



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

Summer 2017  
EDSE 503 B01: Language Development and Reading  
CRN: 40118, 3 – Credits

<b>Instructor:</b> Ms. Melissa Hughes	<b>Meeting Dates:</b> 6/5/2017 – 7/29/2017
<b>Phone:</b> 703-303-8562	<b>Meeting Day(s):</b> Monday, Wednesday
<b>E-Mail:</b> mhughesb@gmu.edu	<b>Meeting Time(s):</b> 7:20 pm - 10:00 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax, KH 17
<b>Office Location:</b> Finley, 201E	<b>Other Phone:</b> N/A

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

**Prerequisite(s)** None

**Co-requisite(s)** None

**Course Description**

Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required.

**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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

**Advising Tip**

Have you scheduled your RVE test? Students who need RVE for their program are encouraged to take it after completing the EDSE 503 course. Check your program plan or talk with your advisor to find out if you need RVE for your program.

## **Course Delivery Method**

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

## **Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. 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.
3. 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.
4. Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
5. 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.
6. 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.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

## **Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

## **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. 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 teacher candidates/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.

## **Required Textbooks**

Jennings, Caldwell & Lerner. (2013). *Reading Problems: Assessment & Teaching Strategies*, 7th edition, Pearson, ISBN 9780132837804

Berkeley & Barber. (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms*, 1st edition, Brookes Publishing, ISBN 9781598573060

Fox, B.J. (2010). *Phonics & Word Study for the Teacher of Reading*, Pearson, 11th edition, ISBN 9780132838092 (This is a workbook and will not be available in digital format. Student will need to purchase hard copy.)

## **Recommended Textbooks**

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

## **Required Resources**

National Reading Panel (2000). *Put reading first: The research building blocks for teaching children to read (3rd ed.)*. Washington, DC: National Institute of Child Health and Human Development. <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf> A version of the Jennings Informal Inventory (IRI) is at this web site: [www.ablongman.com/jennings5e](http://www.ablongman.com/jennings5e). You will need to use an IRI to complete your case study assignment.

## **Additional Readings**

Additional readings will be assigned by the professor and available on Blackboard as needed.

## **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **Tk20 Performance-Based Assessment Submission Requirement**

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected

to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Case Study. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

### **Assignments and/or Examinations**

#### **Performance-based Assessment (Tk20 submission required)**

*Informal Reading Assessment Administration and Educational Assessment Report (25 points)*

*\* Further information will be given in class.* This 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.

#### **College Wide Common Assessment (Tk20 submission required)**

N/A

#### **Performance-based Common Assignments (No Tk20 submission required.)**

The following are assignments required in all sections of EDSE 503.

- *Self-paced completion of Fox text: (10 points).* Completion of the self-directed, programmed learning "fill in the blank" written response activities in the phonics text ("Fox book"). □

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool that will familiarize you (if you were originally taught to read using a whole language approach) or re-familiarize you (if you were originally taught to read using a phonics approach) with many of the core phonics and structural analysis rules. While a portion of each class will be dedicated to phonics-based skills for emphasis and review, you will need to independently complete the Fox

(2013) self-instruction textbook outside of class. We will complete and score the pretest in class, and then you will work on the self-paced exercises in the text.

For a part to be considered complete, you will need to fill-in the blanks of all exercises in that part, as well as the review questions at the end of that part. To receive full credit, all sections must be completed by the dates indicated below.

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 for each specific part and you will receive the book back at the end of class.

\*Full credit is earned when evidence of completion of all assigned parts of the Fox sections is submitted on time. No partial credit is given.

<i>Timeline and Points Earned for Completion of the Phonics Self-Instruction Text</i>								
6/5: Pretest 1 point	6/7: Part I 1 point	6/12: Part II 1 point	6/14: Part III 1 point	6/19: Part IV 1 point	6/21: Part V and Part VI 2 points	6/26: Part VII 1 point	6/28: Part VIII 1 point	7/5: Posttest 1 point

- ***Completion of the Fox book post-test (5 points).***   
The multiple-choice Fox Quiz will cover the content of the Fox self-guided textbook. More information will be presented during the course and a review will be conducted prior to the quiz.
  
- ***Completion of the final exam (5 points).***  
The final exam will include multiple-choice and application items and short-essay question that cover assigned readings and class lectures and will be modeled after the Reading for Virginia Educators (RVE) test. Study guide and practice items can be found at:  
<http://www.ets.org/s/praxis/pdf/5306.pdf>
  - Failure to take the final exam by the end of the course will result in a deduction of 5 points from the final course grade.
  - If unforeseen circumstances prevent the professor or other GMU representatives from administering the exam on the last night of class, the allocation of points for course work will be adjusted proportionately.  See the syllabus section below, “Other Assignments / Additional Details”.

