



Advanced Studies in Education & Counseling

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.

EDSP 558: Literacy Supports for Students with Diverse Abilities (4 units)

Fall 2022

Special Education Credential Program

Dept. of Advanced Studies in Education & Counseling

Course Information

Instructor: Cara Richards-Tutor	Email: cara.richards-tutor@csulb.edu
Class Days/Times	Office Hours

Catalog Course Description

Methods and strategies for teaching literacy to meet needs of student with diverse abilities, including students with disabilities. Focus is on universal design for learning and culturally responsive and sustaining pedagogy in listening, speaking, reading, and writing across content areas. Prerequisites: EDSP 454. Admission to the Preliminary Education Specialist Credential Program. Program consent is required. Letter grade only (A-F).

Student Learning Outcomes.

1. Through observations, interviews, and state level data, candidates will analyze the achievement and opportunity gaps in K-12 schools and the role literacy plays in these gaps (Literacy TPEs)
2. Candidates will analyze the CA Content Standards for literacy practices in ELA and other content areas and how they are used in practice (Literacy TPEs)
3. Candidates will examine literacy practices and curriculum typically used in schools and modify based on the needs of local school communities (Literacy TPEs)
4. Candidates will describe the key principles of Universal Design for Learning and CRSP and apply these principles to literacy practices, processes, strategies, and programs (Literacy TPEs; Universal TPEs 1.6,1.8,3.1, 3.2, 3.3, 3.7, 3.8, 4.4, 4.3, 4.5, 4.7, 4.8 5.1, 5.2, 5.8)
5. Candidates will review foundational literacy skills, language development and meaning making strategies and describe how they are applied in school settings to students with diverse abilities and cultural and linguistic backgrounds. (Literacy TPEs-Foundational Skills, language development, meaning making)
6. Candidates will describe the writing process and create a task analysis of the

process in order to teach students with diverse abilities and cultural and linguistic backgrounds. (Literacy TPEs Effective Expression; Universal TPEs 1.6,1.8,3.1, 3.2, 3.3, 3.7, 3.8, 4.4, 4.3, 4.5, 4.7, 4.8 5.1, 5.2, 5.8)

7. Candidates will analyze grade level content area curriculum and lessons to determine modifications and adaptations needed to meet literacy needs of students with diverse abilities and cultural and linguistic backgrounds. (Literacy TPEs Content Knowledge)

8. Candidates will develop literacy lessons using universal design for learning to meet the needs of students of diverse abilities and cultural and linguistic backgrounds. (Literacy TPEs; Universal TPEs 1.6,1.8,3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 4.3, 4.4, 4.5, 4.7, 4.8)

Teacher Performance Expectations (TPEs) Addressed in EDSP 558	Introduced (I), Practiced (P), Assessed (A)
<u>Universal TPEs</u>	
<u>1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.</u>	I, P
1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	P, A

<u>3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.</u>	I, P, A
<u>3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.</u>	I, P
<u>3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline. (See Subject- Specific Pedagogical Skills in Section 2 for reference).</u>	I, P, A
<u>3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.</u>	I, P
<u>3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.</u>	I, P, A
<u>3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security</u>	I, P
<u>3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.</u>	I, P
<u>4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.</u>	I, P, A
<p>4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technology; • applying principles of UDL and MTSS; • use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications for students with disabilities in the general education classroom; • opportunities for students to support each other in learning; and • <u>use of community resources and services as applicable.</u> 	I, P, A

