Vision: *Equity & Excellence in Education* **Mission:** *The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.*	

UDCP 411 Advanced Literacy Instruction and Intervention

Spring 2021

Department of Liberal Studies

Urban Dual Credential Program

Course Information

Instructors: Lidiana Portales Blair Stephanie Hunt	**Email**: Lidiana.PortalesBlair@csulb.edu Stephanie.Hunt@csulb.edu
Virtual Office Hours Days/Times: Lidiana Portales Blair: Tuesdays before or after class or by appointment Stephanie Hunt: Tuesdays before or after class or by appointment	**Office Hours Zoom Link:** To attend office hours, either stay after class or schedule office hours with professors individually.
Class Days/Times: Tuesdays 10:45am-12:45pm	**Class Zoom Link**: https://csulb.zoom.us/j/96599044153?pwd=V1RodGlKQnJORVlwTU9nWk1lZXQ5UT09 Meeting ID: 965 9904 4153 Passcode: 119658

Catalog Course Description
Prerequisite: Admission to Urban Dual Credential Program.

Literacy instructional materials, strategies, and curricular adaptations for gifted students, and struggling students, including English learners and students with disabilities. Evidence-based interventions (e.g., RTI, MTSS), using data for program planning, and use of technology are emphasized. Minimum 10 hours of fieldwork in classrooms with at least 25% of students classified as English learners and some students with disabilities Letter grade only (A-F).

Course Student Learning Outcomes and Goals The following Student Learning Outcomes (SLOs) are aligned with the UDCP SLOs, which are based on the California Commission on Teacher Credentialing Standards for both MSCP and EDSP, the *Teaching Performance Expectations*; Common Core State Standards (revised March, 2013); RICA Content Specifications (Domains I-V, revised 2007); and English Language Development (ELD) Standards.

Upon successful completion of the course, students will:

SLO 1   Understand instructional approaches to and strategies and materials for teaching literacy, including foundational skills to gifted students and struggling students, including English learners and students with disabilities.

SLO 2   Understand the role that literature and informational text, text complexity play in teaching foundational skills within the context of reading and writing**.**

SLO 3   Identify through various assessment tools to identify literacy needs of struggling students, including English learners and students with disabilities.

SLO 4   Plan instruction based on 1.) student data, 2.) Individual Education Plan (IEP) goals and objectives, and 3.) grade level standards, and modify or adapt this instruction in order for learners to access curricular content.

SLO 5   Implement instructional strategies and materials in Tier II and Tier III interventions for students who are not responding to current literacy instructional environment.

SLO 6   Use evidence-based methods and strategies for teaching reading, writing, foundational skills, listening and speaking, language skills, and literacy across content areas to English learners and students with disabilities and select and adapt standards-based curricula and supplementary materials in these skill areas.

SLO 7   Use computer-based technologies to facilitate the teaching and learning process, including computer based technology for information collecting, analysis and management in the instructional setting. Document consideration for assistive technology, including low and/or high tech equipment and materials.

SLO 8   Write IEP goals and objectives based on common core state standards, present levels of performance, and following all legal requirements of the IEP process. Discuss methods for measuring student progress toward meeting IEP goals and objectives.

Required Texts/Course Materials:
Please note: If you buy an early version of a textbook, the content and page numbers of the early version will be different from those of the current version as listed on this page. You are responsible for completing readings from the current version of the textbook as specified in the course syllabus.

1. Echevarria, J. Richards-Tutor, C. & Vogt, M.E. (2015). *Response to intervention (RTI) and English learners: Using the SIOP* (2nd ed). New York: Pearson.
2. Vaughn, S., & Bos, C. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). New York: Pearson.
3. Supplementary Readings: available on the Beachboard under "Content", "Supplementary Readings" and also under a specific week's folder under "Content". We strongly suggest that you download all the articles to your computer.
4. California's Common Core Standards English Language Arts Literacy in History Social Studies Science, and Technical Subjects (downloadable from the Beachboard under "Standards") http://www.cde.ca.gov/be/st/ss/documents/finalelaccsssstandards.pdf.
5. California's English Language Development Standards (downloadable from the Beachboard under "Standards") http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf
6. Rossi, J., & Schipper, B. (2012). *Case studies in preparation for the California Reading Competency Test* (4th ed.). New York: Pearson.
7. Zarrillo, J. J. (2011). Ready for Revised RICA. New York: Pearson

Mode of Delivery and Technical Requirements
This course is conducted entirely through Alternative Modes of Instruction, using synchronous online learning. Students will access the course material and activities on BeachBoard and are required to participate in synchronous class meetings via Zoom. All students must have access to a computer or other device with Internet functionality to access BeachBoard and Zoom, participate in class activities, and complete assignments. Students must also have access to Internet sufficient to interact in synchronous meetings.

