



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2014

EDSE 503 001: Language Development and Reading

CRN: 10600, 3 - Credits

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| Instructor: Dr. Mary Baldrige | Meeting Dates: 01/21/14 - 05/14/14 |
| Phone: | Meeting Day(s): Monday |
| E-Mail: mbaldri1@gmu.edu | Meeting Time(s): 7:20 pm-10:00 pm |
| Office Hours: | Meeting Location: IN 326 |

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

In-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills; reading subskills including auditory discrimination and phonemic awareness, decoding and word reading; reading comprehension; and use of technological advances in the teaching of reading.

Prerequisite(s): None

Co-requisites: None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience MAY BE a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [<http://cehd.gmu.edu/endorse/ferf>] at the beginning of the semester (if not before) and complete the information requested **REGARDLESS** if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a placement online through the Clinical Practice Office

- Complete the online request form and indicate that you need a field placement. **IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .**

OPTION 2: Arrange for your own placement **AND** complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal **BEFORE** you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the **SCHOOL EMPLOYEE** to request permission from the principal **BEFORE** you begin your assignment. (The guest GMU student should **NOT** contact the principal directly). The school employee needs to send an email that indicates principal consent to the course instructor so it can be forwarded to the CEHD field experience office at fieldexp@gmu.edu.

c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)

→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.

d. I am a consortium student that does not attend GMU

→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. 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.

Learner Outcomes

Upon completion of this course, students will be able to

- Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
- Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
- Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
- Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
- Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
- Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Required Textbooks

George Mason University Programs in Special Education. (2008). *Language development & reading*. Boston, MA: Pearson. ***customized text -- available this link ONLY -- <http://store.pearsoned.com//georgemason> ISBN: 1256104574

Fox, B. J. (2010). *Phonics and structural analysis for the teacher of reading* (10th edition). Columbus, OH: Prentice Hall.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Required Resources

A version of the Jennings Informal Inventory (IRI) is at this web site: www.ablongman.com/jennings5e as Appendix C. You will need to use an IRI to complete your case study assignment.

Language Modules Website

During the semester, students will be asked to access two online language modules through <http://ttaonline.org> (further instructions will be posted on blackboard. The purpose of these modules is for students to gain a greater understanding of language development through online

narrated presentations that guide learners through key-concepts in language development. Students will be asked to turn in certificates of completion, as well as reflect on the content learned through each module.

Required 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. <http://courses.gmu.edu> 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.

Additional Readings

Hudson, R.F., High, L. Al Otaiba, S. (2007). Dyslexia and the brain: What does current research tell us? *The Reading Teacher*, 60(6), 506-515.

Lyon, G. R., Shaywitz, S., & Shaywitz, B. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14

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. www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf

Preventing Reading Difficulties in Young Children. December, 1998.
<http://www.nap.edu/books/030906418X/html/index.html>

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 6: Language and Standard 8: Assessment.

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. [See <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 Policies & Expectations

Attendance.

1. **Professional Behavior:** 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. 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.

2. Laptops, cell phones, PDAs and all other electronic devices should be **silenced** during class time. If you choose to use your personal laptop for note taking, I ask that you utilize it for that purpose only (**not** for surfing the web, checking email, etc.). There are desktop computers in room 326, Innovation Hall. Students are expected to use these computers for class assignments only.

Late Work.

Promptness: All assignments must be submitted *on or before* the assigned due date. **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.**

3. Written Products: All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th edition). All final products must be typed. Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Informal Reading Assessment & Educational Assessment Report Case Study* to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you **MUST** use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

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| A | 95-100% |
| A- | 90-94% |
| B+ | 87-89% |
| B | 80-86% |
| C+ | 77-79% |
| C | 70-76% |
| F | 69% and below |

Assignments

Performance-based Assessment (TaskStream submission required).

1. Reading Case Study: (25 total points)

The Reading Case Study requires selection of a student with a disability with whom you will implement a comprehensive sequence of tasks representing research based best practices in reading assessment and accurate interpretations to inform instruction. Graduate students who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a student to work with during the semester for this assignment.

