4.2 & 4.3, & 6.2 and CTC Standard 2.2; NCATE Standard 4).

*Fairness: A commitment demonstrated in striving to meet the educational needs of all students in a caring, non-discriminatory, and equitable manner

Possible topics include:
Phonemic awareness, classroom discourse (student talk or teacher talk), poetry, out-of-school literacy practices, family literacy, language use/genres, code-switching, multicultural literature, student choice of reading material, sharing time, dialogue journals, invented spelling, writing workshops, choral reading, story-telling, author's theatre, children's “pop” culture, assessment,
Some Definitions in Qualitative Methods

1. **Qualitative Methods**: Qualitative information usually takes the form of narratives - descriptions, interpretations or logical constructions - and is collected through methods such as **interviews**, **diaries**, **document analysis**, **simulations** and **case studies**. Qualitative methods are generally more sensitive to classroom context and allow teacher researchers to delve deeply into their "burning questions" (Chan, J. *READ 560 Course Packet*).

2. **Reflection**: "Thinking about an experience with the intention of deciding what it means, how it can be explained, and what the meaning and explanations might imply for the future" (Neil Haigh).

3. **Case Study**: Focused, intensive inquiry about one or more individuals.

4. **Observations**: On-site impressions, descriptions recorded by the observer. May be videotaped or audiotaped.

5. **Open interviews**: Respondent is encouraged to talk freely around issues or questions.

6. **Structured Interviews**: Questions planned in detail and asked in a systematic way so that responses are categorized. **Both types of interviews can get at attitudes, experiences, self-reported behavior, opinions, understandings, needs, etc.**

7. **Content analysis**: Analysis of fieldnotes (taken from observations or 1:1 sessions), work samples, documents, and students records.

The final paper will include: (page lengths are approximations)

A. **Introduction** (1 page)

B. **Literature Review**: (3 pages) Cite a minimum of eight resources. At least three must come from class readings
   - What does the research say about your topic?
   - Please remember: You do not have to summarize the entire article/chapter, just highlight the most relevant parts as they relate to your case study.
   - Be sure to cite APA 6th Edition

C. **Methodology** (3-4 pages)
   - Purpose & Research Question: What did you do and why?
   - Site Selection: Include the name of the school district, school, grade level, and a brief description of the surrounding community (include demographics). **Be sure to use information (needs and resources) gained from your Community Mapping Activity, including aggregate student data at the school and district level**
   - Participant Selection: Why did you choose this student? How is this student culturally and/or linguistically different than you? Describe the student: provide specific examples of the cognitive/academic skills and/or oral/ written communication skills of the child prior to the case study. **Include both academic strengths and weaknesses. Be sure to include the student's CELDT scores and the corresponding ELD Standards this student should be striving towards.**
• Data Collection: How did you carry out your research? This is your research plan. When and where were your interviews/observations/tutorials/asessments? (length, time of day, etc.). How did these procedures allow you to begin to answer your research question?
  **Remember that both the child and the parent must be interviewed**
• Researcher’s Role-Discuss your dispositions here: biases, expectations, relationship to the participant, initial assumptions, etc. Did they change over time?
• Methodological dilemmas
• Data Analysis: Describe how you analyzed the data. How did you analyze the assessments, interviews, observations, and tutorials help to answer your research questions? How did your parent and student interview inform your work with this student? How did the CELDT score inform the ELD standard(s) you chose?
  **Remember, you are not reporting on your findings in this section.**

D. Findings: (4 pages)
• This should be the bulk of your paper. What did you find and what evidence did you gather to support your conclusions? What trends/patterns emerged from the data? Include a description (“vignettes” as discussed in lecture) of relevant aspects of:
  • (1) observation
  • (1) differentiated instruction 1:1 tutorial session
  • (1) interview from parent/guardian interview
  • (1) student interview.

Describe any observed behaviors, interactions, events, etc. that relate to your question. Use direct quotes whenever possible. Also remember to support your analysis with appropriate research, as first describe in the literature review section above.

E. Implications for Culturally and Linguistically Responsive Instruction (1 page)
• How did the six socio-cultural dimensions (Gee) impact your student as a literacy learner?
• How did your students’ linguistic background influence their reading and/or writing development
• How did you differentiate your instructional practices, approaches, curriculum materials and/or assessments to meet the specific needs of your student?
• What new information helped change your thinking about language, literacy, and culture? Were your initial assumptions confirmed or questioned?

F. Professional Development Plan (2 pages)
• How would you, as a leader at your school site, create a professional development plan that will engage the school community - including parents/guardians - in conversations about how diversity impacts literacy learning both inside and outside of the classroom?
• As a reading specialist, how would you use what you have learned to support other classroom teachers in examining and selecting appropriate curriculum and providing differentiated instruction to teach and assess in ways that are responsive to students’ linguistic backgrounds?

G. Conclusion (1 page)

H. Bibliography/Reference Page: Minimum of eight references.
I. **Appendices** (field notes, work samples, interviews, observational notes, assessments, etc.) – please scan all documentation and submit electronically.

Your Final Project is due electronically **(Week # 17)**. The final paper should be *no longer than 15-16 pages* (not including references or appendices) typed, double-spaced with one inch margins, 12 point font, **APA 6th edition format**. Please include a cover sheet. Please refer to scoring guide.

**Important points to remember:**

- Be sure to verbal obtain permission of the parents/guardians of the student you wish to case study. Inform them about the purpose and scope of the assignment and assure them of their child’s confidentiality (meaning, you are not to share any information you obtain with other members of the school community-teachers, parents, administrators, etc.) You will also need written permission from the student's parents/guardians if you intend to audiotape or videotape the student.

- **Please remember I am open to answering any and all questions you may have. ☺**
Assessment 3: CASE REPORT

As a reading specialist, it is important for you to be able to report your findings to key stakeholders, e.g., parents and school personnel. Based on work with your client, you will complete a case report which reflects progress during the semester. The report will be completed in two parts. In addition, Part B, the summary case report, will be submitted before the end of the semester so that it can be reviewed by the Professor and edited by you before it is given to the parent. An example of this report is provided on TITANium.

Part A. Pre-Intervention Case Report (15%):
Based on your Assessment Chart (Assignment 2) you will write a pre-intervention report. This report will include:

- Client Background information
- All Assessments:
  - Citation in APA format
  - Description in parent friendly language
  - Results of each assessment (data)
  - Interpretation of results (narrative explaining data)
- Objectives—Using your assessment data develop objectives for remediation. State your prioritized, realistic objectives for the remaining tutoring sessions. Specify how you will determine if each has been met (state the necessary score on a given assessment, inventory or observation). For example: Sight Words: “Given a word game containing 25 high frequency words from Fry’s Instant Word List, Billy will be able to identify 21/25 of the words instantly while being observed playing the game”.

A rubric for the Pre-Intervention Case Report will be posted on TITANium.

