

CALIFORNIA STATE UNIVERSITY, LOS ANGELES
College of Education
Curriculum and Instruction Division
SPRING 2026



EDEL 4150: Curriculum and Teaching of Reading and Language Arts

Instructor:		Class Location:	
Office:		Class Day/Time:	
Telephone:		Office Hours:	
Email:		Course No.	

Catalog Description: English Language Arts instruction for diverse learners. Emphasis on access to core curriculum and standards, planning effective literacy instruction, evidence-based strategies, assessments, and accommodations including Analysis, application, and evaluation of strategies for teaching reading and language arts in various milieus, emphasizing comprehension, decoding skills, and strategies. Includes laboratory experiences in a field setting.

Prerequisites: Admission to the College of Education Credential Programs. Prerequisite: EDCI 4000.

Email Policy: I welcome emails from students and will respond to them within 48 hours during the work week. I prefer that students communicate with me via my Cal State LA email address or Zoom/in person during office hours. Please **be sure to put EDEL 4150 and the section number followed by your first and last name in your subject heading when emailing** (e.g., EDEL 4150-01 Dr. _____).

Note: As required by California's Commission on Teacher Credentialing, candidates in Teacher Credential Programs must participate in a minimum of 600 hours of supervised clinical practice across the arc of the program, with the equivalent of 6 formal observations by faculty during their final semester. This course provides candidates with **20 clinical practice hours**.

Professional Statements:

A. Theme and Conceptual Framework for Professional Preparation

The faculty members of the College of Education have adopted the organizing theme of "Preparing Educators to Serve the Culturally and Linguistically Diverse Population of Urban Schools and Related Institutions of the 21st Century" for all programs for professional educators at California State University, Los Angeles. This theme is reflected in this course by: course content and performance standards; lecture topics; suggested readings; and rubrics described in this syllabus. The diagram at the end of the syllabus provides the conceptual framework for the theme and supports the preparation of professional educators by the members of the Cal State LA College of Education faculty.

B. Statement of Reasonable Accommodation

The College of Education faculty members fully support the Americans with Disabilities Act (ADA). The members of the faculty will provide reasonable accommodation to any student with a disability who is registered with the Office of Students with Disabilities (OSD) who needs and requests accommodation. The faculty member may wish to contact the OSD to verify the presence of a disability and confirm that accommodation is necessary. The OSD will arrange and provide for the accommodation. Reasonable accommodation may involve allowing a student to use an interpreter, note taker, or reader; accommodation may be needed during class sessions and for administration of examinations. The intent of the ADA in requiring reasonable accommodation is not to give a particular student an unfair advantage over other students, but simply to allow a student with a disability to have an equal opportunity to be successful.

OSD is located on the first floor of the Administration Bldg. Room 127 (near Financial Aid and Registrar). The office can be contacted at OSD@calstatela.edu or (323)343-3140.

Other student supports on the Cal State L.A. Campus:

- **Student Health Services:** <http://www.calstatela.edu/studenthealthcenter>
- **Food Pantry:** University Student Union Room 308
- **CalFresh Outreach Center:** <http://www.calstatela.edu/student-services/cal-fresh>
- **Graduate Writing Support Program:**
<http://www.calstatela.edu/graduate-resource-center/graduate-writing-support-program>
- **Glazer Family Dreamers' Resource Center:** <http://www.calstatela.edu/ab540>

All Gender Restrooms:

- La Kretz Hall, Floors 1, 2, and 3
- Library Palmer Wing, LPW 1065 and LPW 1067
- Salazar Hall, Applied Gerontology, SH 107 and SH 108
- Simpson Tower, ST 821 and ST 822
- Student Union, Second Floor
- Theater Arts, TA 126

Lactation Rooms:

Please contact the Title IX Coordinator at 323.343.3041 to request access.

- Administration, ADM 304
- King Hall, KH 154A
- Salazar Hall, SH 129A
- University Student Union, USU 206

C. Student Conduct

Student conduct is viewed as a serious matter by the faculty members in the College of Education. The faculty members assume that all students will conduct themselves as mature citizens of the campus

community and will conduct themselves in a manner congruent with university policies and regulations. Inappropriate conduct is subject to discipline as provided for in Title 5, California Code of Regulations (see Student Conduct: Rights and Responsibilities, and Student Discipline, Cal State LA General Catalog). Academic honesty is expected of all students in the College of Education, in accordance with university policy. There are established university reporting procedures if a student is suspected of committing an academically dishonest act.

D. Technology

Courses in the College of Education require a high level of technological literacy along with access to current technology to assure student success. In all undergraduate, credential, certificate and graduate courses, students in the COE are expected to:

- Have access to an internet accessible device that will meet the technology requirements of the course in which the student is enrolled.
- Have sufficient working knowledge of this device, its applications and operating system to use it for their classes, as well as how to keep its operating system and applications up to date.
- Use a Cal State LA email account for all course and university-related communication.
- Access the current campus learning management system (e.g., Canvas) on a regular basis as required by the course in which they are enrolled.
- Use campus technology resources including the Cal State LA portal, Open Access labs and ITS Help Desk as needed.

Students should anticipate that their use of these skills will be integrated into courses within their programs. Students who are unable to meet any of the above expectations are strongly advised to take an introductory technology course or ITS workshop upon enrollment in the College of Education.

Land Acknowledgment

Every community owes its existence and vitality to generations from around the world who contributed their hopes, dreams, and energy to making the history that led to this moment. Some were brought here against their will, some were drawn to leave their distant homes in hope of a better life, and some have lived on this land for more generations than can be counted. Truth and acknowledgment are critical to building mutual respect and connection across all barriers of heritage and difference. We begin this effort to acknowledge what has been buried by honoring the truth. We are currently occupying ancestral land of the Tongva people. In our work to promote social justice in education we must always consider the many legacies of violence, displacement, migration, and settlement that bring us together here today.

This statement is drawn from the U.S. Department of Arts and Culture #HonorNativeLand initiative. You can learn more here (<https://usdac.us/nativeland>) and through additional resources posted on our course Canvas page.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- **SLO 1:** Describe the learning characteristics of students in diverse populations, including students of culturally and linguistically diverse backgrounds as well as students with special needs, with an emphasis on how those characteristics impact the developmental process of learning to read, write, listen and speak.
- **SLO 2:** Describe effective practices to plan, organize standards-based instruction in English Language Arts and adapt assessment, curriculum or instruction to meet students' individualized learning needs.
- **SLO 3:** Describe general education assessment, curriculum, and instructional approaches used in a Multi-Tiered System of Supports (MTSS) framework.
- **SLO 4:** Identify and use effective strategies and practices to teach phonological awareness, word analysis, multisyllabic decoding, fluency, vocabulary, comprehension, academic language and background knowledge, and writing to students of diverse backgrounds.
- **SLO 5:** Interpret and discuss assessment data for the purposes of informally assessing students' literacy skills, determining students' individualized learning needs for developing learning goals, monitoring students' progress, and using accommodations as needed for language learners and students with different instructional challenges.
- **SLO 6:** Describe principles of Universal Design for Learning (UDL) and how they apply to providing instruction and accommodations to facilitate access to English Language Arts curriculum for diverse learners.

