



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

College	CEAS
Department	Teacher Education
Program Unit	
Reporting for Academic Year	2014-2015
Department Chair	Eric Engdahl
Date Submitted	6/11/2015

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

Goals for 2014-2015

- 1) Improve candidates ability to promote a “culture of literacy”. The new CTC Reading and Literacy Added Authorization Standard 2 requires programs to instruct candidates on promoting a “culture of literacy”. A substantial effort has been made to include this new standard in course content. In 2014-2015 candidates will be assessed to determine whether progress has been made in meeting this CTC standard.
- 2) Demonstrate reliability of scoring of signature assessments in the Reading Program. The new CTC Reading and Literacy Added Authorization Standards require programs to demonstrate that instructors who score signature assessments are calibrated to ensure reliability. The Reading faculty has begun to grapple with this new requirement, meeting regularly to discuss signature assessments and to refine scoring rubrics. In 2014-2015 faculty will meet to jointly score signature assessments and to discuss scoring decisions for one or more courses in the program.
- 3) Continue Alignment of the Reading Program with the Common Core State Standards, the new English Language Development Standards.
- 4) Revise content of Reading courses to ensure that candidates are prepared for the changing role of literacy leadership in schools.

B. Five-year Review Planning Goals Progress

Goal 1: A lecture focusing on developing a culture of literacy was developed and a culture of literacy assignment (paper) was added to the course requirements for TED 6253 to meet new CTC requirements.

Goal 2: Faculty met to discuss requirements for signature assessments. Because only one

professor teaches each course, there was little interest in jointly scoring signature assessments. Further work needs to be done to assure reliability of scoring.

Goal 3: All courses have been fully aligned with the Common Core State Standards and the English Language Development Standards. Lectures have been revised and assignments added to ensure that candidates are fully prepared to act as literacy leaders in standards-based California public schools. For example, candidates complete a sequence of the standards activity in TED 6253, examining the progression of vocabulary and comprehension skills from the Preschool Foundations through Common Core State Standards at every grade level. In TED 6220 candidates complete an assignment, reviewing and aligning the Common Core State Standards and the English Development Standards at a particular grade level.

Goal 4: Lectures and assignments have been added to the Reading Program that address the changing role of the literacy leader in today's schools. For example, candidates in TED 6253 complete a professional development workshop based on an Annenberg video, demonstrating their ability to coach other teacher in exemplary literacy practices.

C. Program Changes and Needs

Changes in Response to External Accreditors:

We made major changes to the Reading program when our accrediting organization, the Commission on Teacher Credentialing (CTC), issued new Reading standards. All of our courses were re-designed to meet the new standards and we are still in the process of completing our revisions to CTC's satisfaction. We received positive feedback to our program assessment document (submitted in fall, 2014), with two minor requests for revisions. The revisions were made and we expect final approval soon.

Changes in Response to University Mandates:

The Reading Program, like all other academic programs on campus, is focused on conversion to semesters. The faculty will meet to discuss the format and scheduling of semester-long courses.

Changes in Response to Public Schools:

We are continuing to work on the alignment of the Reading Program with the Common Core State Standards, the new English Language Development Standards, and the new Smarter Balanced Assessment Program.

Reading instruction has changed substantially since the introduction of these new standards. Reading Program professors have revised course content and have developed lectures and assignments aligned with the CCSS. In 2014-2015 changes were made to courses, particularly TED 6220 (Diversity), to align with the new ELD standards. The Reading Program faculty continues to carefully monitor changes made by the Commission in Teacher Credentialing, the California Department of Education, Smarter Balanced Assessments and in public school instruction to ensure relevance in a rapidly changing educational setting.

During the past decade of budget cuts in the public schools most Reading specialist positions were eliminated and few graduates of the Reading Program were hired for the jobs they were trained to do. However, budgets are expanding and Reading specialist positions appear to be returning, albeit in altered form. For example, positions are opening in high schools, working with struggling secondary readers, particularly English learners. Reading specialists are also being hired as literacy coaches for schools and districts. Although all Reading positions require

a deep understanding of literacy development, coaching teachers requires a different set of skills than working directly with students. Our candidates must be skilled in Reading development, literacy instructional methods, and adult learning theory. Course content has been changed to ensure that our program prepares candidates to be the literacy leaders of the future.