Students are encouraged to keep cameras on during synchronous class meetings. This class includes a great deal of discussion and interaction and, historically, this class has been a great community builder for UDCP. The classroom culture will be strongest if we can all see each other. Please feel free to use virtual backgrounds. If you cannot have your camera on, then you are encouraged to participate as much as possible through the chatbox, reactions, etc.

Students who experience unexpected technical issues for a class session or assignment will be provided with the opportunity to make up missed work. Students who experience technical issues during a synchronous meeting or with an assignment should email the professors as soon as possible.

To access this course on BeachBoard and Zoom, students will need access to the Internet and a supported web browser (Safari, Google Chrome or Firefox). Log in to BeachBoard with your CSULB Campus ID and BeachID password. Once logged in, you will see the course listed in the My Courses widget; click on the title to access the course. To access Zoom, first install the latest version of the Zoom app on your device. Use the link provided and/or sign in using your CSULB Campus ID and BeachID password via Single Sign On to create or join a Zoom session. If students need technical assistance during the course or would like to report a technical issue with BeachBoard or Zoom, they should contact the Technology Help Desk.

The university is expected to provide an in-person computer lab in the University Student Union during 2020-21 and the opportunity to borrow laptops and/or wi-fi hotspots, if needed. The university will send communications directly to students regarding accessing these resources.

Course Communication
We will use BeachBoard to make announcements, communicate information, post assignments and corresponding due dates, and discuss course-related topics. Please note: It is the student's responsibility to check BeachBoard a minimum of once per week, as it will contain important information about upcoming class

assignments, activities, and other elements of the course. Students should also be sure to check their CSULB email accounts a minimum of once per week to receive important communications about the course from the instructor or other enrolled students.

Course Evaluation Components and Grading

Evaluation Components

S4 Log (20 points): Complete the S4 Log for alternative placements. Submit at end of semester.

English Language Development Adaptation (40 points): Students will modify one of their lessons from the UDCP 410 Signature Assignment to support English learners. The lesson will include the elements for developing academic language and include strategies from SIOP. The original lesson will be adapted to be a lesson that could be used during an ELD block.

Intervention Adaptation (40 points): Students will modify one lesson from their UDCP 410 Signature Assignment to support students with mild to moderate or moderate to severe disabilities. The original lesson will be adapted so that it could be used in an inclusive classroom to support exceptional learners participating in a general education setting but in need of accommodations, modifications, and UDL strategies to appropriately access the curriculum.

Literacy Intervention Project Part 1 (Signature Assignment; 25 points): As part of the course curriculum (in both UDCP 411 & EDSP 564), students will engage in multiple activities that will introduce administration and scoring of Curriculum Based Measurement (DIBELS 8). Following this, students will develop one language arts intervention lesson based on hypothetical data for a case study student. In addition, students will write a two-page report on best practices for CBM and progress monitoring, citing references to support their arguments.

Literacy Intervention Project Part 2 (Signature Assignment; 25 points): In order to prepare for the RICA, you will write a case study that from a released RICA case study question. Using the student data offered in the case study, you will identify the areas of strength and the areas of need for the student. Also using the student data, you will write an intervention plan to address the student's literacy needs, citing best practices, and explain how these interventions would benefit the student.

IEP Literacy PLPs and Goals (40 points): Step 1-Using a case study student, develop present levels of performance for your case study student. Step 2-Using present levels of performance write two Common Core State Standards-based IEP goals and objectives in reading and/or writing and describe how progress toward the IEP goals and objectives will be measured.

RICA Study Plan (20 points): Write a one-page plan for studying for and taking the RICA. Include SMART goals (Specific, Measurable, Achievable, Relevant, Timebound). Include a date for taking the RICA. 1-page, double-spaced, 12-point font.

Class Participation (20 points). Students are expected to participate in both class discussions and activities as well as go to regular fieldwork placement each week on Tuesdays and Thursdays.

Course Grading

Grading Scale

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	59% and below

Evaluation Components and Weight (Sample)

Evaluation Component	Points
S4 Log	20
English Language Development Adaptation	40
Intervention Adaptation	40
Signature Assignment (Literacy Intervention Project part 1 & 2)	50
IEP Literacy PLPs and Goals	40
RICA Study Plan	20
Class Participation	20
Total	

Course Policies

Attendance and Participation

1). Class attendance is mandatory. Professionalism requires you to be **on time** for each class and **fully prepared** by finishing all required readings and assignments. You must be on time and remain throughout the full class. Given the nature of the course, learning by borrowing a classmate's class notes will be virtually impossible. Participation will be monitored both through attendance at Zoom sessions. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

2). Each subsequent absence after the 1st absence will result in a 5-point reduction in your final grade. Excused absences will be granted ONLY if evidence (e.g., a doctor's written notice, a letter for jury duty or university business, or a copy of a funeral program) is provided **in a timely manner** (i.e., when you come to class after your absence). Excused absences are: (1) student's illness or injury; (2) death, injury, or serious illness of an immediate family member or the like; (3) religious reasons (California Education Code section 89320); (4) jury duty or government obligation; (5) University sanctioned or approved activities. Students are fully responsible for the content of the classes due to absences.