<p><u>4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)</u></p>	<p>I, P</p>
<p><u>4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.</u></p>	<p>I, P</p>
<p><u>4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.</u></p>	<p>I</p>
<p>Literacy TPEs</p>	
<p>All multiple and single subject and education specialist beginning teachers understand that all teachers have a critical role in literacy development for all TK-12 students. They understand and demonstrate the ability to address the literacy, linguistic, and cognitive demands of different content areas (multiple subject/education specialist) or the discipline(s) of their credential (single subject/education specialist). They demonstrate foundational knowledge of identifying, assessing, and supporting students with reading difficulties, including students with dyslexia, with research based effective reading strategies. They provide integrated instruction incorporating the five themes of literacy identified in the <i>ELA/ELD Framework</i>. They plan and implement lessons that support students' <i>meaning making</i> and subject-specific <i>language development</i> as students read, write, and converse in each content area. They support students' ability to <i>effectively express</i> themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication specific to each content area. They plan and implement literacy-based lessons and discipline-specific literacy practices that contribute to building students' <i>content knowledge</i> (<i>Framework, Chapters 2, 6 and 7</i>). They plan and implement lessons that address the <i>foundational skills</i> of literacy (e.g., decoding and word recognition) in the context of the content area(s) of instruction, as appropriate based on students' needs and students' literacy levels. Beginning teachers understand and plan lessons that build on students' increasing level of literacy skills across the grade levels and content area(s) to promote both continuity of literacy skills development and subject-specific learning in accordance with the applicable student content standards and framework. Beginning teachers observe and practice different approaches to literacy teaching and learning, including but not limited to inquiry-based learning, collaborating learning, and direct instruction.</p> <p>All beginning teachers identify challenges posed by complex texts in their discipline(s) and help students learn how to navigate increasingly complex text of a variety of forms and organizational patterns as appropriate to the content area, including but not limited to traditional texts, music, maps, graphica, graphics, charts, timelines, images, artworks, and multimodal text such as podcasts and videos, to help students read strategically, analytically, critically, and with a critical lens across the curriculum, and to monitor their understanding. They use teaching strategies across the instructional cycle that promote meaning making as students engage with text as readers and writers, and they integrate</p>	<p>I, P, A</p>

<p>the use of language arts skills of reading, writing, listening, and speaking across the curriculum.</p>	
<p>Beginning multiple subject/Education Specialist teachers apply their knowledge of the California Standards in English Language Arts/English Language (ELA/ELD) Development to frame their planning, instruction, and student assessment in the area of literacy. They demonstrate the ability to design and deliver literacy instruction that reflects the five key themes of a robust and comprehensive literacy instructional program: (1) meaning making, (2) language development, (3) effective expression, (4) content knowledge, and (5) foundational skills that assures that all students develop English proficiency and meet or exceed the California standards. Beginning teachers know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.</p> <p>Beginning multiple subject/Education Specialist teachers demonstrate the ability to use formative assessment processes and multiple measures to determine students' progress towards the California English language arts and English language development standards and advance the learning of all students. They are able to analyze and interpret results to plan effective and differentiated literacy instruction and appropriate interventions for students as needed. They demonstrate foundational knowledge of identifying, assessing, and supporting students with reading difficulties, including students with dyslexia, with research based effective reading strategies. Beginning teachers demonstrate knowledge of how to organize and manage differentiated literacy instruction and interventions to meet the needs of the full range of learners.</p> <p>They apply the five key themes of literacy instruction as described below:</p>	<p><u>I, P, A</u></p>
<p>Meaning Making: Beginning multiple subject/Education Specialist teachers understand that <i>meaning making</i> is the central purpose of reading, writing, spoken/signed language, and all forms of communication in all subjects. They effectively apply their knowledge of factors that affect meaning making, such as, for example, students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students' academic language), and motivation (including connections to their daily lives and interests). They design lessons that capitalize on and expand students' existing knowledge and language, and they draw on and expand students' interests and experiences.</p> <p>They teach literal and inferential comprehension of text as well as critical reading. They identify challenges posed by complex texts and support students' ability to navigate increasingly complex text of a variety of forms and organizational patterns (including but not limited to traditional texts, music, maps, graphica, graphics, charts, timelines, images,</p>	<p><u>I, P</u></p>

