GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION
Syllabus for EDSE 403/503: Language Development and Reading

Summer 2010
Course day/time: Monday/Wednesday 7:20 pm - 10:00 pm
Course dates: Jun 07, 2010 - Jul 28, 2010
Course location: Robinson Hall A210

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COURSE DESCRIPTION:
Course description from university catalog: Provides in-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills, reading sub-skills including auditory discrimination and phonemic awareness, decoding and word reading, reading comprehension, and use of technological advances in the teaching of reading. ***Note: School-based field experience required.***

Prerequisites*: There are no *required* prerequisites for this course, but each Program in Special Education strongly *recommends a specific sequence*. Please refer to your Program of Studies to determine where this course fits within your overall program.

*Advising contact information:
Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

Objectives/Competencies
This course is designed to enable students to:
- Describe language development and emergent literacy skills.
- Describe the theories and stages of normal language development.
- Describe the nature, function, and rules of language.
- Describe disorders and deviations in language and related areas.
- Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
- Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
- Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
- Describe the elements of balanced reading instruction.
- Demonstrate knowledge of best practices and strategies in reading instruction for students with learning disabilities, emotional disturbance, and mild mental retardation.

PROFESSIONAL STANDARDS
Course's Relationship to Program Goals and Professional Organization
This course is part of the GMU, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

The CEC Standards are listed on the following web site:
http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html
The CEC standards that will be addressed in this class include some of the following:

CEC Standard 4 - Instructional Strategies
Skills:
- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

CEC Standard 6 – Language (refer to box for a complete description of this CEC Standard)
Knowledge:
- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

Skills:
- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Evidence-Based Practices
This course will incorporate the evidence-based practices (EBPs) relevant to five essential elements of reading, language, and informal literacy assessments. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

The Council for Exceptional Children's (CEC)
Special Education Content Standard #6: Language

Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development** and **teach communication skills** to individuals with ELN*. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**
*Exceptional Learning Needs

NATURE OF COURSE DELIVERY
Learning activities include the following:
- Instructor lecture, to include explicit instruction using demonstration and modeling, and implicit instruction by setting up learning experiences that build on students' background knowledge and skills.
- Student participation (e.g., discussion, demonstration, inquiry) in small group and cooperative learning activities, including analysis of students with language, reading, and writing deficits as depicted in scenarios (e.g., review of cases).
- Review and expansion of material read in preparation for course sessions.
- Student self-assessment of progress throughout the course.
- Access and analyze materials and resources using a variety of medium, including Blackboard, web-based resources, and professional peer-reviewed journal articles.
- Examine curricular materials and analyze student learning deficits, patterns, and strategies (such as review of reading programs, interpreting student reading/writing skills, viewing video scenarios).
- Instructor-student dialogue and interactions during and outside of class sessions that bring relevance and heightened skills, knowledge, and insights to the students and Instructor, with a focus on strengthening pedagogical skills for teaching language, reading, and writing to students with disabilities.

CEHD STATEMENT OF EXPECTATIONS
All students must abide by the following:
- Students are expected to exhibit professional behavior and dispositions. See http://www.gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Keep Products from This Course for Future Use in Your Professional Portfolio!

Retain electronic copies of all course products to document progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards.

The special education program is now requiring electronic (versus hard copy) portfolios. You will need to submit "artifacts" (i.e., scored assignments) saved electronically this semester and perhaps in future semesters.

The "signature" assignment (Case Study) required for this course must be submitted electronically to Mason's NCATE management system, TaskStream: (<u>https://www.taskstream.com</u>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <u>http://gse.gmu.edu/programs/sped/</u>.

Failure to submit the assignment to TaskStream may result in reporting the course grade as Incomplete.

RESOURCES and EXPECTATIONS

Graduate School of Education Statements of Expectations
The Graduate School of Education (GSE) expects that all students abide by the following:
- Students are expected to demonstrate professional behavior and dispositions. See <u>www.gse.gmu.edu</u> for a listing of these professional dispositions.
- Students must follow the guidelines of the University Honor Code. See <u>http://academicintegrity.gmu.edu/honorcode</u> for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <u>http://mail.gmu.edu</u> and click on *Responsible Use of Computing Policy* at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing at the beginning of the semester. See <u>www.gmu.edu/student/drc</u> or call 703-993-2474 to access the DRC.