Late Work/Make-up Policy

Students are encouraged to submit all assignments on time. Please communicate with the professor at least 24 hours before the deadline if your assignment will be late. As future teaching professionals, it is important to demonstrate professionalism in meeting deadlines and communicating proactively if problems are

anticipated. We all anticipate this academic year to be fluid and challenging as we all manage health, work, family responsibilities, and other issues. We encourage students to be proactive and reach out to professors if they are falling behind or anticipate absences or missed work. Assignments may not be submitted later than the finals date.

Plagiarism/Academic Integrity Policy

There is zero tolerance for cheating, plagiarism, or any other violation of academic integrity in this course. Work submitted is assumed to be original unless your source material is documented using proper citations. Using the ideas or words of another person, even a peer or a web site, as if it were your own, constitutes plagiarism. It is your responsibility to review the University policy on Cheating and Plagiarism that governs your participation in courses at CSULB.

University Withdrawal Policy

Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate (see Grades). Application for withdrawal from CSULB or from a class must be filed by the student online, whether or not the student has ever attended the class; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. View the CSULB guidelines on Dropping and Withdrawal for more detailed information.

Special Needs Accommodations

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and may also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Additional Information

Student Support Services

The Division of Student Affairs has prepared a helpful guide, Student Resources During COVID-19. A full list of student support services is also available on the Programs and Services website. All units and programs are offering services, primarily in a virtual format; visit individual websites for up-to-date contact information.

Students who are facing challenges resulting in housing and/or food insecurity are urged to contact the Basic Needs Program. Students may also email supportingstudents@csulb.edu or call (562)985-2038.

Basic Needs: If you are having trouble affording enough food to eat, don't have a safe and reliable place to sleep, and/or experiencing an emergency or crisis we are here to help. We are the Basic Needs Program and we have emergency services and resources to assist you. To learn more about our programs and services you can visit our website at csulb.edu/basicneeds. To apply for our emergency services such as the meal assistance program, emergency grant, or emergency housing you can fill out our application at this link: https://cm.maxient.com/reportingform.php?CSULongBeach&layout_id=2
We know that not having your basic needs met can affect your performance in the classroom and we want to be here to support you and help ensure you get to your graduation day. We look forward to being of service to you.

Syllabus Changes

The instructor reserves the right to alter this syllabus and/or the structure of the course, including components of the BeachBoard platform, assignments and deadlines, if situations that arise that necessitate doing so.

Course Schedule		
Week	**Readings**	**Assignments Due**
1 1/19	No Readings	
2 1/26	Echevarria, Richards-Tutor, & Vogt Ch. 2 Vaughn & Bos Ch. 3 (9th & 10th Ed.) Review resources under BeachBoard Week 2	
3 2/2	Echevarria, Richards-Tutor, & Vogt Ch. 4 Review ELD standards for your grade level Review resources under BeachBoard Week 3	
4 2/9	Vaughn & Bos Ch. 9 p. 296-311 (9th Ed.); p. 289-304 (10th Ed.) Review resources under BeachBoard Week 4	**Assignment Due:** ELD Adaptation Lesson Due
5 2/16	Echevarria, Richards-Tutor, & Vogt Ch. 3 Review resources under BeachBoard Week 5	
6 2/23	Vaughn & Bos Ch. 8, p.220-234 (9th Ed.); p. 220-232 (10th Ed.) Review resources under BeachBoard Week 6	
7 3/2	Guest Panel: Special Education Teachers from M/M & M/S Meeting time: 3:00-4:00pm	**Assignment Due:** Intervention Lesson
8 3/9	Vaughn & Bos Ch. 10 p. 313-320 (9th Ed.); p. 305-312 (10th Ed.) Echevarria, Richards-Tutor, & Vogt, Ch. Review resources under BeachBoard Week 8	
9 3/16	Vaughn & Bos Ch. 9, p. 275-295 (9th Ed.); p. 268-289 Vaughn & Bos Ch. 10 p. 320-359 (9th Ed.); p. 312-350 (10th Ed.) Review resources under BeachBoard Week 9	
10 3/23	Review resources under BeachBoard Week 10	**Assignment Due:** Literacy Intervention Project-Part 1

3/30	SPRING BREAK	
11 4/6	Vaughn & Bos Ch. 1 & 3 Echevarria, Richards-Tutor, & Vogt, Ch. 6 Review resources under BeachBoard Week 11	
12 4/13	Review Vaughn & Bos Ch. 1 Review resources under BeachBoard Week 12	**Assignment Due:** Literacy Intervention Project-Part 2
13 4/20	Vaughn & Bos, Ch. 5 Review resources under BeachBoard Week 13	
14 4/27	Review resources under BeachBoard Week 14	
15 5/4		**Assignment Due:** IEP Literacy Goals
Finals Week 5/11	UDCP Year 2 2021-2022 Meeting	**Assignments Due:** S4 Log RICA Study Plan