## **Other Assignments/Fieldwork Experience**

- *T/TAC Language Modules Reflection (10 points)*

You will complete two online language modules that can be accessed at <http://ttaonline.org>. The titles of the two modules are: *Oral Language Development, Language Foundations Part I, 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, you should write a 3-5 page reflective paper addressing the following components on both modules collectively:

1. Identify 3 new learning points that you gained from the module presentations and explain why you think it is important information for a teacher of language and reading.
  2. Give at least 2 specific examples of how you could see yourself using your learning from the module in your current or future professional practice.
  3. What were some questions or ideas that were raised about language for you as you were completing these modules?
  4. Identify 2-3 specific areas in language development that you would like to explore further in the future and why they are of interest to you.
- *Reading Response Wiki (10 points)*

A Wiki will be set up for each of you on Blackboard and you will be given a variety of prompts (questions, scenarios, etc.) to respond to as you complete the assigned readings for this course. You may find it helpful to preview the week's prompt as you prepare to read each week's assignments and then use them to guide your reading.

**There will be a total of 7 reading response opportunities during the semester. You must respond to a minimum of 5 of the 7 prompts; each response is worth up to 2 points. You may choose to complete more than 5 of the prompts for up to 2 bonus points per response.**

- ***Group Presentation (15 points)***

On the first night of class, we will form small groups and each group will be matched with an area of reading to focus on throughout the semester. The group will select 3 activities targeting their area of reading to present to the class. Your group will be responsible for delivering a 20-25 minute presentation to the class on an assigned night, which will coordinate with the topic of that evening's class. You will be given time to work on these presentations in class, but additional time outside of class may also be needed.

Your presentation should be active and engaging, while including:

1. A definition of the chosen area of reading from the National Reading Panel's 2000 report and all terminology surrounding this area.
2. Identification of skills underneath that particular area of reading and a description of the purpose of these skills to the overall successful reading process.
3. A description of two to three activities which can be used to target this area of reading, which can be used easily with students with reading difficulties. Each activity needs to encompass at least one evidence-based practice for that area of reading.
4. Active demonstration of at least two of the activities for your designated area of reading is required. Activities can take the form of innovative use of typical classroom materials, be centers based, or use technology through computer, iPad, or other technology device.
5. A handout for the class of the most vital information on this area of reading for your peers (If you take any information directly from a specific source, you must cite it in your handout. Also, it is expected that while you will pull information from multiple sources, you will personalize the handout and make it your own, not just complete it as a "cut and paste."). Note: This should NOT be a copy of your PowerPoint slides, if you choose to use PowerPoint for your presentation.
6. At least one type of visual support (PowerPoint, etc.) to illustrate the major points of your presentation.
7. A bibliography (APA format) with at least three references.

- ***Class Attendance & Participation (20 points)***

Each week you will have the opportunity to earn participation points based on your active participation throughout the class sessions as well as in-class activities that you will complete either individually or in a small group. You will be able to earn up to 2 points per class session (with the

exception of the first and last nights\*). If you attend and actively participate in all class sessions, you will earn two bonus points during the semester.

**\*NOTE:** Taking the final exam during the last class session is required and points are earned for the exam; therefore, points are not awarded for attendance at the last class.

Participation considers the student’s professional dispositions and level of engagement in class activities and includes but is not limited to:

- Arriving on time to class and staying for the duration
- Preparing in advance for the class by completing all assigned readings and tasks
- Contributing thoughtfully and fully to class activities and discussions without dominating the discourse
- Listening respectfully to the ideas of others
- Being a productive and cooperative participant in group work
- Being fully engaged throughout the class session (without any digital distractions or other off-task behaviors)

<u>Course Requirements</u>	<u>Points</u>
1. Informal Reading Assessment Administration & Report	25 points
2. Self-paced Completion of Fox Text	10 points
3. Fox Quiz	5 points
4. Final Exam	5 points
5. T/TAC Modules Reflection	10 points
6. Reading Response Wiki	10 points
7. Group Presentations	15 points
8. <u>Class Attendance &amp; Participation</u>	<u>20 points</u>
<b>TOTAL</b>	<b>100 points</b>

### **Course Policies and Expectations**

#### **Attendance/Participation**

Students are expected to attend all class sessions during the course. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Students are expected to arrive on time and stay for the duration of class time. Attendance, timeliness, and professionally relevant, respectful and active participation are expected.

