

George Mason University
College of Education and Human Development
Elementary Education

EDCI 555-A02 – Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I
3 credits, Summer 2017 (May 22—June 24, 2017)
Tuesdays & Thursdays, 10:30-3:35 West 1007

Faculty

Name: Dr. Susanna Eng
Office Hours: By appointment
Skype: susannaceng
Email Address: seng3@gmu.edu (response within 36 hours)

Prerequisites/Corequisites

Admission to Elementary Education licensure program

University Catalog Course Description

Provides research-based introduction to literacy teaching and learning for younger children. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

Course Overview

N/A

Course Delivery Method

This face-to-face course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. **This course also requires 15 hours of field experience.**

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Students will demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Students will reflect on their own literacy learning histories and connect these to current theories of reading instruction.
3. Students will observe and assess the reading development and needs of elementary learners.
4. Students will plan literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency and comprehension strategies and proficient reading.
5. Students will plan literacy lessons that promote creative and critical thinking.
6. Students will plan lessons that facilitate reading fluency, reading comprehension and

vocabulary development across content areas.

7. Students will plan lessons using strategies in literal, interpretive, critical, and evaluative comprehension.
8. Students will survey technological tools, print materials, and other resources for teaching reading.
9. Students will describe the literacy needs of diverse learners, including English Language Learners and students with other special needs, and they will adapt lesson plans to meet these needs.
10. Students will explore and explain the role of families, communities, and schools in children's literacy learning.
11. Students will understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate reading levels.
12. Students will demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.

Professional Standards

This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals.

This course builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

Upon completion of this course, students will have met the following professional standards:

Standards: INTASC

(<http://www.dpi.state.nc.us/pbl/pblintasc.html>)

INTASC	Assignments
1. Learner Development	Read Aloud Lesson; Guided Reading
2. Learning Differences	Field, Read Aloud Lesson; Guided Reading
3. Learning Environments	Field
4. Content Knowledge	Field; Children's Literature; Interactive Read Aloud; Guided Reading
5. Application of Content	Field; Interactive Read Aloud; Guided Reading; Children's Literature
6. Assessment	Field; Interactive Read Aloud; Guided Reading
7. Planning	Field; Interactive Read Aloud; Guided Reading; Children's Literature
8. Instructional Strategies	Field; Children's Literature; Guided Reading; Interactive Read Aloud

9. Professional Learning and Ethical Practice	Field
10. Leadership and Collaboration	Field; Guided Reading; Children's Literature

Standards: ISTE NETS (<http://cnets.iste.org/teachstand.html>)

ISTE NETS	Assignments
1. Learner Development	Field; Children's Literature
2. Learning Differences	Field; Children's Literature
3. Learning Environments	Field; Children's Literature
4. Content Knowledge	Field; Children's Literature

Standards: IRA (http://www.reading.org/resources/issues/reports/professional_standards.html)

IRA	Assignments
1. Foundational Knowledge	Field; Children's Literature; Read Aloud Lesson; Guided Reading
2. Instructional Strategies and Curriculum Materials	Field; Children's Literature; Read Aloud Lesson; Guided Reading
3. Assessment, Diagnosis, Evaluation	Field; Read Aloud Lesson; Guided Reading
4 Creating a Literate Environment	Field; Children's Literature; Read Aloud Lesson; Guided Reading

Standards: ACEI

(<http://acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf>)

ACEI	Assignments
2.1 Reading, Writing, Oral Language	Read Aloud Lesson; Guided Reading
3.1 Integrating and applying knowledge for instruction	Children's Literature; Read Aloud Lesson; Guided Reading
4.0 Assessment	Read Aloud Lesson; Guided Reading

Required Texts

Johnston, P.H. (2012). *Opening minds: Using language to change lives*. Portland, ME: Stenhouse Publishers.

Fountas, I.C. & Pinnell, G.S. (2017). *The Fountas & Pinnell literacy continuum, expanded edition: A tool for assessment, planning, and teaching, preK-8*. Portsmouth, NH: Heinemann. ISBN 978-0-325-06078-1

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Columbus, OH: Pearson.

