

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Department of Special Education

Special Education 502MME

Reading/Language Arts Instruction for Diverse K-12 Students with Mild to Extensive Support Needs

Fall 2024, Mondays, 4:00-7:00

Educational Administration (EA) Building: 106 (TLC)

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Conceptual Framework

The faculty of the Michael D. Eisner College of Education, regionally focused and nationally recognized, is committed to excellence, innovation, and social justice. Excellence includes the acquisition of professional dispositions, skills, and research-based knowledge, and is demonstrated by the development of ethical and caring professionals—faculty, staff, candidates—and those they serve. Innovation occurs through the leadership and commitment of faculty, and through collaborative partnerships among communities of diverse learners who engage in creative and reflective thinking. We are dedicated to promoting social justice and becoming agents of change in schools and our communities. We continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework.

1. We value academic excellence in the acquisition of research-based professional knowledge and skills.
2. We strive to positively impact schools and communities. Therefore, we foster a culture of evidence to determine the impact of our programs, to monitor candidate growth, and to inform ongoing program and unit improvement.
3. We value ethical practice and what it means to become ethical and caring professionals.
4. We value collaborative partnerships within the Michael D. Eisner College of Education as well as across disciplines with other CSUN faculty, P-12 educators and related professionals, and other members of regional and national educational and service communities.
5. We value people from diverse backgrounds and experiences and are dedicated to addressing the varied strengths, interests, and needs of communities of diverse learners.
6. We value creative, critical, and reflective thinking and practice.

Course Description

This course is designed to build understanding of the reading process and the reading performance of students with disabilities. Candidates will explore the types of literacy problems that may occur among students with mild to extensive disabilities and will apply instructional strategies germane to those literacy problems. Emphasis is given to the use of informal procedures to identify areas of need, and the application of instructional techniques to remediate the identified areas. Approaches to the teaching of word recognition, word identification, fluency, phonemic awareness, reading comprehension, and written expression are examined critically and applied in a clinical setting.

Required Texts

- Copeland, S. R., & Keefe, E. B. (2018). *Effective literacy instruction for learners with complex support needs* (2nd ed.). Baltimore, MD: Paul H. Brookes Publishing Co.
- Diamond, L. & Thorsnes, B.J. (Eds.) (2018) *Assessing reading: Multiple measures* (2nd ed.). Novato, CA: Arena Press.
- Goodwin, V & Spencer, S. (2015). Evidence-based reading intervention strategies for special educators. Palo Alto, CA: iBooks.
This text is available to our students at no cost from Box. It is an iBook, and is best read on an iPad or on a Mac computer. There is also a PDF version for PC users.
- Johns, J. (2008). *Basic reading inventory*. Dubuque, IA: Kendall/Hunt.
****OR comparable Informal Reading Inventory with instructor's approval**
****This was a required text for SPED 406. You should already have it.**

Assigned Readings (on Canvas)

- California Commission on Teaching (CTC). (2019). *Literacy teaching performance expectations*. Retrieved from: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/ms-ss-literacy-standard-tpes.pdf?sfvrsn=eea226b1_12
- California Commission on Teaching (CTC) (2017). *California Dyslexia Guidelines*: <https://www.cde.ca.gov/sp/se/ac/documents/cadyslexiaguidelines.pdf>
- Carmichael, J.A. & Hale, J.B. Interventions for student with writing disabilities. LD@school: <https://www.ldatschool.ca/developing-interventions-for-students-with-writing-disabilities-addressing-the-most-complex-academic-problem/>
- Minor, K. (2021). *Making the most of parent-teacher conferences during distance learning*. Edutopia. Retrieved from: <https://www.edutopia.org/article/making-most-parent-teacher-conferences-during-distance-learning>
- Moats, L. (2012) Five ways to look at the logic of English spelling: How to understand and explain the Spelling of any English word. From *Uncovering the logic of English: A common-sense approach to reading, spelling, and literacy* (Ed. Eide, Denise). Pedia Learning Inc., 2012.
- Troia, G. (2014). *Evidence-based practices for writing instruction* (Document No. IC-5). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://ceedar.education.ufl.edu/tools/innovation-configuration/>.

***Please check Canvas weekly for the most current list of required readings for each week.
Students may receive and be held responsible for additional reading material
provided during the semester.***

Course Objectives

After completing this course students will be able to:

1. Demonstrate knowledge of the historical changes in the teaching of literacy;
2. Demonstrate understanding of cognitive processes and models that attempt to explain literacy and literacy-related disabilities;
3. Describe the process of learning to read and write;

4. Discuss and summarize research findings regarding factors related to reading and writing disabilities, the causes and correlates of disabilities, and the performance of struggling readers and writers;
5. Demonstrate understanding of focused intervention, and its role in increasing the literacy outcomes of students with literacy-related disabilities;
6. Administer and interpret a variety of informal assessments;
7. Use a variety of informal literacy data to plan individualized instruction;
8. Plan and implement one-on-one evidence-based literacy instruction to a student with a literacy-related disability, and reflect on the efficacy of that instruction;
9. Develop and demonstrate professionalism, responsibility, effective communication, and high-quality preparation with students, colleagues and parents in the clinical setting;
10. Demonstrate knowledge of the role of phonological processes in word identification and evidence-based practices for teaching it;
11. Demonstrate understanding of evidence-based instructional strategies designed to facilitate word recognition;
12. Demonstrate knowledge of evidence-based instructional strategies designed to increase students' fluency and prosody;
13. Demonstrate knowledge of evidence-based instructional strategies designed to enhance comprehension of both narrative and expository texts;
14. Evaluate and apply evidence-based instructional techniques designed for students with literacy-related disabilities.
15. Provide explicit instruction that is age and developmentally appropriate in letter formation/printing in conjunction with applicable foundational skills and to help children /students apply their encoding skills in comprehensive writing instruction.
16. Engage students in writing for varied purposes and to prioritize daily writing, including informal writing, to support learning and reflection across disciplines;
17. Support students to use keyboarding, technology, and multimedia, as appropriate, and support developing spelling and handwriting fluency in the writing process.