If you are not able to attend, 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 including assignment discussions/clarifications/explanations and assignments given and due. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content, and procedures/assignments, etc. 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. **Two or more absences will result in the final grade dropping by 10 points.**

**\*NOTE:** Please display digital etiquette during class sessions. The use of electronic devices for note-taking is permitted, however any other activities, including using email, texting, recording, or web-browsing are prohibited and will impact participation points.

## **Participation**

You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. **Points missed due to absences during class activities will NOT be made up.**

Each week you will have the opportunity to earn participation points based on your active participation throughout the class sessions as well as in-class activities that you will complete either individually or in a small group. You will be able to earn up to 2 points per class session (with the exception of the first and last nights\*). If you attend and actively participate in all class sessions, you will earn two bonus points during the semester.

Participation considers the student's professional dispositions and level of engagement in class activities and includes but is not limited to:

- Arriving on time to class and staying for the duration
- Preparing in advance for the class by completing all assigned readings and tasks
- Contributing thoughtfully and fully to class activities and discussions without dominating the discourse
- Listening respectfully to the ideas of others
- Being a productive and cooperative participant in group work
- Being fully engaged throughout the class session (without any digital distractions or other off- task behaviors)

## **Late Work**

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. NO POINTS will be awarded towards any assignments that are submitted 7 or more days past the due date.**

## Grading Scale

90 – 100 points = A

86 – 89 points = B+

80–85points=B

70 – 79 points = C

< 70 points = F

Attendance, preparation, and professionally relevant, active participation that demonstrates proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better. □Note: Failure to take the final exam by the end of the course will result in a deduction of 8 points from the final course grade.

\*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <http://oai.gmu.edu/the-mason-honor-code/>).

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

## Class Schedule

\*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date	Class Topic & Reading Assignments	Due for this Class
6/5	<ul style="list-style-type: none"><li>● <b>Introductions and Icebreaker</b></li><li>● <b>Syllabus and Course Expectations</b></li><li>● <b>Field Placement</b></li><li>● <b>Group Formation and First Meeting</b></li><li>● <b>Fox Pre-test</b></li><li>● <b>A Historical Perspective</b><ul style="list-style-type: none"><li>○ Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading*</li></ul></li></ul>	<p>Read first half of <i>Put Reading First (Intro through Phonics)</i> <a href="https://lincs.ed.gov/publications/pdf/PRF_booklet.pdf">https://lincs.ed.gov/publications/pdf/PRF_booklet.pdf</a></p> <p>Respond to the field experience email by completing and submitting the required form. (We will do this in class.)</p>

Date	Class Topic & Reading Assignments	Due for this Class
6/7	<ul style="list-style-type: none"> <li>• <b>Fox Pretest Review</b></li> <li>• <b>Reading and the Brain</b></li> <li>• <b>Students who Struggle with Language and Reading</b></li> </ul>	<p><b>Read:</b> second half of <i>Put Reading First (Fluency to End)</i>  <a href="https://lincs.ed.gov/publications/pdf/PRF_booklet.pdf">https://lincs.ed.gov/publications/pdf/PRF_booklet.pdf</a></p> <p><b>Read:</b> Reading Problems (RP), Jennings Chapter 15  Berkeley Chapter 1</p>
6/12	<ul style="list-style-type: none"> <li>• <b>Gathering Background Information</b> <ul style="list-style-type: none"> <li>○ Forms &amp; Procedures for Obtaining Student Educational Histories</li> </ul> </li> <li>• <b>Systematic and Explicit Reading Instruction</b></li> <li>• <b>Curriculum Based Measurements</b></li> </ul>	<p><b>DUE: Fox Part I</b></p> <p><b>Read:</b> Reading Problems (RP), Jennings Chapter 3</p> <p><b>DUE: Fox Part II</b></p> <p><b>DUE:</b> Reading Response Wiki #1</p> <p><i>Pick one of the 5 areas of reading for group project. Come to next class ready to form groups.</i></p>