Course Schedule

Date	Learning Topics/Lecture Content	Activities	Assignments/ Readings Due	TPEs
Week 1	Course Overview, Expectations, and Syllabus Introduction to K-12 English Language Arts (ELA) for students in diverse classrooms <ul style="list-style-type: none"> • Overview of English language arts instruction • Typical and atypical literacy development • CLD students and misidentification • Literacy Stages: Emergent literacy as foundation of K-12 English language arts • Literacy and Anxiety connection: overcoming literacy related anxiety • Literacy and Students' Socio-Emotional Development; Socio-Emotional Factors of Dyslexia 	1.Reflection on K-12 literacy development, including prior experiences, SES, & funds of knowledge. 2.Exploring and discussing literacy stages 3. Discussion of Access Center Article (Literacy Rich Environments)	Read: Access Center (2007). Literacy-rich environments http://www.k8accesscenter.org/training_resources/literacy-richenvironment_s.asp CA Dyslexia Guidelines: Ch. 5: Socio-Emotional Factors of Dyslexia create 2-3 questions for the chapter Watch Dr. Rebecca	U.1.1 U 2.1 U 2.4 ESN1.4 ESN 2.3 ESN 5.5 MM1.7 MM 4.3

			<p>Gotlieb discuss reading and anxiety: https://ucla.zoosm.us/rec/share/Wkq9nFptkxgmtQAQbAYP97GBH_e9dYDG Mm3qhiHaGsD SF_xHyAxxrxq3NrKZ4WJ.3BkmJ2IliFJ75rsY?startTime=1665710374000</p> <p>Password: ^fH1@dZC</p>	
Week 2	<p>Introduction to K-12 English Language Arts (ELA) for Diverse Students with Disabilities</p> <ul style="list-style-type: none"> Theories of reading and the reading process Essential elements of effective instruction in listening, speaking, reading, and writing Literacy and communication Literacy as means for behavior interventions Introduction to California's Common Core State Standards in ELA and CA English Language Development (ELD) Standards 	<ol style="list-style-type: none"> Unpacking the CCSS ELA standards Compare and Contrast of CCSS in ELA and CA ELD standards 	<p>Read:</p> <p>Bursuck & Damer. Ch.1: Introduction to Explicit Systematic Instruction</p> <p>Review:</p> <ol style="list-style-type: none"> CA Common Core State Standards CA ELD standards CA English Language Arts/ English Language Development Framework 	<p>U2.5 U 6.5</p> <p>ESN 4.1</p> <p>MM2.5</p>
Week 3	<p>ELA Core Curriculum and Standards-Based Instruction in K-12 Classrooms:</p> <ul style="list-style-type: none"> Exploring California's Common Core State Standards in ELA and CA ELD standards California English Language Arts/English Language Development Framework Curriculum and Instruction Resources (including implementation support for 	<ol style="list-style-type: none"> Exploring CA ELA/ELD framework Evaluating core/ELA curriculum Identifying the impact of disabilities 	<p>Complete:</p> <p>UC/CSU Collaborative Dyslexia and the Brain Module: https://ca-literacy-dyslexia-collab.ucla.edu/e-learning-</p>	<p>U 2.4 U 6.5</p> <p>ESN 2.6 ESN 2.8 ESN 2.10 ESN 4.1 ESN 5.4</p> <p>MM 2.8 MM 2.10</p>

	<p>the ELA/ELD Framework, state-adopted curriculum, recommended literature list, and Dyslexia Guidelines)</p> <ul style="list-style-type: none"> • Collaborating with general education teachers and service providers in literacy courses • Begin discussing: Accommodations and supports for students with disabilities • Creating safe literacy-rich-communication rich environments that support and promote positive behavior for a diverse student population. 	<p>on ELA development</p> <p>4. Introduction of CA Dyslexia Guidelines: overview of the structure of the resource (with the focus on Ch. 9,11, 12 and Appendices A and B)Intro</p> <p>5. Collaboration in an inclusive gen ed class: role play</p>	<p>modules/dyslexia-and-the-brain/</p> <p>Watch: John Gabrieli: How are brains of people with dyslexia different https://www.youtube.com/watch?v=W2N-BZQSDiM</p> <p>Read:</p> <ol style="list-style-type: none"> 1. Williams & Lynch (2010): Dyslexia (Optional) 2. Allor et al. (2010): Individualized Approach to Reading Instruction for Sts with ID. 3. Finnegan & Mazin (2016): Reading Comprehension for Sts with ASD 4. Lembke (2006) Students with Reading and Behavioral Needs 	MM 4.3
Week 4	<p>Planning and Delivery of Effective K-12 ELA Instruction for students in diverse classrooms:</p> <ul style="list-style-type: none"> • Establishing Literacy-rich and communication rich inclusive environments; • formal and informal assessments; content standards; instructional formats, intensity, and strategies; flexible and purposeful grouping; curriculum and text selection • Introduction to Multi-Tiered System of Supports (MTSS), Universal Design 	<p>1. Evaluating effective print rich and communication rich classroom environments</p> <p>3. Explore assessments and accommodations in K-12 ELA;</p> <p>4. Working with case studies from University of</p>	<p>Read:</p> <p>Stecker. Progress Monitoring;</p> <p>CA Dyslexia Guidelines Ch. 11: compile the list of effective strategies; compile the list of accommodations</p>	<p>U 1.4 U 2.3 U 2.6 U 4.4 U 5.2</p> <p>ESN 2.3 ESN 2.13</p>