Prerequisites

The following courses are pre- or co-requisites for SPED 502MME. These courses must be completed before registering in SPED 502MME. Exceptions can be considered by prior discussion with instructor.

Prerequisites for Education Specialist Credential Program: SPED 400 or SPED 541B, and SPED 406

Prerequisites for Dual Single Subject/Education Specialist Credential Program: EPC 420 and SED 521

Fieldwork, Clinic Expectations, and Collaboration

CLINICAL FIELDWORK: All teacher-candidates in SPED 502MME will participate in a clinical tutoring experience in the Special Education Literacy Clinic (TLCC). Candidates will complete 20 hours of supervised student teaching (equivalent to SPED 403MME, 580MME, 506A-D, and 579/580ACT).

The Special Education Literacy Clinic at CSUN provides individualized services to K-12 students referred by teachers, parents, and/or local schools. Tutoring will occur during class between 4:30-5:30, and 5:45-6:45 (as assigned). Students will use assessment data to create and monitor progress on individualized reading goals for their assigned child, and to prepare and implement evidence-based activities based on those goals. Students will also be responsible for completing tutoring planning documents each week, regularly collaborate with families, and provide a culminating report to families at the end of the semester.

COLLABORATION REQUIREMENT: Special education teachers need to be skilled at collaborating with a variety of stakeholders: co-teachers, parents, paraeducators, administrators, office staff, and other faculty members to name a few. This course gives you a chance to practice your collaboration skills during your planning, instruction and work in the tutoring clinic.

Respectful collaboration is an important part of successful teaching.

Respectful conduct is expected at all times, when dealing with parents, students, TLCC staff, your professor, and your colleagues in class.

You will be expected to co-plan, co-teach, and co-assess with your co-teacher throughout the semester, applying what you've learned about good collaboration skills, and taking into consideration each other's professional dispositions (listed below). You are also expected to collaborate effectively with other tutors, TLCC staff, and the teaching assistant. This includes:

- Effective listening
- Effective communication of your ideas
- Awareness of your own frame of reference and cultural perspective
- Awareness of your partner's frame of reference and cultural perspective
- Maintenance of parity
- Timeliness
- Shared responsibility for the workload
- Building and maintaining respect and trust
- Maintaining the confidentiality and trust of your partner

Please note: these behaviors are expected at all times - in and out of the clinic, in email exchanges, and other communication.

Professional Dispositions

In addition to the knowledge and skills you learn and reflect upon in your graduate program, it is expected that you will also reflect upon your own Professional Dispositions. Faculty will reflect with you on your Dispositions at several key points throughout your credential program. These dispositions are particularly important as you work with students in the tutoring lab this semester. Please take some time and reflect on the following dispositions, and your personal strengths and challenges in each area. Dispositions identified as important within the Department of Special Education include:

A. Personal Characteristics

Possesses integrity, accepts responsibility, is highly motivated, evidences high academic achievement, displays perseverance, takes initiative, exhibits self-control, shows maturity of judgment, is punctual and reliable, demonstrates warmth and advocacy for children, and presents a professional appearance and demeanor.

B. Interpersonal Characteristics

Establishes rapport with others, assumes appropriate roles in the collaborative process, works well with others and communicates respectfully, demonstrates effective communication skills, values teamwork, demonstrates a respectful appreciation for diverse perspectives, demonstrates a commitment to achieving team goals, and seeks to develop and maintain professional workplace relationships.

C. Commitment to professional growth

Responds appropriately to supervision, reflects on/evaluates strengths and areas for improvement, accepts constructive criticism and suggestions, displays interest and curiosity in the learning process, uses suggestions to improve skills and understanding, values life-long learning, strives to achieve competence and integrity, and is a self-directed learner.

D. Commitment to diversity and social justice

Demonstrates cultural respect and understanding, believes in equal educational/vocational opportunity, displays sensitivity to ethnically, linguistically, cognitively, physically, socially diverse groups and individuals, advocates high and appropriate expectations for all students, and treats all people equally. Believes all individuals can learn, despite severity of disability, and is committed to serving students with diverse needs, cultural and linguistic backgrounds, and developmental levels.

E. Commitment to ethical practices

Maintains confidentiality, displays ethical behavior, is honest and trustworthy, abides by legal mandates and ethical responsibilities, uses sound, informed judgment. Committed to ethical professional activities that benefit individuals with exceptionalities and their families.

Assignment Descriptions

Detailed guidelines and rubrics will be posted on Canvas.

1. Assessment Plan & Draft (20 points)

**Please see Assessment Plan template on Canvas or Appendix A, p. 17*

- For the first tutoring session, you and your co-teacher will create an Assessment Plan. The plan is worth 10 points.
- Later in the semester, you and your co-teacher will formalize your results and turn in a draft (10 points) of your findings. This will later be included in your end-of-semester Tutoring Report.

2. Lesson Plans – Due weekly for tutoring (100 points)

**Please see Lesson Plan template on Canvas or Appendix B, p. 18*

The purpose of the weekly lesson plan is to help to plan, implement, and evaluate evidence-based reading instruction in your tutoring. All lesson plans are completed with your co-teacher, and you turn in only one copy for your team. For each tutoring session, you will reflect on formative data and plan the next week's activities using the document on Canvas.

- On the planning form, please summarize your student's outcomes from the previous session and reflect on their progress. For the first session, reflect on your assessment results and what you learned from the parent interview.
- Lessons will be graded on the **quality** of plan, use of formative data, and alignment with evidence-based practice.
- Lesson Plans are due PRIOR to class at the date/time specified by your professor. They will be returned to you before class so you have time to make adjustments before your lesson.
- Students who exhibit unprofessional behaviors in the lab, such as chronic lateness, chronic lack of preparation, or failure to teach the instructional activities approved by the instructor, may lose their points for that week.
- *Tutors may miss one tutoring session without it affecting their grade. Any subsequent absences will receive 0 points for their lesson.*
 - Tutors must work in ADVANCE with their co-teacher to ensure their lesson will be delivered, if possible.
 - It is recommended that each tutor prepare a "substitute plan" for their partner to deliver in case of absence.
- In case of a child's absence: Tutors will observe and do reflections on a pair of tutors assigned by the instructor. Each tutor will turn in a reflection on what they observed, including identifying the strengths of the lessons, things that could be improved, and a discussion about what they would teach next and why.
- *Due to restricted turn-around time, late lesson plans will receive zero (0) points but must still be turned in prior to your tutoring session for review.*