Part B. Summary Case Report (15%):
The Summary Case Report is prepared for the instructor, parents/care-givers and next clinician. The Summary Case Report will include the pre-intervention case report and post intervention results. It must include your interpretation of the student’s reading profile from assessment data to communicate the results to the student, parents/caregivers, colleagues, and/or administrators. It should provide accurate information that can be readily understood by both the parents and professionals. An example of this report is provided on TITANium.

The Summary Case Report should:
- Match objectives with the weekly intervention plan and instructional evaluations
- Provide tactful presentation of needs
- Include recommendations for classroom teachers and parents
### Advanced Credential Key Assignment 9: READ 581 Case Report

**CTC Standards 8, 9, & 10 (Specialist Credential Level)**

The program provides each candidate with:

<table>
<thead>
<tr>
<th>Standard 8: Advanced Professional Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.A4 The program provides candidates the opportunity to develop advanced professional knowledge of methods for using assessment data to diagnose, design, adapt and differentiate instruction for the full range of learners, including students who are experiencing extreme difficulty in literacy acquisition.</td>
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<tr>
<td>8.A5 The program provides opportunities for candidates to deepen their understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students’ interest and focus, and developing students’ strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.</td>
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<tr>
<td>8.A6 The program provides opportunities for candidates to learn about the types of disabilities that have implications for literacy development and to learn effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI tiers 1, 2, and 3.</td>
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</table>

**Standard 9: Integrating the Curriculum through Clinical Experiences**

9.1 The program provides fieldwork and/or clinical experiences that are articulated with courses to allow candidates to develop competency through work at sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction. Fieldwork and/or clinical experiences must include on-going guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel (in conjunction with program faculty) to ensure that candidates have an opportunity to practice and demonstrate the knowledge and skills identified in Standards 7 and 8.

9.3 Assess the needs of students most at risk of failure.

9.5 Implement appropriate research-based instructional and intervention strategies, and evaluate the effectiveness of the intervention.

**Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction**

10.A5 Candidates have an advanced level of knowledge about and can advocate for resources to support, students’ acquisition of the critical aspects of multiple digital literacies for 21st Century skills necessary for success in today’s global economy.

10.B2 Candidates select, administer, analyze, summarize and communicate results of diagnostic literacy assessments and provide appropriate intervention, including strategic and intensive, with beginning readers and students who have reading difficulties, and can reflect upon, monitor and adjust instruction over an extended period of time.

**IRA Standard 3 (Assessment and Evaluation)**

(Reading Specialist Level):

**As a result, candidates:**

3.3 Use assessment information to plan and evaluate instruction.

3.4 Communicate assessment results and implications to a variety of audiences.

**Introduced & Reinforced:** Certificate Coursework; READ 516

**Extended:** READ 595 & READ 597

**COE: Professional Dispositions Expected of Candidates Focus Dispositions:**

**#3) Think Critically:** Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.
## READING Certificate Key Assignment 1: READ 508 Tutoring Assignment

### CTC Standards 4 and 5 (Reading Certificate)
- **Standard 4: Integrating Curriculum Through Fieldwork**
  4.2 Candidates will work with individuals at early (PreK-3) and intermediate levels of literacy acquisition.
  4.4 Candidates will work at field sites where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction.

- **Standard 5: Planning, Organizing and Providing Literacy Instruction**
  5.B1 Candidates have the opportunity to plan and teach lessons to students who are different from the candidate including ethnic, cultural, gender, linguistic and socio-economic differences.
  5.B2 Candidates plan, implement, and monitor formal literacy instruction that is sequential, linguistically logical, systematic, explicit, differentiated, and based on ongoing formal and informal assessments of individual students’ progress that assures that the full range of learners develop proficiency as quickly and effectively as possible.

### IRA Standards 2 and 5
- **Standard 2: Curriculum and Instruction**
  2.2 Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections. [McKenna and Stahl (2009) define reading as including word recognition, language comprehension, and strategic knowledge (see the Glossary for their definition of cognitive model of reading).]

- **Standard 5: Literate Environment**
  5.2 Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

### Introduced & Reinforced: 508 Weekly Participation Activity
- **Extended:** 507 Tutoring Experience; 516 Literacy Assessment Portfolio

### COE: Professional Dispositions Expected of Candidates

**Focus Disposition: #5) Value life-long learning.** Candidates understand that professional development is a dynamic process extending over the course of an entire career. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.
### Syllabus Appendix READ 507

**Key Assignment: Content Area Literacy Project**

<table>
<thead>
<tr>
<th>CTC Standards</th>
<th><strong>Summary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.3</td>
<td>The program provides a strong, coherent, and shared vision of a culture of literacy, developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy.</td>
</tr>
<tr>
<td>3.1</td>
<td>The program provides opportunities for candidates to review and analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction and how that research is reflected in the contents of the California Preschool Learning Foundations and Frameworks (Volume 1) and the California Reading/Language Arts Framework.</td>
</tr>
<tr>
<td>3.2</td>
<td>The program provides opportunities for candidates to learn how to assess, instruct, and provide intervention, if needed, for each component of research-based literacy instruction, including: oral language development, word analysis, fluency, vocabulary development, listening and reading comprehension, and written language development.</td>
</tr>
<tr>
<td>3.5</td>
<td>The program provides opportunities for candidates to learn methods to incorporate information literacy skills into classroom activities in which students learn to access, evaluate, use and integrate information and ideas found in print, media, and digital resources enabling them to function in a knowledge-based economy and technologically-oriented society. (California Model School Library Standards for Students).</td>
</tr>
<tr>
<td>4.2</td>
<td>Candidates will work with individuals and/or small groups of students at intermediate (4th grade and up) levels of literacy acquisition.</td>
</tr>
<tr>
<td>4.4</td>
<td>The program ensures that candidates work at field sites or clinical settings where the instructional approaches and methods are consistent with a balanced, comprehensive program of reading and literacy instruction.</td>
</tr>
<tr>
<td>5.B3</td>
<td>Candidates use modeling, massed and distributed practice, and opportunities for application as strategies to facilitate student learning. Candidates select and use instructional materials, technology, routines, and strategies that are appropriately aligned with students’ assessed language and literacy needs.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IRA Standard</th>
<th><strong>Summary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</td>
</tr>
</tbody>
</table>

| **COE: Professional Dispositions Expected of Candidates**                     | **Focus Disposition: #3 Think critically**. Candidates systematically reflect on their practice to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement. |

