George Mason University
College of Education and Human Development

EDRD 632 001   LITERACY ASSESSMENTS AND INTERVENTIONS FOR GROUPS (3 CR.)

Advanced Studies in Teaching & Learning—Master of Education Program
Spring 2013,
Tuesday's 4:30-7:10
Fairfax: West 1007

INSTRUCTOR: Dr. Thana Vance
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DESCRIPTION

Provides literacy assessments and interventions for groups of learners. Includes exploration of assessment tools for classrooms and large populations. Class members conduct related practice in their own classrooms or specified field settings.

PREREQUISITE(S): EDRD 630 and 631; admission to literacy emphasis, or permission of the program coordinator.

RATIONALE

As a required portion (course III) of the literacy specialization in the Advanced Studies in Teaching and Learning (ASTL) program, this course addresses required Virginia Department of Education and International Reading Association competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy for teachers seeking master's degrees.

NATURE OF COURSE DELIVERY

This course uses a seminar format based on discussion of class topics and readings as well as related experiences and assignments from the classroom-based practicum. Students are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Activities will include small group discussions, presentations, whole class sharing, and reflection.

REQUIRED MATERIALS

Required

Fountas, I. & Pinnell, G.S. (2008). *When Readers Struggle: Teaching that Works. Heinemann*

Lesaux, N.K. & Marietta, S.H. (2012). *Making assessment matter: Using test results to differentiate reading instruction.* New York, NY: Guilford Press.

Recommended

Morrow, L.M. & Gambrell, L. B. (2011). 4th edition *Best practices in literacy instruction.* New York, NY: Guilford Press.

Sadder, M. & Nidus. G. (2009). The literacy coach's game plan. Newark, DE: IRA.

BLACKBOARD
http://mymason.gmu.edu/ using your GMU email user name and password.

Problems with blackboard should be directed to ITU Support. They can be reached by phone at 703-993-8870 or email at support@gmu.edu .

Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles

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Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.   For additional information, please visit http://gse.gmu.edu

GMU Policies and Resources for students
a.   Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].
   b.   Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
c.   Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check It regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
d.   The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
e.   Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
f.   Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
g.   The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
   Professional Dispositions Students are expected to exhibit professional behaviors and dispositions at all times.
   Core Values Commitment The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/
   For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

COURSE OUTCOMES

ASTL/Literacy Program Outcomes [International Reading Association (IRA) Standards]

International Reading Association (IRA) 2010 Standards
2.1   Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2   Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading – writing connections.
3.1   Candidates understand types of assessments and their purposes, strengths, and limitations.
3.2   Candidates select, develop, administer, and interpret assessments both traditional print and electronic, for specific purposes.
3.3   Candidates use assessment information to plan and evaluate instruction.
3.4   Candidates communicate assessment results and implications to a variety of audiences.
5.4   Candidates use a variety of classroom configurations (i.e. whole class, small group, and individual) to differentiate instruction.

Virginia State Department of Education Outcomes:
Candidates will demonstrate expertise in:
- the use of formal and informal of informal screening in the assessment of language, concepts of print, phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading levels, comprehension
- the ability to use data to tailor instruction for acceleration, intervention, remediation and flexible level groupings.
- strategies to increase vocabulary, reading comprehension, specifically in the ability to teach strategies to teach literal, interpretative, critical and evaluative comprehension.
- in teaching the writing process (planning, drafting, revising, editing and sharing).
- measurement and evaluation (validity, reliability, normative comparisons; grade, age, and normal curve equivalents, percentile ranks and standard scores)

NCATE/IRA STANDARDS AND PERFORMANCE-BASED ASSESSMENTS
Throughout the literacy masters programs, students are required to satisfactorily complete one or more performance-based assessments (PBAs) in each course and are required to submit these to an electronic system entitled "TaskStream." Satisfactory completion of every PBA as well as posting to TaskStream is required before moving to the next course. The TaskStream assessment system can be found at https://www.taskstream.com/pub/. Students are REQUIRED to submit the designated PBA to each course instructor so that the assignment can be evaluated when the assignment is due. Only assignments/PBAs posted to TaskStream will be assessed. ***No final grades for courses will be posted until ALL required PBAs are posted to TaskStream.***

CLASS REQUIREMENTS

1. Class attendance is extremely important due to the interactive nature of the course. If, due to an emergency, you will not be in class, you must contact the instructor and leave a message. Two or more absences will result in a lowered grade because essential class work will be missed.

2. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy assessments and interventions, it is imperative that students keep up with the readings and participate in class.

3. The university requires that all pagers and cell phones be turned off before class begins.

4. It is expected that assignments will be turned in <u>on time</u> (the beginning of the class in which they are due). However, it is recognized that graduate students may occasionally have serious circumstances arise that prevent the completion of work by the assigned due date. If such a dilemma arises, please speak to the instructor in a <u>timely fashion</u>. If you do not let the instructor know in a timely fashion, points will be deducted for each day the assignment is late. Make sure you back up all your work.

EXPECTATIONS FOR WRITTEN ASSIGNMENTS

All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Fifth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors, have another person proofread your work. The organization of your papers (e.g., headings organization, references, citations etc.) should follow APA style. When in doubt, check the APA manual: : http://www.apastyle.org/pubmanual.html Portions of the APA manual also appear at the Style Manuals link on the GMU library web guide at http://library.gmu.edu/resources/edu/.

Besides the <u>specific criteria</u> described in the assignments that follow, I will be grading your papers on four general criteria:

1. Clarity: Presentation of ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)

2. Organization and writing style: Develop points coherently, definitively, and thoroughly.

3. Refer to appropriate authorities, studies, and examples to document where appropriate. Support your ideas with the concepts learned and developed in class and from your readings. Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.

4. Use correct capitalization, punctuation, spelling, and grammar.

ASSIGNMENTS

Assignment	Due Date	Points
Project A : State and School Wide Focus		40
• Data Gathering	9/3	10
• Summary Handout / Power Point *	9/24	15
• Reflection and Analysis *	10/15	15
* Project B: (Taskstream)		60
• Spreadsheet with Notes	10/22	10
• Analyzing Assessments Handout *	11/2	10
• Coaching / Lesson Plans *	11/19	20
• Video	12/4	10
• Final Reflection *	12/4	10
Total		100

Grading Scale	
A	93 – 100
A-	90 – 92
B+	85 – 89
B	80 – 84
C	75 – 79

*The above performance-based assessments are designed to provide evidence that program candidates meet **required program completion standards.** Successful completion of these performance-based assessments **and** a grade of B or better in the course are required to move to the next course in the ASTL/Literacy course sequence. **If you are concerned that you may be having difficulty meeting these standards, please speak to your course instructor and your advisor. Also, note that you will be responsible for uploading these assignments to Taskstream (CEHD assessment system). Your final grade will be given only after your assignments are uploaded to Taskstream.**

ASSIGNMENTS

Term Project, Part A: State and School-Wide Focus.

1. **Data Gathering**: You will download reading and writing assessment data *for your school* from your state website (Virginia, D.C. or Maryland) (School Report Card). **In class**, as an individual, with a partner, and with your teacher colleagues, discuss the measurements used, AYP and AMO criteria, and groups "at risk." Also discuss your state's testing framework.

2. **Summarize**: Prepare a **handout** or 15 minute **PowerPoint** for colleagues at your school that summarizes the information learned in #1. Then meet with a small group of school colleagues (such as your school team), share this handout/PowerPoint, and lead a discussion about the meaning/potential importance of the information as well as "next steps" (how to apply this information to instruction). Lead your colleagues in analyzing portions of the test data to discover implications for their own teaching.