GMU Expectations
George Mason University Email: **<u>https://mail.gmu.edu/</u>**
From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts. PLEASE do not use Blackboard to email the instructor.

George Mason Patriot Web: <u>https://patriotweb.gmu.edu/</u>
A self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

APA Formatting Guidelines: <u>http://www.psywww.com/resource/apacrib.htm</u>
This website is offered as a companion to the APA style manual. However, it should not be considered a substitute for directly consulting the APA manual, 6th edition for standard of procedures for applying APA style. Additional APA help URLs are available on the GSE library URL and may be available on the course Blackboard site.

Placement for this Field Experience/Case Study: <u>IF you have difficulty</u> finding a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is also required to track where self-placed students will complete their field experiences. Consequently, each person must access http://cehd.gmu.edu/endorse/ferf to complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you anticipate working with the youngster) after targeting the youngster with whom this Case Study will be completed.

Attendance and Participation: Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Two or more unexcused absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Assignments and Readings and Due Dates: For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at http://www.gse.gmu.edu for a listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

Writing Support: All assignments should reflect graduate level spelling, syntax, and grammar. If you are deficient in any of these areas, you will need to document your work with the GMU Writing Center during this course to improve your skills (http://writingcenter.gmu.edu).

COURSE REQUIREMENTS, ASSIGNMENTS
Assessment of Course Requirements:
Course requirements include readings (texts, online resources, professional journal articles that are independently accessed by students) and activities (both during and between course sessions) that prepare the student to acquire and/or increase their knowledge and skills in teaching reading and language to students with disabilities. A major requirement is implementation of a comprehensive instructional technique with a student with a disability (see the Case Study).

Performance based assessment are used in this course. The final grade is based on the quantity of points students earn through timely submission of high quality work.

All assignments should be typed and are due at 11:59 p.m. on the dates indicated. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.** Please retain a copy of your assignments in addition to the one you submit.

A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the instructor.

> **NOTE:** This syllabus may change according to class needs. If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, **please call and/or make an appointment with instructor as soon as possible.**

COURSE SCHEDULE		
Date	**Topics**	**Assignments**

6/7-6/9	• Introductions
	• Overview of Course
	• Syllabus Content and Course Expectations.
	
	• Discuss
	  o knowledge and skills teachers need to be effective literacy instructors.
	  o National Reading Panel (NRP) Report Five Domains of Reading
	  o Elements of Language
	  o How language abilities impact literacy and reading success.
		READ:
		Custom Text, Read 1 & 2
		Ch. 1 *The Elements of Language*
		Ch. 2 *Language Development*
		
		Review: Virginia Reading Assessment (VRA) Test Blueprints for SPED Teachers:
		http://www.va.nesinc.com/VA_blueprints_opener.asp
		
		Identify Student for Case Study

6/14-6/16	• Obtaining Background Knowledge • Informal Assessment o Activity: CWPM Scoring Procedures • • • • • Curriculum Based Assessment (CBA) probe in pairs, Set a goal for next time • Describe language development for typical students. • Identify characteristics of students with LD, E/BD, and intellectual and/or developmental disabilities, and relate those characteristics to lang. development and the subsequent impact on acquiring literacy skills • Identify and describe early and emergent literacy concepts • Describe the forms of Language • Obtaining Background Information (Part 1 of signature assignment)	READ: Custom Text: Read Ch. 3 *Language and Literacy in the School Years* Ch. 4 *Obtaining Background Information* Ch. 9 *Informal Assessment Procedures* *DUE:* *--Fox Pretest* *- Collect resources for the background information section on Student (case study)* *-Bring in a book, text of identified student for 3/31 OR a writing sample!!*