<table>
<thead>
<tr>
<th><strong>Introduced &amp; Reinforced:</strong></th>
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*College of Education, Department of Reading*
<table>
<thead>
<tr>
<th>CTC Standards</th>
<th>IRA Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 The program provides opportunities for candidates to learn basic research and evaluation methods including research design, sampling, selection of measures or instruments, and statistical procedures.</td>
<td>1.1 Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.</td>
</tr>
<tr>
<td>7.4 The program provides opportunities for candidates to learn to evaluate the technical adequacy of assessments, such as reliability and content and construct validity, based on psychometric standards and applicable populations, and to utilize best practices in the selection, administration, and use of assessments for developing a systemic framework to measure student progress and for planning, monitoring, evaluating, and improving instruction.</td>
<td></td>
</tr>
<tr>
<td>7.5 The program provides opportunities for candidates to understand large-scale assessment design, the design of state and district assessment systems, and the relationship between those assessments and state frameworks, proficiency standards and benchmarks.</td>
<td></td>
</tr>
<tr>
<td>10.B.1 Candidates critically analyze and interpret research; identify appropriate research design and methodology; and recognize research that is current, confirmed, reliable and replicable.</td>
<td></td>
</tr>
</tbody>
</table>

**COE: Professional Dispositions Expected of Candidates**

**Focus Disposition: #4) Maintain professional and ethical standards.** Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.
<table>
<thead>
<tr>
<th>COE: Conceptual Framework Outcomes</th>
<th>CTC Standards 2, 3, &amp; 6 (Reading Certificate Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate has the ability to use technology as a resource, 2(a) promote diversity</td>
<td></td>
</tr>
</tbody>
</table>

### Standard 2: Promoting a culture of literacy

- **2.2** The program provides opportunities for candidates to review current research on the role of a culture of literacy for: acknowledging the language and literacy experiences of the individual child, classroom, school, district, and community, honoring and capitalizing on students’ diverse knowledge, skills, abilities, and backgrounds to engage students, their families, and the community in the acquisition of English literacy skills;  
- **2.3** developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy; developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy;  
- **2.5** The program provides opportunities for candidates to review current research on factors that support/develop a culture of literacy at the classroom, school, district, and community levels.

### Standard 5: Planning, Organizing and Providing Literacy Instruction

- **5.B4** Candidates know the critical aspects of, and can facilitate student and teacher use of, multiple digital literacies for 21st Century skills necessary for success in today’s global economy.

### IRA Standard 1 (Classroom Teacher Level): Foundational Knowledge

Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:

#### Standard 2: Curriculum and Instruction

- **2.3** Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

#### Standard 4: Diversity

- **4.1** Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

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<table>
<thead>
<tr>
<th>Introduced &amp; Reinforced</th>
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<tbody>
<tr>
<td>508 Tutoring Assignment; 507 Method Project</td>
<td>516 Theory-to-Practice Cards; 560 EL Case Study Report</td>
</tr>
</tbody>
</table>

### COE: Professional Dispositions Expected of Candidates

**Focus Disposition: #3) Think critically.** Candidates systematically reflect on their practice to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.
### Reading Certificate Key Assignment:
#### CTC Standards 2, 3, & 6 (Reading Certificate Level)

**Standard 2: Promoting a culture of literacy**

1. and fostering students’ independence, engagement, motivation, and positive attitude towards reading, and development of a lifelong habit of reading and writing for pleasure and information.

**Standard 3:**

3. The program provides opportunities for candidates to learn the normal progression of complexity for each component of literacy, as explicated in the Foundations/Standards and their Frameworks, the expected stages and patterns in students’ development including early and adolescent literacy, the implications of delays or differences in students’ literacy development relative to grade level standards, and when such delays/differences warrant further assessment, differentiated instruction and intervention.

3. The program provides opportunities for candidates to learn instructional sequences and routines that develop and accelerate students’ language and literacy learning, including RtI², and how to maximize students’ literacy development by using the reciprocal relationships among the components of a research-based literacy program.

3. The program provides opportunities for candidates to learn the types and uses of assessments across the continuum of literacy skill components, including informal and curriculum-embedded assessments, and reliable and valid norm-referenced and criterion-based assessments that are used for formative and summative purposes, such as, screening, diagnosis, placement, and progress monitoring.

**Standard 4:**

4. Candidates will demonstrate the knowledge, understanding, and application of all elements of the curriculum defined in Curriculum Standards 2 and 3. Comprehensive experiences will be available for candidates to: interpret results of classroom assessments, including formative, ongoing and summative; perform additional assessments as appropriate; implement instructional strategies based on results of the assessment; and monitor and evaluate student progress.

4. Fieldwork must include ongoing guidance, assistance, and feedback by the instructor, professor, or other designated, qualified personnel, including Reading and Literacy Leadership Specialist Credential candidates, (in conjunction with the program faculty) to ensure that candidates demonstrate the knowledge and skills identified in Standards 2 and 3.

**Standard 5: Planning, Organizing and Providing Literacy Instruction**

5. Candidates select appropriate assessments, administer, analyze and summarize the results of the assessments and report the results in ways that are meaningful to parents, classroom teachers and administrators.

5. Candidates use assessment results to guide instruction and to determine the timing of appropriate placement in and exit from intervention programs with the goal of accelerated, successful reentry into grade level standards-based programs.

**IRA Standard 3: Assessment and Evaluation**

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

**As a result, candidates:**

3. Understand types of assessments and their purposes, strengths, and limitations.

3. Select, develop, administer and interpret assessments, both traditional print and electronic, for specific purposes. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

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**Introduced & Reinforced:**

- 508 Tutoring Assignment

**Extended:**

- 581 Clinical Practicum Report
| College of Education | COE: Professional Dispositions Expected of Candidates  
Focus Disposition: #4. Maintain Professional and Ethical Standards  
Candidates systematically reflect on their practice to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement. |
### Reading Certificate Key Assignment: READ 536: Triangulated Analysis: Literacy Program Evaluation

**CTC Standards 2, 3, 4, & 5 (Reading Certificate Level)**

The program provides each candidate with:

**Standard 2: Promoting a Culture of Literacy**

2.3 developing a strong, coherent, and shared vision of a culture of literacy that aligns resources to support high academic expectations for student achievement in reading and literacy;

**Standard 3: Preparation to Teach Literacy to All Students through Assessment, Instruction and Appropriate Intervention**

3.2g and to develop the skills needed to modify curriculum to address the specific needs of diverse groups of students, including but not limited to struggling students, English learners, gifted and talented students, and students with special needs.

3.8 The program provides opportunities for candidates to learn methods to assess teachers in using grade level or school-wide assessment data to implement and revise instructional programs and to plan, implement, and evaluate school-wide professional development.

**Standard 4: Integrating Curriculum through Fieldwork**

4.1 The program will provide Reading and Literacy Added Authorization candidates with opportunities to evaluate research for appropriateness to the target population, integrate research and practice, and to apply appropriate assessment, instruction, and differentiation in the field.

**Standard 5: Planning, Organizing and Providing Literacy Instruction**

5.2 Candidates interpret results of disaggregated school-wide assessment data to propose changes in instructional practices through grade and school level discussion and professional development.

