



Education 218b
Classroom Ecology:
Learning, Behavior & Literacy

Spring 2008 • 3 Quarter Units

Course Information

Instructor: Steve Johnson sjohnson@scu.edu 408/551-5402 AS 129

Class Hours: Mondays 5-8 PM Arts and Sciences Weigand Room

Office Hours: Mondays and Tuesdays 3:30-5:00 PM on days that classes meet. Office hours are not held at the beginning of class, as class is being set up, at the break, or after class.

Course Description

Fundamental course in learning, learning theory, behavior, behavioral theory, effective teaching and the principles and procedures of first and second language acquisition, language arts, literacy development, and a balanced approach to instruction in the language arts for all students, including students with disabilities and English learners. Primary emphasis on effective, efficient, and socially valid instruction of students with mild to moderate learning and behavior disabilities. [3 units]

Candidate Competencies

Students enrolled in the course will be required to meet all of the following Standards of Quality and Effectiveness for Education Specialist Credential Programs established by the California Commission on Teacher Credentialing:

Category I Core Standards for all Specialist and Services Credentials

Standard 10 Professional, Legal and Ethical Practices

Each candidate demonstrates knowledge of the ethical standards, professional practices, and laws and regulations related to the provision of services to individuals with disabilities and their families. Each candidate applies the highest standards to his or her professional conduct.

- Each candidate examines and evaluates his or her own culture and values, including personal biases and differences which may affect the candidate's teaching. Each candidate examines how these

factors may affect attitudes towards individuals of different cultural, socio-economic and disability groups.

- Each candidate demonstrates awareness of the importance of the educator as a model for students.
- Each candidate demonstrates commitment to developing the highest educational and quality of life potential of individuals with disabilities.
- Each candidate exhibits intellectual integrity, serves students honestly, protects their privacy, respects their work, and sustains open discussion of ideas.

Standard 11 Educational Policy and Perspectives

Each candidate develops a professional perspective by examining educational policies and existing and emergent practices in relation to fundamental issues, theories, and research in education. The program includes instruction in the philosophy and history of education, relevant legal requirements, and the status of special education services within society. For an internship program: The program provides initial instruction in the essential themes, concepts, and skills related to the duties of a special educator before the candidate assumes intern responsibilities.

- Each candidate explores the works of major general and special educational theorists and reviews current research on learning and effective teaching practices and curricula. In addition, each candidate examines the use of those practices among students of differing gender, cultures, languages, abilities, and life experiences.
- Each candidate demonstrates knowledge and understanding of various legal mandates for equity in special education, including but not limited to, the Individuals with Disabilities Education Act (IDEA - Part B and Part H), the Americans with Disabilities Act (ADA), and the Rehabilitation Act of 1973 ("Section 504") .

Standard 12 Educating Diverse Learners with Disabilities

Each candidate demonstrates an understanding and acceptance of differences in culture, ethnicity, gender, age, religion, socio-economic status, lifestyle orientation, language, abilities, disabilities and aspirations of individual learners. The candidate demonstrates understanding of communication development and communication differences, and uses strategies and techniques that are age appropriate to develop communication skills. Each candidate applies principles of equity and analyzes the implementation of those principles in curricular content, instructional practices, collaborative activities, and interactions with families when working with diverse populations of learners with disabilities.

- Each candidate demonstrates understanding and sensitivity toward cultural heritage, family and community values, and individual and group differences, including culture, ethnicity, gender, age, language, religion, socio-economic status, lifestyle and ability of diverse individuals served.

Standard 15 Managing Learning Environments

Each candidate demonstrates knowledge and skills in managing learning environments for diverse learners that are safe and effective and that facilitate positive self-esteem and self advocacy. The candidate demonstrates knowledge of behavior management strategies, varying communication styles that impact learning, and laws and regulations for promoting behavior that is positive and self-regulatory.