	<p>for Learning (UDL), and Differentiated Instruction (DI)</p> <ul style="list-style-type: none"> Supporting literacy and communication through functional and meaningful activities. Assessments in MTSS: Universal screening, progress monitoring, and diagnostic assessments Authentic, play-based, dynamic, diagnostic assessment in literacy 	<p>Michigan (https://dyslexiahelp.umich.edu/professionals/students-strengths-and-interests/case-studies), develop and discuss accommodations needed to provide access to ELA curriculum for students with dyslexia (Activity based on Ch. 11 of CA Dyslexia Guidelines)</p> <p>4. Examine CORE Introductory materials: how are these similar/different to some of the informal assessments that candidates have used before.</p>	<p>Assignments:</p> <p>1. Complete CEEDAR modules on MTSS, UDL, and DI</p> <p>2. Examine CORE Introductory materials</p>	
Week 5	<p>Supporting students in diverse classrooms in ELA Across K-12 Settings:</p> <ul style="list-style-type: none"> Factors impacting literacy development of learners with disabilities Implementing MTSS, UDL, and DI in English Language Arts Monitoring Student Learning and adjusting instruction Supporting positive literacy-centered student interactions for culturally and linguistically diverse (CLD) students Deliver instruction that leverages students' existing linguistic repertoires, including translanguaging Identifying reading behaviors that are a manifestation of students in diverse settings What constitutes evidence-based instructional strategies for students in diverse settings 	<p>1. Discuss key ideas from Lembke's article (week 3) regarding reading needs of students with Emotional and Behavioral Disorders (EBD)</p> <p>2. Case studies analysis: monitoring learning and engagement, adjusting instruction for diverse students with a range of disabilities</p>	<p>Read:</p> <p>Caruana, V. (2015). Accessing the Common Core standards for students with learning disabilities.</p> <p>CA Dyslexia Guidelines</p> <p>Assignments: Signature Assignment Part I: Find target student; interview family, and begin observing/ assessing for your DRA Part 1</p>	<p>U 2.2</p> <p>ESN 2.9 ESN 3.4</p> <p>MM 2.6 MM 3.2 MM 3.3</p>

<p>Week 6</p>	<p>Assessments and Accommodations in K-12 ELA for Students with Disabilities</p> <ul style="list-style-type: none"> Types of assessments for English language arts, including formative and summative approaches CA Dyslexia Guidelines: Assessment and Screening (Ch. 9, Appendix A) Selecting appropriate, valid, and reliable assessments (and considerations for English learners) Interpreting assessment results Learning from observations of students Conducting standardized and informal diagnostic reading assessments 	<p>1. Discuss key ideas from Abedi's article regarding ELs.</p> <p>2. compare and contrast formative and summative approaches to assessment</p> <p>3. compare and contrast features of formal and informal diagnostic assessment</p> <p>4. Candidates practice interpreting assessment results for students within their specialization (MM, ESN, VI)</p> <p>5. discuss accommodations needed for effective assessment</p>	<p>Read: Abedi, J. (2006). Psychometric issues in the ELL assessment and special education eligibility.</p> <p>Diamond, L., & Thorsnes, B. J. (2018). <i>Assessing reading: Multiple measures</i></p> <p>CA Dyslexia Guidelines: Assessment and Screening (Ch. 9, Appendix A) Complete UC/CSU Collaborative Dyslexia Module on Assessment and Screening: http://ca-literacy-dyslexia-collab.ucla.edu/e-learning-modules/screening-and-assessment-for-dyslexia/</p>	<p>ESN 2.5</p> <p>MM 3.1</p> <p>VI 5.15</p> <p>VI 5.16</p>
<p>Week 7</p>	<p>Teaching Phonemic Awareness to Students in diverse K-12 Classrooms</p> <ul style="list-style-type: none"> Phonological and phonemic awareness skills and role in literacy development Evidence based instruction in phonemic awareness Considerations for English learners Interpreting assessment results 	<p>1. Language Experience Approach/Interactive reading: analysis of approach and its impact on students with disabilities</p>	<p>Read: Bursuck & Damer: Chapter 2 O'Connor: Intro p. 1-11, Chapters 1 and 2</p> <p>Assignments:</p>	<p>VI 5.17</p>

	(phonemic awareness)	<p>2.Video: Teaching Phonemic awareness (PA) skills</p> <p>3. Phonemic awareness (PA) games</p> <p>4. Practice distinguishing between L2 development and disability's impact on phonemic awareness</p>	<p>Begin compilation of strategies project. Add PA strategies</p>	
Week 8	<p>Teaching Beginning Decoding to students in diverse K-12 Classrooms</p> <ul style="list-style-type: none"> Alphabetic principle/letter-sound correspondence Beginning decoding and encoding and role in comprehension of text Evidence-based methods for phonics and beginning decoding instruction Considerations for English learners Interpreting assessment results (phonics and beginning decoding) Interpreting assessment results –DRA Part I (overall assessment results and educational needs) 	<p>1.Analyzing and practicing alphabetic principle, phonics and decoding assessments</p> <p>2. Video: Teaching phonics and decoding skills</p> <p>3. Analyzing alphabetic principle, phonics/decoding case study</p>	<p>Read:</p> <p>1.Bursuck & Damer: Ch. 3</p> <p>2.O'Connor: Chapters 3, 4, and 5</p> <p>Assignments:</p> <p>1.Signature Assignment DRA Part I is due. Assessment results and their interpretation</p> <p>2.Add beginning decoding strategies to your compilation of strategies project</p>	<p>U 5.2</p> <p>VI 5.3</p> <p>5.1</p>
Week 9	<p>Teaching Advanced/Multisyllabic Decoding to Students in diverse K-12 Classrooms:</p> <ul style="list-style-type: none"> Role of advanced decoding in promoting comprehension Structural/morphemic analysis Syllable types and syllable division patterns Etymology Evidence based strategies for advanced word reading instruction 	<p>1.Review and discuss advanced decoding assessment in B&D book</p> <p>2. Partner Work: Practice routines for teaching advanced decoding skills</p>	<p>Read:</p> <p>1.Bursuck & Damer: Ch. 4</p> <p>2. O'Connor, Ch.7 & 8</p> <p>Assignments:</p> <p>1. Add multisyllabic decoding</p>	<p>ESN 5.3</p> <p>MM 5.2</p>

	<ul style="list-style-type: none"> Interpreting assessment results (advanced decoding) 	<p>3. Haager Word Study article</p> <p>4. Discuss DRA Part II</p>	<p>strategies to your compilation of strategies project</p> <p>2. Begin Part II of DRA project: Utilize assessment results to plan instruction</p>	
Week 10	<p>Lecture: Teaching Reading Fluency to Students in diverse K-12 Classrooms:</p> <ul style="list-style-type: none"> Role of fluency and its components (rate, accuracy, prosody) in promoting reading comprehension Developing sight word fluency and fluency in reading connected text Selection of appropriate texts for reading/readability formulas Evidence-based instruction for developing fluency (rate, accuracy, and prosody) Considerations for English learners Interpreting assessment results (fluency) Tying It All Together Through Fluency: developing text reading fluency while paying attention to orthography, syllable patterns, morphology, semantics, and syntax. 	<p>1. Analyze and practice fluency assessments</p> <p>2. Partner work: pre-watch video at home, focus on strategies for accuracy, rate, and prosody: https://www.youtube.com/watch?v=ajqr1vi7OU; in class practice teaching fluency skills focusing on accuracy, rate, and prosody (27':44")</p> <p>3. Practice working with DIBELS</p> <p>4. Fluency case study analysis</p> <p>5. Partner Work: Fluency Training with a Decodable Text: Select a decodable text (e.g., DIBELS). Conduct a cold read. Taking turns discuss and develop teaching materials: identify spelling patterns, syllabic patterns,</p>	<p>Read:</p> <p>1. Bursuck & Damer: Ch. 5</p> <p>2. O'Connor, Ch. 6 & 9</p> <p>3. Hasbrouck & Tindal. Reading Fluency Norms</p> <p>Assignments:</p> <p>1. Add word, sentence, and text level fluency strategies to your compilation of strategies project</p>	