**IRA Standard 1 (Classroom Teacher Level): Foundational Knowledge**

Candidates have knowledge of the foundations of reading and writing processes and instruction. As a result, candidates:

**Standard 2: Curriculum and Instruction**

2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum. [Reading specialists may have responsibilities for teaching students who struggle with learning to read and must also be able to support teachers in their efforts to provide effective instruction for all students.]

**Standard 4: Diversity**

4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

**Standard 5: Learning Environment**

5.1 Design the physical environment to optimize students’ use of traditional print, digital and online resources in reading and writing instruction.

**Standard 6: Professional Learning and Leadership**

6.4 Understand and influence local, state or national policy decisions.

### Introduces & Reinforced:

<table>
<thead>
<tr>
<th>Standard</th>
<th>507, 508, 514, 560</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Extended:</strong></td>
<td>585, Master’s Project</td>
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### COE: Professional Dispositions Expected of Candidates

**Focus Disposition: #3) Think critically.** Candidates systematically reflect on their practice to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.
Advanced Credential and Diversity Key Assignment 7:
READ 560 ELL Qualitative Case Study Project

CTC Standards 7, 8, & 10 (Specialist Credential Level)
The program provides each candidate with:

Standard 7: Research and Evaluation Methodology
7.B The program provides opportunities for candidates to learn to critically examine the research and program recommendations of experts in the field of literacy acquisition and instruction as an invaluable aid in the decision-making and leadership process, keeping in mind the limitations of applicability of research based on inclusion of specific target populations.

Standard 8: Advanced Professional Competencies
8.B.3 opportunities for candidates to develop advanced professional communication and facilitation skills for advocating for a comprehensive literacy program through scholarly writing and/or collaborative work with students and their families, teachers, administrators, specialists, and other interested stakeholders to develop and sustain a comprehensive literacy program.

Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction
10.A.3 Candidates select, plan and implement culturally responsive curriculum based on assessed needs and literacy experiences of students in a target population.

IRA Standard 4 (Diversity) & 6 (Professional Learning and Leadership)
(Reading Specialist Level):
As a result, candidates:

4.1 Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

4.2 Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.

4.3 Develop and implement strategies to advocate for equity

6.2 Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors. [This element deals with positive attitudes not only with colleagues but also with community members, parents and guardians, and so forth.]

Introduction & Reinforced: Certificate Coursework; EDEL 511 Literature Review; READ 514

Extended: 581 Case Report; 585

COE: Professional Dispositions Expected of Candidates
Focus Dispositions:

#1) Promote diversity. Candidates value all aspects of human development including the diverse ideas, views, strengths, styles of learning, talents, and abilities of each learner. They are committed to the inclusion of multiple perspectives, voices, cultures, languages, experiences, and values. They recognize that each individual brings a depth and richness to the whole that helps develop understanding of individual complexity and appreciation for one another.

#3) Engage in collaborative endeavors. Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.
## Advanced Credential Key Assignment 9:
### READ 581 Case Report

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<td>8.A.5 The program provides opportunities for candidates to deepen their understanding of and ability to use theoretical and research-based strategies that assist students to become proficient readers, including direct instruction, flexible grouping, strategies to cognitively engage and sustain students’ interest and focus, and developing students’ strategies to self-regulate and learn independently, in order to meet the needs of English learners, students with reading difficulties, students who are proficient and advanced readers and writers, and students at every age, including preschool and adolescent learners.</td>
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<td>8.A.6 The program provides opportunities for candidates to learn about the types of disabilities that have implications for literacy development and to learn effective strategies and practices for providing multiple levels of intervention, including strategic and intensive interventions, or RtI² Tiers 1, 2, and 3.</td>
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<tr>
<td>9.5 implement appropriate research-based instructional and intervention strategies, and evaluate the effectiveness of the intervention.</td>
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<td>10.A.5 Candidates have an advanced level of knowledge about, and can advocate for resources to support, students’ acquisition of the critical aspects of multiple digital literacies for 21st Century skills necessary for success in today’s global economy.</td>
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<tr>
<td>10.B.2 Candidates select, administer, analyze, summarize and communicate results of diagnostic literacy assessments and provide appropriate intervention, including strategic and intensive, with beginning readers and students who have reading difficulties, and can reflect upon, monitor and adjust instruction over an extended period of time.</td>
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### IRA Standard 3 (Assessment and Evaluation) (Reading Specialist Level):
**As a result, candidates:**

3.3 Use assessment information to plan and evaluate instruction.
3.4 Communicate assessment results and implications to a variety of audiences.

<table>
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<tr>
<th>Introduced &amp; Reinforced: Certificate Coursework; READ 516</th>
<th>Extended: READ 595 &amp; READ 597</th>
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</table>

### COE: Professional Dispositions Expected of Candidates

**Focus Dispositions:**

**#3) Think Critically:** Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performances, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.
### Advanced Credential Key Assignment 8:
**READ 585 School-Wide Context, Data, and SWOT Evaluation**

<table>
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<tr>
<th>CTC Standards 7, 8, 9, 10 &amp; 11 (Specialist Credential Level)</th>
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<tr>
<td><strong>Standard 7: Research and Evaluation Methodology</strong></td>
</tr>
<tr>
<td>7.3 The program provides candidates the opportunity to engage in data analysis to diagnose, monitor and evaluate student progress at the individual, group, classroom, grade level, school, and district levels and to develop techniques for analyzing aggregate student data (at the school and district level) for making instructional decisions and for designing and providing staff development activities.</td>
</tr>
<tr>
<td><strong>Standard 8: Advanced Professional Competencies</strong></td>
</tr>
<tr>
<td>8.A2 Programs provide candidates opportunities to develop advanced professional knowledge about how to evaluate, select and support implementation of programs based on the needs of the local school/district and community population.</td>
</tr>
<tr>
<td><strong>Standard 9: Integrating the Curriculum through Clinical Experiences</strong></td>
</tr>
<tr>
<td>9.2 The program provides candidates multiple opportunities to integrate research and practice by using research-based strategies at multiple sites or the district level to:</td>
</tr>
<tr>
<td>9.4 evaluate the current instructional practices and use of district-adopted instructional materials at those locations,</td>
</tr>
<tr>
<td>9.7 The program provides opportunities for candidates to improve the literacy skills of the full range of learners including beginning, intermediate and adolescent readers, English learners, and students with reading difficulties and to evaluate the effectiveness of the intervention and extended support currently offered to students using standards-aligned and state- and/or district-adopted instructional materials and to implement alternative or additional instructional approaches and materials, as appropriate.</td>
</tr>
<tr>
<td><strong>Standard 10: Planning, Organizing, Providing and Leading Literacy Instruction</strong></td>
</tr>
<tr>
<td>10.C3 Candidates analyze instructional practices and evaluate student assessment data at grade, school or district levels to plan and provide guidance, coaching and/or professional development to strengthen appropriate practices as needed and work collaboratively with students and their families, teachers, administrators, specialists, and other interested stakeholders to design, implement and evaluate a comprehensive literacy plan or a specific component of that plan.</td>
</tr>
<tr>
<td>10.D1 Candidates critically examine the relevant research and recommendations of experts in the field and incorporate that information when generating and communicating to stakeholders the results of reliable and informative evaluations of current literacy practices including program strengths and weaknesses and program effects on various aggregate student populations. Candidates utilize that information to develop a plan for improving literacy learning that includes communication about the planned changes to all interested stakeholders and a process for implementing and evaluating those changes.</td>
</tr>
</tbody>
</table>

### IRA Standard 1 (Foundational Knowledge) & 6 (Professional Learning and Leadership)
(Reading Specialist Level):

**As a result, candidates:**

1.3 Understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.

6.3 Participate in, design, facilitate, lead and evaluate effective and differentiated professional development programs.