- Each candidate demonstrates the ability to design and implement a learning environment that promotes positive student behavior and encourages active participation by learners in a variety of learning activities and settings.
- Each candidate demonstrates the ability to establish learning environments that accommodate the diverse physical, emotional, cultural and linguistic needs of students.
- Each candidate applies knowledge related to managing learning environments to ensure the safe and effective use of space, time, instructional techniques, materials, equipment, and technology.
- Each candidate demonstrates the ability to design, structure, and manage daily classroom routines, including transition time.
- Each candidate demonstrates the ability to identify students' individual communication styles and abilities and to modify the learning environment to meet their communication needs.
- Each candidate demonstrates ability to motivate student interest in a variety of ways, including selection of meaningful curricula, successful participation in activities and the effective use of reinforcement and feedback.
- Each candidate is knowledgeable about the components of positive behavior management plans and the techniques of positive behavior intervention.
- Each candidate demonstrates an understanding of the purpose and process of behavior management approaches such as reinforcement theory, functional analysis assessments, positive behavioral support, and social and interpersonal techniques to manage behavior.
- Each candidate demonstrates knowledge of the legal limitations and responsibilities of educators in dealing with acting out and/or violent behaviors as well as other inappropriate behavioral excesses of students.
- Each candidate demonstrates ability to effectively manage and respond to student conduct in individual, small group and/or large group activities as appropriate to the credential, and demonstrates the ability to identify and defuse situations that may lead to conflict or violence.
- Each candidate demonstrates knowledge of techniques that promote self advocacy for individuals with disabilities and that encourage personal and social responsibility and independence.

Category II Core Standards for Specialist Teaching Credentials

Standard 19 Knowledge and Skills of Assessment in General Education

Each candidate demonstrates knowledge and skills necessary to assess general education students in a comprehensive manner. Each candidate understands and uses multiple sources of information regarding students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles. Each candidate uses this information to evaluate students' needs and achievements, and for the purpose of making ongoing program improvements.

- Each candidate demonstrates knowledge of basic test and measurement principles and uses that knowledge to analyze and interpret the results of individual assessments.
- Each candidate demonstrates an understanding of and the ability to use a variety of standardized and non-standardized general education assessment techniques appropriate for initial determination of students' learning needs.
- Each candidate demonstrates an understanding of and the ability to apply standardized achievement procedures used in general education.
- Each candidate demonstrates the ability to develop strategies and ongoing evaluation procedures to determine effectiveness of instruction.
- Each candidate demonstrates knowledge and understanding of developmental levels and the development of instructional and classroom management strategies appropriate to the students.

Standard 20 Curricular and Instructional Skills in General Education

Each candidate demonstrates the ability to develop, implement, and evaluate a variety of pedagogical approaches to teaching basic academic skills and content areas, including unit and lesson plans that provide equitable access to subjects that are commonly taught in the public school curriculum. The candidate uses instructional strategies that are appropriate for individuals with diverse needs, interests and learning styles in a variety of educational environments.

- Each candidate demonstrates knowledge of curricula for the development of language, motor, cognitive, academic, affective, and functional life skills.
- Each candidate uses a variety of appropriate pedagogical approaches in the teaching of basic academic skills in a general education setting.
- Each candidate demonstrates the ability to provide access to the curriculum commonly taught in public schools by adapting and relating curriculum to students' backgrounds, interests, and abilities.
- Each candidate facilitates the development of students' cognitive skills while considering students' diverse cultural, linguistic, ethnic and socio-economic backgrounds.

- Each candidate uses ongoing assessment information to select and modify instructional strategies, activities and materials that appeal to and challenge the diverse abilities and interests of students.

Standards for Level I Education Specialist Credential: Mild/Moderate Disabilities

Standard 24 Positive Behavior Support

Each candidate demonstrates competence in establishing and maintaining an educational environment that is free from coercion and punishment and where interventions are positive, proactive, and respectful of students. Each candidate demonstrates the ability to design and implement positive behavioral support plans and interventions based on functional analysis assessments.