Lesson Plan Timeline:

- **Thursday night:** New lesson due to Box
- **Friday-Saturday:** Instructor feedback returned in Box
- **Sunday-Monday:** Check Box for feedback and revise lesson as needed
- **After tutoring:** Reflection on formative data, and new plan

3. Observation of your Co-Teacher (10 points)

Observing and providing feedback to your co-teacher should be a weekly practice. Please always attend to your co-teacher's lesson and be prepared to give substantive feedback. For one lesson this semester (you choose) you will do a more comprehensive observation of your co-teacher. You will reflect on:

- The lesson objective aligns with the semester goal

- The lesson objective aligns with the lesson assessment (the assessment is measuring the objective)
- Use of evidence-based practices
- Quality and effectiveness of instruction
- What supports were in place (environmental, accommodations, scaffolding, etc.)?
- Were Social/Emotional (SEL) issues addressed? If so provide feedback. If not, suggest where this might be added.
- Was the lesson engaging and high interest? Consider UDL principles: Representation, Action/Expression, and Engagement.
- What was the fun-factor?

4. Observation and Evaluation by Instructor (20 points)

**Please see Evaluation on Canvas or Appendix C, p. 21*

SPED 502MME includes clinical hours that are counted toward your program fieldwork requirement. It is equivalent to early fieldwork and student teaching. As such, an abridged observation and evaluation forms from culminating fieldwork will be introduced. Your instructor will make arrangements to join one session of tutoring or require you to record one session for review.

5. Reading Quizzes (50 points)

The purpose of these quizzes is to promote careful reading and to provide opportunities for you to check your understanding of the course content. ***Reading quizzes are due before the time class begins each week and the points cannot be made up later.***

- *Quizzes will be completed on Canvas. These are to be individual assessments of your understanding of course content and readings.*

6. Asynchronous Classwork (online) (100 points)

Beginning in the fourth week, class reading, activities, and assignments will be available asynchronously online on Canvas. Please check Canvas each week and complete assignments and activities timely.

7. Family Collaboration (20 points) (RSPAA 2a)

Collaboration is a central component of good teaching. In addition to weekly collaboration with your co-teacher, you will also work closely the parent/guardian of your student.

- 1) Pre- tutoring (5 pts)
- 2) WEEKLY updates (designate 10 minutes before or after each tutoring session) (5 pts)
- 3) Mid-semester parent conference (5 pts)
- 4) Family Night (to present your Tutoring Report) (5 pts)

8. Tutoring Report (40 points)

**Please see Report Guidelines, Template, and Rubric on Canvas or Appendix D, p. 25*

At the end of the semester a final report is required from all tutors. The report summarizes assessment results, progress toward the goal, and successful teaching strategies. The report will be shared with the family during the last regularly scheduled tutoring session. A draft of your assessment results will be turned in Week 7. Feedback will be provided, and the final version will be a part of your report.

Final Grades:

Lesson Plans	100 points
Assessment Plan and Draft	20 points
Observation of Co-Teacher	10 points
Instructor Observation/Evaluation	20 points
Reading Quizzes (10 @ 5 points each)	50 points
Asynchronous Classwork	100 points
Collaboration Activities	20 points

Tutoring Report

40 points

Total

360 points

93 – 100%	A	78 - 79%	C+
90 - 92%	A -	73 - 77 %	C
88 - 89%	B+	*70 - 72%	C -
83 - 87%	B	*60 - 69%	D
80 - 82%	B-	*0 - 59%	F

***Passing grade of C or better. Students who earn a C- or below must repeat the class.**

Current grades are available at all times by logging onto course Canvas site and clicking “grades”.

IMPORTANT NOTES FROM YOUR INSTRUCTOR!

- **CSUN with A HEART:** If you are facing challenges related to food insecurity, housing precarity/homelessness, mental health, access to technology, eldercare/childcare, or healthcare, you can find guidance, help, and resources from CSUN with A HEART (<https://www.csun.edu/heart>).
- **GENDER IDENTITY AND PERSONAL PRONOUNS**
 - My name is Dr. Goodwin and I use the pronouns she, her and hers. Pronouns are the parts of speech we use to refer to someone instead of their name. Using the right pronoun, like using someone's correct name or title, is a way to show respect.
- **BRAVE SPACE:** We have an opportunity in this class to hear from people with different viewpoints and open some lines of communication about difficult or emotional topics. All opinions are welcome, as long as they are grounded in evidence and presented respectfully. I reserve the right to manage, intercede, side-line, or stop a conversation if it is leading us too far off track or if it is disrespectful to others. More importantly, please use this class as an opportunity to practice respectful communication and to assert your own boundaries. Please see me at any time for assistance or support.
- **PERSON-CENTERED AND PERSON-FIRST LANGUAGE:** The CSUN Department of Special Education believes that a person is more important than a disability. Accordingly, use of Person-First Language is the norm for both speaking and writing, for students and faculty. For example, "children with learning disabilities" is considered more appropriate than "learning disabled children." However, the important principle in consideration of language is not using a correct formula, but rather respectful acknowledgement that personhood is valued above disability. This includes learning what the preferred language is for a particular person, and using language that aligns with how they self-identify. Many people prefer to self-identify other ways, and it is more important to respect each person's self-identification than to over-apply a standard when it is not wanted. Thus, we are moving toward a "person-centered" framework at CSUN rather than exclusively "person-first." Please see this article for more on person-centered language: <https://radicalcopyeditor.com/2017/07/03/person-centered-language/>
- **CANVAS Navigation:** This class requires regular use of Canvas. Turning in assignments, accessing assigned readings, and participating in online activities are all done through Canvas. Many classes in the credential program also require knowledge of Canvas. Canvas help is available on the left side of the page under "Help and Library Resources." Select "Search the Canvas Guidelines" for basic support, or use the Hotline of Chat functions with specific questions.
- **IMPORTANT NOTICE ON CSUN COMMUNICATION:** CSUN sends all official communications by email, including registration information. Please check your CSUN email *several times* a week. Using any Web browser, go to www.csun.edu/webmail. Enter your CSUN User ID and Password. To forward your CSUN email to your Yahoo, Hotmail, or preferred address, go to www.csun.edu/account, log in and select Mail forwarding. However, do be aware that some transmissions are not successful. To remain informed, it is in your best interest to continue to check your CSUN email account throughout the semester. ***All communications from your professor will come through that account***
- **EMAILING THE PROFESSOR:** due to the high level of email traffic at CSUN, all students are requested to attempt to resolve problems on their own **BEFORE** emailing the professor. Please make sure you have attempted all of the following:
 1. Contact [Information Technology Help Center](http://www.csun.edu/helpdesk/) directly at (818) 677-1400 or <http://www.csun.edu/helpdesk/> for trouble shooting with email, Canvas, or any other technology concerns. Canvas also has a dedicated Support Hotline and Chat functions on the Canvas homepage.