**Introduced & Reinforced:** Certificate Coursework; READ 536

**Extended:** READ 560; 581

### COE: Professional Dispositions Expected of Candidates

**Focus Dispositions:**

1. **#2 Engage in collaborative endeavors.** Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

2. **#5 Value Life-Long Learning.** Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and wellbeing.
VI. Research and Specialty Centers Annual Reports

Activities of Research Centers, Specialty Centers & Institutes

The CSU Board of Trustees and Chancellor’s Office continues to show interest in named campus centers that are engaged in research, fundraising, public awareness, and similar activities on behalf of our colleges, departments, and programs. Cal State Fullerton now is required to conduct a review of all centers and institutes over a three-year period. If your center or institute is to complete a detailed Self-Study during 2012-13, you will be informed by Dr. Gerald Patton later this summer.

In the meantime, annual information from centers and institutes is important in order to present the full picture of Academic Affairs activities for the year.

a. **Name of Center or Institute and Contact Information:**
   Hazel Miller Croy (HMC) Reading Center
   Dr. Erica Bowers, Reading Department

b. **Website:**
   [http://ed.fullerton.edu/reading/CenterInfo.htm](http://ed.fullerton.edu/reading/CenterInfo.htm)

c. **List of major projects undertaken during 2012-13. Show project title, funding source (if externally funded):**
   The initial purpose of the Center is to support the existing client fee-supported graduate reading clinic course on the Main Campus and at cohort sites. The clinic provides high quality diagnostic/remedial services to school-age children in the community. The purpose of the Center going forward is to expand existing services, to pursue a focused research agenda to advance the professional knowledge base related to reading difficulties and
remedies, and to develop a strategic plan for seeking external funding. 2012-13 projects included:

- **Tutoring Project**– CSUF Reading M.S./Specialist Alumni were contracted to provide tutoring to children in the community during the Clinic class. This service allows the Center to meet the needs of families in the community who are on the waiting list and brings additional revenues into the Center.

- **Assessment Project**– The HMC Reading Center continued to offer Reading Assessment packages to children who are on our waiting list. Four reading assessment packages were conducted during the 2012-13 academic year by two of the CSUF Reading M.S. /Specialist Alumni who were also contracted to provide tutoring.

- **Video Reflection Project**- The Center Director joined the Literacy Research Association’s (LRA) Special Interest Group (SIG) - the National Center Director Consortium. Members of this group developed a project to study the effect of video reflection on Reading Teacher practice. The Director piloted the project spring, 2012 and shared the initial findings at the Literacy Research Association’s Annual Conference in San Diego in November, 2012.

d. **Intellectual product and/or special presentations and events**
   - The Pocket Tutor research was published as a chapter in a book entitled, “Volume II: Advanced Literacy Practices: From the Clinic to the Classroom”. The chapter was co-authored with two alumni of the program.
   - The Video Reflection project research was presented at the Literacy Research Association’s Annual Conference in November, 2012 by the Reading Center Director and the Special Interest Group (SIG) - the National Center Director Consortium.

e. **Funds received — amounts and sources**
   - Endowment fund total as of 11/30/2012, $43,801.
   - Distribution Account total as of 4/30/2013, $1,630.71.
   - Four Assessment Packages for individual community children @ $175ea. = $700.
   - Reading Center Student Fees (12-13) for individual community children $2,660.

f. **Planned projects or major activities anticipated for 2012-13.**
   - Tutoring Project- alumni will continue to provide additional services to the community through the Reading Center.
   - Assessment Package Project – will continued to be offered and publicized on the department website
   - Ipad Project- the current instructor for the Reading Practicum (READ 581), Dr. Maderazo, will pilot a project using iPads with clinic reading candidates and their tutees.
   - Video Reflection Project- a second set of data will be compiled and analyzed
Reading Department: Course Custodians

To ensure that key course assignments and other assessments are uniformly completed across course sections, course custodians have been identified, and their roles and responsibilities specified, as follows:

- Be familiar with accreditation requirements related to course (NCATE, CTC, Curriculum Guide)
- Meet with course faculty as needed to discuss course content, assessment, and materials
- Communicate regularly and as needed with course faculty
- Create and update course packets if used
- Order textbooks and/or course packets for all sections of course (if common materials and if appropriate)
- Administer Unit-wide assessments and post scores on key assignments
- Support new and part-time faculty teaching the course
- Collect course syllabi, packets, assignment guidelines, rubrics, student scores on key assignments, and samples of completed assignments from faculty teaching the course and place in accreditation folders
- Communicate with the Chair and the Department regarding course modifications if these might impact accreditation requirements (NCATE, CCTC, key assignments)

Course custodians seek to maintain a balance between the theoretical underpinnings of the discipline and the pragmatic application of these theories in the classroom. Each course contains an application component that enables candidates to apply their new learning to the instructional environment in which they teach. While issues of gender and diversity are emphasized in particular courses, the content of each course addresses aspects of these issues. The faculty work closely with area schools to ensure that the material presented in courses is appropriate to the populations of children in candidates’ classrooms and districts.

<table>
<thead>
<tr>
<th>Course Custodians-Fall 2012</th>
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<tbody>
<tr>
<td><strong>UNDERGRADUATE</strong></td>
</tr>
<tr>
<td>READ 201 Kathi Bartle Angus (as Undergrad Program Coordinator)</td>
</tr>
<tr>
<td>READ 202 Kathi Bartle Angus (as Undergrad Program Coordinator)</td>
</tr>
<tr>
<td>READ 290 Kathi Bartle Angus (as Undergrad Program Coordinator)</td>
</tr>
<tr>
<td>READ 340 Rosie Ordonez-Jasis</td>
</tr>
<tr>
<td><strong>GRADUATE</strong></td>
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<tr>
<td>READ 508 Julian Jeffries</td>
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<td>READ 514 Julian Jeffries</td>
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<td>READ 507 Ula Manzo</td>
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<tr>
<td>READ 536 Catherine Maderazo</td>
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<tr>
<td>READ 511 Ula Manzo</td>
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<tr>
<td>READ 516 Erica Bowers</td>
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<tr>
<td>READ 560 Rosie Ordonez-Jasis</td>
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<tr>
<td>READ 581 Catherine Maderazo</td>
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<tr>
<td>READ 585 Erica Bowers</td>
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<tr>
<td>READ 595 Rosie Ordonez-Jasis</td>
</tr>
<tr>
<td>READ 597 Rosie Ordonez-Jasis</td>
</tr>
</tbody>
</table>
Reading Department’s Mission Statement
The Reading Department faculty believes that reading is a developmental process, a complex meaning making process, and a critical thinking process. To produce individuals who can use such processes demands quality teaching. Quality teaching is a critical thinking act. It involves on-going analysis and evaluation of choices made and the grounds for those choices as opposed to other alternatives. It order to instruct effectively the teacher must have a thorough knowledge of the theoretical underpinnings of reading and learning and an opportunity to pragmatically apply them in order to effectively evaluate their applicability. Teaching involves making informed choices of the techniques, materials, strategies, and approaches most appropriate based on teachers' analysis and evaluation of the needs of the students with whom they work and the array of possible alternatives.
The Effect on Student Learning Report
(Sent electronically to students using Survey Monkey®)