<p>and multimodal text such as podcasts and videos). They help students learn to read strategically, analytically,</p>	
<p>Language Development: Beginning multiple subject/Education Specialist teachers design instruction and create environments that foster language development for all students, including English learners. They provide opportunities and models for students to develop oral and written communication skills on an increasingly complex level as students move through the elementary grades. They help students understand the importance of well-developed vocabulary in their literacy development and knowledge acquisition, and they demonstrate effective teaching of vocabulary both directly through word study (including examination of morphology and etymology where and as appropriate) and indirectly through the use of wide reading of appropriate high-quality literature, informational, technical, and other texts in the discipline(s), rich oral language interactions, and context. Beginning teachers learn how to facilitate students' learning of complex sentence and text structures. They plan for and encourage students' use of academic language across the content areas. Beginning teachers demonstrate their knowledge about how English works, language acquisition, relationships among languages (spoken and written), culturally and linguistically sustaining instructional practices.</p> <p>Beginning multiple subject/Education Specialist teachers understand and can explain the advantages of multilingualism and multiliteracy, and how becoming increasingly literate in one language supports and enhances literacy in another language. They also understand the importance of transfer between languages, and for students who speak one or more languages than English, they are able to support their students in transferring skills across these multiple languages.</p>	<p><u>I, P</u></p>
<p><i>Effective Expression</i></p> <p>Beginning multiple subject/Education Specialist teachers support students' ability to <i>effectively express</i> themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication within each content area. They teach students how to effectively use language and other forms of communication, such as images and graphics, for different purposes, including to share.</p> <p>They teach students to write, present, and discuss so that meaning is conveyed clearly, logically, powerfully, and, when appropriate and desired, poetically. They ensure that students can apply knowledge of conventions (e.g., grammar, punctuation, capitalization, and spelling) as appropriate for the grade level and context. They use appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/argumentative, informative/explanatory, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline. They provide instruction that fosters students' ability to identify and evaluate effective practices of authors and speakers (including through a critical lens as they question authors'/speakers' perspectives and intentions).</p>	<p><u>I, P, A</u></p>

<p>Beginning multiple subject/Education Specialist teachers demonstrate an understanding of the value of the use of a variety of language strategies and practices whereby multilingual speakers use their languages as an integrated system of communication, often simultaneously, within the learning environment (translanguaging techniques) as an effective practice when supporting the development of expression in a variety of contexts.</p>	
<p><i>Content Knowledge</i></p> <p>Beginning multiple subject/Education Specialist teachers understand the reciprocal relationship between language and literacy development and content knowledge as well as the different literacy, linguistic, and cognitive demands of each discipline. They demonstrate the ability to address these demands as they integrate instruction in reading, writing, using and interpreting visual representations, and oral/signed communication into every subject area.</p> <p>They provide opportunities for students to read purposefully, listen attentively, and participate in discussion to build discipline-specific knowledge in the content areas. They use strategies for capitalizing on and extending students' background knowledge and language relevant to a particular text and/or discipline. Beginning teachers promote students' engagement in research, inquiry and project-based learning where and as appropriate to expand students' knowledge and pique their interest in the content. They provide access to the content curriculum through appropriate integrated and designated language development practices and strategies for English learners. They help students understand the strengths and limitations of media and multiple information sources within the content discipline(s) and to evaluate the credibility of information obtained through these sources.</p>	<p><u>I, P, A</u></p>
<p><i>Foundational Skills</i></p> <p>Beginning multiple subject/Education Specialist teachers demonstrate understanding of the crucial role of the foundational literacy skills of reading, and they are able to assess, plan for, explicitly teach, and support students' development of print concepts, phonological and phonemic awareness, phonics, word recognition, and fluency. They demonstrate instruction that ensures the application of these skills in learning to read and communicate their ideas, opinions, and knowledge in writing in a variety of contexts and learning experiences. Beginning teachers promote students' understanding of the alphabetic principle, ability to read single- syllable and multisyllabic words, and acquisition of accurate and rapid word recognition (including teaching sight words). Beginning teachers demonstrate understanding of how to use the relationship among foundational skills, spelling, and morphology to advance students' reading and writing development. They recognize in their planning, instruction, and assessment practices that students' literacy needs may be affected and influenced by the students' prior schooling experiences, current level of foundational skills knowledge, the language of instruction, the relationship between the students' primary language and English (for English learners), and the students' prior content knowledge.</p>	<p><u>I, P</u></p>

Required Texts/Course Materials:

Fritzgerald, A. (2020). Anti-racism and Universal Design for Learning: Building Expressways to Success. CAST.