3. **Reflection and Analysis**: Write a **4-5 page reflection/analysis**
    - describe the quantitative and qualitative data you obtained from the School Report Card
    - report what you learned about the role of the reading specialist/literacy coach from sharing this information with your school and class colleagues.
    - Address how your state's testing program is consistent or inconsistent with the IRA *Position Statement on High Stakes Assessment in Reading* as well as at least two other sources related to appropriate/inappropriate uses of assessments.
    - discuss, in your view, what should be modified and/or what should remain the same in your state's assessment system?
    - (Include your handout/PowerPoint as an appendix to the paper).

PART B: Class Focus

In this assignment, you will have the opportunity both to serve as a classmate's literacy coach and to be coached yourself. You will have 3 specific coaching opportunities (*data coaching, collaborative coaching, and reflective coaching*). Complete the following steps together, with partners taking turns assuming the roles of the literacy coach and teacher.

1. **Gathering Data**: First, create a _spreadsheet_ showing the most recent *reading and writing* scores for all students in your class on at least three assessments. Include formal (e.g., Virginia SOL, DRA, PALS) and informal (e.g., Running Record), if available.

2. **Analyzing Assessments:** With a _small group in your class_, locate and read publishers' information on technical aspects of all of the assessments identified by group members, including reliability/validity. _Prepare a handout_ on this information (one page per assessment) and share with your classmates (within your class, the goal is to analyze as many assessments as possible).   Include a description of the purpose of the assessment (screening, progress monitoring, measuring outcomes).

3. **Instructional Needs (Data Coaching):** Compare your student assessment results with other existing data sources, such as homework and class assignment performance, to analyze individual student performance. Add relevant notes to your spreadsheet. Then _make notes on the spreadsheet related to each student's instructional needs in reading and writing_. Share and discuss with your partner using a coaching protocol.

4. **Coaching and Lesson Planning (Collaborative Coaching):** Then, acting as your partner's literacy coach, lead your partner to use the data to make instructional decisions, including flexible grouping arrangements for a specific unit or series of lessons he or she plans to teach in the future. _Coach your partner_ in _creating two specific lesson plans_ for his/her class in which students will be reading and/or writing. Within these plans, specify how students will be grouped for instruction, using (across the two plans) at least two formats (e.g., small group, large group, individual). Also be sure to specify how you will assess student learning during each lesson. You must use the lesson plan provided in class.

5. **Implementation**: Implement your lessons.

   - _Make a video_ of at least 15 minutes of one lesson and share it with your coaching partner. Between the lessons, make adjustments as needed to improve outcomes for all students, with special attention to struggling readers.
   - _Reflective Coaching :_ Talk with your coaching partner and discuss each other's results, providing support as needed. You will have a reflection coaching conversation in class with your partner as part of the process.
   - Also _write a 2-3 page reflection_ on what you learned about grouping and what you helped your partner learn. Be specific about the suggestions you made to each other and whether these were implemented. Also clearly indicate how you and your partner helped each other create grouping plans linked to the assessment information.

6. **Submit**: the final spreadsheet (1, 3), the handout you created (2), one lesson plan (4), and your final reflection (5) to Taskstream.