http://www.surveymonkey.com/s.aspx?sm=nTxBRZMsVEqsCKUJ01XUAg%3d%3d

The Effect on Student Learning Report is designed to capture candidates' opinions about their ability to have a positive effect on student learning. It is completed in each of the 4 courses in which key course assignments involve tutoring experiences: the READ 508 Tutoring Log, the READ 516 Case Report, the READ 560 Case Study, and the READ 581 Case Report.

1. Please provide your CWID
   Please provide your CWID

2. Which course assignment are you reporting:
   Which course assignment are you reporting:

3. Number of years of teaching experience:
   Number of years of teaching experience:

4. Grade of student tutored:
   Grade of student tutored:

5. The cultural background of the student tutored is:
   The cultural background of the student tutored is:

6. Estimated developmental level of student tutored:
   Estimated developmental level of student tutored:
7. Estimated total number of tutorial hours (consider each session as an "hour"):

Estimated total number of tutorial hours (consider each session as an "hour"):

8. Before taking this course, how well prepared were you to work with this student in the context of the course assignment?

Before taking this course, how well prepared were you to work with this student in the context of the course assignment?

9. To what extent do you feel able to generalize what you have learned in this tutorial experience to classroom instruction (or other contexts for instruction)?

To what extent do you feel able to generalize what you have learned in this tutorial experience to classroom instruction (or other contexts for instruction)?

9. To what extent do you feel able to generalize what you have learned in this tutorial experience to classroom instruction (or other contexts for instruction)?

10. To what extent do you feel that what you have learned in this course has prepared you to have a more powerful positive effect on student learning?

To what extent do you feel that what you have learned in this course has prepared you to have a more powerful positive effect on student learning?
How well prepared are you to:

11. Evaluate a learner's acquisition of emergent literacy skills, including phonemic awareness

☐ Evaluate a learner's acquisition of emergent literacy skills, including phonemic awareness
  ☐ somewhat unprepared
  ☐ somewhat prepared

12. Evaluate a learner's acquisition of a sight word vocabulary equal to his/her peers’

☐ Evaluate a learner's acquisition of a sight word vocabulary equal to his/her peers’
  ☐ somewhat unprepared
  ☐ somewhat prepared

13. Evaluate a learner's acquisition of ability to decode unfamiliar words at a level equal to his/her peers?

☐ Evaluate a learner's acquisition of ability to decode unfamiliar words at a level equal to his/her peers?
  ☐ somewhat unprepared
  ☐ somewhat prepared

14. Evaluate a learner's ability to accurately construct meaning from print at a level equal to his/her peers

☐ Evaluate a learner's ability to accurately construct meaning from print at a level equal to his/her peers
  ☐ somewhat unprepared
  ☐ somewhat prepared

15. Evaluate a learner's acquisition of meaning vocabulary at a level equal to his/her peers?

☐ Evaluate a learner's acquisition of meaning vocabulary at a level equal to his/her peers?
  ☐ somewhat unprepared
  ☐ somewhat prepared

16. Evaluate a learner's willingness to respond critically and creatively to reading

☐ Evaluate a learner's willingness to respond critically and creatively to reading
  ☐ somewhat unprepared
  ☐ somewhat prepared
17. Evaluate a learner's ability to write in response to reading

☐ Evaluate a learner's ability to write in response to reading very unprepared
☐ somewhat unprepared
☐ somewhat prepared

18. Evaluate a learner's willingness to engage in teaching/learning interactions

☐ Evaluate a learner's willingness to engage in teaching/learning interactions very unprepared
☐ somewhat unprepared
☐ somewhat prepared

19. Evaluate a learner's social-emotional development equal to his/her peers'

☐ Evaluate a learner's social-emotional development equal to his/her peers' very unprepared
☐ somewhat unprepared
☐ somewhat prepared

20. Comments on this section (optional)

How well prepared are you to:

21. Use methods you have learned to teach emergent literacy skills, including phonemic awareness

☐ Use methods you have learned to teach emergent literacy skills, including phonemic awareness very unprepared
☐ somewhat unprepared
☐ somewhat prepared

22. Use methods you have learned to teach sight word vocabulary

☐ Use methods you have learned to teach sight word vocabulary very unprepared
☐ somewhat unprepared
☐ somewhat prepared

23. Use methods you have learned to teach strategies for decoding unfamiliar words

☐ Use methods you have learned to teach strategies for decoding unfamiliar words very unprepared
☐ somewhat unprepared
☐ somewhat prepared

24. Use methods you have learned to teach strategies for accurately constructing meaning from print

☐ Use methods you have learned to teach strategies for accurately constructing meaning from print very unprepared
☐ somewhat unprepared
☐ somewhat prepared
25. Use methods you have learned to teach meaning vocabulary

☐ Use methods you have learned to teach meaning  ☐ somewhat unprepared  ☐ somewhat prepared

26. Use methods you have learned to engage students in critical-creative response to reading

☐ Use methods you have learned to engage students in critical-creative response to reading  ☐ somewhat unprepared  ☐ somewhat prepared

27. Use methods you have learned to teach strategies for writing in response to reading

☐ Use methods you have learned  ☐ somewhat unprepared  ☐ somewhat prepared  ☐ very prepared

28. Use methods you have learned to engage students in teaching/learning interactions

☐ Use methods you have learned to engage students in teaching/learning interactions  ☐ somewhat unprepared  ☐ somewhat prepared

29. Use methods you have learned to support students' social-emotional development

☐ Use methods you have learned to support students' social-emotional development  ☐ somewhat unprepared  ☐ somewhat prepared

30. Comments on this section (optional)

How well prepared are you to:

31. Teach at grade levels different from your prior teaching experience

☐ Teach at grade levels different from your prior teaching experience  ☐ somewhat unprepared  ☐ somewhat prepared