Weekly readings on beachboard

***TPEs that are Introduced and Practiced are listed under the course schedule. TPEs that are practices or assessed are listed under Course Evaluation Components and Grading.**

Course Schedule

Week	Topics	Readings/Podcasts/Websites (To be completed prior to class)	Assignments/Activities
1	<p>Achievement/Opportunity Gaps</p> <p>a. History of Literacy in marginalized communities</p> <p>b. Non-essentializing conceptualizations of culture, including multiple cultural dimensions (e.g. race, ethnicity, language, class, religion ability, and gender)</p> <p>c. Analysis of content standards and curriculum</p>	<p>Podcast: Nice White Parents Episodes 1- 3</p> <p>Keefe, E. B., & Copeland, S. R. (2011). What is literacy? The power of a definition. <i>Research and Practice for Persons with Severe Disabilities</i>, 36(3-4), 92-99.</p>	<p>https://www.history.com/news/nat-turner-rebellion-literacy-slavery</p> <p>Group Activity: Analysis of CCSS and Curriculum</p>

<p>2</p>	<p>B. Culturally responsive and sustaining pedagogy in literacy</p> <p>a. Cultural intersectional knowledge of students' identities (including disability) to make learning more appropriate and effective</p> <p>b. Asset-based instruction and funds of knowledge</p> <p>c. CRSP and evidenced-based literacy practices, processes, strategies, and programs</p>	<p>Podcast: Nice White Parents Episodes 4-5</p> <p>Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. <i>Educational Researcher</i>, 41, 93–97.</p> <p>Linan-Thompson, S., Lara-Martinez, J. A., & Cavazos, L. O. (2018). Exploring the intersection of evidence-based practices and culturally and linguistically responsive practices. <i>Intervention in School and Clinic</i>, 54(1), 6–13. (U 1.6, 3.5-I)</p> <p>Francis, G.L., Haines, S.J., & Nagro, S.A. (2017). Developing relationships with immigrant families: Learning by asking the right questions. <i>Teaching Exceptional Children</i>, 50(2), 95-105. https://doi.org/10.1177/0040059917720778</p> <p>Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://cedar.education.ufl.edu/tools/innovation-configurations/</p> <p>Millier, R. D. (2016). Contextualizing instruction for English language learners with learning disabilities. <i>TEACHING Exceptional Children</i>, 49, 58-64. https://doi.org/10.1177/0040059916662248 (U 1.6-I)</p>	<p>Discussion of Readings-Culturally Responsive and Sustaining Pedagogy and intersection with evidence-based practices for culturally and linguistically diverse students, including English learners (U 1.6; 3.5-P)</p>
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3	<p>C. Universal Design for Learning (UDL) principles and practices in literacy across the grade levels (SLO 4)</p> <p>a. UDL CAST Framework b. Using assistive technology</p>	<p>Fritzgerald Chapter 1-3 (U4.4, 4.5-I)</p> <p>CAST Website (U 4.4, 4.5-I)</p> <p>UDL Innovation Configuration (U4.4-I)</p> <p>Jerome, M.K., & Ainsworth, M.K. (2020). Literacy acquisition for students with severe disabilities: Making it happen through assistive technology. <i>Teaching Exceptional Children</i>, 53(1), 80-83. https://doi.org/10.1177/0040059920945590 (U 3.6., 3.8,4.4, 4.5-I)</p>	<p>Activity: Begin IRIS Module UDL (U 3.6, 3.8, 4.4, 4.5-P)</p> <p>https://iris.peabody.vanderbilt.edu/module/udl/</p>
4	<p>C. Universal Design for Learning (UDL) principles and practices in literacy across the grade levels (SLO 4)</p> <p>c. UDL instructional cycle</p>	<p>Fritzgerald Chapter 4-5</p> <p>Inclusive Instructional cycle with UDL https://inclusive.calstate.edu/inclusive-practices-teaching-cycle.html</p> <p>https://inclusive.calstate.edu/universal-design-for-learning.html</p>	<p>Activity: Complete IRIS Module UDL (U 3.6, 3.8, 4.4, 4.5-P)</p> <p>https://iris.peabody.vanderbilt.edu/module/udl/</p>
5	<p>C. Universal Design for Learning (UDL) principles and practices in literacy across the grade levels (SLO 4)</p> <p>d. Anti-racism and UDL</p>	<p>Fritzgerald Chapter 6-8</p> <p>Thorius, K. A. & C. S. Graff (2017). Extending peer-assisted learning strategies for racially, linguistically, and ability diverse learners, <i>Intervention in School and Clinic</i>, 53, 163–170.</p> <p>Urbani, J. M., (2020). Dialogic reading: Implementing an evidence-based practice in complex classrooms. <i>Teaching Exceptional Children</i>, 52(6), 392-402. https://doi.org/10.1177/0040059920917694</p>	<p>Activity: UDL and CRSP as frameworks for designing curriculum and lesson (U4.4, 4.5-P)</p>