2. Check with another student in the class for assignment or procedure clarification.
 3. Review Canvas and the syllabus for assignment or procedure clarification.
- **DEPARTMENT WRITING STANDARDS:** Writing requirements within the graduate program: *This is a graduate course and students are expected to turn in papers and assignments of graduate quality.* All work should represent your reflections upon and integration of information covered in class in an organized way. Additionally, written assignments are to be clear in sentence construction and are to be proof read before they are handed in. Please discuss individual concerns with your professor.
 - Assignments with an undue amount of errors in grammar, spelling, or sentence mechanics will not be graded. They will be given back to students to edit and resubmit, and will be graded as late.
 - **CSUN POLICIES:** Students are responsible for following all published CSUN policies and procedures. Adding/dropping classes is not normally permitted after the first 3 weeks of instruction.
 - Cheating and plagiarism are taken very seriously. Please see the University Catalog and/or the Schedule of Classes for definitions and examples of, and penalties for academic dishonesty.
 - **USE OR ARTIFICIAL INTELLIGENCE (AI) FOR CLASS ASSIGNMENTS:**
 This policy covers any generative AI tool, such as ChatGtP, etc. This includes text and artwork/graphics/video/audio. 1) You are discouraged from using AI tools UNLESS under direct instruction from your instructor to do so. Please contact your instructor if you are unsure or have questions BEFORE using AI for any assignment. 2) If AI is permitted to be used, you must indicate what part of the assignment was written by AI and what was written by you. No more than 25% of an assignment should be created with AI if the instructor gives permission for its use.
 - **DISABILITY RESOURCES AND SERVICES:** Students with disabilities must be registered with CSUN'S Disabilities Resources and Educational Services (DRES) in order to receive accommodations. Accommodations will be honored in accordance with the Americans with Disabilities Act (ADA). The intent of the ADA is not to give a particular student an advantage over another, but simply to allow students with disabilities equal access to the course content, and to provide them an equal opportunity for success. Students may receive information about registering with DRES at the following website: <http://www.csun.edu/dres/index.php>.

Course Schedule

This schedule is subject to change with prior notice. Please check Canvas for updates each week.

Class	Date	Topics & Evidence Based Practices	Activities	Assignments Due
1 In-Person	8/26	Course Overview & Syllabus Elements of Evidence-Based Reading Instruction National Reading Panel & the five essential elements of reading instruction	Placemat: What is reading? NPR Graffiti Poster Review (activate background knowledge)	Complete the Tutoring Preferences Survey on Canvas this week. Review: California Dyslexia Guidelines and ELA CCSS.
Labor Day Campus Closed	9/2	No class – University holiday		Get ahead on your reading! Make sure you do the Tutoring Preferences Survey on Canvas.
2 Synchronous Zoom	9/9	Literacy Foundations (RSPAA 3b) <i>What are reading models and how do they help us teach? What are the causes and correlates to reading disabilities? Who are the Treatment Resisters? How do we design instruction for intervention that is systematic, explicit, and focused on student need (focused intervention)?</i>	Factors Impeding Learning to Read group Canvas Discussion MMSN (Simple View) and ESN (Comprehensive Instructional Model/Least Dangerous Assumption) theories Group Canvas Discussion MTSS/RTI Group Canvas Discussion Explicit, systematic, instruction: Complete the Lesson Plan! View video and complete the class lesson plan for the instruction shown.	READ: - Goodwin & Spencer, Chapter Two: <i>Reading Foundations</i> - Copeland & Keefe, Chapter One: <i>Literacy for All</i> - CA Literacy Standards and TPEs (TPE 7) Reading Quiz 1
3 Synchronous Zoom	9/16	Collaborating to Teach Literacy <i>What constitutes best practice in collaboration, and how do we create effective collaborative relationships?</i> Collaboration & communication with families (RSPAA 2a) Clinic introduction	Getting ready for co-teaching: S.H.A.R.E. Worksheet with co-teacher Frame of Reference – explore your biases Taped Interaction role play	READ: Goodwin & Spencer, Chapter One: <i>Principles of Collaboration</i> Reading Quiz 2 SHARE Worksheets – fill out and bring to class Family Communication/Collaboration Goal (in class)
4 In-person	9/23	Focused Assessment Planning & Explicit Lesson Design (RSPAA 1, RSPAA 2b, RSPAA 4a, RSPAA 4b) <i>What constitutes evidence-based practice in assessment for students with significant reading problems? How do we plan instruction? How do we monitor their progress?</i> Assessment Planning Sheet: Begin in class, finish at home.	Working with co-teacher, complete your Assessment Plan in class.	Bring assessment books to class (CORE & BRI.) ● Zoom with your family this week to introduce yourself and interview about your student's needs. Please see the Collaboration Forms on Canvas. ● Please upload a PIC of your meeting to Canvas. If you forget to take a pic, upload your questions.

