

WILLIAM PATERSON UNIVERSITY
College of Education
Department of Special Education and Counseling

COURSE OF STUDY

Theme: Preparing Inquiring Educators: Knowledge, Understanding and Application

**A. Course Title: SPEE 570: Language, Literacy and Learning in a Diverse Society
Credits: 3**

B. Course Description: This course provides a comprehensive foundation to link language development and the emergence of literacy skills to the acquisition of knowledge for diverse students using learner characteristics as the basis to explore current theories and research. Teacher Candidates are taught to form classroom learning communities by creating educational environments and experiences that foster literacy and learning for all children in inclusive settings, and by incorporating materials that reflect a rich multicultural focus in instruction. Using the NJ CCCS Language Arts Literacy Standards, Teacher Candidates develop skill applying listening, viewing, speaking, reading, writing and spelling assessments and instructional interventions. School file-analysis is undertaken to determine further assessment objectives, and to plan integrated instruction that accords with learners' needs. Instructional adaptations and modifications for learners with special needs are addressed in detail. Current technologies are examined that assist all learners to access the general education curriculum as they develop literacy skills. A videotaped lesson demonstrating application of literacy principles and used as an instructional tool, is required; importantly, Candidates must obtain prior administrative and parental permission.

C. Prerequisites, Co-Requisites and Restrictions:

- Completion of prerequisite courses for admission to the Program
- Admission to the Alternate Route/Post-Baccalaureate (AR/PB) Program in K – 5, with special education endorsement
- Contracted to teach in a school setting during the academic year
- Earned Grade of B or better in SPC 555: Educational Foundations in a Diverse Society; Successful completion of courses in assessment, instructional management and behavior management

D. Course Objectives: Teacher Candidates will . . .

1. Familiarize Teacher Candidates with the links between language and literacy and how they influence learning in all areas of the curriculum
2. Recognize the importance of mastering language and literacy skills as bases for successful social adaptation, with emphasis on relating literacy to quality of life
3. Demonstrate understanding of speaking, listening, reading, writing and viewing as these relate to receptive and expressive language competence
4. Demonstrate responsiveness to multicultural differences – in cultures, abilities, and/or language – that may affect learners' mastery of literacy skills
5. Use school files as basis to describe relationships between students' learning, behavioral/social and cultural characteristics and early learning experiences that contribute to mastery of emergent literacy skills
6. Identify learners with disabilities and read their IEPs to gain understanding of their special instructional needs
7. Select/devise and apply informal literacy skills assessments, using a variety of commercial, criterion-referenced, and teacher-made materials and interpret results
8. Identify and implement procedures to capitalize on emergent readiness and word ID/recognition procedures [e.g., sight vocabulary, phonemic awareness, phonics, structural analysis], as foundations to develop literacy skills in diverse learners

9. Use the NJ CCCS Language Arts Literacy Standards to construct relevant long-term units from which to create lesson plans
10. Incorporate developmental instruction focusing on comprehension of content area information, and integrating use of instructional technologies to facilitate instruction
11. Differentiate literacy skills applications needed at different grade levels, in different academic situations and for different purposes
12. Demonstrate the capacity to consult productively with peer colleagues to plan for collaborative teaching, serial teaching and in-class support
13. Demonstrate the capacity to consult with all parents [emphasizing parents of students from diverse cultural, racial/ ethnic, socio-economic, and ability levels] on issues related to their children's language literacy skills and needs
14. Implement required school-based assignments that result in products that demonstrate student learning with a learner with special needs from a multicultural background