COURSE SCHEDULE		
Date	**Topics**	**Assignments**
6/21-6/23	- Course Overview - Introduction to Phonics Self-Instruction - Overview of Reading - Elements of Language & Language Development - Introduction to reading assessment: - Informal reading inventories, running records modeled, demonstrated, guided practice - Analyzing error patterns, miscue analysis - Curriculum based assessment – running records - Text readability (readability formulas)	Due Classroom Observation 6, *Early Literacy* & --Use web link of IRI to select and <u>conduct an IRI</u> <u>(case study)</u>
6/28-6/30	- VIRTUAL CLASSES - Balanced and effective reading instruction. - Describe assessment and instruction of early/emergent literacy skills - Share insights from the informal reading inventories - Discuss Case Study template for section 1, 2, and for section 3, discuss locating a peer-reviewed article for an intervention. - Describe **Phonemic Awareness** and the alphabetic principle. Assessment tools shared and strategies to reinforce this skill area modeled, discussed**.** **Midterm Exam**	READ: Custom Text, Ch. 5, *An Introduction to Systematic, Explicit Reading Instruction* ***- DUE: Part 1 and 2*** ***<u>write-up of your case</u>*** ***<u>study (can be a draft)</u>***
7/5 (no class holiday) **7/7**	**Group Presentation** - Describe advanced word reading (**Phonics**) and reading **Fluency.** - Discuss how to assess across these two areas of reading and strategies to reinforce these two areas are modeled, discussed. - Paired exercise for fluency – Read Naturally	READ: Custom Text, Ch. 7, *Advanced Word Reading* & Ch. 8, *Reading Fluency* ***DUE: Develop a probe and Collect baseline data for performance on your identified 'skill' of focus*** *--Locate 2 Peer-Reviewed journal articles with an intervention to support the identified deficit area of student (case study) –*

COURSE SCHEDULE		
Date	**Topics**	**Assignments**
		Write down your 'intervention' with at least one article cited.
7/12-7/14	• **Group Presentation** • Describe **Vocabulary** Instruction. Relate this to spelling and writing skills. Describe ways to assess a student's skills in these areas and strategies to reinforce these two areas are modeled, discussed.	READ: Custom Text, Ch. 10, *Vocabulary Instruction* & Ch. 12, *Writing Instruction in Inclusive Classrooms* DUE: -- ***Fox Phonics Text*** ***-Implement intervention and collect performance data***
7/19-7/21	• **Group Presentation** • Describe listening and reading **Comprehension** and how to analyze and reinforce these skills. • Reading across content areas. • Narrative and expository comprehension. • Compare and Contrast instructional approaches matched to students with specific deficits and disabilities, and describe how to analyze students' responses to interventions. • Discuss final details on writing up the case study and how the focus groups will be led in final class session.	READ: Custom Text, Ch. 11, *Comprehension* *DUE:* *--**Fox Phonics Text*** ***-Implement intervention and collect performance data*** *DUE:* ***Develop a <u>one-page summary with CBA data</u> of your case study given tenplate (may only have 'some' of the intervention data collected)***
7/26-7/28	• Writing Instruction: Writing Process, Spelling, Handwriting • **Group Presentation** • **Group Presentation** • *Putting it all together: Case Studies*: Share results and handouts in a Focus Group format	**READ:** Custom Text, Ch. 13, *Literacy & Diversity* <u>DUE:</u> *--<u>**Case Study Parts 1, 2, AND 3 finalized & Due (submit electronically)**</u>*

* This syllabus may change according to class needs and unscheduled events.

TEXTS and READINGS

<u>**Required**</u> **Texts:**

1) Bursuck & King-Sears, <u>*Language Development & Reading*</u>, customized text -- available this link
    ONLY -- <u>http://store.pearsoned.com//georgemason</u> ISBN: 0536379505

(2) Fox, B. J. <u>*Phonics for the Teacher of Reading*</u>, 10th edition, Columbus, OH: Prentice Hall. ISBN 0131177990

(3) American Psychological Association, <u>*Publication Manual of the American Psychological Association*</u>, 6th edition, ISBN 1557987912

<u>**Required**</u> **Recent (**2006, 2007, 2008, 2009) **Peer-Reviewed Journal Readings:** To be determined and selected by students throughout the semester for the Case Study assignments.

<u>**Required**</u> Online Tool:
A version of the Jennings Informal Inventory (IRI) is at this web site: <u>www.ablongman.com/jennings5e</u>
As Appendix C. You will need to use an IRI to complete your case study assignment.