		<p>morphology units, syntactic structures to practice improving fluency.</p> <p>Discuss semantics, phrase structure. Deliver instruction, Conduct repeated fluency test.</p>		
Week 11	<p>Teaching Vocabulary and Academic Language to Students with Disabilities in K-12 Classrooms</p> <ul style="list-style-type: none"> Principles of effective vocabulary instruction and role in promoting reading comprehension Selection of vocabulary for instruction/academic language development Evidence-based strategies for teaching vocabulary and academic language Vocabulary use at word, sentence, and discourse levels Vocabulary as a vehicle for comprehension and effective oral and written expression Considerations for English learners Assessment of vocabulary knowledge 	<p>1. Writing student friendly definitions</p> <p>2. practice teaching vocabulary strategies to students with a wide range of abilities</p> <p>3. Vocabulary case study analysis</p>	<p>Read: 1. Bursuck & Damer: Ch. 6</p> <p>Assignments: 1. Add vocabulary strategies at word, sentence, and discourse level in reading and writing to your compilation of strategies project</p> <p>2. Continue to work on DRA Part II</p>	<p>ESN 5.3</p> <p>MM 5.2</p> <p>VI 1.5</p>
Week 12	<p>Teaching Reading Comprehension to Students with in diverse K-12 Classrooms</p> <ul style="list-style-type: none"> Factors contributing to reading comprehension Building background knowledge and motivation to promote reading comprehension Close reading and analysis of text Analyzing narrative and informational text structures Considerations for English learners Evidence-based strategies for reading comprehension (including inference) Assessment of reading comprehension 	<p>1. Reading comprehension video and critique</p> <p>2. Review text complexity resources</p> <p>3. Nonfiction graphic Organizer</p> <p>4. Discuss progress on DRA project Part II</p> <p>5. SQ3R video/QAR activity</p>	<p>Read: 1. Bursuck & Damer: Ch. 7</p> <p>2. O'Connor, Ch. 10 & 11</p> <p>Assignments: 1. Iris Case Study</p> <p>2. Add comprehension strategies to your compilation of strategies project</p>	<p>VI 5.1</p> <p>VI 5.17</p>

		6. Practicing creating prompts to guide reading comprehension 7. Practice distinguishing between L2 development and disability's impact on comprehension		
Week 13	<p>Teaching Written Expression to Students in diverse K-12 Classrooms</p> <ul style="list-style-type: none"> • CCSS and writing • letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. • Genres of writing: analysis, reflection, research • Asking and Answering Questions Through Writing • Writing process • Writer's workshop • Academic Writing: reading, listening, speaking, writing while using evidence from texts Sample lecture slides are linked in the matrix • Writing and restorative justice • Writing and trauma • Teaching writing strategies (including Self-Regulated Strategy Development (SRSD)) • Considerations for English learners • Assessment of writing skills 	<p>1. SRSD Videos and practice</p> <p>2. IRIS Module (RTI)</p> <p>3. Digital Jumpstarts</p> <p>4. Writer's Workshop video and simulation, with the focus strategies practice</p> <p>5. Analysis and practice: instructional resources for letter formation, writing conventions</p> <p>6. Lesson planning</p>	<p>Read:</p> <p>1. Troia & Ollinghouse (2013)</p> <p>2. Troia report-skim (2014)</p> <p>3. Harris et al. (2017)</p> <p>Assignments: Compilation of Reading Strategies-DUE</p>	<p>U2.1 U 2.3 U.4.4</p> <p>ESN 1.4</p> <p>MM1.7 MM 2.7</p>
Week 14	<p>Teaching Written Expression to Students in diverse K-12 Classrooms</p> <p>Data Based Individualization in English Language Arts</p> <ul style="list-style-type: none"> • Using data for individualized instructional decisions • Writing measurable IEP goals in English language arts • Developing long-term and short-term goals 	<p>1. Photo library activity</p> <p>2. IRIS Case Study</p> <p>3. Write Talks</p> <p>4. Lesson Plan using the lesson plan template and</p>	<p>Read: Lemons, C. J., Kearns, D. M., & Davidson, K. A. (2014). Data-based individualization in reading.</p> <p>Assignments: Complete DRA Part II</p>	<p>U 4.4</p> <p>ESN 1.10 ESN 5.1</p> <p>MM 1.1 MM 4.4</p>

	<ul style="list-style-type: none"> Engaging students in the creation of diverse print, oral, digital, and multimedia texts Reading and Writing Instruction in Transitional Settings 	<p>following the activity instructions practice developing a lesson plan for one of the foundational skills.</p> <p>5. Practice IEP goal writing in ELA 6. Practice Individual Transition Plan (ITP) plan goal writing for literacy</p>	<p>Meet with the student's family and/or school service providers and debrief about the results of your project.</p>	
Week 15	<p>Assistive Technology, Apps, and Resources for Literacy Development</p> <ul style="list-style-type: none"> Assistive technology instruction: AT as a tool planning, spelling, research to support writing and presentations. engaging students in the comprehension and creation of diverse print, oral, digital, and multimedia texts <p>Community Resources for Literacy development</p> <p>Tying It All Together: Effective English Language Arts Instruction for Students in diverse classrooms</p> <p>Communicating effectively and in a culturally responsive and linguistically appropriate manner with students' families and other service providers to support students' learning goals and outcomes.</p>	<p>Demonstration and practice of assistive technology applications</p> <p>Share experiences in discussion DRA's results with students' family and/or teachers and service providers.</p> <p>Creating Literacy centered home school and community partnerships (role play)</p>	<p>CA Dyslexia Guidelines: Ch. 12 (Assistive Technology) and Appendix B (Assistive technology resources) create 2-3 questions for the chapter</p>	<p>U 1.4 ESN 6.1 MM 4.1</p>
Week 16 Final	<p>Completion and Submission of the Diagnostic Reading Assessment. Reading Competency Exam</p>			
	Signature Assignment: Diagnostic Reading Assessment			
	Compilation of Reading Strategies			

Required Texts and Articles

- Abedi, J. (2006). Psychometric issues in the ELL assessment and special education eligibility. *Teachers College Record*, 108(11), 2282-2303.
- Allor, J. H., Mathes, P. G., Jones, F. G., Champlin, T. M., & Cheatham, J. P. (2010). Individualized research-based reading instruction for students with intellectual disabilities: Success stories. *Teaching Exceptional Children*, 42(3), 6-12.