5 Self-paced class Tutoring in-person	9/30	Tutoring: Assessment, Session #1 Data-driven instruction: Using assessment to guide your teaching Meet with students, conduct assessments, and begin the process of interpreting the assessments.	Conduct assessments. Complete Goals Analysis and Proposal document after tutoring session.	Planning Document #1: Assessment Planning Sheet (BOX Thursday before class) (this is in place of a lesson plan) Begin Assessment Summary (first draft due week 7) Begin Goal Proposal form (Please note: this is a working document. Please begin it tonight, bring it to your 2:1 meeting, and we'll finish it together) **Schedule 2:1 Co-teacher planning meeting with Vanessa (Google Doc on Canvas) **PREVIEW chapters in texts that align with your goal.
	10/2	Labor Day – University closed		
6 Self-paced class Tutoring in-person	10/7	Tutoring Session #2 Language, Communication, Diversity, and Accessibility <i>How can teachers effectively address learning needs for a wide range of diverse learners? How do educators communicate with families with language barriers and how technology can be a tool. (RSPAA 2c)</i>	Interactive Lecture and Quiz Asynchronous Activities: Graphic Organizer: Inventory ecological factors (setting, educational background, family connections, skills that can be leveraged, social/emotional skills, etc.) (RSPAA 2c)	Lesson Plan #2 (BOX Thursday before class) READ: - Copeland & Keefe, Chapter Two: <i>Developing Language and Communication</i> - Copeland & Keefe, Chapter Three: <i>Addressing Cultural and Linguistic Diversity</i> - Copeland & Keefe: Chapter Four: <i>Inclusive Literacy Instruction</i> - Copeland & Keefe, Chapter Five: <i>Creating Accessible, Rich, and Engaging Literacy Environments</i> Activity on Canvas **Reminder: make sure you are communicating with your child's family each week.
7 Self-paced class Tutoring in-person	10/14	Tutoring Session #3 Reading Instruction: The Alphabetic Principle and Phonemic Awareness Asynchronous classwork on Canvas <i>What is evidence-based practice in emergent literacy and phonemic awareness instruction for students who struggle to decode?</i>	Interactive Lecture and Quiz: Asynchronous Activities: - Orthographic Layer activity – complete the slide. - Develop a lesson for PA and video it. Please post to Canvas.	Lesson Plan #3 (BOX Thursday before class) READ: Goodwin & Spencer, Chapter Three: <i>Introduction to the Alphabetic Principle</i> Reading Quiz 3 Asynchronous Class Activities *Turn in Assessment Analysis Draft to Box
8 Self-paced class Tutoring in-person	10/21	Tutoring Session #4 Writing Instruction (RSPAA 4c) Asynchronous classwork on Canvas <i>What is evidence-based practice in writing instruction for students who struggle with literacy?</i>	Interactive Lecture and Quiz (RSPAA 4c) Asynchronous Activities: - The Writing Process and genres Kahoot - Introduction and practice of Dictation Routines for spelling and writing	Lesson Plan #4 (BOX Thursday before class) Reading Quiz 6 Asynchronous Class Activities **Reminder: make sure you are communicating with your child's family each week.

			• Introduction and practice of Air Writing routine • Writing Process and Genres matching activity • Assessment and Rubrics: Develop your own rubric	
9 Self-paced class Tutoring in-person	10/28	Tutoring Session #5 Reading Instruction: Phonics (Pt. 1) • Asynchronous classwork on Canvas <i>What is evidence-based practice in phonics instruction & structural analysis for students who struggle to decode?</i>	Interactive Lecture and Quiz Asynchronous Activities: • Equity Circle • Phonics matching activity • Create Phonics activity and upload to Canvas (slide) • Anchor chart – create and discuss on Canvas Discussion Post • View videos on phonics techniques: Touch Phonics, Making Words, Word Family Dominoes	Lesson Plan #5 (BOX Thursday before class) READ: • Goodwin & Spencer, Chapter Four: <i>Phonics Instruction</i> Reading Quiz 4 Asynchronous Class Activities *PLAN and conduct a midterm conference with parents. Please report on progress. This is a short meeting: 10-15 minutes. Can be conducted by Zoom, in the clinic, or by phone. *Please upload a cute Pic of your meeting. If you forget to take a pic, please upload a summary of your meeting.
10 Self-paced class Tutoring in-person	11/4	Tutoring Session #6 Reading Instruction: Phonics (Pt. 2) • Asynchronous classwork on Canvas <i>What is evidence-based practice in phonics instruction & structural analysis for students who struggle to decode?</i>	Interactive Lecture and Quiz Asynchronous Activities: • Syllable sort • Review videos of activities to support Structural Analysis: Color Coding, Word Dominoes, Big Word Bingo, Flip Strips, Affix Spinners • Learn and practice the Decoding Strategy • Learn and explore the WordBuilder App • Write and upload Advanced Phonics lesson plan	Lesson Plan #6 (BOX Thursday before class) READ: • Copeland & Keefe, Chapter Nine: What's the Word? Word Recognition Instruction Reading Quiz 5 Asynchronous Class Activities <i>Tutoring Report – DRAFT (as close to a final product as you can) is due next week. Please start working on it.</i> **Reminder: make sure you are communicating with your child's family each week. **Mid-semester family conference DUE!
11 Veteran's Day Campus Closed (no tutoring)	11/11	No tutoring – University holiday ASYNCHRONOUS Activities: Reading Instruction: Fluency • Asynchronous classwork on Canvas <i>What is evidence-based practice in fluency instruction for students who struggle to decode and comprehend?</i>	Interactive Lecture and Quiz Asynchronous Activities • Explore and practice techniques for Choral Reading • Fluency Find forum. Post your own activities for building fluency.	READ: • Goodwin & Spencer, Chapter Five: <i>Fluency Instruction</i> • Copeland & Keefe, Chapter Seven: <i>A Broader Approach to Fluency</i> Reading Quiz 7 Asynchronous Class Activities **Reminder: make sure you are communicating with your child's family each week.