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

*** MS in Education, Option in Reading Instruction ***

Program Specific Student Learning Outcomes

Candidates who graduate with the MS in Education, Option in Reading Instruction, will be able to:

- (1) Demonstrate a thorough understanding of theory and research on an effective culture of literacy for diverse prekindergarten through high school students, their families, and communities;
- (2) Demonstrate knowledge of research-based instructional practices in each component of literacy and the ability to assess, instruct, and provide intervention for each component of literacy instruction, including phonemic awareness, phonics, fluency, oral language development, reading and listening comprehension, and vocabulary development, and writing;
- (3) Successfully plan and implement a balanced literacy environment, including the selection and use instructional materials, technology, routines, and strategies that are appropriately aligned with students' assessed language and literacy needs; and
- (4) Complete an action research project in the field of literacy, including a review of the research literature, planning and implementing an instructional unit, and an analysis of student learning and research results

Our candidates will:

UAO1: Demonstrate knowledge, skills, and dispositions aligned with professional standards to implement universal design and research-based programs to achieve equitable learning outcomes.

UAO2: Demonstrate the ability to create environments, systems, and practices in which all individuals are treated with respect, dignity, trust, and fairness.

UAO3: Work collaboratively with students, parents, and professional colleagues to achieve equitable learning outcomes and equitable environments.

UAO4: Know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate candidates meet professional, state, and institutional standards.

*** Attached as Appendix A: Correlation (Curriculum) Map: ILOs, UAOs, CTC Standards

*** Attached as Appendix B: Correlation (Curriculum) Map: ILOs and SLOs

Please list all outcomes in the box below, and append a curriculum map showing alignment of the Program Student Learning Outcomes and CSUEB Institutional Learning Outcomes.

B. Program Student Learning Outcome(s) Assessed

Unit Assessment Outcome (4) Candidate Knowledge, Skills, and Professional Dispositions
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Program Student Learning Outcome (2) Demonstrate knowledge of research-based instructional practices in each component of literacy and the ability to assess, instruct, and provide intervention for each component of literacy instruction, including phonemic awareness, phonics, fluency, oral language development, reading and listening comprehension, and vocabulary development, and writing;

C. Summary of Assessment Process

Signature assignments are administered in each of the Graduate Reading courses. Two of the assessments are discussed in this report.

Candidates are assessed on their ability to design instruction for struggling readers in TED 6253 and their ability to identify student learning needs, administer assessments, and interpret assessments in TED 6231. Disaggregated data are used to evaluate program effectiveness and to inform program improvement.

D. Summary of Assessment Results

Following a previous decline in overall scores on the signature assignment in TED 6253, as reported in the Field Experience Report from 2013/2014 year, the TED 6253 curriculum returned to the previous model in summer 2014 as well as the addition of the “culture of literacy” component. In 2014/2015, we saw an overall increase from the 2013/2014 score of 3.68 to an overall 2014/2015 score of 3.92.

The TED 6231 scores on the signature assignment, the Assessment Report declined from 2013/2014 overall score of 3.83 to 2014/2015 overall score of 3.62. Specifically, the areas of Analysis and Interpretation showed the greatest decline. Between the 2013/2014 and 2014/2015, there were no significant instructional changes. Further investigation of the content/ instruction in these particular areas for the 2015/ 2016 year will be conducted to determine means of strengthening content/ instruction and further student support.

All Graduate Reading Program professors continue to focus on improving student reflections. This skill was considered an important professional disposition and a necessary precursor to the development of professional competence. Improvements in this skill were noted in the signature assignment for TED 6253.