6	Review: Teaching foundational literacy and meaning making strategies across the grade levels	<p>Beach, K.D., Sanchez, V., Flynn, L. (2015). Teaching academic vocabulary to adolescents with learning disabilities, TEACHING Exceptional Children 48, 36-44. https://doi.org/10.1177/0040059915594783</p> <p>Datchuk, S.M., & Hier, B. O. (2019). Fluency practice: Techniques for building automaticity in foundational knowledge and skills. Teaching Exceptional Children, 51(6) 424-435. https://doi.org/10.1177/0040059919847213</p> <p>Hoyland, J.B. (2020). Inclusive comprehension strategy instruction: Reciprocal teaching and adolescents with intellectual disability. Teaching Exceptional Children, 52(6) 404-413. https://doi.org/10.1177/0040059920914334</p> <p>Lane, H.,& Pullen, P. C. (2015). Blending wheels: Tools for decoding practice, TEACHING Exceptional Children, 48, 86-92. https://doi.org/10.1177/0040059915594791</p> <p>Lemons, C., Allor, J., & Al Otaiba, S. (2018). 10 research-based tips for enhancing literacy instruction for students with intellectual disabilities. TEACHING Exceptional Children , 40, 220-232. https://doi.org/10.1177/0040059918758162</p> <p>Literacy TPEs Foundational Skills, Meaning Making (I); U 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8-I</p>	<p>Activity: Begin Developing Reading Lesson (Literacy TPEs-P; U1.6,1.8,3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 4.3, 4.4, 4.5, 4.7, 4.8-P)</p>
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7	<p>H. Designing a literacy lesson using UDL principles & CRSP elements</p> <p>a. high expectations and provides support to reach lesson objectives</p> <p>b. curricular content that invites students to explore complex identities and discuss histories critically through analysis of power, opportunity, denial, and privilege</p> <p>c. Challenges and modifies the 'core curriculum' by recognizing the legitimacy of these cultural heritages of multiple racial, ethnic, class, religious, ability, and gender groups as worthy content to be taught in the formal curriculum</p>	<p>Fritzgerald, Ch. 9</p> <p>Nagro, S. A., Hooks, S. D., Fraser, D. W., & Cornelius, K. E. (2016). Whole-group response strategies to promote student engagement in inclusive classrooms. <i>TEACHING Exceptional Children</i>, 48, 243-249. https://doi: 10.1177/0040059916640749</p>	<p>Discussion: Challenging and modifying the curriculum</p> <p>Activity-Work on Reading Lesson Literacy TPEs-P; U1.6,1.8,3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8, 4.3, 4.4, 4.5, 4.7, 4.8-P)</p>
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8	<p>Written and Oral Expression across the grade levels (SLO 6)</p> <ul style="list-style-type: none"> a. Purpose of writing b. Writing process c. Presenting to an audience 	<p>Shreman, C. K. & De La Paz, S. (2015). FIX: A Strategic approach to writing and revision for students with learning disabilities, TEACHING Exceptional Children, 48, 93-101. https://doi.org/10.1177/0040059915605823 (Literacy TPE-Effective Expression, I, U 4.7, 4.8)</p>	<p>Activity: Begin IRIS Module Writing (Literacy TPE-Effective Expression, I, P, U 4.7, 4.8-I) https://iris.peabody.vanderbilt.edu/module/pow/</p>