12 Self-paced class Tutoring in-person	11/18	Tutoring Session #7 Reading Instruction: Comprehension (Pt. 1) Asynchronous classwork on Canvas <i>What constitutes evidence-based practice in reading instruction for students who struggle to comprehend?</i>	Interactive Lecture and Quiz Asynchronous Activities: - Before, During, and After strategies for reading. - Fix-up strategies – how did you connect to the text? - Record your Read Aloud with a Think Aloud.	Lesson Plan #7 (BOX Thursday before class) READ: - Goodwin & Spencer, Chapter Seven: <i>Comprehension Instruction (Pt. 1)</i> - Copeland & Keefe, Chapter Six: <i>Getting the Point: Comprehension Instruction</i> Reading Quiz 8 Asynchronous Class Activities **Reminder: make sure you are communicating with your child's family each week.
13 Self-paced class Tutoring in-person	11/25	Tutoring Session #8 TUTORING REPORT GUIDELINES Reading Instruction: Comprehension (Pt. 2) Asynchronous classwork on Canvas <i>What constitutes evidence-based practice in reading instruction for students who struggle to comprehend</i>	Interactive Lecture and Quiz Asynchronous Activities: - inference Worksheet – find evidence and predict what it tells us. - Comprehension Strategies Graphic Organizer - What is DRTA and how can you use it? View the video and participate in the discussion.	Lesson Plan #8 (BOX Thursday before class) CO-TEACHER Observations DUE after class (by next week) READ: Goodwin & Spencer, Chapter Eight: <i>Strategy Instruction for Comprehension (Pt. 2)</i> Reading Quiz 9 Asynchronous Class Activities **Reminder: make sure you are communicating with your child's family each week.
14 Self-paced class Tutoring in-person	12/2	Tutoring Session #9 Reading Instruction: Comprehension (Vocabulary) Asynchronous classwork on Canvas <i>What constitutes evidence-based practice in reading instruction for students who struggle with vocabulary?</i>	Interactive Lecture and Quiz Asynchronous Activities: - Create a LINC'S plan for the target word. - Create a Robust Vocabulary lesson plan for the target word. - Explore: WordZones, Text Project, LA Intervention website, Collins CoBuild dictionary, Longman dictionary.	NO LESSON PLAN – Just a short description of your post-test or closing activities in Box <i>Tutoring Report first draft due to BOX. This is a GRADED draft, so please make sure you turn in a paper that is a finished product. Feedback will be substantive. Reports with excessive mechanics errors will be returned before feedback is given.</i> READ: - Goodwin & Spencer, Chapter Six: <i>Vocabulary Instruction</i> - Copeland & Keefe, Chapter Eight: <i>Words, Glorious Words!</i> Reading Quiz 10 Asynchronous Class Activities **DRAFT of Tutoring Report due to BOX. **Co-teacher observations due to Canvas.
15 Self-paced class	12/9	Tutoring Session #10 Tutoring: Family Night!	Collaborate with your co-teachers to write and present your Culminating Family Report.	Upload FINAL Tutoring Report to Canvas

Tutoring in-person				
	Final Exam		<i>No final exam to compensate for parental collaboration (outside of class) and 2:1 meeting with professor</i>	

Assessment Plan: SPED 502MME

SPACES WILL EXPAND AS YOU TYPE.

Student name:

Student grade:

Co-Teacher names #1:
#2:

What did you learn from your intake interview that you will take into consideration as you select assessments? *Briefly recap anything you learned from your student’s family that guides your assessment selection.*

Getting to know you activity (5-10 minutes): *Spend the first 5-10 minutes on an activity that helps you and the student get to know each other, and helps you learn something about the child’s likes and interests. You will use this information to help you plan motivating activities in future sessions. Please describe that activity here.*

Assessments (40 minutes): *List the assessments you intend to administer here, with the name of who will be conducting each assessment. PUT YOUR NAMES next to each assessment you will use. Briefly explain why you chose each assessment. Consider what you read about your student and which literacy areas you need to evaluate: phonemic awareness, phonics, fluency, and comprehension. Fun Actor: how will you make this engaging?*

Name of Assessment	Which tutor takes lead?	Why did you choose this assessment? <i>(which area of literacy are you hoping to assess?)</i>	How will you make this fun and engaging?	What materials do you need?

Closing activity (5-10 minutes): *Plan a fun, engaging activity to end your session. Make sure you tell the student that next week you will be doing lots more fun activities like this one, and that you won’t be doing tests! Please describe your closing activity here.*

Appendix B: Co-Taught Lesson Plan (Word Document available on Canvas) (RSPAA 1, RSPAA 3b, RSPAA 4c, RSPAA 4b)

Co-Taught Lesson Plan

This document must be completed and submitted to your professor for feedback before the tutoring session is to occur (please check your syllabus for schedule).

Tutoring Session #		Date:	
Student Name:		Grade:	
Co-Teacher #1			
Co-teacher #2			

Overall Semester (Unit) Goal: <i>*Remember, the goal STAYS THE SAME throughout the semester*</i>	
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Reflection	Reflection on Formative Data: BRIEFLY discuss what happened last week. Analyze your data (from last week's assessment). What do those data tell you? Please include <u>outcome data</u> for your previous lesson (met/not met and progress). Discuss your <u>next steps</u> . Is it time to move on? Do you need to re-teach? Be specific in how you will link your last lesson plan with your new one below.	
	Planning	
	Lesson Objective: <u>Specific</u> instructional objective for this lesson that is <u>measurable</u> and contributes toward overall goal.	
	Co-Teaching Plan: Describe how the co-teachers will work together. • One Teach, One Support (alternating) • Team Teaching (together) <i>Will one of you be out? Indicate here.</i>	
	Lesson Materials:	