32. Teach students whose cultural and/or socioeconomic background is different from your own

☐ Teach students whose cultural and/or socioeconomic background is different from your own  ☐ somewhat unprepared  ☐ somewhat prepared
33. Teach in a multilevel classroom (multiple reading levels)

- Teach in a multilevel classroom (multiple reading levels) very unprepared
- somewhat unprepared
- somewhat prepared

34. Collaborate with colleagues to evaluate and plan intervention for struggling readers

- Collaborate with colleagues to evaluate and plan intervention for struggling readers very unprepared
- somewhat unprepared
- somewhat prepared

35. Involve parents as partners in their student’s learning

- Involve parents as partners in their student’s learning very unprepared
- somewhat unprepared
- somewhat prepared

36. Evaluate your own teaching effectiveness (with respect specifically to reading)

- Evaluate your own teaching effectiveness (with respect specifically to reading) very unprepared
- somewhat unprepared
- somewhat prepared

37. Identify the teaching effectiveness of teacher colleagues

- Identify the teaching effectiveness of teacher colleagues very unprepared
- somewhat unprepared
- somewhat prepared

38. Explain key characteristics of an effective reading teacher

- Explain key characteristics of an effective reading teacher very unprepared
- somewhat unprepared
- somewhat prepared

39. Explain how theories of reading acquisition can be translated into effective teaching

- Explain how theories of reading acquisition can be translated into effective teaching very unprepared
- somewhat unprepared
- somewhat prepared
Identify one teaching episode from your tutoring experience in this class (you may define an “episode” as part of one session, or a series of several sessions). Briefly describe the episode and explain what specific aspect or combination of your current knowledge, skills, and dispositions had a positive effect on the student's literacy learning.

Some examples:
• Use of a specific technique or method for teaching phonemic awareness, decoding, or fluency
• Use of a specific technique or method for modeling schema activation or metacognitive monitoring
• Use of a specific technique or method for teaching a comprehension such as predicting, clarifying, or summarizing
• Use of information gained through use of a specific assessment instrument or technique to provide appropriate instruction
• Use of assessment information gained through informed observation to provide appropriate instruction
• Application of a given theory to guide instruction
• Evidence in support of or contradictory to a given theory
• Use of a given theory to guide instruction

40. Write your description of a teaching episode, and how it illustrates your positive effect on student learning.
(Optional) Briefly note any other ways in which your growing knowledge and understanding of the field of Reading has had an impact on your ability to have a positive effect on student learning in broader contexts. Examples:

• Use of teaching methods in your own classroom
• Informal interactions with colleagues that influence their classroom practice
• Application of your knowledge of reading theory and methods when participating in designing grade level, schoolwide, or district reading programs, or in developing and/or delivering professional development

41. Describe other examples here.
Thank you for participating in the College of Education Diversity Survey. The College of Education and related programs are compiling data about our candidates' experiences in working with students of diverse backgrounds. The questions in this 10 to 15 minute survey will require you to identify your worksite and to describe your recent experiences teaching or working with students of diverse backgrounds. Your responses to this survey will remain confidential. Only aggregated data will be reported.

Please select your program.

☐ Elementary and Bilingual Education  ☐ Reading Education  ☐ TESOL
☐ Secondary Education  ☐ Educational Leadership  ☐ Science Education
☐ Special Education

Please indicate your race or ethnicity (optional).

☐ American Indian
☐ Asian
☐ Pacific Islander
☐ Filipino/a
☐ Hispanic
☐ African American
☐ White
☐ Multiple/No Response

Describe your professional setting.

☐ I work in a K-12 public school system.
☐ I work at a K-12 private school. (SKIP to End of Survey)
☐ I work at a public college or university. (SKIP to End of Survey)
☐ I work at a private college or university. (SKIP to End of Survey)
☐ I am not currently working in a school setting. (SKIP to End of Survey)

Please select your work setting.

☐ I work at a single school site.
☐ I work in a district office.
☐ I work at multiple sites.
☐ Other
What is the name of the school(s) and district in which you work?

You will find the information you need about your school site(s) or district on the California Ed-Data website (http://www.ed-data.k12.ca.us/). The site is very user-friendly. Follow the simple steps outlined at http://ed.fullerton.edu/Current/mastersStudents_diversityDirections.html.

Select the category that describes the percent of English learners at your school site. Report the district’s percent if you work at a district office or multiple sites.

- 0-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

Select the category that describes the percent of students at your school who receive free/reduced price lunch. Report the district’s percent if you work at a district office or multiple sites.

- 0-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%

Select the category that describes the percent of the student population at your school that is different from your ethnicity. Report the district percent that is different from yours if you work at a district office or at multiple sites.

- 0-20%
- 21-40%
- 41-60%
- 61-80%
- 81-100%
COE Unit-Wide Advanced Program Midpoint Survey

Thank you for your willingness to participate in a survey for the College of Education at CSU Fullerton. Your responses to the next few questions will help us determine if you are eligible to participate in a Master’s Program midpoint survey.

Please select your program.

- Elementary and Bilingual Education
- Reading Education
- TESOL
- Secondary Education
- Educational Leadership
- Science Education
- Special Education

Display This Question: If Department Is Equal to TESL EDEL Or SCED

Are you currently in your first or last semester of your Master's program?

- This is my FIRST semester of the Master's program.  Skip to End of Survey
- This is my LAST semester of the Master's program.  Skip to End of Survey
- No, this is neither my first nor last semester.

Display This Question: If Department Is Equal to TESL EDEL Or SCED

How many courses have you completed toward your current Master's program?

- Less than 5 courses  Skip to End of Survey
- 5 or more courses  Skip to End of Survey

Display This Question: If Department Is Equal to TESL EDEL Or SCED

Students who are midway through their Master's program are asked to complete a brief survey called the "College of Education Midpoint Survey." This survey is about your experiences in the program.

Have you previously taken the "College of Education Midpoint Survey" during your current Master's program?

- Yes.  Skip to End of Survey
- No.
- I'm not sure.
You have been selected to complete the "College of Education Midpoint Survey." This survey is about your experiences in the program. Your responses will be aggregated with other selected students responses to help improve our programs. We estimate that it will take you approximately 15-20 minutes to complete the survey. Your responses will remain strictly confidential.

If at any point during the survey you need to take a break, you may close the survey and come back to it later using the same link that you were provided in your email. Be sure to finish the page that you are working on and click the Submit button at the bottom of the page. The next time you click on the survey link you will be taken to the page where you left to complete the survey.

Click ">>" to begin the survey.

Please think about your experiences this far in your program. Mark how strongly you agree or disagree with the following statements.

My program provides appropriate advisement.
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

My program provides ways to help me begin preparing my culminating experience (project, thesis, qualifying exam, NBPTS certification submission).
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

My program provides quality online instruction (Blackboard, online modules and/or courses).
- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree
Please think about your experiences in the courses this far in your program. Mark how strongly you agree or disagree with the following statements.