Planning Guide

The duration of 'a meeting session' with your student may vary. If you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. With effective planning, preparation, and materials you should be able to complete the tasks for the field placement activities of this project in 4-5 sessions, lasting 20-30 minutes per session.

- 1 meeting: collect information about your student (meet w/ student and/or w/ teacher, parent, service provider, face-to-face or by phone, etc.) **NOTE:** A copy of the student's IEP is **NOT** required for this assignment. You may request information about the student's abilities and areas of need verbally from the teacher/parent/service provider; OR observe the IEP while in the presence of the adult contact. (See *Language Development and Reading*, chapter 6.)
- 2 - 3 meetings: Conduct the Informal Reading Inventory (IRI) - floor and ceiling.
- 1 - 2 meetings: Collect information using additional skills assessments you have selected

This project is a paper submission to Taskstream and should be submitted by 4:30 pm on the due date (5/12). This assignment is the NCATE assessment for the course.

Performance-based Common Assignments (No TaskStream submission required).

There are 2 common assignments required by students enrolled in EDSE 503.

Self-paced Completion of Fox Text (5 x 2 check points = 10 points)

The required text, *Phonics and Word Study for the Teacher of Reading: Programmed for Self-Instruction* (11th Ed.), is a self-paced independent workbook with exercises to be completed over the course of the semester.

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. Plan to turn in the Fox text at the beginning of the class session on the date for the mid-term. The instructor will review your text for credit. *Approximately half of the text* should be completed by this time in order to adequately be prepared for the final exam. The remaining part of the Fox text will be checked for completion at the end of the semester. A Fox Post Test Exam will be worth 10 points.

The other common assessment is the final exam for the course. This exam is an on-line exam that simulates the state reading exam required for GMU students seeking state licensure (Reading for Virginia Educators or RVE). The exam will include multiple-choice and application items and short essay questions that refer to the assigned readings, class lectures, and items related to the Fox (2013) *Phonics and Word Study for the Teacher of Reading*. The final exam will be given on the second to last meeting of the class (May 5th).

Other Assignments.

Research Project (15 points)

The research project is an opportunity for you to explore an area of research in special education and then share that new knowledge with the class. Each student should research a preapproved area in special education and present the findings in that area in relation to reading instruction. Search for current information (citations should be from the year 2000 and on). Read **at least three articles** from **academic peer reviewed journals** about your topic. Then, prepare a power point presentation that covers the research findings in your area of interest. Your power point should address the connection between your topic of interest and special education reading instruction or English for Speakers of Other Languages (ESOL) reading instruction. A list of journals is posted on Blackboard in Course Content.

Your Power Point presentation should include:

- A clearly defined topic area
- A description of the relation of the area of research to special education reading instruction
- a description of the research questions utilized in each study
- a description of the various methods used to conduct the research
- a description of the findings of each study
- A description of an idea for further research within this area that would be relevant to special education reading instruction
- A handout for the class (A brief summary of the implications of the findings in your area of research to reading instruction)
- A bibliography (APA format) with at least three references.

Learning Modules Reflection (5 points, due 2/17)

An understanding of the key terminology and concepts underlying language development is essential for an educator's foundation for teaching language and reading in the classroom. In support of this goal, students will complete two online language modules that can be accessed through <http://ttaconline.org>. The titles of the two modules are: "Oral Language Development, Language Foundations Part 1" and "Oral Language Development, Typical Development Part II." For successful completion of this assignment, a certificate of completion should be printed after each module is finished. Additionally, students are asked to write a 2 - 3 page reflective paper addressing the following components of both modules collectively:

1) Identify three new learning concepts that you encountered from the module presentations and explain why you think each is important for a language arts teacher.

- 2) Give at least two specific examples of how you might employ these concepts in teaching.
- 3) Identify any questions you have about language development after completing the modules.
- 4) Identify 2-3 specific areas in language development that you would like to explore in the future and explain why they are of interest to you.