<u>**May be Required**</u> Online Readings (for group presentations):

National Reading Panel Report (NRP). (2000). *Report of the national reading panel: Teaching students to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups.* Bethesda, MD: National Institute of Child Health and Human Development, National Institutes of Health
<u>http://www.nationalreadingpanel.org/Publications/publications.htm</u>

Moats, L. (1999). *Teaching reading IS rocket science: What expert teachers should know and be able to do.* Washington, D.C. American Federation of Teachers.
<u>www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf</u>

Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator,* Winter, 12-24.
<u>http://www.aft.org/pubs-reports/american_educator/issues/winter05-06/Moats.pdf</u>

Evaluating Core Reading Programs. Florida Center for Reading Research (analysis of commercial programs): Guidelines at <u>www.fcrr.org</u> and <u>www.fcrr.org/FCRRReports/index.aspx</u> and Simmons & Kame'enui's Consumer Guide at <u>http://reading.uoregon.edu/appendices/con_guide_3.1.03.pdf</u>

Progress monitoring (tools) and CBA/CBM. <u>www.studentprogress.org</u> and Scott, V. G., & Weishaar, M. K. (2003). Curriculum-based measurement for reading progress. *Intervention in School & Clinic, 38,* 153-160.

Teaching Culturally and Linguistically Diverse Students.
<u>http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/ea/fb.pdf</u>
<u>http://www.nccrest.org/</u> National Center for Culturally Responsive Educational Systems (NCCRESt)
**MODULE at <u>http://iris.peabody.vanderbilt.edu/resources.html</u>

Class Companion Websites
A free version of the Jennings Informal Inventory (IRI) is at this web site:
<u>www.ablongman.com/jennings5e</u> as Appendix C. You will need to print out and use this IRI to complete your case study assignment.

<u>**Required**</u> **Access to Course Blackboard Site:** Blackboard will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies,

etc. prior to class. <u>http://courses.gmu.edu</u> Click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select EDSE 503 course.

Recommended Resources and Websites:
Internet and web resources are not the same as peer-reviewed professional journal articles, but the following sites contain information that I recommend.
- Council for Exceptional Children <u>http://www.cec.sped.org/am/template.cfm?section=Home</u>
- Virginia Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA) <u>http://www.vra.nesinc.com</u>
- National Reading Panel <u>http://www.nationalreadingpanel.org</u>
- IDEA Practices <u>http://www.cec.sped.org/Content/NavigationMenu/PolicyAdvocacy/IDEAResources/</u>
- Reading Rockets <u>www.readingrockets.com</u>
- Teaching LD <u>www.TeachingLD.org</u>
- National Center for Learning Disabilities: <u>www.ld.org</u>
- The International Dyslexia Association <u>www.Interdys.org</u>
- Council for Learning Disabilities <u>www.cldinternational.org</u>
- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) <u>http://dibels.uoregon.edu</u>
- DIBELS (Dynamic indicators of early literacy skills) : <u>www.dibels.org</u>
- US Dept. of Education <u>www.ed.gov/index.jup</u> click on education resources
- LD Online <u>http://www.ldonline.org/index.html</u>
- International Reading Association <u>http://www.reading.org</u>
- The IRIS Center <u>http://iris.peabody.vanderbilt.edu</u>
- Put Reading First, National Institute for Literacy <u>http://www.nifl.gov</u>
- University of Kansas Center for Research on Learning <u>http://www.ku-crl.org</u>
- Virginia Reading Assessment Blueprints for Special Education Teachers: <u>http://www.va.nesinc.com/VA_blueprints_opener.asp</u>
- What Works Clearing House: <u>www.whatworks.ed.gov</u>
- Center on Instruction: <u>www.centeroninstruction.org</u>
- No Child Left Behind <u>http://nclb2.ecs.org</u>
- Starfall <u>http://www.starfall.com/</u>
- GMU T/TAC <u>http://www.ttaconline.org/</u>
- The IRIS Center: <u>http://iris.peabody.vanderbilt.edu/</u>
- Searchlight <u>http://searchlight.utexas.org</u>

ASSIGNMENT DESCRIPTIONS

1. *Self-paced Completion of Fox Text*
In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox self-instruction textbook. You are expected to complete each of the self-paced exercises in the text. Write in the text and make notes/highlights for yourself. You have the option of accelerating your pace by completing the parts prior to the session timeline noted below. **Plan to turn in the Fox text at the beginning of the class session on the due date** (you will receive the book back at the end of class). **Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit is given.**

Check	Section	Points
# 1	Pretest	2 point
# 2	Parts I, II, III	4 points
# 3	Part IV, V, VI, VII	4 points

2. *Website Review*******

You will choose a website with information on disabilities to review. For each website, you will judge how well important special education topics related to reading instruction are addressed. You will compile this information into a brochure and give an informal demonstration of your chosen website to the class. *Specific directions and a rubric for this assignment will be provided by the instructor.*