3. STATISTICAL DATA (about 1 page)

a) Student Demographics

CAPR Table 1

California State University, East Bay

Credential Program		Fall 2009			Fall 2010			Fall 2011			Fall 2012			Fall 2013		
		Degree Level		TOT AL	Degree Level		TOT AL	Degree Level		TOT AL	Degree Level		TOT AL	Degree Level		TOT AL
		Bach elor	PostBaccala ureate		Bach elor	PostBaccala ureate		Bach elor	PostBaccala ureate		Bach elor	PostBaccala ureate		Bach elor	PostBaccala ureate	
Fem ale	Black, non-Hispanic		6	6		5	5		2	2		8	8		12	12
	America n Indian or Alaska Native		2	2		1	1		1	1						
	Asian		23	23		19	19		23	23		31	31		28	28
	Pacific Islander															
	Hispanic		15	15		22	22		28	28		32	32		22	22
	White		146	146		87	87		85	85		69	69		87	87
	Multiple ethnicity		7	7		5	5		13	13		8	8		7	7
	Race/eth nicity unknown		25	25		17	17		12	12		13	13		20	20
	Nonresid ent aliens									2	2		3	3		1
Mal e	Black, non-		4	4		2	2		7	7		7	7		3	3

	Hispanic														
	American Indian or Alaska Native	2	2												
	Asian	10	10	10	10	16	16	21	21	10	10				
	Pacific Islander														
	Hispanic	12	12	13	13	9	9	11	11	16	16				
	White	59	59	56	56	63	63	52	52	51	51				
	Multiple ethnicity	7	7	4	4	7	7	3	3	6	6				
	Race/ethnicity unknown	14	14	15	15	5	5	13	13	10	10				
	Nonresident aliens														
Total	Black, non-Hispanic	10	10	7	7	9	9	15	15	15	15				
	American Indian or Alaska Native	4	4	1	1	1	1								
	Asian	33	33	29	29	39	39	52	52	38	38				
	Pacific Islander														
	Hispanic	27	27	35	35	37	37	43	43	38	38				
	White	205	205	143	143	148	148	121	121	138	138				
	Multiple ethnicity	14	14	9	9	20	20	11	11	13	13				
	Race/ethnicity unknown	39	39	32	32	17	17	26	26	30	30				
	Nonresident aliens					2	2	3	3	1	1				

b) Degrees Conferred by the program

The credential programs are non-degree conferring post-baccalaureate programs.

Education		CY08-09				CY09-10				CY10-11				CY11-12				CY12-13			
		Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total	Degree Level			Total
		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor		Bccalaureate	Master	Ed Doctor	
Female	Black, non-Hispanic		4		4		9		9		5		5		11		11		9		9
	American Indian or Alaska Native						1		1												
	Asian		14		14		12		12		15		15		12		12		14		14
	Pacific Islander		1		1										1		1				
	Hispanic		10		10		8		8		21		21		7		7		8		8
	White		64		64		57		57		57		57		34		34		44		44
	Multiple ethnicity						1		1		4		4		3		3		1		1
	Race/ethnicity unknown		29		29		23		23		13		13		14		14		15		15
	Nonresident aliens										2		2		3		3		1		1
Male	Black, non-Hispanic		2		2		3		3		2		2						1		1
	American Indian or Alaska Native																				
	Asian		2		2		3		3		2		2						4		4
	Pacific Islander									1		1							1		1
	Hispanic		6		6		1		1		5		5		5		5		3		3
	White		15		15		15		15		15		15		11		11		22		22
	Multiple ethnicity										1		1		1		1				
	Race/ethnicity unknown		15		15		5		5		6		6		4		4		8		8
	Nonresident aliens														1		1				
Total	Black, non-Hispanic		6		6		12		12		7		7		11		11		10		10
	American Indian or Alaska Native						1		1												
	Asian		16		16		15		15		17		17		12		12		18		18
	Pacific Islander		1		1					1		1		1		1		1		1	1
	Hispanic		16		16		9		9		26		26		12		12		11		11
	White		79		79		72		72		72		72		45		45		66		66
	Multiple ethnicity						1		1		5		5		4		4		1		1
	Race/ethnicity unknown		44		44		28		28		19		19		18		18		23		23
	Nonresident aliens										2		2		4		4		1		1