E. Teacher Candidate Learning Outcomes: Teacher Candidates will:

1. Demonstrate understanding of the reciprocal nature of print/non-print and oral/written language and their theoretical underpinnings, and how they relate to developing literacy skills
2. Analyze a student's school files to identify available relevant current and historical data that can be used for educational decision making
3. Select and implement an array of informal literacy skills assessments, based on information in students' files, inquiry and observation
4. Develop knowledge of NJ CCCS Language Arts Literacy Standards and their application in the K-5 classroom, and identify and review research-based language/literacy programs currently employed in K-5 programs including programs specifically designed for learners with special needs and align current "best practices" to standards
5. Using relevant long-term unit plans, design and implement three integrated lessons that include instructional and assessment accommodations for students and that focus on NJ CCCS K-5 with diverse learning needs in a classroom setting

STANDARDS ALIGNMENT

TCLO's	CEC	ACEI	NJ PTS	NJ CCCS
1. Demonstrate understanding of the reciprocal nature of print/non-print and oral/written language and their theoretical underpinnings, and how they relate to developing literacy skills	7	1, 2.1	1, 2	2, 4
2. Analyze a student's school files to identify available relevant current and historical data that can be used for educational decision making	2, 3, 7	1, 2.1	1, 2, 3	4
3. Select and implement an array of informal literacy skills assessments, based on information in students' files, inquiry and observation	3, 8	2.1, 4	3, 5	4
4. Develop knowledge of NJ CCCS Language Arts Literacy Standards and their application in the K-5 classroom, and identify and review research-based language/literacy programs currently employed in K-5 programs including programs specifically designed for learners	3, 4	2.1, 3.1, 3.4, 3.5, 4	1, 4, 8	4

with special needs and align current "best practices" to standards				
5. Using relevant long-term unit plans, design and implement three integrated lessons that include instructional and assessment accommodations for students and that focus on NJ CCCS K-5 with diverse learning needs in a classroom setting	2, 3, 6, 7, 8	1, 2.1, 2.5, 2.8, 3.2, 3.3, 3.4, 3.5	1, 2, 3, 4, 5, 7	2, 4

F. Course Content:

1. Social, cultural and economic implications of literacy skill mastery
2. NJ Core Curriculum Content Standards related to literacy development
3. Students' learning, behavioral/social and cultural characteristics and early learning experiences that contribute to mastery of emergent literacy skills Student characteristics that impact or impede literacy development, including language differences due to multicultural, multi-linguistic factors, and implications for selecting appropriate teaching strategies
4. Informal assessment of the full range of literacy skills in diverse learners K-5
5. Instructional intervention delivery models (General education classroom, in-class support, BSI, special education replacement instruction) for diverse learners K-5
6. Specialized language/literacy techniques for emergent skill development in diverse learners K - 5, including adaptive strategies and materials for beginning readers and those with special learning needs
7. Specialized research-based reading programs that focus on word ID/recognition approaches including sight vocabulary and language experience, phonemic awareness, phonics and structural analysis
8. Specialized research-based reading programs that focus on comprehension and related reference and study skills strategies for reading in the content areas
9. Techniques and technologies, including adaptive strategies for developing comprehension mastery using literature
10. Applications of technology to students' mastery of literacy skills
11. Lesson planning and implementation skills development
12. Review of "best practice" materials and strategies that maintain interest and capitalize on the learners' strengths, including high interest-controlled vocabulary materials
13. Technologies that assist diverse learners K-5 and those with special learning challenges to maintain access to the general education curriculum

G. Teaching/Learning Methods:

- Text/Supplemental readings
- Lecture and discussion
- BlackBoard [Bb] technology to augment lectures
- Cooperative learning groups
- Video vignettes/Case studies
- Experiential learning

H. Evaluation Methods:

- 1: Teacher Candidate Learning Outcome: Demonstrate understanding of the reciprocal nature of print/non-print and oral/written language, and viewing, their theoretical bases, and how they relate to developing literacy skills by preparing an autobiographical paper reflecting their personal literacy development and its implications for teaching, as assessed using SPC 5-- Rubric #1 (attached)