*3.   <u>Teaching Observation</u>*******
You will observe a lesson of reading in a classroom other than your own and write a 2 page reflection. *Specific directions and a rubric for this assignment will be provided by the instructor.*

*4.   <u>Reading Case Study</u>*******
The Reading Case Study is the signature assignment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. This project will be completed in 2 parts and should be submitted by 7:20 pm on the respective due dates. **BOTH** an electronic copy (posted to blackboard) **AND** a hard copy of the project should be submitted. *<u>Specific directions will be provided by the instructor, and the assignment will be evaluated using the following rubric:</u>*

Part I

Student Background ▪ Collect demographic and background information <u>significant to reading, writing, and language development</u>. ▪ Information obtained should be appropriate based on your relationship with the student (for example, if you are working in a student in your own classroom, it would be appropriate for you to access the student's school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records).	/10
Oral Language Development ● Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling). ▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results.	/10

Reading and Writing Development*
▪ Correctly **administer** and accurately **score** the results of the following assessments:
    ▪ an informal reading inventory (download from www.ablongman.com/jennings5e.),
    ▪ a spelling assessment,
    ▪ *at least* one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment).
        o For example, if a student's decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric.
▪ **Analyze** the results and **present the findings** in an educational report that:
    ▪ Provides a general description of each assessment including what kind of information can be obtained from the assessment
    ▪ Presents the results of each assessment including:
        o a reporting of the results for each assessment (a table is often helpful here),
        o an indication of whether this area of reading/writing is an area of concern; and
        o a narrative error analysis of student strengths and weaknesses on the assessment given
▪ <u>All completed assessment protocols must be attached to the final report</u>
	/50

<u>***503 Requirement***</u>***: To earn full points, 503 students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty.***	
Summary • Statement of *overall* strengths and needs of student • This should be based upon student background information and findings from assessments (including relevant student behavior)	/5

Recommendations*
▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments
        o Classroom recommendations should be evidence-based and grade/age appropriate
        o Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child)
    ▪ Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a recommendation for the child's IEP team to consider
▪ Make recommendations for reinforcement practice at home that a parent would realistically be able to implement.
 	
<u>***503 Requirement***</u>***: To earn full points, 503 student recommendations must include evidence based practice(s) with sufficient detail to be beneficial to an educator reading the report.***
	/20

Style ▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals ▪ Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)	/5
Total Assignment Points	**/100**
Total Course Points (Total Assignment Points Earned x .30 = Total Course Points)	**/30**

Case Study Part II: Intervention Implementation

Description of Selected Intervention* • Clear and replicable: step by step description of intervention • Based upon at least 1 reliable source for research based practices <u>***503 Requirement***</u>***: To earn full points, 503 students must base their interventions on multiple sources of research based practices.***	/3
Instructional Plan* • Create a measurable IEP goal based on student performance on Part I • Write and instructional objective for the intervention you chose • Describe the materials you will need to implement the lesson (this includes locating appropriate reading materials) • Describe how you will introduce the lesson (or series of lessons) • Describe your instruction (including modeling, guided practice, and independent practice • Identify any instructional adaptations	/10
Monitoring Student Progress* • Locating/develop a progress monitoring measure, • Determining how often you will assess the student, and	/3

• Determine how you will make educational decisions based on student progress	
Project Reflection • Write a personal reflection of your learning experiences while completing Part I AND Part II of this assignment. (Examples: What did you learn? What might you do differently or think about differently when working with future students?)	/3
Writing Style • Professionally written (using APA guidelines for writing style only, NOT the sections on manuscript preparation)	/1
TOTAL Assignment & Course Points	**/20**

5. Regular Attendance & Participation
Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. **Three or more absences will result in no credit for this course.** As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Participation as described above is evidence of professional behavior, and as such, points will be deducted for missed activities in the following manner:
    1 missed activity = 1 point deduction (1% total)
    2 missed activities = 4 point deduction (5% total)
    3 missed activities = 5 point deduction (10% total and/or F for the course)

*** EDSE 503 Students:*
In schools, master teachers are often expected to take on increasing professional responsibilities that require leadership ability such as: joint lesson planning with other professionals, serving or chairing pre-referral and special education eligibility committees, providing professional development or turn around training to other teachers, and even serving as team leader for instructional planning. Therefore, in addition to regular attendance & participation, graduate students enrolled in EDSE 503 are also required to demonstrate emerging leadership skills. These skills can be demonstrated through active leadership in group activities and presentations throughout the course. These assignments are marked with a double asterisk (**).