- Each candidate demonstrates the ability to utilize a variety of proactive strategies to prevent the occurrence and/or escalation of problem behavior in the least restrictive environment.
- Each candidate works with the IEP team using a variety of functional analysis assessment strategies to determine where target behavior is likely to occur or not occur and the function/communicative intent of the behaviors for individual students.
- Each candidate identifies and describes the types of antecedent and consequent events that contribute to acting out, physically aggressive and withdrawal behaviors of individual students.
- Each candidate demonstrates the ability to design the components of behavioral plans that include lifestyle enhancements, environmental and antecedent modifications, instructional and curricular modifications, teaching replacement behavior, teaching communication skills, social interactions, self-management, self-advocacy skills, reinforcement strategies, coping skills and where necessary, emergency intervention strategies.
- Each candidate teaches appropriate self regulatory strategies for students to cope with difficult or unpredictable situations.
- Each candidate works with the IEP team to design, implement, evaluate, and modify behavior plans that are individualized, proactive, comprehensive, and based on thorough functional analyses.
- Each candidate demonstrates understanding of the difference between emergency interventions, on-going positive behavioral support, and age-appropriate least intrusive strategies.

Additional Competencies Specific to 218b

English Learner Authorization for the Education Specialist Credentials

Standard MS7-A:

Multiple Subject Reading, Writing, and Related Language Instruction in English

The professional preparation program provides substantive, research-based instruction that effectively prepares each candidate to deliver a comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts

Academic Content Standards for Students and the Reading/Language Arts Framework. The program provides candidates with systematic and explicit instruction in teaching basic reading skills, including comprehension strategies, for all students, including students with varied reading levels and language backgrounds. The preparation program includes a significant practical experience component in reading, writing, and language arts that is connected to the content of coursework and that takes place throughout the program during each candidate's field experience(s), internship(s), and/or student teaching assignment(s). The preparation program provides each candidate with experience in a classroom where beginning reading is taught. The program places all candidates in field experience sites and student teaching assignments with teachers whose instructional approaches and methods in reading are consistent with a comprehensive, systematic program, and who collaborate with institutional supervisors and instructors.

218b Program Elements for Standard 7-A:

Multiple Subject Reading, Writing, and Related Language Instruction in English

7A(a) Each candidate participates in intensive instruction in reading and language arts methods that is grounded in methodologically sound research and includes exposure to instructional programs adopted by the State Board of Education for use in California public schools. This instruction enables her/him to provide a comprehensive, systematic program of instruction to students. The reading and language arts instruction for students includes systematic, explicit and meaningfully-applied instruction in reading, writing, and related language skills, as well as strategies for English language learners and speakers of English, all of which is aligned with the state-adopted academic content standards for students in English Language Arts and the Reading/Language Arts Framework.

7A(b) For each candidate, the study of reading and language arts methods includes strong preparation for teaching comprehension skills; a strong literature component; strategies that promote and guide pupil independent reading; and instructional approaches that incorporate listening, speaking, reading and writing for speakers of English and English learners 7A(c) Each candidate's instruction and field experience include (but are not limited to) the following components:

- (i) Instruction and experience with a range of textual, functional and recreational instructional materials, as well as a variety of literary and expository texts, including materials that reflect cultural diversity, in teacher-supported and in independent reading contexts.
- (ii) Instruction and experience in developing student background knowledge and vocabulary, and in the use of reading comprehension strategies such as analysis of text structure, summarizing, questioning, and making inferences.
- (iii) Instruction and experience in promoting the use of oral language in a variety of formal and informal settings.
- (iv) Instruction and experience in writing instruction, including writing strategies, writing applications, and written and oral English language conventions.

7A(d) For each candidate, the study of reading and language arts methods includes instruction and experience in teaching organized, systematic, explicit skills that promote fluent reading and writing, including phonemic awareness; direct, systematic, explicit phonics; and decoding skills, including spelling patterns, sound/symbol codes (orthography), and extensive practice in reading and writing.

7A(f) For each candidate, the study of reading and language arts includes the phonological/morphological structure of the English language, and methodologically sound research on how children learn to read, including English language learners, students with reading difficulties, and students who are proficient readers.