- Arvedson, P., Mims-Cox, S., Osipova, A., Persiani, K., Ricci, L., Uy, F., & Zetlin, A. (2016). Improving instruction, accessibility, and outcomes: Multi-Tier System of Supports (MTSS), Universal Design for Learning (UDL), and Differentiated Instruction. A professional development module at <http://cedar.education.ufl.edu/mtssudldi-professional-development-module/>
- Bursuck, W. D., & Damer, M. (2015). Teaching reading to students who are at risk or have disabilities. (3 ed.). New York, NY: Pearson. ISBN: 9780133833645.
- California Dyslexia Guidelines. (2018).
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjAj7Hljr3_AhUAiO4BHSTfCe0QFnoECA8QAQ&url=https%3A%2F%2Fwww.cde.ca.gov%2Fsp%2Fse%2Ffac%2Fdocuments%2Fcadyslexiaguidelines.pdf&usg=AOvVaw053KoZBdvZyUObsD472p6j
- Caruana, V. (2015). Accessing the Common Core standards for students with learning disabilities: Strategies for writing standards-based IEP goals. *Preventing School Failure* 59(4), 237-243.
- Diamond, L., & Thorsnes, B. J. (2018). *Assessing reading: Multiple measures*. (2 ed.). Oakland, CA: Consortium on Reaching Excellence in Teaching (CORE).
- Finnegan, E., & Mazin, A. L. (2016). Strategies for increasing reading comprehension skills in students with Autism spectrum disorder: A review of the literature. *Education and Treatment of Children*, 39(2), 187-220.
- Graham, S., Bollinger, A., Booth Olson, C., D’Aoust, C., MacArthur, C., McCutchen, D., & Olinghouse, N. (2012). Teaching elementary school children to be effective writers: A practice guide. (NCEE 2012- 4058). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute Education Sciences, U.S. Department of Education.
- Graham, S., & Harris, K. R. (2013). Common Core State Standards, writing, and students with LD: Recommendations. *Learning Disabilities Research and Practice*, 28(1), 28-37.
- Haager, D., & Vaughn, S. (2013). The common core state standards and reading: Interpretations and implications for elementary students with learning disabilities. *Learning Disabilities Research and Practice*, 28(1), 5-16.
- Hasbrouck, J., & Tindal, G. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *Reading Teacher*, 59(7), 636- 644.
- Honig, B., Diamond, L., & Gutlohn, L. (2018). *Teaching reading sourcebook*. (3 ed.). Oakland, CA: Consortium on Reaching Excellence in Education.
- Kamei-Hannan, C., & Ricci, L. A. (2015). *Reading connections: Strategies for teaching students with visual impairments*. New York, NY: American Foundation for the Blind Press.
- Klingner, J. K., Vaughn, S., & Boardman, A. (2007). Teaching reading comprehension to students with learning disabilities. New York, NY: Guilford.
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Grading

Assignments	Due	Points
Class Participation (10 pointsx15 weeks)	Ongoing	150
Diagnostic Reading Assessment Part I	Week 8	30
Diagnostic Reading Assessment Part II	Week 16	30
Compilation of Reading Strategies	Week 13	20
Reading Competency Exam	Week 16	20
Total Points:		250

Division Grading Scale

Points	Percentage	Grade
	94% -100%	A
	90% - 93.99%	A-
	87% - 89.99%	B+
	84% - 86.99%	B
	80% - 83.99%	B-
	77% - 79.99%	C+
	74% - 76.99%	C
	70% - 73.99%	C-
	67% - 69.99%	D+
	64% - 66.99%	D
	61% – 63.99%	D-
	0% – 60.99%	F

Instructor Policy about Late Assignments:

All course deadlines are final. No work is accepted late without prior arrangement. Points will be deducted for all late assignments. Incompletes will be granted only in accordance with the University policy.

How students view grades on Canvas: <https://community.canvaslms.com/docs/DOC-16532-4212829286>

Assignment Descriptions and Rubrics

ATTENDANCE, PARTICIPATION, AND IN- AND OUT-OF-CLASS ASSIGNMENTS (150 points)

Attendance points are given for presence at and participation in in-class activities. Attendance will usually be taken during class activities, and if you are not present at that time, no points will be given. Further, there will be no opportunity to make up these points (3 per class). If you have technical difficulties (with Zoom, internet, etc.) please email me ASAP or risk a 0 for the session. It is important to be well prepared for each class. This means completing assigned readings, reading all PowerPoint slides, and completing accompanying assignments in advance of class sessions. To this end, each week, students will be assigned a Nearpod to complete on the week's reading assignments. This is due before the start of class. Additionally, students will participate in weekly discussions on Canvas.

COMPILATION OF READING STRATEGIES (20 points)

All students are expected to create a compilation of literacy (reading and writing/spelling) strategies learned in this course. See it as your toolbox of teaching Foundational literacy skills. The compilation must contain at least 10 strategies that can be used for effective literacy (reading and writing/spelling) instruction and that address Foundational Skills Domains (print concepts, phonological and phonemic awareness, phonics, word recognition, **fluency (including all 3 components: rate, accuracy, and prosody)**, spelling, morphological awareness and its connection to encoding and decoding). Format and instructions for this assignment are provided on Canvas. Please see assignment rubric below in the syllabus.

Compilation of Reading Strategies Rubric 20 points

Name:

	Excellent	Adequate	Inadequate	Comments
Appropriate Strategies (5 pts)	A minimum of 10 literacy (reading and writing/spelling) strategies appropriate for effective literacy instruction are presented.	Between 8-9 literacy (reading and writing/spelling) strategies appropriate for effective literacy instruction are presented.	Fewer than 8 literacy (reading and writing/spelling) strategies are presented, and/or strategies are not appropriate for effective literacy instruction.	
Foundational Skills Domains (5 pts)	Strategies address ALL foundational skills domains (print concepts, phonological and phonemic awareness, phonics, word recognition,	Strategies address most, but not all, foundational skills domains. Strategies are appropriate for the domain.	Strategies address only 2-3 foundational skills domains and/or strategies are not appropriate for the domain.	