Date	Class Topic & Reading Assignments	Due for this Class
6/14	<ul style="list-style-type: none"> <li>• <b>Collecting Diagnostic Information</b> <ul style="list-style-type: none"> <li>○ Informal Reading Inventory (IRI)*</li> <li>○ Running Records; Miscue Analysis*</li> <li>○ Selecting/evaluating text for diverse learners; readability</li> </ul> </li> <li>• <b>Spelling Assessment (DSA)</b></li> </ul>	<p><b>DUE:</b> Bring to class your textbooks and printouts of the Jennings Informal Reading Inventory (JIRI) and the Developmental Spelling Assessment (DSA). Put the JIRI and DSA in (a) loose-leaf binder(s).</p> <p><b>Read:</b> RP Chapter 5 Administering an informal Reading Inventory. □</p> <p>Think about the selection of your case study student. This student with mild disabilities must be independently (not instructionally) reading connected text on level 1 (end of first grade) or above— NOT on a pre-primer or primer level. You must identify your reading case study student and prepare introductory information by 6/26/17.</p> <p><b>DUE: Fox Part III</b></p> <p><b>DUE:</b> Reading Response Wiki #2</p> <p>(You should be starting the Reading Case Study: student background – using Reading Problems (RP) text chapters 2 &amp; 3)</p>
6/19	<ul style="list-style-type: none"> <li>• <b>Language Development</b></li> <li>• <b>Language &amp; Literacy in the Preschool Years</b> <ul style="list-style-type: none"> <li>○ Emergent Reading</li> </ul> </li> </ul> <p><b>Phonemic Awareness Instruction</b> (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)*</p>	<p><b>Read:</b> RP Text Chapter 7: Early Literacy</p> <p><b>Read:</b> Additional readings will be posted to BB</p> <p><b>DUE: Fox Part IV</b></p>
6/21	<ul style="list-style-type: none"> <li>• <b>Advanced Word Reading Strategies</b> Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis)*</li> </ul> <p><b>Phonics Group Presentation</b></p>	<p><b>Read:</b> Jennings Chapter 8</p> <p><b>Read:</b> Readings on BB</p> <p><b>DUE: Fox Part V &amp; VI</b></p> <p><b>DUE:</b> Reading Response Wiki #3</p>

Date	Class Topic & Reading Assignments	Due for this Class
6/26	<ul style="list-style-type: none"> <li>● <b>Vocabulary Instruction*</b> <ul style="list-style-type: none"> <li>○ Mnemonics*</li> <li>○ Semantic maps*</li> <li>○ Word meaning sorts</li> </ul> </li> </ul> <p><b>Vocabulary Group Presentation</b></p>	<p><b>Read:</b> Jennings Chapter 10</p> <p><b>DUE:</b> Background section and Oral Language Development Section of Educational Assessment Report (by midnight)</p> <p><b>DUE: Fox Part VII</b></p> <p><b>DUE:</b> Reading Response Wiki #4</p>
6/28	<ul style="list-style-type: none"> <li>● <b>Comprehension Instruction*</b> <ul style="list-style-type: none"> <li>○ Graphic organizers*</li> <li>○ Questioning strategies*</li> <li>○ Self monitoring/metacognition*</li> <li>○ Direct/explicit comprehension instruction – think aloud*</li> </ul> </li> <li>● <b>Literacy &amp; Diversity</b> <ul style="list-style-type: none"> <li>○ First Language Interference in Speech and Writing for English Language Learners</li> </ul> </li> </ul> <p><b>Comprehension Group Presentation</b></p>	<p><b>Read:</b> Jennings Chapters 11 &amp; 12</p> <p><b>DUE:</b> Reading Response Wiki #5</p> <p><b>DUE: Fox Part VIII</b></p>
7/3	<b>NO CLASS: Fourth of July Holiday</b>	
7/5	<ul style="list-style-type: none"> <li>● <b>FOX POST TEST IN CLASS</b></li> <li>● <b>The Dimensions of Fluency</b> <ul style="list-style-type: none"> <li>○ Fluency Instruction* (progress monitoring*)</li> <li>○ Accuracy, speed, and prosody</li> </ul> </li> <li>● <b>How to access the T/TAC oral language modules</b></li> </ul> <p><b>Fluency Group Presentation</b></p>	<p><b>Read:</b> Jennings Chapter 9</p> <p><b>If you have IRI or DSA data from your student, bring it to class.</b></p>
7/10	<p><b>Online Class: T/TAC Modules. We will not meet in class. Be sure to have your certificate and write-up completed by 7/17/17.</b></p> <p><b>Complete the Assessment Information Section of the Informal Reading Assessment Post to BB by 7/12 at midnight</b></p> <p><b>Continue gathering data from student for Informal Reading Assessment</b></p>	<p><b>DUE: Reading Response Wiki #6</b></p> <p><b>DUE: Assessment Information Section of the Informal Reading Assessment</b></p>