	Include reading with approximate reading level (instructional, grade level, etc.). If you are using a word list, include it here. If you are using web-based media or applications, include link if possible, or brief description.	
	Supports: What supports, including accommodations, specialized materials, instructional/assistive technology, and environmental supports, will you provide? How will you involve your student in self-reflection on their learning goals?	(RSPAA 2b)
Preparing to Teach	Background Knowledge/Quick Review: 2-5 minutes: What foundations (skills or knowledge) does your student need for today's lesson? Is there anything from last week you should touch on?	
	Word Study/PA Practice OR Comprehension Practice 5-10 minutes: If your main goal is comprehension, how will you also address phonics/PA? If your main goal is decoding/PA, how will you address comprehension? Comprehension can be embedded in your lesson. Explain where and how you will address comprehension.	
Instructional Sequence	Student-friendly Objective: State the objective for the day in a way that is <u>accessible</u> and <u>age appropriate</u> for your student. <i>What will you say?</i>	
	1. "I Do It" How will you <u>explicitly teach</u> and <u>model</u>? Have you analyzed the skill/strategy to be learned to identify the steps you need to teach (<u>task analysis</u>)? Make sure you include step-by-step directions with your model. Consider use of a think-aloud.	
	2. "We Do It" How will you provide <u>guided practice</u>? How will you <u>check your understanding</u>? Include how you will provide <u>corrective feedback</u>. Please make sure you address both using the words "I will check for understanding by...." And "my plan for corrective feedback is...."	
	3. "You Do It" Provide a fun activity to <u>practice</u> the skill taught above. Include how you will continue	

	to provide <u>corrective feedback</u> . This is where you collect data for assessment.	
Writing Practice	Writing Practice May be incorporated into “You Do It.” Includes spelling, dictation, or expressive writing.	(RSPAA 4c)
Data Collection and Evaluation of Lesson Objective	Assessment: How will you know if the student has met the <u>lesson objective</u> ? What data will you collect? You may collect data during “You Do It.” Make sure you are measuring your lesson objective only. This will be addressed in next week’s reflection.	

Appendix C: Evaluation (Word Document available on Canvas) (RSPAA 1, RSPAA 2b, RSPAA 3b, RSPAA 4a, RSPAA 4b)

DEPARTMENT OF SPECIAL EDUCATION
Education Specialist Mild/Moderate and Extensive Support Needs
SPED 502MME Abridged Fieldwork Evaluation Form

Adapted from the Framework for Teaching, Charlotte Danielson
and aligned with elements of the California Standards for the Teaching Profession
and the Teacher Performance Expectations.

Name of Candidate	Student ID
Name of Candidate	Student ID
Date	School Site SPED Literacy Clinic, TLCC @ CSUN
CSUN Supervisor	

Class: SPED 502MME

Abridged Evaluation

Rating Scale

Ratings represent a cumulative evaluation of candidate competencies based on observations, professional conversations, and artifacts. Please note that during the initial field experience(s), (SPED 579ACT, SPED 403MME, 506ME-A, 506ME-B) candidates must obtain an overall average of 2.5. For the final field experience(s), candidates must obtain an overall average of 3 with no 1s on any item (SPED 580ACT, SPED 580 MME, 506ME-C, 506ME-D).

IE Insufficient evidence	1 Does not meet expectations	2 Approximates expectations	3 Meets expectations	4 Exceeds expectations
<1 = D	1-1.9 = C	2.0-2.9 = B	3.0 and above = A	

Please Note

NA: Items specific to supports for specific populations (i.e. mobility supports) that the student might not have an opportunity to practice in every setting can be marked “NA” if there is no opportunity to observe.

IE: Please mark insufficient evidence if the competency can be observed but has not yet been observed. Please use the IE designation at the midterm point to help your teacher-candidate focus on critical skills they have not yet demonstrated in the latter part of the semester.

1: Planning for Instruction: Knowledge of Content, Pedagogy and Students

1.3	Subject specific pedagogy	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Demonstrates evidence-based/high-leverage, subject-specific pedagogical approaches in the discipline and across disciplines when planning instruction.
1.4	Students' skills, knowledge and language proficiency	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Uses information about individual students' skills, prior knowledge, and language proficiency when planning culturally responsive instruction.
1.5	Age-appropriate instruction	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Plans instruction appropriate for the grade level curriculum and interests of the age group, including accommodations and/or modifications as needed to promote student access to the curriculum and least restrictive environment.
1.6	Students' culture and interests	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Uses knowledge of students' home language, family culture, life experiences, and interests to plan instruction that will engage students.

2: LESSON PLAN: Establishing Instructional Objectives and Designing Instruction

2.1	Instructional objectives	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Designs instructional objectives that are measurable, aligned with the Common Core and English Language Development State Standards and at an appropriate level of challenge.
2.2	Instructional activities	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Designs instructional activities that are: a) connected to real life experiences, b) aligned with the instructional objectives, c) evidence-based, d) at an appropriate level of challenge, e) promote critical thinking and problem-solving, and f) anticipate student difficulties.
2.5	Direct instruction lesson structure	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Designs lessons with a direct instruction structure (opening, modeling, prompting/guided practice, independent practice, closure and assessment).
2.6	Instructional materials and resources	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Uses and adapts resources, standards-aligned instructional materials, and a range of technology, including assistive technology and digital tools, to support the instructional objectives and facilitate students' equitable access to the curriculum.

3: Assessing Student Learning

3.1	Design of formative assessments	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Designs formative assessments to determine strengths and gaps in students' knowledge and skills and mastery of instructional objectives.
3.3	Monitor student learning	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Gathers and analyzes formative assessment/progress monitoring data to determine strengths and gaps in students' knowledge and skills and mastery of instructional objectives.

3.8	Family Collaboration	☐ NA	☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Collaborates and maintains ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
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4: Managing Classroom Procedures and Supporting Student Behavior

4.2	Management of instructional time	☐ NA	☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Manages instructional pace, classroom procedures, routines and transitions to maximize instructional time.
4.3	Materials preparation	☐ NA	☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Prepares and gathers materials in advance and distributes them in a way that does not interrupt instructional time.
4.5	Expectations for behavior	☐ NA	☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Establishes and maintains clear expectations for positive classroom behavior by communicating classroom routines, procedures, and norms to students and families.
4.6	Monitoring student behavior	☐ NA	☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Is alert to, monitors, and responds effectively to student behavior, including restorative justice and conflict resolution practices to foster a caring and respectful community.
4.9	Supportive Environment	☐ NA	☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Establishes, maintains, and monitors safe and supportive inclusive learning environments which enable all students to learn.

5: INSTRUCTION: Delivering Instruction that Engages Students in Learning

5.1	Lesson purpose, directions and procedures	☐ NA	☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Communicates purpose of lesson, directions and procedures to students.
5.2	Instructional activities	☐ NA	☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Provides instructional activities that are aligned with the instructional objectives, evidence-based, at an appropriate level of challenge, promote critical thinking and problem-solving, and anticipate student difficulties
5.3	Explanation and modeling	☐ NA	☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Provides explanations and modeling that support student learning.
5.7	Lesson structure and pacing	☐ NA	☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Uses lesson structure and pacing that supports student learning.