	fluency (word and text level) spelling, morphological awareness and its connection to encoding and decoding). Strategies are appropriate for the domain.			
Implementation of Strategies (5 pts)	Provides thorough discussion of how each of the 10 strategies is implemented. Materials are discussed in detail, material examples (e.g., letter-sound cards; sight words/word lists; connected decodable texts, etc.) Grouping is discussed for all strategies. Addresses whether each strategy is used before, during, or after reading.	Provides thorough discussion of how most, but not all, strategies are implemented. Materials are discussed but no examples are provided. Grouping is discussed for most, but not all, strategies. Addresses whether most strategies are used before, during, or after reading.	Discussion of implementation of strategies is brief and/or missing. Materials are not discussed. Does not discuss grouping for strategies and/or when strategies are used.	
Rationale (2 pts)	Rationale for the use of each of the 10 strategies is discussed.	Rationale for use of most, but not all, strategies is discussed.	Rationale for use of strategies is brief and/or missing.	
Benefits and Examples of Use (3 pts)	Expected benefits and examples of use for each of the 10 strategies are discussed.	Expected benefits and examples of use for most, but not all, strategies are discussed.	Expected benefits and/or examples of use are brief and/or missing.	
TOTAL POINTS (20)				

READING COMPETENCY EXAM (20 points)

One four-hour, timed exam taken via Canvas is designed to evaluate your knowledge about teaching reading/ELA. On Canvas, you will access a link that will take you to your EDSP 4050 exam, which contains all items from a sample RICA test that you will complete in ONE sitting in the allotted time limit. You have a time limit of 3 hours and 45 minutes for completing the total of 65 questions on this exam, plus an additional 15 minutes for a break. Once you start, your exam will only be available to you for a TOTAL of 4 hours. The exam contains 60 multiple

choice questions, four short answer essays, and a longer case study response. You will receive the full 30 points if you complete this exam in its entirety, regardless of how you score on the practice exam. Partial completion will result in partial points, following the RICA guidelines (50% for multiple choice, 20% for the essay, etc. Please see the study guide on Canvas.)

DIAGNOSTIC READING ASSESSMENT PROJECT (60 points)

This assignment requires conducting, summarizing and interpreting formal and informal assessments in reading, making instructional recommendations based on results, conducting a reading lesson with a target student, and selecting an appropriate progress monitoring tool. Detailed guidelines are provided below.

Diagnostic Reading Assessment Project (20 fieldwork hours) (60 points)

The purpose of this project is to use reading assessment measures and direct observation to plan appropriate instruction and support in reading. Using data collected from a standardized, norm-referenced reading assessment and informal diagnostic reading measures, you will create an instructional plan that includes accommodations for literacy support in the general education setting and an individualized intervention that could be carried out in a small group, along with a plan for monitoring student progress in reading. The final activity is to conduct, and video record your lesson with your student and reflect on that experience.

Student

For this project, you will select a student who may be having trouble in reading. If possible, select a **student who is an English learner without an IEP or an identified disability**. You may choose a student with an IEP or a typically developing child if you do not have access to an English learner. For the purposes of this project, the student can be enrolled in any grade level, but preferably should be reading in the 1st-6th grade range. The student must be available for observation, testing, and one lesson.

PART I: Gathering and Summarizing Assessment Data Activities

For Part I, conduct activities in the following order:

A. Gather background information;

Gather background information for your student through an interview with a parent and consultation with the general education classroom teacher (and/or special education teacher if you are not the teacher of record for these students). Background information should include the following: age, gender, ethnicity, native language, grade, and background characteristics that may influence the student's literacy development. Prepare questions about the student's current classroom performance and any additional information about the student that might be relevant to literacy development. If a student has an IEP, please include their IEP goals pertaining to literacy and behavior. This background information can be collected through interviews, observations, and review of documents and work samples (only if accessible to you and with parent permission) that will provide information about the student's performance in reading/writing, behaviors, motivation, available resources, and patterns of strengths (assets), funds of knowledge, and areas of need. This information should be factual and non-judgmental.

B. Conduct observations:

Conduct an observation of the student during typical classroom instruction. Take field notes to help you summarize the information later. In your observations, consider the following:

- a. What is the focus of the lesson, and the literacy demands on your target student?
- b. What does the teacher do to support students who struggle with the content, or the task(s) involved?
- c. How are ELs supported in the lesson?
- d. Are there any supports for student communication?
- e. To what extent are the students in the class engaged in the task(s) and learning the content of the lesson? Are there specific grouping strategies?
- f. To what extent is your target student engaged with the lesson and responding appropriately? Is there any specific evidence of difficulty?
- g. How does the teacher collaborate with instructional support personnel (e.g., co-teachers, paras, SLP, behaviorist, etc.)
- h. What assessments of learning does the teacher implement (e.g., informal, formal, student self-assessment)?
- i. Is there any other relevant information that would help you to understand the supports your target student may need to be more successful in this class?

C. Conduct standardized assessment

You will assess your student using a norm-referenced, standardized assessment of reading skills. It is recommended to use the reading subtests of the Woodcock Johnson IV. Please complete ***all reading-related subtests on both the standard and extended battery***. If you do not have access to the WJ IV, possible other tools include: Woodcock Reading Mastery Test, Gates MacGinitie Reading Test, or K-TEA achievement tests. Obtain permission from the teacher and, if required, from the parents and student. Plan for 2-3 sessions of testing with your student. Assessment measures are available for rent in the Diagnostic Resource Center (KHC1063).

D. Conduct informal diagnostic reading assessments:

For the informal diagnostic reading assessments, you will use *CORE: Assessing reading: Multiple measures*. (2 ed.). Oakland, CA: Consortium on Reaching Excellence in Teaching (CORE).

You will select and administer measures that are appropriate for your student, depending on his/her reading level, and that will provide information about the student's instructional level and specific skills to address in a long-term reading intervention.

In order to obtain a detailed and comprehensive understanding of the student's pattern of strengths and weaknesses, you must consider and report on each of these essential areas of reading: **phonemic awareness, phonics, decoding, high frequency words, fluency, and reading/listening comprehension** in your diagnostic reading assessment project.

Be sure not to tire your student unnecessarily in each assessment session. Plan and allow extra days to cover absences, disruptions or other events. Start the assessment process at least 2-3 weeks prior to the due date. Student absence is not an excuse for a late assignment.

E. Summarize assessment data in a report

Your report should be of professional quality that might be shared with parents or other professionals. Refrain from using informal or colloquial language. For this assignment, do not use any identifying information to protect the student's confidentiality. Give your student a pseudonym.