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<p>9</p>	<p>Written and Oral Expression Role of language and language strategies in effective written and oral expression, including assistive and augmentative communication e. Promotes cultural identity and heritage through affirmation of student language acquisition experiences (language experiences in classroom to include non-standard English, sign language, augmentative/alternative communication, languages other than English etc.)</p>	<p>Cannella-Malone, H.I., Konrad, M., & Pennington, R.C. (2015). ACCESS! Teaching Writing Skills to Students With Intellectual Disability, TEACHING Exceptional Children, 47, 272-280. https://doi.org/10.1177/0040059915580032</p> <p>Rice, M. R. & Dunn, M., (2020). Supporting children’s writing in inclusive classrooms with arts-based strategies. Teaching Exceptional Children, 52(3) 147-156. https://doi.org/10.1177/0040059919892833</p> <p>Literacy TPE Effective Expression-I;</p> <p>U 3.1, 3.2, 3.3, 3.5, 3.6, 3.7, 3.8-I</p>	<p>Activity: Finish IRIS Module Writing (Literacy TPE-Effective Expression, I, P) https://iris.peabody.vanderbilt.edu/module/pow/</p>
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<p>10</p>	<p>Literacy in K-12 Content Areas (SLO 2, 3, 7) a. Strategies to teach academic language/vocabulary b. Analyzing curriculum for literacy skills and strategies to meet students' literacy needs in content areas</p>	<p>Shurr, J. & Taber-Doughty, T. (2012). Increasing comprehension for middle school students with moderate intellectual disability on age-appropriate texts. <i>Education and Training in Autism and Developmental Disabilities</i>, 47(3), 359-372.</p> <p>Swanson, E., Vaughn, S., & Wexler, J. (2017). Enhancing adolescents' comprehension of text by building vocabulary knowledge. <i>Teaching Exceptional Children</i>, 50(2), 84-94. https://doi.org/10.1177/0040059917720777</p> <p>Zimmerman, L. M., & Reed, D. K. (2020). Improving reading comprehension of informational text: Text structure instruction for</p>	<p>Activity: IRIS Module Secondary Reading, Reading in the Content Areas (Literacy TPE-Content Areas, I, P) https://iris.peabody.vanderbilt.edu/module/sec-rdng/</p> <p>Activity: Begin Writing Lesson (Literacy TPEs Effective Expression;</p> <p>Universal TPEs 1.6,1.8,3.1, 3.2, 3.3, 3.7, 3.8, 4.4, 4.3, 4.5, 4.7, 4.8 5.1, 5.2, 5.8-P)</p>
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		<p>students with or at risk for learning disabilities. Teaching Exceptional Children, 52(4), 232-241. https://doi.org/10.1177/0040059919889358</p> <p>Literacy TPE Content Areas-I,</p> <p>U 4.3-I</p>	
11	<p>Literacy in K-12 Content Areas</p> <p>c. Literacy in math, science and social studies/history</p> <p>d. Instructional strategies connected to different ways of learning and students' interests</p>	<p>Swanson, E., Stevens, E. A., & Wexler, J. (2019). Engaging students with disabilities in text-based discussions: guidance for general education social studies classrooms. Teaching Exceptional Children, 1(4), 305-312.</p>	<p>Activity: IRIS Module Secondary Reading, Reading in the Content Areas (Literacy TPE-Content Areas, I, P) https://iris.peabody.vanderbilt.edu/module/sec-rdng2/</p>
12	No Class Meeting – SPRING/Fall BREAK		
13	Work on Writing Lesson		<p>Work on writing lesson: Literacy TPEs Effective Expression;</p> <p>Universal TPEs 1.6,1.8,3.1, 3.2, 3.3, 3.7, 3.8, 4.4, 4.3, 4.5, 4.7, 4.8 5.1, 5.2, 5.8 (P)</p>
14	Lesson Analysis and Feedback		
15	Lesson Presentations		