c) Course History

California State University, East Bay																			
COURSE HISTORY																			
By Quarter from Summer 2009 through Spring 2013																			
Discipline Area: TED																			
		Summer					Fall					Winter				Spring			
		Sumr 2009	Sumr 2010	Sumr 2011	Sumr 2012	Sumr 2013	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Wntr 2010	Wntr 2011	Wntr 2012	Wntr 2013	Sprg 2010	Sprg 2011	Sprg 2012	Sprg 2013
Upper Division	Number Sections	1.0	2.0	.	.	.	2.0	2.0	5.0	5.0	5.0	5.0	1.0	5.0	4.0	5.0	4.0	3.0	3.0
	Total Enrollment	26	30	.	.	.	26	66	122	86	88	83	11	78	88	71	44	49	25
	Avg Section Size	26.0	15.0	.	.	.	13.0	33.0	24.4	17.2	17.6	20.0	11.0	15.6	22.0	17.5	11.0	16.3	8.0
Graduate	Number Sections	96.0	64.0	61.0	67.0	53.0	106.0	65.0	54.0	53.0	46.0	83.0	57.0	45.0	51.0	76.0	49.0	53.0	55.0
	Total Enrollment	2,018	1,479	1,571	1,608	1,387	2,418	1,757	1,521	1,151	1,011	1,821	1,363	1,315	1,057	1,649	1,147	1,189	1,440
	Avg Section Size	22.6	27.4	29.5	27.9	28.2	21.5	27.3	32.2	22.0	20.7	24.2	27.1	29.8	20.3	23.4	26.0	26.6	28.1
DISCIPLINE TOTAL	Number Sections	97.0	66.0	61.0	67.0	53.0	108.0	67.0	59.0	58.0	51.0	88.0	58.0	50.0	55.0	81.0	53.0	56.0	58.0
	Total Enrollment	2,044	1,509	1,571	1,608	1,387	2,444	1,823	1,643	1,237	1,099	1,904	1,374	1,393	1,145	1,720	1,191	1,238	1,465
	Avg Section Size	22.6	26.9	29.5	27.9	28.2	21.3	27.5	31.4	21.6	20.3	24.0	26.8	28.1	20.4	23.1	24.7	25.9	27.7

Source: CSU Academic Planning Data Base (APDB); Section Master File (BKPD SMF) and Faculty Master File(BKPD FMF)

Number of Sections may be less than one for cross-listed courses. When Number of Sections is less than 1, Average Size may be invalid

*Average Section Size includes all course classification types except supervised individual study courses per CO APDB reporting definition. Average Section size for cross-listed courses may differ for individual sections due to rounding

Location: Cal State East Bay Course History Report csu/pgm/csusystem/apdb/section.tables.crshis.sas

Office of Planning and Institutional Research

d) APR Summary Data

California State University, East Bay
APR Summary Data
Fall 2010 - 2014

Teacher Education					
	Fall Quarter				
Item	2010	2011	2012	2013	2014
A. Students Headcount					
1. Undergraduate	0	0	0	0	0
2. Postbaccalaureate (Credential)	256	273	271	273	273
3. Graduate	159	119	75	76	73
4. Total Number of Majors	415	392	346	349	346
	College Years				
B. Degrees Awarded	09-10	10-11	11-12	12-13	13-14
1. Undergraduate	0	0	0	0	0
2. Graduate	138	149	107	131	80
3. Total	138	149	107	131	80
	Fall Quarter				
	2010	2011	2012	2013	2014
C. Faculty					
Tenured/Track Headcount					
1. Full-Time	14	14	13	11	11
2. Part-Time	1	3	2	4	3
3a. Total Tenure Track	15	17	15	15	14
3b. % Tenure Track	34.9%	42.5%	31.3%	31.9%	28.6%
Lecturer Headcount					
4. Full-Time	1	1	0	0	0
5. Part-Time	27	22	33	32	35