When writing your report, use these headings:

- Student Background Information
- Information from Observations
- Assessment Summary
 - Include a summary table that lists all of the assessments and scores.
- For the norm-referenced, standardized assessment, report the standard scores, grade level equivalents and percentiles.
- For the diagnostic assessment, indicate the student's independent, instructional, and frustration reading levels.
 - For the informal diagnostic assessments (e.g., miscue analysis, types of reading comprehension questions, high frequency word reading, phonemic awareness, ability to blend/segment, decoding, spelling, fluency rate, listening comprehension), indicate the student's performance on each measure.
 - Compare your student's fluency rate to the Hasbrouck and Tindal norms.
 - Discuss the student's funds of knowledge, assets/strengths, error patterns, and areas of need. Frame your explanation in terms of relative performance (how does this student perform relative to expectations for his/her grade level) AND the description of specific skills necessary for successful reading.
 - Be sure to discuss how English learner status impacts testing results.
 - Briefly mention any caveats about validity and reliability of the measures you are using.

□ Appendix: Include all protocols, both norm referenced and curriculum based, in the appendix.

PART II: Instruction and Intervention Plan Written Report

Complete a written report on your instructional and intervention plan for the student identified and assessed in Part I. Your report should contain the following sections:

A. Accommodations and supports needed (5 pts):

Based on your observations, assessment results, and consultation with the classroom teacher, describe at least two types of accommodations or extra support that could be provided in the general education classroom. These accommodations should be grounded in evidence-based practice and reflect the student's needs.

Include the following information about the recommendations:

- a. Description of the accommodation or support
- b. When or under what conditions it would be used
- c. Rationale for why this accommodation or support is appropriate for this particular student
- d. How it will provide access to the academic standards or content taught

B. Individualized reading intervention plan (12 pts):

Based on the data from Part I, describe an evidence-based plan of reading intervention and progress monitoring for the student that could be conducted one-on-one or in a small group setting over the course of five weeks. Write at least one complete long-term goal for the student in reading. Be sure to describe your reading intervention fully, including how frequently it will be implemented (e.g. days of the week, amount of time), how the lessons will be conducted, and why it is likely to work with your target student. Discuss which MTSS tier your intervention fits and why. You must cite the literature that supports the activities you choose and choices you make for your plan. Expect to have 2-5 sources for your intervention plan. One of the required sources is CA Dyslexia Guidelines (Ch.11 and other applicable chapters). Include

accommodations, supports that you will use for your focus student as well as ELs and students with limited mobility/limited communication, resources for parents and service providers. Discuss how you will leverage students' existing linguistic repertoires, including translanguaging in your instruction. Discuss community resources. Include UDL strategies in your intervention plan.

Following provided Lesson Plan Template, create one lesson plan that would be part of your reading intervention plan. Your lesson must relate to your overall recommended reading intervention and focus on the student's targeted areas of need. In your lesson plan, you should address the Common Core State Standards as well as the language objectives for your English learner. Your lesson should address a goal from the student's IEP if he/she has an identified disability. Use evidence-based strategies.

Include each of the following components in your lesson plan:

- a) Appropriate state standards, including CCSS and ELD standards
- b) Objective(s) aligned with the standards; include ELD goal, IEP goal
- b) Materials (including copies of formal, informal, student self-assessments)
- c) Anticipatory Set/Motivation (based on your knowledge of student's assets and funds of knowledge)
- d) Activities/Procedures/Instructional Strategies (both teacher input and student activities and how you will check for understanding), include EL supports and UDL strategies; Activities that combine academic reading, speaking, listening, and writing.
- e) Strategies to engage students in higher order thinking skills
- f) Accommodations and Modifications
- g) Progress Monitoring probes, Informal assessment using a rubric; student self-assessment-explain how they measure grade-level content specific goals and ELD goals
- h) Closure and next steps"

C. Progress monitoring tool (5 pts):

Select an appropriate progress monitoring tool to measure progress student progress on the target skill. Describe the progress monitoring tool and rationale for why it is appropriate. Include a copy of the tool with your assignment. **YOU DO NOT NEED TO CONDUCT PROGRESS MONITORING, just describe how you would assess progress in an ongoing manner.**

D. Administer, video-record, and reflect on one 10-15 mins lesson (6 pts):

Conduct and video-record one session with the student using the lesson plan you designed. This part of the assignment also counts as demonstration of your instructional, assessment, and reflection skills and will serve as one of the 24 total fieldwork observations conducted throughout your program. Please make sure that in your lesson and in your reflection, you clearly demonstrate/explicitly discuss the following:

1. How your lesson and instruction demonstrate your application of your knowledge of the focus student, their prior experiences, funds of knowledge, cultural, linguistic, SES background.
2. Evidence of research-based high leverage practices and strategies that are responsive to your student's present levels of performance, developmental, linguistic, and socio-emotional, as well as disability-specific needs.
3. Engaging students' in higher order thinking

4. Teacher's (your) content specific feedback
5. Discuss what evidence you have of student's learning, achievement of learning goals
6. Accommodations, adaptations, and modifications (include assistive technology) that you incorporated into the lesson, and their function in supporting the student and enhancing accessibility of content (Discuss connection to UDL).
7. Discuss whether you were able to create literacy-rich and communication rich environment for this lesson; what did you do? What could you add to your lesson?
8. Students' self-assessment of fluency or comprehension
9. Formative assessment techniques and how these inform your in-the-moment instruction and subsequent lesson planning. Discuss needed improvements.
10. How did the assets and needs of the student impact the lesson?
11. Discuss your assessment of your student's understanding of lesson goals. Reflect on how you supported the student in reaching grade-level content standards and ELD goals.
12. Using your analysis of your current lesson's effectiveness, discuss what needs improvement
13. Discuss and explain your next steps for a subsequent lesson plan. Include strategies, accommodations and modifications. Cite evidence from above analysis as rationale for your next instructional steps.

In your reflection evaluate how the lesson went and how you might change your intervention (or not) based on your experience. Meet with the student's family and/or school service providers and debrief about the results of your project.

E. References page for the resources you used in developing your plan (1 pt)

F. Appendix: Include sample instructional materials for your lesson (1 pt)

Format and Technical Standards for Written Assignments

Use the following reference for style and format issues related to written assignments: American Psychological Association (2020). Publication manual of the American Psychological Association (7th ed.). Washington, D. C.: American Psychological Association.

Your written work paper must meet the following technical standards:

1. Papers are to be word processed with double spacing, using 12-point font. Decorative or oversize fonts are not acceptable for use in academic writing.
2. A title page, in APA format should be used for all papers. You may omit the short title and running head.
3. Use 1-inch margins on all sides of the page.
4. All pages should be numbered, including the title page, starting with 1.
5. Standard written English should be used, avoiding colloquial or euphemistic language. Check written work carefully for errors in spelling, grammar, etc.