**Program Standard 13:
Preparation to Teach English Learners**

In the professional teacher preparation program all candidates have multiple systematic opportunities to acquire the knowledge, skills and abilities to deliver comprehensive instruction to English learners. Candidates learn about state and federal legal requirements for the placement and instruction of English learners. Candidates demonstrate knowledge and application of pedagogical theories, principles and practices for English Language Development leading to comprehensive literacy in English, and for the development of academic language, comprehension and knowledge in the subjects of the core curriculum. Candidates learn how to implement an instructional program that facilitates English language acquisition and development, including receptive and productive language skills, and that logically progresses to the grade level reading/language arts program for English speakers. Candidates acquire and demonstrate the ability to utilize assessment information to diagnose students' language abilities, and to develop lessons that promote students' access to and achievement in the state-adopted academic content standards. Candidates learn how cognitive, pedagogical and individual factors affect student's language acquisition.

**218b Program Elements for Standard 13:
Preparation to Teach English Learners**

13(a) The program provides opportunities for candidates to understand the philosophy, design, goals and characteristics of school-based organizational structures designed to meet the needs of English learners, including programs for English language development and their relationship to the state-adopted reading/language arts student content standards and framework.

13(b) The program's coursework and field experiences include multiple systematic opportunities for candidates to learn, understand and effectively use materials, methods and strategies for English language development that are responsive to students' assessed levels of English proficiency, and that lead to the rapid acquisition of listening, speaking, reading and writing skills in English comparable to those of their grade level peers.

**Program Standard 19:
Teaching English Learners**

In the professional teacher induction program each participating teacher builds on the knowledge, skills and abilities acquired during the professional teacher preparation program for the delivery of comprehensive, specialized instruction for English learners. Each participating teacher knows school organizational structures and resources designed to meet the needs of English learners, and demonstrates the ability to implement the adopted instructional program for English Language Development. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension, and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students. Each participating teacher

is familiar with local and state-adopted assessments for English language proficiency, and how these instruments are used to measure student accomplishment and to place students. Each participating teacher uses knowledge of students' backgrounds, experiences, and family structures in planning instruction and supporting individual student learning.

218b Program Elements for Standard 19: Teaching English Learners

19(b) Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.

19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.

Required Textbooks

Bursuck, William D. and Damer, Mary [2007]. *Reading instruction for students who are at risk or have disabilities*. Boston, MA: Pearson Allyn and Bacon.

Bursuck, William D. and Damer, Mary [2007]. *Teaching demonstrations DVD for Reading instruction for students who are at risk or have disabilities*. Boston, MA: Pearson Allyn and Bacon.

Cohen, Libby and Spenciner, Loraine, J. [2005]. *Teaching students with mild and moderate disabilities, Research based practices*. Upper Saddle River, New Jersey: Merrill Prentice Hall.

Hosp, Michelle K, Hosp, John L., and Howell, Kenneth W. [2007]. *The ABC's of CBM, A practical guide to curriculum-based measurement*. New York, NY: The Guilford Press.

Markkula Center for Applied Ethics [2008]. *CBL Sourcebook*. Santa Clara, CA: Santa Clara University.

Useful Tools

Pen, hi-lighter, colored pencils*, eraser*, sharpener*, graph paper* [about 4-5 squares to the inch is good], ruler*, index cards, rubber bands, and the means to contain it all will be required.

Sequence of Instruction

S1 Monday, March 31, 2008, 5:00 PM

Reading Overview

Cohen and Spenciner, Chapters 11 and 12

S2 Monday, April 7, 2008, 5:00 PM

The Structure of Language and Approaches to Literacy

Bursuck and Damer, Chapter 1

Hosp, Hosp, and Howell, Chapters 1 and 2

S3 Monday, April 14, 2008, 5:00 PM

Language Acquisition, Oral Language and Emerging Literacy

Bursuck and Damer, Chapter 2

Bursuck and Damer DVD, "Phonemic Awareness" after reading pp. 42-43

Lab 1: Phonemic Awareness

S4 Monday, April 21, 2008, 5:00 PM

Explicit Reading Instruction and the Alphabetic Principle

Bursuck and Damer, Chapter 3

Bursuck and Damer DVD, "Letter Sounds in Isolation" after reading p. 85

Bursuck and Damer DVD, "Word Reading in Lists" after reading pp. 91, 96, 98 and 102