Course Evaluation Components and Grading

Evaluation Components

Participation/Weekly Reading/Podcast Discussions (Points: 20) Due: ongoing

Students are expected to actively participate in class discussions and collaboratively engage with each other. Participation points will be assigned for successful completion of activities during in class or synchronous meetings. Participation points cannot be made-up (unless in the case of an excused absence). For synchronous meetings, it is expected that students will have read the assigned readings and are prepared to make thoughtful contributions to class discussions and activities. Points may be deducted for instances of unprofessional behavior, including but not limited to failure to participate in class discussions and activities and/or disrespectful comments to their classmates or professor.

Students are also required to actively participate on the course discussions in person or online through beachboard. Students must respond to the posted prompt in at least 1 paragraph (minimum of 5 sentences). **The response should show evidence of reading the assigned materials, connecting the material to real-life experiences (when applicable), and include at least one reference in APA format (can be an assigned reading).** Students must also **thoughtfully respond to at least one classmate's post**. Thoughtful responses may include answering a question posed in your classmate's post, sharing a similar story/experience, explaining why you agree or disagree with their post, etc. ("Nice post" is not a thoughtful response) Points will be deducted for occurrences of unprofessional behavior (e.g., rude or demeaning comments, multiple requests for extensions on assignments, failure to participate in discussions, activities, and/or projects).

Weekly classroom observations, videos and reflections (Points: 60) Due: ongoing

For this course 130 clinical hours are required. Each week students will observe and participate in classrooms for a minimum of 10 hours per week in weeks 2-14. Guided notes and/or guiding questions will be provided to use during observations. From these observation notes weekly reflections will be written based on the course content for the week.

IRIS Modules (Points: 40) Due: ongoing **TPEs: Literacy Effective Expression (P); Literacy Content Areas-P; U 3.6, 3.8, 4.4, 4.5 (P)**

In this course you will complete four IRIS Modules that focus on

UDL <https://iris.peabody.vanderbilt.edu/module/udl/>

Secondary Reading Instruction in the Content Areas

<https://iris.peabody.vanderbilt.edu/module/sec-rdng/>

<https://iris.peabody.vanderbilt.edu/module/sec-rdng2/>

Improving Writing Performance <https://iris.peabody.vanderbilt.edu/module/pow/>

Reading Lesson (Points: 40) Due: ongoing **TPEs: Literacy Content Areas (A); Universal 1.5,1.6,1.8,3.1, 3.2, 3.3, 3.7, 3.8, 4.4, 4.3, 4.5, 4.7, 4.8 5.1, 5.2, 5.8 (A)**

Using UDL & CRSP Principles, develop a reading lesson that involves either informational or narrative text. Address ELA standards related to corresponding text. The assignment includes a draft lesson, revision, and reflection.