Notes on language, bias and terminology in academic writing:

It is the policy of the College of Education that all academic writing adheres to the Publication Manual of the American Psychological Association (7th Edition). It is particularly important you attend to Chapter 2, which discusses use of language in academic writing, particularly the Guidelines for Reducing Bias in Language. Specifically, you should attend to:

- (a) the APA policy on gender-neutral language. No language should imply a specific gender unless it is appropriate (e.g. when discussing a study with a single gender sample.)

(b) the APA policy on euphemistic language and disability. Person-first language should be always used, and overly euphemistic language avoided. Although expressions such as "mentally challenged" or "differently-abled" may be your preference in social and/or professional conversation, they are not appropriate for use in academic writing.

EDEL 4150 Diagnostic Reading Assessment Rubric
PART I: Gathering and Summarizing Assessment Data Activities

Category	Criteria	Points
Student Background Information (3 points)	<ul style="list-style-type: none"> • Provides adequate factual information, including student's age, gender, ethnicity, native language, and grade • Includes background characteristics and prior performance that may influence student's literacy development 	___ / 3
Information from Classroom Observations (7 points)	<ul style="list-style-type: none"> • Describes focus of the lesson and literacy demands on the students • Describes how the teacher supports students who may struggle with the content/task • Describes extent of target student's engagement, completion of tasks, and mastery of content • Provides relevant information about supports needed for target student's success 	___ / 7
Assessment Summary (15 points)	<ul style="list-style-type: none"> • Includes summary table(s) listing all assessments and student's scores • Includes standard scores and percentiles from norm-referenced, standardized assessment • Interprets results for phonemic awareness, phonics/decoding, fluency, high-frequency word knowledge, and comprehension • Includes independent, instructional, and frustration reading levels, fluency rate (cwpm), and comparison to Hasbrouck & Tindal norms • Discusses student's strengths, error patterns, and instructional needs • Describes performance relative to grade-level expectations • Considers how English learner status may affect results (Abedi, 2006) • Concise statement of strengths, needs, and target skill(s) for Part II • Presented in professional report format 	___ / 15
Appendix for Part I (5 points)	<ul style="list-style-type: none"> • Includes all test protocols (norm-referenced and Flynt/Cooter) 	___ / 5
Total Score for Part I	30 points possible	___ / 30
COMMENTS:		

Diagnostic Reading Assessment Project
Part II: Instruction and Intervention Plan

Category	Criteria	Points
Accommodations and Supports Needed (5 points)	<ul style="list-style-type: none"> • Describes at least two accommodations/supports in GE classroom • Grounded in evidence-based practice, reflecting student needs • Explains when/under what conditions supports would be used • Provides rationale for appropriateness • Shows how supports give access to standards/content 	___ / 5
Individualized Intervention Plan (15 points)	<ul style="list-style-type: none"> • Fully describes intervention based on Part I strengths/needs • Targets 1–2 areas of critical need in reading • Provides overview with long-term goals • Uses IEP goal-writing format (EDSP 4020) • Describes implementation (frequency, schedule, delivery) • Explains rationale and alignment with ELA standards • Uses course materials for guidance • Creates lesson plan with objective, materials, anticipatory set, activities/procedures, closure 	___ / 15
Progress Monitoring (5 points)	<ul style="list-style-type: none"> • Identifies appropriate progress monitoring tool • Provides rationale for tool selection • Includes copy of the tool 	___ / 5
Reflection on Lesson (3 points)	<ul style="list-style-type: none"> • Describes tutoring session with student • Reflects on successes and areas for improvement • Explains how intervention might change based on experience 	___ / 3
Appendix for Part II (2 points)	<ul style="list-style-type: none"> • Includes sample instructional materials used in lesson • Includes all materials from Part I 	___ / 2
Total Score for Part II	30 points possible	___ / 30
COMMENTS:		



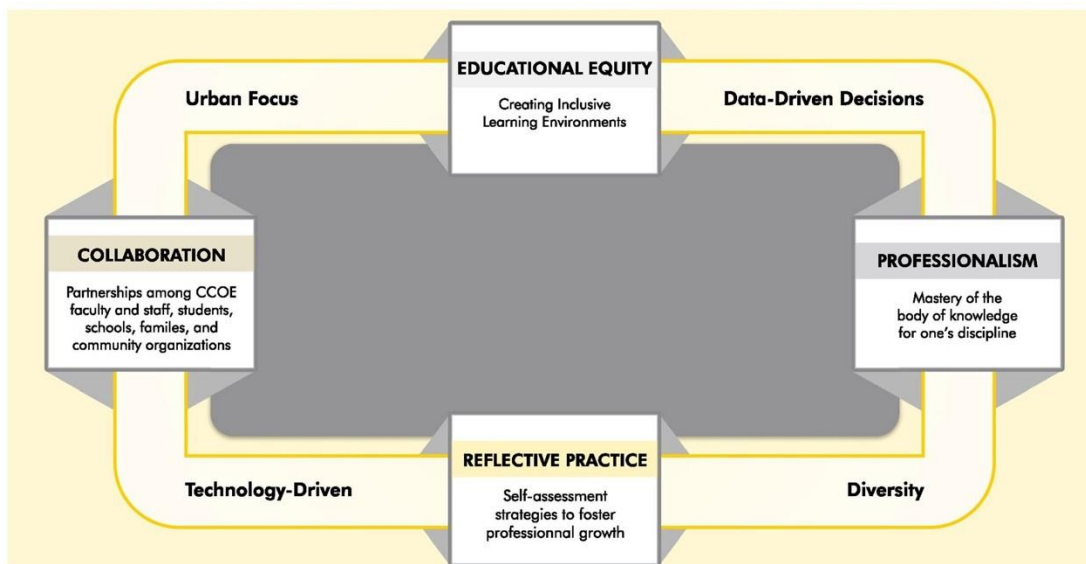
CONCEPTUAL FRAMEWORK

VISION:

The College of Education is a learning community of faculty, administrators, staff, students, and community members that work collaboratively to ensure that all students receive a high-quality education, honor the diversity of all learners, advocate for educational and community reforms, develop reflective practices that promote equity, and facilitate the maximum learning and achievement potential of all children and adults.

MISSION:

The COE mission is to develop in students the professional knowledge, skills, and dispositions to promote the academic, social, and psychological development of diverse learners in urban schools and related agencies. COE graduates become teachers, special educators, school administrators, educational technologists, researchers, program evaluators, school psychologists, counselors, rehabilitation professionals, higher education faculty, and other education specialists. Within an environment of shared governance, COE professional preparation programs utilize data-driven decision-making, technology-integrated instruction, meaningful curricula, and outcome-based assessments to ensure high-quality educational opportunities for all students.



CORE VALUES:

The College of Education prepares outstanding and caring educators, counselors, and leaders to work with diverse learners in urban schools and related agencies guided by the following core values.