Bursuck and Damer DVD, "Spelling" after reading pp. 117 and 121

Bursuck and Damer DVD, "Passage Reading 1" after reading pp. 108

Lab 2: Alphabetic Principle

S5 Monday, April 28, 2008, 5:00 PM

Teaching Word Reading Skills

Bursuck and Damer, Chapter 4

Bursuck and Damer DVD, "Post-Alphabetic Multisyllable Words" after reading p. 152

Lab 3: Word Reading

S6 Monday, May 5, 2008, 5:00 PM

Constructing Knowledge and Fluent Reading

Bursuck and Damer, Chapter 5

Bursuck and Damer DVD, "Passage Reading 2" after reading p. 184

Hosp, Hosp, and Howell, Chapters 3 and 4

Lab 4: Fluency

S7 Monday, May 12, 2008, 5:00 PM

Building Vocabulary

Bursuck and Damer, Chapter 6

Bursuck and Damer DVD, "Vocabulary" after reading p. 227

Lab 5: Vocabulary

S8. Monday, May 19, 2008, 5:00 PM

Constructing Knowledge and Comprehension

Bursuck and Damer, Chapter 7
 CBL Sourcebook
 Hosp, Hosp, and Howell, Chapters 8 and 9
 Lab 6: Comprehension

Monday, May 26, 2008

Memorial Day Holiday – NO CLASS

S9. Monday, June 2, 2008, 5:00 PM

Beyond Information, Text and Expository Text

S10. Monday, June 9, 2008, 5:00 PM

Programs to Develop Literacy and Learning

Final Exam
 Major Project [unit plan] due

Course Assignments and Requirements

1. Attendance at all classes from start to finish. University rules allow a student to miss up to 80% of a class and still receive credit, but this is at your own risk. Under no circumstances may a student miss more than 2 classes in the same month and still expect to pass. Please note: arriving for a class late, leaving the class early, leaving the class other than at a break time, or coming back from a break late will be considered missing a class.
2. Completion of all readings, including everything handed out., including knowledge of all technical vocabulary necessary for the field.
3. Completion of all in class labs. If you miss a lab because of absence, it may not be made up.
3. Active participation in all class activities, including detailed note taking and study of all notes and concepts; detailed study of everything in the textbook.
4. Completion of the Final Examination. The examination will consist of a 60 minute short answer, case study, and intervention questions given during the last hour of the last class. .
5. Completion of a Major Project [unit plan] following the procedures that will be discussed in detail in class. The unit plan will require that create a unit of instruction in English language arts appropriate for a special education classroom with English language learners.

Unit Guidelines

R1. The unit grade will be based on the degree to which the unit meets the following criteria: The project is based on, and meets, the agreed on appropriate California English Language Arts Standards, which are course and grade level specific.

R2. The unit contains adequate, authentic, multiple and varied assessments to determine whether all of the standards have been met.

R3. The unit contains the correct number of lessons and adequate activities for instruction for literature based unit of daily 90 minute instruction prepared by a team, each team member preparing a minimum of 8 days of lesson plans; the unit as a whole must be longer than a month. The literature and grade level will be assigned after the group is formed. The unit will be turned in as a whole; The title page will also not the authorship of individual daily lessons.

R4. The activities in the unit are engaging, interesting, relevant and hands on providing instruction utilizing all modalities [visual, auditory, kinesthetic and tactile – olfactory, gustatory and others would also be helpful].

R5. All modes of learning [thinking, feeling, watching and doing] are utilized.

R6. Appropriate accommodations and modifications for students with learning disabilities, attention deficits, emotional behavioral disorders and other mild-moderate disabilities are built into the unit plan and into each lesson plan, and are reflected in both assessments and instructional activities. Modifications for English language learners are provided throughout the unit.

R7. The entire unit is the student's own original work and has not been taken from the work of other teachers, commercial publishers or the internet, though the student would have consulted these sources for ideas. The activities and assessments may be based on existing strategies and tactics for instruction, but must be developed, adapted and written by the student for each specific lesson plan. The unit will demonstrate that the student can not only find but create quality curricula.

R8. Text, literary, source and other materials are chosen from a variety of places and identified in each lesson as well as the unit plan. These materials will reflect multiple perspectives and be appropriate for diverse California classrooms, including the language and cultural diversity typical of this area.