- 2-3:** Teacher Candidate Learning Outcomes: Analyze a student's school files to identify available relevant current and historical data, analyze it for needed additional information, and select and implement an array of informal literacy skills assessments, based on information in students' files, inquiry and observation as assessed using Rubric #2-3 (attached)
- 4:** Teacher Candidate Learning Outcome: Develop knowledge of NJ CCCS Language Arts Literacy Standards and their application in the K-5 classroom, and identify and review research-based language/literacy programs currently employed in K-5 programs including programs specifically designed for learners with special as assessed by collaborative group presentation project to report on a research-based language/literacy program that may also be adapted for use with learners with special needs and that is aligned to a specific literacy standard and cumulative progress indicators, as measured by Rubric 4 (attached)
- 5:** TEACHER CANDIDATE Learning Outcome: Devise and implement three integrated lessons focusing on an aspect of comprehension mastery, based on outcomes from TEACHER CANDIDATE Learning Outcomes 2 and 3. Plans include instructional and assessment accommodations, detailed procedures, and teacher-made assessments of student learning, as measured by Rubric #5 (attached)

I. Recommended Text/Readings: Strickland, D.S., Galda, L, and Cullinan, B.E. (2004). *Language arts: Learning and teaching*. Belmont, CA: Wadsworth/Thompson Learning.

J. Preparer's Name: Marjorie T. Goldstein, Ph.D.

K. Department Approval Date: PENDING

L. Current Revision:

M. Current Department Approval Date:

N. Selected Bibliography:

Bear, I. T., & Johnston, F. (2000). *Words their way*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Cafts, H.W., & Kamhi, A. G. (1999). *Language and reading disabilities*. Needham Heights, MA: Allyn & Bacon.

Combs, M. (2002). *Readers and writers in primary grades*. Upper Saddle River, NJ: Merrill/Prentice Hall.

Cooper, D., & Kiger, N. (2000). *Literary assessment helping teachers plan instruction*. NY: Houghton Mifflin.

Fisher, D., Flood, J., Lapp, D., & Frey, N. (2004). Interactive read-alouds: Is there a common set of implementation practices? *The Reading Teacher*, 58, 8-17.

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Gunning, T.G. (2000). *Creating literacy instruction for all children* (3rd ed.). Needham Heights, MA: Allyn and Bacon.

Heilman, B. & Rupley, W. (1998). *Principles and practices of teaching reading*. Upper Saddle River, NJ: Merrill/Prentice Hall.

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- Morrow, L. (2001). *Literacy development in the early years*. Boston, MA: Allyn & Bacon.
- Morrow, L. (2002). *The literacy center* (2nd ed.) Maine: Stenhouse Publishers.
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- Morrow, L., Gambrell, L., & Pressley, M. (Eds.) (2003). *Best practices in literacy Instruction*. NY: Guilford Press.
- National Institute of Child Health and Human Development. (2000). *The national reading panel reports of Subgroup*. (NIH Pub. No. 00-4754).
- Pikulski, D. & Chard, D. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58, 510-521.
- Polloway, E.A., & Smith, T.E. (2000). *Language instruction/or students with disabilities* (2nd ed.). Denver, CO: Love Publishing.
- Rasinski, T. & Padak, N. (2000). *Effective reading strategie: Teaching children who find reading difficulties*. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Richek, M.A., Caldwell, J.S., Jennings, J. H., & Lerner, J. W.. (2002). *Reading problems: Assessment and teaching strategies* (4th ed.). Boston: Allyn & Bacon.
- Roe, B., Stoodt, B. & Burns, P. (2001). *The content areas secondary school literacy instruction* (7th ed.). NY: Houghton Mifflin Company.
- Shanker, J., Ekwall, E.E., & Shanker, J.L. (2002). *Locating and correcting reading difficulties* (6th ed.) Upper Saddle River, NJ: Merrill/Prentice Hall.
- Stewart, M. (2004). Early literacy instruction in the climate of No Child Left Behind. *The Reading Teacher*, 57, 732-743.
- Tiedt, P. & Tiedt, I. (2001). *Language arts activities for the classroom*. Boston, MA: Allyn & Bacon.
- Wauach, G. & Butler, K. (1994). *Language learning disabilities in school-age children and adolescents*. New York: Macmillan and Company.
- Wood, K. & Algozzine, B. (1994). *Teaching reading to high-risk learners*. Boston: Allyn & Bacon.