6a. Total Non-Tenure Track	28	23	33	32	35
6b. % Non-Tenure Track	65.1%	57.5%	68.8%	68.1%	71.4%
7. Grand Total All Faculty	43	40	48	47	49
Instructional FTE Faculty (FTEF)					
8. Tenured/Track FTEF	9.7	9.1	9.3	9.4	6.7
9. Lecturer FTEF	3.0	2.5	1.8	1.8	4.3
10. Total Instructional FTEF	12.7	11.6	11.1	11.2	10.9
Lecturer Teaching					
11a. FTES Taught by Tenure/Track	236.8	215.0	207.2	193.8	149.0
11b. % of FTES Taught by Tenure/Track	74.1%	76.2%	81.0%	86.5%	62.2%
12a. FTES Taught by Lecturer	82.7	67.2	48.5	30.3	90.5
12b. % of FTES Taught by Lecturer	25.9%	23.8%	19.0%	13.5%	37.8%
13. Total FTES taught	319.5	282.2	255.7	224.1	239.5
14. Total SCU taught	4792.0	4233.0	3836.0	3362.0	3593.0
D. Student Faculty Ratios					
1. Tenured/Track	24.4	23.8	22.2	20.6	22.3
2. Lecturer	27.5	26.8	26.7	17.3	21.3
3. SFR By Level (All Faculty)	25.1	24.4	23.0	20.1	21.9
4. Lower Division
5. Upper Division	35.9	28.1	9.4	18.0	25.4
6. Graduate	24.9	24.1	24.6	20.2	21.8
E. Section Size					
1. Number of Sections Offered	67.0	59.0	58.0	51.0	63.0
2. Average Section Size	27.5	31.4	21.6	20.3	20.5
3. Average Section Size for LD	0.0	0.0	0.0	0.0	0.0
4. Average Section Size for UD	33.0	24.4	17.2	17.6	20.4
5. Average Section Size for GD	27.3	32.2	22.0	20.7	20.5
6. LD Section taught by Tenured/Track	0	0	0	0	0
7. UD Section taught by Tenured/Track	2	2	3	4	4
8. GD Section taught by Tenured/Track	53	41	44	38	39
9. LD Section taught by Lecturer	0	0	0	0	0
10. UD Section taught by Lecturer	0	3	2	1	1
11. GD Section taught by Lecturer	14	13	9	8	19

Graduate Reading Program Curriculum and Assessment Map

COURSES	ILO						UAO								
	TR	COM	DIV	COL	SUS	SED	1	2	3	4	2.1	2.2	2.3	2.4	2.5
6230	x	x	x	x	x	x	x	x	x	x					
6220	x	x	x	x	x	x	x	x	x	x	x				
6253	x	x	x	x	x	x	x	x	x	x					
6231	x	x	x	x	x	x	x	x	x	x					
6232	x	x	x	x	x	x	x		x	x					
6250	x	x		x		x			x	x					
6020	x	x		x		x			x	x					
6901	x	x		x		x			x	x					
ASSESS															
6230	x	x		x	x	x				x	x				
6220	x	x	x	x	x	x	x	x	x	x	x				
6253	x	x	x	x	x	x	x	x	x	x					
6231	x	x		x	x	x				x	x				
6232	x	x		x	x	x				x	x				
6250	x	x		x		x				x	x				
6020	x	x		x		x				x	x				
6901	x	x				x				x					

Graduate Rea

COURSES	5.A1 5.A2 5.A3 5.A4 5.B1 5.B2 5.B3 5.B4								PSLO (MS)			
	5.A1	5.A2	5.A3	5.A4	5.B1	5.B2	5.B3	5.B4	1	2	3	4
6230						x	x					
6220	x				x	x	x					
6253						x	x	x				
6231			x			x						
6232	x	x		x		x	x					
6250						x			x	x		
6020						x			x	x		x
6901						x			x	x		x
ASSESS												
6230						x	x					
6220	x				x	x	x					
6253						x	x	x				
6231			x			x						
6232	x	x		x		x	x					
6250									x	x		x
6020									x	x		x
6901									x	x		x

Graduate Reading Program Curriculum Map

TED 6230	TED 6220	TED 6253	TED 6231	TED 6232	TED 6250	TED 6020	TED 6901
Reading Certificate	Reading Certificate	Reading Certificate	Reading Certificate	Reading Certificate	MS	MS	MS

ILO TR

Site Based Data Analysis and Presentation

Intervention

Action Research Final Paper: Write Data Analysis, Findings Section, Conclusions

Thinking and Reasoning:

Analyze the data concerning literacy assessments for the students in a classroom and across grade levels.

Program

Professional Development Plan

SLO 1 Theory & Practice

Fluency Issues Project Review an area of fluency research where there remains concern and/or controversy. Sign up for a topic from the list attached and find three scholarly articles about your topic. Provide a 2-3-page summary with a bullet point list and bibliography

Summary on The Literacy Education of African American Children_Read the assigned research articles and lecture notes on the education of African American children. Write a two-three-page paper summarizing key points regarding the literacy education of African American children

Sequence of the Standards Examine the Preschool Foundations (including ELD), California’s Common Core State Standards for English Language Arts, and ELD Standards. Write a paper, discussing the progression of skills in Reading Comprehension that students, including English learners, are expected to attain.