Revised Grading Values

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| 1. Participation, Reading Quizzes, In-Class Activities | 25 points |
| 2. Language Modules Reflection | 5 points |
| 3. Research Presentation | 15 points |
| 4. Final Project: Case Study | 25 points |
| 5. Self-paced Completion of Fox Text | 10 points |
| 6. Fox Text Test | 10 points |
| 7. Final Exam | 10 points |
| TOTAL | 100 Points |

Schedule

CLASS TOPICS & DUE DATES

| Date | Class Topic & Reading Assignments | Reading Assignments Due |
|------|---|---|
| 1/27 | <ul style="list-style-type: none"> • Introduction and Icebreaker • Syllabus and Course Expectation • Field Placement Information • KWL Share • Video (Phonemic Awareness, Phonics) • "A Child Becomes a Reader" National Institute for Literacy | |
| 2/3 | <p>Historical Perspective (Reading, Language, and Literacy)</p> <ul style="list-style-type: none"> • Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading* • Reading, children, and poverty • Explanation and practice with terms | <p><i>Language and Reading</i>: Custom Edition Introduction (xxv - lxxii). "Put Reading First"</p> <p>Review: Reading for Virginia Educators (RVE) www.ets.org/praxis/prepare/materials/0306 Test at a Glance</p> |

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| 2/10 | <ul style="list-style-type: none"> • Language Development Rules, Forms, and Functions of Language (relevant vocabulary) • Language & Literacy in the School Years • Explicit Reading Instruction and Early Literacy | Register with Field Placement Office Chapter 1 Customized Text "An Introduction to Systematic, Explicit Reading Instruction" |
| 2/17 | <ul style="list-style-type: none"> • Systematic/Explicit Instruction • Phonemic Awareness Instruction* (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes) | Complete & turn in certificates from the Language Foundations Part I module and Typical Development, Part II module http://ttaconline.org Chapter 2 "Early Literacy" |
| 2/24 | Sequence for teaching beginning reading Beginning reading assessments Sentence reading Passage Reading | Chapter 3: "Beginning Reading/Early Decoding" |
| 3/3 | <ul style="list-style-type: none"> • Selecting/evaluating text for diverse learner • Text Readability (readability formulas) • Informal Reading Inventory (IRI) • Collecting Diagnostic Information | Review sections from Chapter 1 "An Introduction to Systematic, Explicit Reading Instruction" Review Chapter 6 to guide you with the case study project – <i>Obtaining Background Information</i> Blackboard discussion s: "Dyslexia and the Brain," Readability of selected texts. Chapter 6 background information assignment |

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| 3/17 | <ul style="list-style-type: none"> • Intro to Informal Reading Inventory (IRI) • Running Records, modeled, demonstrated, guided practice • Analyzing error patterns: Miscue Analysis* | Chapter 7, "Using an Informal Reading Inventory for Assessment" Chapter 8 "Informal Assessment: Progress Monitoring" |
| 3/24 | <ul style="list-style-type: none"> • Writing Instruction • Spelling Assessment (DSA) | Chapter 11, " Developmental Word Knowledge " Chapter 12, " Reading and Writing" |