The courses in my program include assignments that are appropriate to course goals.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program include fairness in assessment.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program include intellectual challenge.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program include ample opportunities to expand my knowledge of research that is relevant to my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program include assignments that help me link theory to practice.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
Please think about your experiences with the faculty this far in your program. Mark how strongly you agree or disagree with the following statements.

The faculty demonstrate models of good teaching.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The faculty demonstrate strong subject matter knowledge.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The faculty are responsive to students.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
Please mark how strongly you agree or disagree with the following statements. As a graduate student in this program,...

I am improving my ability to collaborate with other professionals in school settings.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

I am improving my ability to use technology as a resource to support teaching and learning, or as appropriate to my role in schools.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

I am becoming better prepared to make informed decisions about problems that I face as a professional.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

I am increasing my ability to promote equity and diversity.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree

I am applying my understanding of professional and ethical standards in my work with colleagues, students, families, and community.

- [ ] Strongly Agree
- [ ] Agree
- [ ] Disagree
- [ ] Strongly Disagree
I am increasing my knowledge of the foundational research that informs my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am increasing my knowledge base required to successfully explain the key concepts in my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am becoming more knowledgeable about professional, state, and institutional content standards that guide my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am increasing my ability to design and implement instruction for diverse learners.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am increasing my ability to design and implement assessments that are aligned with instructional goals and learner characteristics.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am becoming more able to identify needed change.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
I am improving my ability to influence decision-making within my professional setting.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am beginning to feel qualified to accept leadership roles.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I continue to be motivated to seek professional growth opportunities.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am improving my abilities as a reflective and ethical practitioner.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am increasing my understanding of how policy shapes practice and impacts the context of student learning.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am increasing my ability to foster relationships among schools, families, and community to enhance student learning.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
Based on the courses you have taken this far, what are the strongest aspects of this program?

What recommendation do you have to strengthen this program?

Would you recommend this program to a colleague?  
☐ Yes  
☐ No

Do you have any additional comments?
You are on the last page of the survey! Your responses to this survey will remain confidential. Only aggregated data will be reported.

What type of culminating experience do you anticipate completing?
- Project
- Thesis
- Qualifying Exam
- NBPTS Certification Submission
- Manuscript for journal submission
- Conference presentation/poster session
- Grant proposal

How are you taking this program?
- On campus
- Online
- Online hybrid
- On campus cohort
- Off campus cohort

Please complete the following information about where you currently work. If you are not currently working in a school setting, please write NA.

- District
- School(s)
- Years of experience in your profession
- Where you received your preliminary credential

What is your current position?
- Administrator
- K-12 teacher
- Resource
- Other
What is the next professional step you want to make?

Please select your gender.

- [ ] Male
- [ ] Female

Using California Ed-Data categories, please indicate your race or ethnicity (optional).

- [ ] American Indian
- [ ] Asian
- [ ] Pacific Islander
- [ ] Filipino/a
- [ ] Hispanic
- [ ] African American
- [ ] White
- [ ] Multiple/No Response
COE Unit-wide Masters and Advanced Programs Exit Survey

Thank you for participating in the College of Education Exit Survey. The survey will take approximately 15-20 minutes. We will use the information you have given us to help improve our programs. Your responses are confidential.

Please select your program.
Elementary and Bilingual  ○ Education  ○ Reading Education  ○ TESOL
 ○ Secondary Education  ○ Educational Leadership  ○ Science Education
 ○ Special Education

Please think about your learning experiences in the program that you are about to complete, and respond to the following questions.

My program provided appropriate advisement.
 ○ Strongly Agree  ○ Agree  ○ Disagree  ○ Strongly Disagree

My program provided preparation for my culminating experience (project, thesis, qualifying exam, NBPTS certification submission).
 ○ Strongly Agree  ○ Agree  ○ Disagree  ○ Strongly Disagree

My program provided quality online instruction (Blackboard, online modules and/or courses).
 ○ Strongly Agree  ○ Agree  ○ Disagree  ○ Strongly Disagree

The courses in my program included assignments that were appropriate to course goals.
 ○ Strongly Agree  ○ Agree  ○ Disagree  ○ Strongly Disagree
The courses in my program included fairness in assessment.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program included intellectual challenge.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program included ample opportunities to expand knowledge of research that is relevant to my field of study.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The courses in my program included assignments that helped me link theory to practice.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The faculty demonstrated models of good teaching.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The faculty demonstrated strong subject matter knowledge.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

The faculty were responsive to students.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
As a graduate of this program...

I have improved my ability to collaborate with other professionals in school settings.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have increased my ability to use technology to support teaching and learning, or as appropriate to my role in schools.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am better prepared to make informed decisions about problems I face as a professional.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have increased my ability to promote equity and diversity.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
I apply my understanding of professional and ethical standards in my work with colleagues, students, families, and community.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have increased my knowledge of the foundational research that informs my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have the knowledge base required to successfully explain the key concepts in my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have become more knowledgeable about professional, state, and institutional content standards that guide my field of study.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have increased my ability to design and implement instruction for diverse learners.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
I have the ability to design and implement assessments that are aligned with instructional goals and learner characteristics.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I am more able to identify needed change.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have improved my ability to influence decision-making within my professional setting.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I feel more qualified to accept leadership roles.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I continue to be motivated to seek professional growth opportunities.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
I have improved my abilities as a reflective and ethical practitioner.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I understand how policy shapes practice and impacts the context of student learning.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

I have increased my ability to foster relationships among schools, families, and community to enhance student learning.
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Overall, what were the strongest aspects of this program?

[Blank]

What recommendation do you have to strengthen this program?

[Blank]

Do you have any other comments?

[Blank]
Would you recommend this program to a colleague?
- Yes
- No
- Maybe

Please explain:

What type of culminating experience are you completing or have you completed?
- Project
- Thesis
- Qualifying Exam
- NBPTS Certification Submission
- Conference presentation/poster
- Grant proposal
- Manuscript for journal submission

How did you complete this program?
- On campus
- Online
- Online hybrid
- On campus cohort
- Off campus cohort

Please select your current position.
- Administrator
- K-12 teacher
- Resource
- Other

What is the next professional step you want to make?
You are on the last page of the survey! Please complete the following information about yourself so that we may follow up with you in one year. Your responses to this survey will remain confidential. Only aggregated data will be reported.

Please complete the following information about where you currently work. If you are not currently working in a school setting, please write NA.

<table>
<thead>
<tr>
<th>District</th>
<th>School(s)</th>
<th>Years of experience in your profession</th>
<th>Where you received your preliminary credential</th>
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</thead>
<tbody>
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</tbody>
</table>

Please select your gender (optional).
- Male
- Female

Using California Ed-Data categories, please indicate your race or ethnicity (optional).
- American Indian
- Asian
- Pacific Islander
- Filipino/a
- Hispanic
- African American
- White
- Multiple/No Response