EDRD 632 Class Schedule

Date	Topic	Readings and Assignments Due
8/27 Class 1	Overview of Literacy Assessment Student Data Syllabus and Assignments	*Lesaux and Marietta: chapters 1 and 2* **Assessment Inventory on page 29 of Lesaux and Marietta* **Chappuis and Chappuis. (207). The best value in formative assessment*
9/3 Class 2	Literacy Success Overview of the Reading Process	*Literacy Intervention and Instruction:* *Literacy Success - Fountas and Pinnell: chapter 1* *The Reading Process and Effective Readers - Fountas & Pinnell chapter 2* *When Readers Go off Track –Fountas and Pinnell chapter 3* **Project A Discussion of State Data** **Bring Downloaded Information**
9/10 Class 3	Analyzing Assessments	*Fountas and Pinnell: Chapter 4 (Analyzing Reading Behaviors)* *Fountas and Pinnell: Chapter 5 (Change Over Time)* *Assessment* *Lesaux and Marietta: chapter 3* **Assessment Inventory on page 45*
9/17 Class 4	Reading Assessment and Best Practices for - emergent literacy, - phonemic awareness,	*Fountas and Pinnell: Chapter 9 – Phonological Base for Learning How to Read and Write* *Fountas and Pinnell; Chapter 10 – Learning About Print*
9/24 Class 5	Informal and standardized assessments	*Lesaux and Marietta: Chapters 7 and 8* **Project A Handout or PP Due** **In Class Group Discussion and Share**
10/1 Class 6	Assessment and Best Practices of Comprehension	**Amasi, J. (2011). Best Practices in Comprehension Instruction (in Morrow 4th Edition)* *Fountas and Pinnell: Chapter 17 Assessment* *Fountas and Pinnell: chapters 14, 15*
10/8 Class 7	Coaching Schoolwide Data	**Spadder – pgs 46 -92 (Coaching teachers through a data discussion)* **Coaching exercise** **Spreadsheet assignment discussion**
10/15 Class 8	Comprehension Continued Reading Fluency	*Fountas and Pinnell: chapter 6 & 7* *Fluency Intervention: Fountas and Pinnell Chapter 16* **Project A Reflection Paper Due** **Project B: In groups begin to review and analyze different assessments (#2)**
10/22 Class 9	Writing Assessment and Best Practices	*Assessment* **Romeo: Informal Writing Assessment (handed out in class)* *Fountas and Pinnell: chapter 13* **Bromley, K (2011). Best Practices in Teaching Writing (in Morrow 4th Edition)* **Project B Spreadsheet (#1 & #3) Due**

10/29 Class 10	Collaborative Coaching Conversations practice Data Discussion	*Knight, J. (2011) What Good Coaches Do* ***In Class*** ***Begin lesson plans and collaborative coaching based on spreadsheets (#4)***
11/5 Class 11	Motivation Literacy and Technology Best Practice with Adolescents	*Fountas and Pinnell: Chapter 20* *McKenna, M. C. , Labbo, L., Conradi, K., & Baxter, J. (2011). Effective uses of technology in literacy instruction. (from Morrow 4th Ed)* *Ogle, D. &Lang, L. Lang (2011). Best Practices in Adolescent Literacy (from Morrow 4th Ed)*
11/12 Class 12	Vocabulary Spelling	*Word Recognition Intervention: Fountas and Pinnell: - 11, 12* *Fountas and Pinnell: Chapter 8* ***Project B Analyzing Assessments (#2) Project Due***
11/19 Class 13	English Language Learners SPED	*Fountas and Pinnell: chapter 18* *Lesaux and Marietta: chapter 5* *Carlo, M.S. & Bengochea, A. (2011). Best Practices in Literacy Instruction for English Language Learners (from Morrow 4th edition)* ***Project B Lesson Plans (#4) Due***
11/26	Integrated reading instruction Parents and Home Connection	*Fountas and Pinnell: chapter 21* *Paratore and Edwards. (2011). Parent-Teacher Partnerships That Make a Difference in Children's Literacy Achievement.(from Morrow 4th Edition)*
12/4 Class 14	Reflective Coaching • Discussion of articles, • viewing of tapes and /videos, • practicing reflective coaching conversations	*Stover,K. Kissel, V. Haag, K. & Shoniker, R. (2011). Differentiated coaching: Fostering reflection with teachers* *Walker-Dalhouse,D., Risko,V.J. (2010). Helping diverse struggling readers through reflective teaching and coaching.* *Peterson,D.S., Taylor,B.M., Burnham,B., Schock, R. (2009). Reflective coaching conversation: A missing piece.* ***Reflective Coaching Practice*** ***Project B Video and Reflection (#5) Due***