Rubric #1

	<u>Inadequate/ Emerging</u>	<u>Satisfactory</u>	<u>Above Average</u>
1. Overall contribution to process	Shows limited insight into the process and contributions are limited	Demonstrates an understanding of the process and is able to provide input	Contributions reflect knowledge and understanding of the process and the student
2. Present levels of Academic Requirements	Provides inadequate description of academic, social and emotional levels of functioning "achievement"	Describes functioning and achievement levels in the academic, social and emotional domains	Links functioning and achievement levels to students learning styles, strengths, weaknesses and interest
3. Goals and Objectives	Shows limited ability to create goals and objectives	Develops relevant Goals and objectives that reflect students abilities to some degree	Develops sequential and relevant goals and objects that reflect the integration of student's abilities and needed adaptations/modifications to curriculum
4. Related Services/ Technology	Omits needed supportive services and materials	Includes related services and materials which support learning	Recommends related services and specific materials that are linked to students needs

Rubric #2

TRANSITION PLAN			
	Needs Work	Satisfactory	Advanced
Background Information	Incomplete, disorganized and/or inaccurate	Complete, well-organized, and accurate	Comprehensive summary; links background and ability levels to learning potential and achievement
Goals & Objectives	Incomplete or not geared to student levels of ability or achievement	Includes most areas and geared to students' levels of ability and achievement	Includes all areas of functioning; precise and detailed
Supports	Missing significant supportive services or adaptations	Includes adaptations and supportive services where necessary	Adaptations, supportive services, and instructional strategies are detailed and precise
Parental Communication	Missing or inappropriate methods for communicating with parents	Appropriate methods for communicating with parents	Methods for communication show strong sensitivity to diversity issues
Overall Rating	Demonstrates limited ability to plan transitions	Demonstrates ability to make general plans transitions	Demonstrates ability to make appropriate and detailed recommendations for settings and support

RUBRIC #3: BEHAVIOR MANAGEMENT

Name: _____

	0 Points	2 Points	3 Points	4 Points	5 Points	6 Points
I. DATA COLLECTION		___ Provides sufficient detail		___ Provides a satisfactory impression (Provides a description of behavior <u>or</u> impressions of language, movement, interaction, etc.)		___ Provides a complete, detailed impression (provides both)
A. Functional Behavior Assessment		___ Includes all parts of the FBA		___ Includes all 4 parts and describes behavior precisely		___ Includes all 4 parts, describes behavior precisely & offers appropriate rationale
B. Anecdotal Recording		___ Provides a Challenging Behavior		___ Provides a Challenging Behavior expressed in observable terms		___ Provides a Challenging Behavior in precise, observable terms with all conditions
C. Information Integration		___ Incorrect format for recording behavior		___ Errors in format for recording behavior or errors in recording behavior		___ Correct format for recording behavior
II. BEHAVIOR INTERVENTION PLAN						
A. Design		___ Lists a Challenging Behavior in Observable Terms		___ Copies the Challenging Behavior from the previous section OR expresses the Challenging Behavior in observable terms with all conditions		___ Copies the Challenging Behavior from the previous section AND expresses the Challenging Behavior in observable terms with all conditions
B. Implementation		___ Behavioral Goal		___ Provides a clear Behavioral Goal expressed in observable terms		___ Provides a Behavioral Goal expressed in precise, observable terms with all conditions
C. Monitoring				___ Provides a method of assessment with only one or two problems		___ Provides a detailed method of assessments & identifies staff who will assess
	0 Points	4 Points	6 Points	8 Points	10 Points	12 Points
D. Adaptation				___ Provides a grade – appropriate, practical Intervention Plan		___ Provides a grade – appropriate Intervention Plan that is original, creative, and/or detailed