**Additional selected readings will be posted on Blackboard.

Related Texts: (excellent resources)

Allington, R.L. (2011) *What really matters for struggling readers: Designing research-based*

- programs* (3rd ed.). New York, NY: Allyn & Bacon.
- Beck, I.L., McKeown, M.G., & Kucan, L. (2013) *Bringing words to life: Robust vocabulary instruction* (2nd ed.) . New York, NY: Guilford.
- Burkins, J. & Yaris, K. (2016). *Who's doing the work?* Portland, ME: Stenhouse.
- Clay, M. M. (1993). *An observation survey of early literacy achievement*. NH: Heinemann.
- Cunningham, P.M., & Allington, R.L. (2010). *Classrooms that work: They can all read and write* (5th ed.). Boston, MA: Pearson.
- Duffy, G. (2014). *Explaining reading: A resource for explicit teaching of the Common Core Standards* (3rd ed.). New York: Guilford.
- Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let's begin reading right* (6th edition). New York: Pearson.
- Fountas, I.C. & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children*. NH: Heinemann.
- Harvey, S., & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement* (2nd ed.). Portland, ME: Stenhouse.
- Morrow, L.M., & Gambrell, L.B. (2014). *Best practices in literacy instruction* (5th ed.). New York, NY: Guilford.

Course Performance Evaluation

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

- **Assignments and/or Examinations**

Children's Literature File (30 pts – 23%):

Submit via Blackboard

DUE: June 22nd

Students will begin a resource file of children's literature for **five texts**. This is to help you become familiar with children's literature to develop an eye for high quality texts and those that are interesting to children. This assignment requires you to analyze each text to determine the ways in which you can use the text purposefully to teach content, themes, and concepts, promote literacy learning, and consider the knowledge demands to support deep understanding for diverse populations of children.

Each file will include:

- Title, author, date of publication, genre
- A summary of the text with evaluative commentary that uses Shanahan's framework for close reading questions to analyze:

- What does the text say? (Key ideas & details; themes, concepts, & moral; what is explicitly stated & implied)
- How does the text work? (Craft & structure of the text, sentences, words)
- What does the text mean? (Integration of knowledge & meaning; alignment of pictures or graphics; larger concepts beyond the text, author's purpose/intent or unique perspective)
- How it can be used to teach 3 different areas of literacy learning (e.g. emergent literacy, phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension)
 - Identify examples in the text with page number references to provide evidence for your selected area of literacy learning
 - Explain why examples support the selected area of literacy learning
- What types of experiences and background knowledge might students have or need to engage with and deeply understand this book (e.g. urban/suburban/rural assumptions, cultural assumptions, gender assumptions, family structure assumptions, idiomatic language, dis/ability assumptions, etc.)
 - Identify at least one resource that may be used to support students who need to additional background knowledge to comprehend this text (e.g. another text, video clip, field trip, realia, etc.)

You will briefly share your learning from this assignment by **recommending 1 of the books you evaluated to your colleagues in class on June 22nd**. Additional information will be provided in class.

Evaluation

The checklist based on the aforementioned criteria is available on Blackboard.

Interactive/Strategic Read Aloud Lesson & Reflection–PBA (total 40 pts –31%)

Submit lesson draft with rehearsal video to Edthema

DUE: June 1st or 6th

Submit video with comments, final lesson plan, and written reflection to Edthema **DUE: June 9th**

Read Alouds are a staple of every elementary classroom and should occur daily. Conducting a strategic Read Aloud is an effective way for showing students how readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic Read Aloud in an elementary class, explicitly explaining to students a comprehension strategy and then modeling the strategy to students by thinking aloud as you read the book.

We will discuss how to select an appropriate text, how to think aloud, how to lead a purposeful discussion in class, and conduct an assessment based on the questions you ask in class. For both parts of this assignment, you will need to have access to a device that can record video (e.g. your cellphone, camera, tablet, etc.). ****Be sure to get permission to record students in your fieldwork classroom or ensure that faces are not recorded.****

Draft

You will decide what book you want to teach from based on who your students are and the comprehension strateg(ies) needed for additional practice in your fieldwork classroom. You will draft a lesson plan for either June 1st or 6th (depending on when you are scheduled to teach) and rehearse 10 minutes of your lesson with colleagues. The rehearsal will provide you an opportunity to reflect on your planning as well as gain feedback from your colleagues and the instructor. You will video record your Read Aloud rehearsal and upload it to Edthena. You will watch it once more at home to determine where you may want to revise your plan.

****Due to the time constraints and fieldwork sites, it is suggested that you work with a colleague in your classroom to either teach the same strategies or use the same Read Aloud book. This will also allow you to deepen your understanding of the students in your classroom through multiple opportunities for assessment.**

Final

You will conduct your Read Aloud, video record it, and upload your lesson plan and video to Edthena. After conducting the read aloud, you will reflect on your lesson in its entirety by recording technical, practical and critical reflections in Edthena and submitting a brief holistic reflection to summarize the experience.