5.8	Checks for understanding	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Checks for understanding and corrects student misunderstandings.
5.9	Review and practice	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Provides opportunities for review and practice.
5.12	Instructional materials and resources	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Uses a variety of instructional resources and materials that are suitable for students, support the instructional objectives, and makes accommodations and/or modifications as needed to promote student access to the curriculum.

6: Demonstrating Professionalism and Reflecting on Practice

6.1	Initiative and responsibility	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Shows initiative and responsibility for classroom tasks and assignments.
6.3	Professional appearance and demeanor	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Demonstrates professional appearance and demeanor
6.10	Collaboration	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Collaborates and/or co-teaches with colleagues, including related service providers and paraprofessionals, to support inclusion across instructional settings, promote access to the core curriculum, and plan for successful student transitions.
6.11	Developing Dispositions	☐ NA ☐ IE ☐ 1 ☐ 2 ☐ 3 ☐ 4	Exhibits positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

Please summarize the candidate's strengths.	
Please indicate areas to be developed.	

TUTORING REPORT GUIDELINES

Please read these directions carefully before you begin, and email me any questions you have.

The purpose of this report is to give concrete information about the tutoring process to the parent. It is also to give you practice and feedback on writing clear, comprehensible assessment reports such as you will be required to write in your special education career. We expect you to focus on strengths, and to use positive, constructive language throughout the report.

PLEASE NOTE: In this report, you do NOT want you to include information about reading levels or grade levels. This is for two reasons:

1. You have not done any standardized assessments or a comprehensive assessment of reading skills—our informal assessment process has been focused solely on identifying areas for focused intervention. Reporting grade levels from this type of brief instructional assessment is not appropriate.
2. You want the session with the parent to be a joyful discussion of student progress, *not* a discussion of the child's reading deficits. The child will be in the room with you when you go over your report, so please use this opportunity to celebrate his/her success, and don't discuss specifics about grade levels with the parent. If the parent insists on this type of information, please refer her/him to your instructor.

Use the sample tutoring report provided at the end of this document as your template for the format. You should format your report *exactly like the sample provided*, using headings to label each section. Your report will contain the following sections:

PART ONE Summarize your assessments (In blue on the sample)

Headings and Information

Formatted at the top of the page, you will include the child's name, grade, names of tutors, and semester of tutoring. (See sample)

Overall Strengths (to be written by both tutors)

A brief narrative about the reading and behavioral strengths of your child.

Assessments (Each tutor summarize their own)

Briefly summarize each of the assessments you gave, and the student's results on that assessment. Again, please leave off specific information about the levels.

PART TWO Report on the student's progress this semester

Tutoring Goals & Progress (One for phonology/phonics, and one comprehension)

Your summary of each of the goals and the student's progress will be organized using the following subheadings:

Rationale for Goal Phonemic Awareness/Phonology/Phonics

Briefly discuss why you chose to write the goal you wrote.

Goal

Write your specific goal here.

Successful Activities and Materials

Summarize four or five particularly successful activities in a bulleted list.

Progress Toward Goal

Your FIRST sentence must me whether the goal was **met** or **not met**. Then, discuss progress and summarize the student's success (or lack of it) here. Make sure you use positive wording! (For example, if a student has not made a lot of progress, you might say "...is still working on".) *If you feel like you don't have enough information to write this part yet, you can leave this blank and fill it in on your final draft.*

Next Steps

Briefly summarize the tutoring, and discuss the direction for future instruction in each of the goal areas.

Work/Activity Samples

You may choose to attach work samples as appropriate.

Signatures

Please include signature lines for each tutor and your instructor.

See sample report BELOW for examples of formatting, length, and style. Feel free to copy and paste formatting from this sample report.

RUBRIC: See last page

	Below Expectations 1 - 7	Meets Expectations 8 - 10	
Formatting and organization	Report is poorly organized and/or doesn't follow the example given. Parts are missing.	Report is well organized and follows the example given. All parts are included.	
	Below Expectations 1 - 14	Meets Expectations 15-17	Exceeds Expectations 18-20
Content	Content is unclear and/or will not be comprehensible to parents. It is not focused on strengths, or is not positive throughout. Grade levels are used. Explanations are presented with inadequate supporting data, or are not comprehensive. Parent friendly language is not used; there is jargon, and/or technical terms are not clarified.	Most content is mostly clear and will be comprehensible to parents. It is mostly focused on strengths, and is generally positive throughout. No grade levels are used. Explanations are presented with adequate supporting data, and are comprehensive. Most language is parent friendly; there is very little jargon, and technical terms are clarified most of the time.	Content is clear and written in language that will be accessible to parents. It is focused on strengths, and is completely positive throughout. No grade levels are used. Explanations are presented with strong supporting data, and show insight into the concepts. All language is parent friendly; there is no jargon, and all technical terms are clarified and supported with examples.
	Below Expectations 1 - 14	Meets Expectations 15-17	Exceeds Expectations 18-20
Editing	Report is not well edited. There are many errors in grammar, syntax, spelling or mechanics, and it does not present a professional impression of the teachers who wrote it.	Editing is passable. There are a few errors in grammar, syntax, spelling or mechanics, and it mostly presents a professional impression of the teachers who wrote it.	Report is very well edited. There are no errors in grammar, syntax, spelling or mechanics, and it presents a very professional impression of the teachers who wrote it.
TOTAL OUT OF 50			

TPE	Page #
RSPAA 1	I - 11 P - 18 A - 21
RSPAA 2a	I - 11 P - 7 A - 25
RSPAA 2b	I - 11 P - 19 A - 21
RSPAA 2c	I - 12 P - 12 A - 16
RSPAA 3b	I - 11 P - 18 A - 21
RSPAA 4a	I - 11 P - 18 A - 21
RSPAA 4b	I - 11 P - 18 A - 21
RSPAA 4c	I - 12 P - 12 A - 20