___ No more than two errors in language mechanics, spelling, usage, or sentence structure (5 points)

___ Followed format with headings (e.g., headings and subheadings) (5 points)

___ Assignment is submitted on time (5 points)

Comments:

Rubric #4

Materials Plan			
	Needs Work	Satisfactory	Advanced
Content	Limited or missing relationship of materials to NJ CCCS	Describes the relationship of the materials to the NJ CCCS	Detailed and insightful description of the relationship of the materials to the NJ CCCS
Organization and Appearance	Descriptions are poorly sequenced and/or contain multiple errors in language mechanics	Descriptions are well organized and free from error in language mechanics	Quality of organization and appearance exceeds standards (top 5% of student work)
Completeness	Focuses on text; excludes electronic, media and/or manipulative materials	Describes all materials (electronic, print, manipulative, multi-media)	Describes all materials and their interrelationship
Application	Limited description of how materials are used in learning activities	Describes how materials are used in learning activities	Describes how print, electronic, media and manipulative materials are integrated in learning activities and promote critical thinking skills
Adaptations	No adaptations listed	Describes how materials can be adapted for learners with special needs	Illustrates how materials can be adapted through models and examples
Diversity	Fails to address how materials are culturally sensitive	Describes how materials are culturally sensitive	Insightful analysis and use of examples to show how materials are culturally sensitive
Overall Rating	Analysis does not meet standards	Analysis meets standards	Analysis exceeds standards

WRITING ASSESSMENT RUBRIC

Dimension	Needs Work [0-1]	Satisfactory [2-3]	Proficient [4-5]
IDEAS AND CONTENT	Lacks a recognizable main theme. Random ideas show little or no personal insight.	Conveys one main theme, with few supporting details. Shows limited personal insight, and little effort to engage reader.	Conveys one main theme that is developed clearly, using relevant supporting details. Shows mature insight; engages reader.
ORGANIZATION	Lacks a recognizable, planned Introduction that leads to a coherent conclusion. Supporting details are confusing or are not provided.	Introduction and conclusions are limited, but are identifiable. Details are incomplete, and transitions from idea to idea are not smoothly integrated.	Introduction grabs reader. Well-sequenced details, smooth transitions. Logical & well-reasoned conclusions.
VOICE	Functionally accurate, but lacking energy and feeling.	Written with apparent sincerity; not particularly engaging. Inconsistent style. Seems written to fulfill assignment.	Dynamic and expressive. Reader can identify with the thoughts and feelings of the person behind the words.
WORD CHOICE	Immature or inaccurate vocabulary used. Repetitive ideas. Weak verb choices.	Vocabulary correct, predictable. Clichés and slang used. Plainly written, but lacks clarity.	Vocabulary is well-chosen and accurately used. Verbs- powerful & nouns - specific. Compelling ideas.
SENTENCE FLUENCY	Incomplete sentences or run-on sentences used. Makes limited sense because of the writing style used.	Fairly clearly written. Little variation in sentence structure. Adequate for a college student.	Clearly written, using varied sentence structures and length. Demonstrates command of language usage.
LANGUAGE CONVENTIONS			
Grammar	Inadequate	Adequate	Well Done
Noun-verb agreement	Inadequate	Adequate	Well Done
Noun-pronoun	Inadequate	Adequate	Well Done
Punctuation	Inadequate	Adequate	Well Done
Paragraphing	Inadequate	Adequate	Well Done
Spelling	Inadequate	Adequate	Well Done
Proof/Editing	Inadequate	Adequate	Well Done
OTHER (specify):			

Adapted from: *Teaching Exceptional Children*, Jan/Feb, 2001.

Originated [MTG]: 11/23/03