Course Outcomes

1. Students make effective use of research in making instructional and assessment decisions, and apply it the design and application of a classroom and selection with appropriate instructional and assessment strategies and materials in the English language arts.

2. Students have a current understanding of theories of cognitive and linguistic development, including a specific understanding of information processing as a foundation for special education theory in the English language arts.

3. Students can elaborate the constituents and appropriate practices for social and moral development and growth, and can integrate risk and resiliency factors into instructional and assessment decisions in the English language arts.
4. Students are clear about fundamental special education concepts and definitions of disability, eligible categories and major definitions.
5. Students demonstrate a thorough and expert knowledge of human learning and memory, and effective practices for organizing and constructing knowledge; demonstrate effective practices for facilitating higher-level thinking processes; demonstrate a thorough and expert knowledge of motivation, affect, cognitive factors in motivation and attribution theory, and can demonstrate this in lesson planning and development in the English language arts.
6. Students will demonstrate mastery of the content and skills of Applied Behavior Analysis:
 - description, increase and decrease of behavior;
 - foundational ideas of behaviorism;
 - scientific study of behavior;
 - history and principles of Applied Behavior Analysis;
 - behavior definition, measurement and grouping;
 - Single Subject Research Designs and causal relationships;
 - acquisition, maintenance, fluency and generalization;
 - behavior reduction levels and procedures;
 - non-aversive management;
 - behavioral contracts and token economies;
 - peer mediated management strategies;
 - student self mediated management strategies;
 - mild to moderate learning and behavior problems;
 - positive behavioral management;
 - non-aversive behavioral interventions.
7. Students will apply social cognitive and self regulatory approaches to managing behavior in the classroom.
8. Students will develop, implement and evaluate unit and lesson plans for teaching reading using a variety of strategies and materials.
9. Students will select and implement curriculum and instructional strategies that are effective and appropriate for individuals with a variety of needs, diverse backgrounds and interests, varying learning styles, language and cognitive abilities, and in a variety of settings.
10. Students will design, administer and interpret assessments of basic reading skills and content knowledge; this will include non-biased standardized and non-standardized techniques, instruments and processes, focusing on curriculum-based measurement.
11. Students will understand, implement and effectively teach the California frameworks and curriculum standards and content, especially in the English language arts, with demonstrated skill in teaching reading in general education settings.

12. Students will develop, adapt, implement and evaluate reading and English language arts curriculum, instructional strategies and instructional plans across environments and activities which are responsive to the unique needs of the student, and appropriate to general education settings and the core curriculum.

13. Students will develop, implement and evaluate reading curricula, instructional strategies and instructional plans across environments and activities to promote maximum learning and generalization.

14. Students will develop, implement and evaluate clear, effective lesson plans for teaching reading and reading through literature and content areas where concepts, topics and skills are taught and sequenced.

15. Students will develop, implement and evaluate clear, effective lesson plans for teaching reading, and reading through literature and content areas, where the objectives, materials and instructional strategies are coordinated.

16. Students will begin to develop, implement and evaluate a unit of instruction appropriate for general education where the goals, objectives, materials and instructional strategies are coordinated and sequenced through a series of lessons.

17. Students will develop and demonstrate competent standards based lesson plans. This will include developing lessons using the PRREE process. [Prepare, Read, Respond, Explore and Extend] and being able to explain, demonstrate, apply and adapt all strategies on the map, as well as any additional strategies identified in class.

18. Students will demonstrate ability to implement systematic, explicit reading instruction in a three tier system using multiple assessments and interventions based on evidence.

Course Grading

The course grade is based 40% on the unit [half on indicators of the quality of the unit as a whole, half on indicators of the quality of the lesson plans the student contributed individually], 30% on the in class labs which each count equally, 20% on the Final Examination, and 10% on quality class participation with deductions for poor participation or absences.

Disability Accommodations

To request academic accommodations for a disability, students must contact Disability Resources located in the Drahmman Center in Benson, Room 214 (Tel.: 554-4111, TTY 554-5445). Please also contact the instructor directly after contacting Disability Resources.