Review & Presentation

Select a research-based program designed to address reading difficulties. Provide a description of the program, including its research base, key instructional methods, placement within the RTI² process, sample materials, documented outcomes, feasibility (cost per student, class school, district, training, etc.), your own evaluation of program effectiveness.

Research Project

Implement a research project based on the 5-minute vocabulary test with your class and analyze the results with the class, using SPSS. Write a paper describing the study, results, and implication of the research.

Research Paper: Write a statement of the research question or project effort; draft a review of the literature; draft method section; draft data analysis section

TED 6230 Reading Certificate	TED 6220 Reading Certificate	TED 6253 Reading Certificate	TED 6231 Reading Certificate	TED 6232 Reading Certificate	TED 6250 MS	TED 6020 MS	TED 6901 MS
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[Research Study Report \(Oral presentation\) Select a literacy study from the What Works Clearinghouse](#)
[\(http://ies.ed.gov/ncee/wwc/\)](http://ies.ed.gov/ncee/wwc/)
[Present the following key points to the class: What was the study about? What was the setting \(grade, location, type of students, duration\) What was the intervention? What did](#)

Reparable Harm Response

Native Language Report

Field Experience Report

Two Assessment Reports

Write a Proposal or Grant

ILO COM
Communication

Download the article, *Reparable Harm* and write a summary and a reflection on the challenges of teaching English Learners. Post to the Discussion Board. Then read and respond substantively to five (5) other posts

Give an Oral Presentation of your report, emphasizing problems that NL students have learning to read in English and ways that teachers can help NL students acquire English literacy.

Write a detailed report describing the instructional unit and analyzing how the student responded to instruction based on an analysis of pretest/posttest data.

Complete two in depth analysis of students' literacy skills. Analyze the data and prepare a letter to the student's parents and one to the teacher or literacy specialist.

Intervention Program Review & Presentation
Present a 15-minute overview of your program, using visual aids. Post copies of your paper in advance of the presentation.

Research Paper: Write a statement of the research question or project effort; a draft Review of the literature; draft method section; draft data analysis section

Class Presentation Action Research Paper

ILO DIV
Diversity

Reparable Harm Response

Native Language Report

Culture of Literacy Paper

Informal Interview

Instructional Strategy Presentation

Write field experience reports for parents and teachers of your clinic student,

TED 6230	TED 6220	TED 6253	TED 6231	TED 6232	TED 6250	TED 6020	TED 6901
Reading Certificate	Reading Certificate	Reading Certificate	Reading Certificate	Reading Certificate	MS	MS	MS

UAO 1	<p>Download the article, <i>Reparable Harm</i> and write a summary and a reflection on the challenges of teaching English Learners. Post to the Discussion Board. Then read and respond substantively to five (5) other posts.</p>	<p>Work with 3-4 classmates and select one of the native languages other than English (NL) spoken by children in California schools. Investigate the characteristics of the NL and compare the language to English. Identify problems that native speakers of the language may experience as they learn English and suggest methods that teachers can use to help students acquire English language literacy</p>	<p>Write a paper describing the culture of literacy you have created in your classroom and school. Describe</p>	<p>Conduct an interview to learn about how your student perceives himself as a person and as a reader. What does the student like about school, dislike? What are the student's interests and abilities? Where does the student see him/herself in 2-3 years?</p>			
Equitable Learning Outcomes		<p>how you honor students' diverse knowledge, skills, abilities, and backgrounds. Discuss your high expectations for student literacy achievement and how you increase student motivation to read.</p>		<p>Locate a theoretical reference or foundations of the strategy.</p> <p>Identify the components of the strategy and the target area/skills for use.</p>			

TED 6230	TED 6220	TED 6253	TED 6231	TED 6232	TED 6250	TED 6020	TED 6901
Reading Certificate	Reading Certificate	Reading Certificate	Reading Certificate	Reading Certificate	MS	MS	MS

ILO SUS
Sustainability
(Act
Responsibly)

Learn the strategy so that you are able to teach it to the class.