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Part A Rubric

IRA Standard/ Element	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
3.2b Collaborate with and provide support to teachers in the analysis of data, using the assessment results of all students.	The paper provides very strong evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	The paper provides strong evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	The paper provides some evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	The paper provides little or no evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	
3.1a Demonstrates an understanding of the literature and research related to assessments and their uses and misuses.	The paper provides an excellent synthesis of literature related to assessment and the appropriate uses and misuses of assessments	The paper provides a good synthesis of the literature related to assessment and the appropriate uses and misuses of assessments	The paper provides a partial synthesis of the literature related to assessment and the appropriate uses and misuses of assessments	The paper provides a weak or non-existent synthesis of the literature related to assessment and the appropriate uses and misuses assessments	
3.4 a Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability	In the paper and handout or PowerPoint, there is strong evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	In the paper and handout/Power Point, there is moderate evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	In the paper and handout/Power Point, there is limited evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	In the paper and handout/PowerPoint, there is little to no evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	
3.1d Explain district and state assessment frameworks, proficiency standards, and student benchmarks.	In the paper and handout/Power Point, the candidate very effectively explains assessment frameworks, standards, and benchmarks	In the paper and handout/Power Point, the candidate effectively explains assessment frameworks, standards, and benchmarks	In the paper and handout/Power Point, the candidate partially explains assessment frameworks, standards, and benchmarks	In the paper and handout/ PowerPoint, the candidate ineffectively or does not explain assessment frameworks, standards, and benchmarks	

Part B Rubric

IRA Standard/ Element	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	**2.1b** Candidate develops very strong lessons based on foundational knowledge to meet the needs of learners.	**2.1b** Candidate develops strong lessons based on foundational knowledge to meet the needs of learners.	**2.1b** Candidate develops lessons that show a developing understanding of foundational knowledge to meet the needs of learners.	**2.1b** Candidate develops very weak or no lessons based on foundational knowledge to meet the needs of learners.	
2.2 c Support classroom teachers to implement instructional approaches for all learners.	Candidate provides very strong support to partner in developing, implementing, and analyzing lessons for all learners.	Candidate provides strong support to partner in developing, implementing, and analyzing lessons for all learners.	Candidate provides moderate support to partner in developing, implementing, and analyzing lessons for all learners.	Candidate provides limited or no support to partner in developing, implementing, and analyzing lessons for all learners.	
3.1b Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a strong understanding through preparation of the assessment handout.	Candidate demonstrates a basic understanding through preparation of the assessment handout.	Candidate does not demonstrate understanding.	
3.1c Recognize the basic technical adequacy of assessments	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	
3.2a Interpret appropriate assessments for students, especially those who struggle with reading and writing.	Candidate prepares a very detailed and thoughtful spreadsheet showing assessment results and students' needs.	Candidate prepares a detailed and thoughtful spreadsheet showing assessment results and students' needs.	Candidate prepares a somewhat detailed and thoughtful spreadsheet showing assessment results and students' needs.	Candidate does not prepare a spreadsheet or it is not detailed/ thoughtful.	
3.3a Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention	Lesson plans are very clearly connected to assessment data for individual readers	Lesson plans are clearly connected to assessment data for individual readers	Lesson plans are somewhat connected to assessment data for individual readers.	Lesson plans are not connected to assessment data for individual readers.	
3.3c. Lead teachers in analyzing and using classroom, individual, grade-	Final reflection clearly indicates ways in which the candidate led	Final reflection somewhat clearly indicates ways in which the candidate	Final reflection provides only general statements about ways in which	Final reflection does not indicate ways in which the candidate led another teacher	

level, or school wide assessment data to make instructional decisions.	another teacher to use data in making instructional decisions	led another teacher to use data in making instructional decisions	the candidate led another teacher to use data in making instructional decisions	to use data in making instructional decisions	
5.4 a & b Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. Support teachers in doing the same for all students.	Lesson plans, lesson, and reflection show very strong evidence of grouping to meet the needs of all learners and supporting another teacher.	Lesson plans, lesson, and reflection show strong evidence of grouping to meet the needs of all learners and supporting another teacher.	Lesson plans, lesson, and reflection show moderate evidence of grouping to meet the needs of all learners and supporting another teacher.	Lesson plans, lesson, and reflection are not completed and/or do not show evidence of grouping to meet the needs of all learners and supporting another teacher.	