In addition to the point scale described above, 5 of 10 possible attendance & participation can be earned for demonstrated emerging leadership. (Students who miss 3 or more classes automatically lose any possible leadership points).

6. Final Exam
The final exam will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester.

GRADING

1. Self-paced Completion of Fox Text   10 points
2. Website Review   10 points
3. Teaching Observation   10 points
4. Final Project: Case Study   50 points
5. Participation, Quizzes and Activities During Class   10 points
6. Final Exam   10 points
TOTAL   **100 POINTS**

Student Self-Management for Calculating Course Grade	
Performance-Based Summative Evaluation	*Points Earned*
1. Self paced completion of Fox text	/10
2. Website Review	/10
3. Teaching Observation	/10
4. Final Project: Case Study Part I	/30
5. Final Project: Case Study Part II	/20
6. Participation, Quizzes and In-class Activities	/10
7. Final Exam	/10
Total Course Points Earned	**/100**

Students can calculate their points earned at any time in the semester in order to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties.

Grading Scale:
A = 90-100%
B = 80-89%
C = 70-79%
F = 69% and below

CLASS TOPICS & DUE DATES

Date	Class Topic	Reading Assignments & Due Dates
2/2	• Obtaining Background Knowledge • Informal Assessment o Activity: CWPM Scoring Procedures	Chapters 4 & 9

2/9	• Administering Informal Assessments
	    o Activity: IRI Scoring Steps & Practice
	    o Activity: Preparing Testing Materials
		Chapters 5 (pp. 106-113), 7 (135-147), & 8 (pp. 172-186)
		
		DUE: ORF scores

2/16	• Scoring Informal Reading Assessments
	    o Fluency
	        ▪ Decoding (phonics & multi-syllable words) & Sight Words
	        ▪ Phonemic Awareness, Alphabetic Principals, & Concepts About Print
	    o Comprehension (explicit & implicit)
		Chapters 10 (pp. 249-253) & 11 (pp. 291-301 & 314-323)
		
		DUE: IRI assessment binder

	▪ Vocabulary
	 • Miscue Analysis & Interpretation
	     o Activity: Group Practice
	 • Writing Educational Reports
	     o Case Study Part I Overview	

2/23	• Assessment in Spelling • Supplemental Assessments & Early Literacy	Chapters 6, 12 (pp. 376-381), & TBA

3/2	• More Supplemental Assessments
	     o Activity: Pre-referral Conferences
	 • Locating Professional Resources
	     o Website Review Overview
		TBA
		
		 DUE: Case Study Part I *<u>draft</u>* (student info, IRI, & spelling results)

3/9	**NO CLASS:** Spring Break	
3/16	• More Supplemental Assessments o Activity: Pre-referral Conferences • Making Educational Recommendations (IEP goals, instruction, and accommodations)	Reading First, & Reading Next **DUE:** Case Study Part I *<u>draft</u>* **DUE:** Fox Self-Study Parts I, II, & III
3/23	• **ONLINE CLASS**: Website Review	
3/30	• Website Review **PRESENTATIONS** • Data Based Instruction o Case Study Part II Overview (+ observation)	**DUE:** Case Study Part I
4/6	• Early Literacy • Introduction to Systematic, Explicit Reading Instruction	Chapters 5, 6, & TBA
4/13	• Instructional Methods (phonemic awareness, decoding, fluency, vocabulary, comprehension, motivation) o Activity: Observation Share • Technology for Reading Instruction and Accommodation	Chapters 7 (pp. 147-171), 8 (pp.186-212), 10 (pp. 254-290), & 11 (301-314 & 323-340)

4/20	• **ONLINE CLASS:** More Instructional Methods (phonemic awareness, decoding, fluency, vocabulary, comprehension, motivation)
	     o IRIS Modules
	     o Peer Review Activity
		DUE: Case Study Part II *<u>draft</u>*

4/27	• Final Paper **PRESENTATIONS** • Final Exam Review • Course Evaluations	**DUE:** Case Study (*<u>**both**</u>* Parts I & II) **DUE:** Fox Self-Study Parts IV, V, VI, & VII
5/4	**NO CLASS:** Reading Day	
5/11	**Final Exam**	

NOTE: This syllabus may change according to class needs.