Writing in the Content Areas Lesson (Points: 40) Due: ongoing TPEs: Literacy Effective Expression (A); Universal 1.5,1.6,1.8,3.1, 3.2, 3.3, 3.7, 3.8, 4.4, 4.3, 4.5, 4.7, 4.8 5.1, 5.2, 5.8 (A)

Using UDL & CRSP Principles, develop a writing lesson that covers a topic in the area of science or history/social Studies. Address ELA standards related to writing and the content area on that topic. The assignment includes a draft lesson, revision, and reflection

Course Grading

Grades will be calculated using a total point scale as follows:

Assignment	Possible Points
Weekly Discussion/Participation	20
Weekly Observations and Reflection (5 pts each for 12 weeks)	60
IRIS Modules (4 @ 10 pts/each)	40
Reading in the Content Areas Lesson Plan	40
Writing in the Content Areas-Lesson Plan	40
Total Possible Points	200

Grading Scale

Letter Grade	Points	Percentage
A	198-220	90-100%
B	176-197	80-89%
C	154-175	70-79%
D	132- 174	60-69%
F	0-131	59% and below

Course Policies

Attendance and Participation

Attendance (e.g., being present for all synchronous class sessions) and active participation are essential to your success in this class. Asynchronous participation in BeachBoard discussions is also required. Participation is 18% of your grade (40 points) and will be monitored both through attendance and through entries in the online discussion board via BeachBoard. Non-participation in either synchronous or asynchronous aspects of the course will negatively impact your grade.

Behavior Expectations

It is expected that all students will engage in respectful and professional interactions at all times and with all participants, including fellow EDSP 401 students, the instructor, guest speakers, students, family members,

teachers, and other personnel students might interact with in the context of this course. This includes using respectful, **person-first language** in describing, referring to, and interacting with all individuals, as well as maintaining the confidentiality of students and families at all times by withholding identifying information in both oral and written references.

Written Assignments

All written assignments must be double-spaced with 1" margins and use Times New Roman 12-point font. Assignments should follow APA 7th edition formatting and be proofread for spelling and grammar errors. Failure to adhere to these protocols will result in a loss of points.

Late Work/Make-up Policy

It is expected that students will submit their work on-time. Points will be deducted for each assignment turned in later than the scheduled due date (1 point per day including weekends and holidays). Late assignments may be submitted only up to one week after the original date due unless previous arrangements were made with the instructor. *Students in this course must be proactive and contact me if they anticipate absences/missed work or if they are falling behind.*

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.

College of Education Expectations for Professional Conduct

Professional conduct and ethical dispositions are expected of all CED students at all stages of program participation including: advising, coursework, clinical/field practice, and extra-curricular activities in face-to-face, hybrid and online/virtual learning environments.

A CED student is expected to:

1. Act to benefit all individuals and communities by promoting the physical and psychological safety of others. Do no harm.

2. Abide by the mission, policies, procedures, safety regulations, and standards of professionalism of partnering institutions (e.g., schools, clinics, colleges, community organizations) when engaged in clinical or field practice.
3. Demonstrate cultural competence and responsiveness in honoring and respecting multiple perspectives, identities, and lived experiences of others in diverse classroom and clinical settings.
4. Monitor professional integrity by engaging in self-reflective practice and acknowledging the consequences of one's own actions or inactions on others.
5. Maintain essential collegial behaviors and ethical obligations delineated in standards of professional practice by accrediting organizations and professional associations in one's field of practice, including but not limited to the California Commission on Teacher Credentialing and other associations noted in the appendices to this document.

CED students must adhere to CSULB's Rules and Regulations and student conduct codes enforced by the CSULB Office of Student Conduct & Ethical Development, as well as to college, department, and program policies. If deemed necessary, reports of discriminatory behaviors toward others based on age, culture, national origin, gender, ability, race, religion, or sexual orientation will be referred to the CSULB Office of Equity and Diversity. Observed forms of harassment in physical or digital form may require immediate referral to the CSULB Office of Student Conduct & Ethical Development. Claims of sexual harassment, discrimination, harassment, or retaliation will be reported immediately to the CSULB Office of Equity and Diversity.