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| 3/31 | <ul style="list-style-type: none"> Advanced Word Reading; Phonics Instruction (phoneme-grapheme correspondence; word analysis)* Fluency Instruction* (progress monitoring*) Case Studies: Fluency and Word Identification Level A Case 2 Level B Case 3 | Chapter 4, "Advanced Word Reading" Chapter 5, "Reading Fluency" |
| 4/7 | Research Presentations <ul style="list-style-type: none"> Fox text is checked for ½ way completion (finish through part 4 p. 141) | Conduct the IRI and DSA for your case study |
| 4/14 | No face to face meeting RTI Part 3 module - reading instruction; high quality instruction at tiers 1, 2, 3... Fluency and Word Identification Case Studies | RTI Part 3 module - reading instruction; high quality instruction at tiers 1, 2, 3... http://iris.peabody.vanderbilt.edu/module/rti03-reading/ Prepare answers to questions 2 and 6. Post on blackboard http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/07/ICS-006.pdf Case Studies: Fluency and Word Identification Level A Case 2: Read case study. Post Assignment Level B Case 3: Read case study. Post Assignment |
| 4/21 | Reading Comprehension Background knowledge Text structures Testing questions: inferences, reciprocal teaching, summarizing. | Chapter 10, "Comprehension" Case Study: Comprehension and Vocabulary Grades 3 -5 Level C Case 1 http://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/07/ICS-007.pdf |
| 4/28 | <ul style="list-style-type: none"> Vocabulary Instruction* (mnemonics*, semantic maps*, word meaning sorts) Comprehension Instruction* (graphic organizers*, questioning strategies*, self monitoring/metacognition*, direct/explicit comprehension instruction – think aloud*) | Chapter 9, "Vocabulary Instruction" Student Reading Case Studies Mini Lesson Presentations |
| 5/5 | Final Exam | |
| 5/12 | <ul style="list-style-type: none"> Course Evaluations Reading Case Study Mini Lesson finish and Follow-up Fox Text Turn in <ul style="list-style-type: none"> Fox Text Exam | Due: Case Study posted to Taskstream |

* In the case of inclement weather class cancellation, please log on to blackboard for that night's classwork.

Appendix

Reading Case Study Rubric

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| <p>Student Background</p> <ul style="list-style-type: none"> ▪ Collect demographic and background information <u>significant to reading, writing, and language development</u>. <ul style="list-style-type: none"> ▪ 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). | /3 |
| <p>Reading and Writing Development</p> <ul style="list-style-type: none"> ▪ Correctly administer and accurately score the results of the following assessments: <ul style="list-style-type: none"> ▪ an informal reading inventory (download from www.ablongman.com/jennings5e), ▪ a spelling assessment (DSA to be provided in class), ▪ <i>at least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). <ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ○ a reporting of the results for each assessment (a table is often helpful here), ○ an indication of whether this area of reading/writing is an area of concern; and ○ 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> | /10 |
| <p>Summary</p> <ul style="list-style-type: none"> • Statement of <i>overall</i> strengths and needs of student <ul style="list-style-type: none"> • This should be based upon student background information and findings from assessments (including relevant student behavior) | /1 |
| <p>Recommendations</p> <ul style="list-style-type: none"> ▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments <ul style="list-style-type: none"> ○ <u>Classroom recommendations</u> should be evidence-based and grade/age appropriate ○ 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) <ul style="list-style-type: none"> ▪ Classroom/testing accommodation recommendations should be based on | /2 |

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| <p>information obtained from your assessments and written only as a <u>recommendation for the child's IEP team</u> to consider</p> <ul style="list-style-type: none"> Make recommendations for reinforcement practice at home that <u>a parent</u> would realistically be able to implement. | /2 |
| <ul style="list-style-type: none"> 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) | /2 |
| Total | /25 |

| Research Project Rubric | | |
|---|---------------|-----------------|
| <i>Component</i> | <i>Points</i> | <i>Comments</i> |
| <ul style="list-style-type: none"> A clearly defined topic area | /1 | |
| <ul style="list-style-type: none"> A description of the relation of the area of research to special education reading instruction | /1 | |
| <p>Research Questions</p> <ul style="list-style-type: none"> a description of the research questions utilized in each study | /2 | |
| <p>Research Methods</p> <ul style="list-style-type: none"> a description of the various methods used to conduct the research | /2 | |
| <p>Research Findings</p> <ul style="list-style-type: none"> a description of the findings of each study | /2 | |
| <p>Discussion</p> <ul style="list-style-type: none"> A description of an idea for further research within this area that would be relevant to special education reading instruction | /2 | |
| <p>Class Handout</p> <p>A brief summary of the implications of the findings in your area of research to reading instruction.</p> | /2 | |
| <p>Presentation</p> <ul style="list-style-type: none"> Power Point is easy to read and understand from all areas of the classroom. Clear and accurate. No longer than 15 minutes | /2 | |

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|--|------------|--|
| Bibliography At least 3 references APA format | /1 | |
| TOTAL | /15 | |