Date	Class Topic & Reading Assignments	Due for this Class
7/12	<p><b>Online Class: Fluency Module. We will not meet in class.</b></p> <p><b>Complete the Fluency Module on BB and post to assignments section of BB.</b></p> <p><b>Continue gathering data from student for Informal Reading Assessment</b></p>	<p><b>DUE: Reading Response Wiki #7</b></p> <p><b>DUE: Fluency Module (Under Self-Check/ Reading Passages Grade 8)</b></p>
7/17	<ul style="list-style-type: none"> <li>• <b>Writing Instruction in the Inclusive Classroom</b> <ul style="list-style-type: none"> <li>○ Nature and Organization of English orthography</li> <li>○ Spelling Assessment</li> </ul> </li> <li>• Writing Instruction</li> <li>• <b>Effective Intervention Programs</b></li> </ul> <p><b>Writing and Spelling Group Presentation</b></p>	<p><b>Read:</b> Jennings Chapter 13, 14</p> <p><b>DUE: TTAC Modules – Upload to BB under Assignments</b></p>
7/18	<ul style="list-style-type: none"> <li>• Informal Reading Assessment Peer Review (Come to class with a completed draft of your Informal Reading Assessment for peer review)</li> <li>• Meetings with Instructor regarding Informal Reading Assessment</li> </ul>	<p><b>DUE: Informal Reading Assessment Report by Midnight</b></p>
7/24	<ul style="list-style-type: none"> <li>• Review for Final Exam</li> </ul>	
7/26	<p><b>Final Exam: Please be Prompt to Class</b></p>	

### 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: <http://cehd.gmu.edu/values/>

### GMU Policies and Resources for Students

#### Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

## **Campus Resources**

- Support for submission of assignments to Tk20 should be directed to [tk2ohelp@gmu.edu](mailto:tk2ohelp@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- The 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/>).
- The 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

## **Assessment Rubric(s)**

The rubric on the next page is applied to the Tk20 submission of the CAEP Informal Reading Assessment assignment for all sections of EDSE 503. Other assessment matrices for this class, including the professor's constructed assessment for determining points earned for the Informal Reading Assessment (reading case study) assignment, are posted on the course Bb site under the Assessments folder.

## Informal Reading Assessment Administration and Educational Assessment Report

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Student Background &amp; Oral Language Development:</p> <p><b>CEC/IGC Standard 1</b></p> <p>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Candidate produces a description of the target student's background that <u>fails</u> to show a clear understanding of:</p> <ul style="list-style-type: none"> <li>• the student's present level of performance relevant to literacy instruction, and/or</li> <li>• the potential impact of the target student's language proficiency on reading and writing development</li> </ul>	<p>Candidate produces a description of the target student's background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> <li>• the student's present level of performance relevant to literacy instruction, and</li> <li>• the potential impact of the target student's language proficiency on reading and writing development</li> </ul>	<p>Candidate produces a detailed description of the target student's background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> <li>• the student's present level of performance relevant to literacy instruction, and</li> <li>• the relationship between the target student's language proficiency and typical language development, and</li> <li>• the potential impact of the target student's language proficiency on reading and writing development</li> </ul>
<p>Reading &amp; Writing Development:</p> <p><b>CEC/IGC Standard 4</b></p> <p>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> <li>• Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling inventories to the extent that interpretation of the assessment results is impacted.</li> <li>• Candidate fails to identify an appropriate area of literacy development where additional assessment may be needed to further understand an area of weakness.</li> <li>• Candidate fails to use</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. Minor errors that do not change interpretation of the assessment results may be present.</li> <li>• Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories.</li> <li>• Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.</li> <li>• Candidate uses assessment information to identify applicable accommodations</li> </ul>



	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Recommendations may be grounded in opinion rather than assessment data.	may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area. <ul style="list-style-type: none"> <li>• Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula.</li> </ul>	needed for the target student to access and/or have positive learning results in general and special curricula. Candidate provides a clear rationale for these recommendations that is grounded in assessment data.
<p>Instructional Recommendations:</p> <p><b>CEC/IGC Standard 5</b></p> <p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Candidate makes recommendations for reading and/or writing instruction that are:</p> <ul style="list-style-type: none"> <li>• not connected to the assessment results, and/or</li> <li>• that are not evidence based for students with exceptionalities.</li> </ul>	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> <li>• are appropriate based on the assessment results for the target student, and</li> <li>• include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate.</li> </ul>	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> <li>• are appropriate based on the assessment results for the target student, and may also consider student interests, learning environments, and/or cultural and linguistic factors, and</li> <li>• include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate, and</li> <li>• makes a clear connection between the assessment results and the recommended practices.</li> </ul>