Bring materials to demonstrate the strategy and if possible, student work.

UAO 2
Equitable
Environments

ILO COL Collaboration	Reparable Harm Response	Native Language Report	Text Analysis and Strategy Selection:	Standardized Reading Assessment Instrument Evaluation and Implementation	Professional practices discussion circle	Research Project	Peer Review and Feedback of Research Paper
UAO 3	Download the article, <i>Reparable Harm</i> and write a summary and a reflection on the challenges of teaching English Learners. Post to the Discussion Board. Then read and respond substantively to five (5) other posts.	Work with 3-4 classmates and select one of the native languages other than English (NL) spoken by children in California schools.	Work in a group of 3-4. Analyze several passages from each of three texts. Identify text features that might impede students' comprehension, and select strategies to support comprehension.	in groups or four review and use a standardized test that is distributed in class. These assessments will be available to you during your enrollment in the RLAA program. The evaluation will begin in class and will be concluded in the field. Prepare one report per group for presentation to the class.	Work in teams of 4. Locate a professional article or chapter in a book or monograph on a topic of interest. Post the article on Blackboard for colleagues to read. Lead a small group discussion on your article. After small group discussion, convene whole class discussion on implications for practice.	Implement a research project based on the 5-minute vocabulary test with your class and analyze the results with SPSS. Write a paper describing the study, results, and implication of the research.	
Working Collaboratively							

TED 6230 Reading Certificate	TED 6220 Reading Certificate	TED 6253 Reading Certificate	TED 6231 Reading Certificate	TED 6232 Reading Certificate	TED 6250 MS	TED 6020 MS	TED 6901 MS
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ILO SED
Demonstrate
expertise

**Fluency
Assessment
and Lesson
Plan Project**

**Field
Experience**

**Field
Experience**

**Two
Assessment
Reports**

Intervention

**Mini Literature
Review**

Develop a research question about a literacy topic that you might want to investigate in your own classroom. Read six or more peer-reviewed research studies about the topic.

**Action
Research Final
Paper:** Write Data Analysis, Findings Section, Conclusions

Design, implement, and assess research-based fluency lesson plans for primary level students.

Plan and implement lessons for one or more English learners (ELs) in the Clinic. The assignment can be completed with students at any grade level, Prek-12. The students must be designated English language learners (ELs) by their school district at a level less than proficient

Plan and implement a five-lesson unit for a struggling reader, focusing on reading comprehension

Complete two in depth analysis of students' literacy skills.

Project

Identify themes and write a synthesis of the research

Professional Development Plan

TED 6230 Reading Certificate	TED 6220 Reading Certificate	TED 6253 Reading Certificate	TED 6231 Reading Certificate	TED 6232 Reading Certificate	TED 6250 MS	TED 6020 MS	TED 6901 MS
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UAO 4

Analyze the data collected.

Provide a detailed analysis to the reader. Then discuss student's reading strengths and difficulties based on specific information derived from the assessment battery and provide recommendations for reading instruction designed to improve achievement.

Implement a Reading/Language Arts intervention plan with one student based on the results of an IRI (expository) and phonics survey or case study from last quarter.

Intervention will take place for a minimum of 10 hours over the course of the quarter.

Point out the need for your proposed study.

Research

Paper: Write a statement of the research question or project effort; a draft review of the literature; draft method section; draft data analysis section

Candidate Knowledge, Skills, and Professional Dispositions

Professional Development Workshop: Review school-wide assessment data on reading at your school site. Evaluate school literacy achievement and identify an area of need for the school. Design a professional development workshop for teachers at the school site.

SLO 2

Research-based practices

SLO 3

TED 6230	TED 6220	TED 6253	TED 6231	TED 6232	TED 6250	TED 6020	TED 6901
Reading Certificate	Reading Certificate	Reading Certificate	Reading Certificate	Reading Certificate	MS	MS	MS

Balanced
Literacy
Environment

SLO 4

Action
Research

Research
Paper: Write a statement of the research question or project effort; a draft review of the literature; draft method section; draft data analysis section

Action Research Final Paper: Write Data Analysis, Findings Section, Conclusions Professional Development Plan