Evaluation

Additional information on the lesson plan and reflection is available on Blackboard and will be discussed in class. The rubric is provided at the end of this syllabus and is available on Blackboard.

Guided Reading Lesson & Reflection (total 40 pts – 31%):

Submit lesson draft with rehearsal video to Edthena

DUE: June 13th or 15th

Submit video with comments, final lesson plan, and written reflection to Edthena **DUE: June 23rd**

Guided Reading lessons are regular opportunities to facilitate comprehension in slightly challenging leveled text for students. The goal of Guided Reading is to engage students in problem solving for meaning in text, about text, and beyond the text as they practice decoding, fluency, and comprehension strategies actively together. Students are placed in groups based on the results of benchmark assessments at determine their Instructional level. Rich collaborative discussion among students is a hallmark of these lessons. Traditionally, students will read and re-read a text over several days to deepen their understanding of the text and strengthen their use of skills and strategies. You are only required to plan and teach 1 Guided Readings lesson.

Draft

You will meet with your cooperating teacher to determine a group of students (ideally 3-4) that you will teach using a leveled text for Guided Reading. Although your cooperating teacher may inform you the current text reading level of your students and what skills and strategies to reinforce during Guided Reading, you be required to assess your students **PRIOR** to teaching in order specifically identify which areas of need are most appropriate to

teach.

You will conduct one-on-one observations, interest inventory, running records, fluency assessment, and/or Reading conferences with your students to determine what their needs are in decoding, fluency, and/or comprehension. You will have from June 6th to June 13th to conduct these assessments. You will then work with your cooperating teacher to identify an appropriate leveled text to address those needs.

You will draft a lesson plan for either June 13th or 15th (depending on when you are scheduled to teach) and rehearse 10 minutes of your lesson with colleagues. The rehearsal will provide you an opportunity to reflect on your planning as well as gain feedback from your colleagues and the instructor. You will video record your Read Aloud rehearsal and upload it to Edthena. You will watch it once more at home to determine where you may want to revise your plan.

**Due to the time constraints and fieldwork sites, it is suggested that you work with a colleague in your classroom to build on your assessment results and provide if possible a smooth and sequential experience for students in your classroom. This will also allow you to deepen your understanding of the students in your classroom through multiple opportunities for assessment.

Final

You will conduct your Guided Reading lesson, video record it, and upload your lesson plan and video to Edthena. After conducting the Guided Reading lesson, you will record your observations and reflections of your students learning based on the learning goals you designed for the lesson. You will then reflect on your lesson in its entirety by recording technical, practical and critical reflections in Edthena and submitting a brief holistic reflection to summarize the experience.

Evaluation

Additional information on the lesson plan and reflection is available on Blackboard and will be discussed in class. The checklist is available on Blackboard.

- **Other Requirements**

Participation (20 pts. – 15%)

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this it is expected that **you are on time and attend all scheduled classes outlined within the syllabus.**

Class participation is vitally important in a course such as this because certain concepts build over the course of the semester. Each class session we will have readings to discuss, ideas to unpack, and activities to do. Not participating will be reflected with a zero for the week and as an absence.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in

required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, you are expected to be **on time to class each week unless advance notice has been provided to the instructor**.

Unexpected absences due to illness and family emergencies do occur from time to time. Please let me know within 24 hours as to the general nature of your unexpected absence. Missed participation can be made up if discussed with the instructor. **If I have to email you to ask you why you were absent in class that is considered an unexcused absence.** **Students with two or more absences will not receive credit for the course.**

Laptop and tablet use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures and other assignments in class which require your full attention. Cell phones must be turned off/silenced during class periods. Cell phones may be used during break.

The professor reserves the right to modify or alter assignments, tasks, due dates, and other requirements during the duration of the course to maximize the learning experience

Weekly activities and discussion

Activities

In addition to the readings, you may be asked to watch a video, collect information, or explore other online resources prior to class. Guiding question(s) or tasks related to the readings and these resources will be posted to establish a purpose for reading. These guiding questions or activities will be directly related to discussion for the session. Activities may require you to respond to a specific question, create a representation of ideas from the reading (e.g. concept map, picture), or analyze a piece of text or student work based on your understandings of the readings and other resources.

The products of these activities support learning in class meetings. Additionally, classroom activities may include simulations, debates, book club meetings, examination of student work, and quickwrites.

Field work is required for this class. You will be assigned a classroom at a PDS site.

Discussion Guidelines

Different discussion structures will be organized to maximize participation and community building. This includes partners, small groups, and whole class discussion. You will be responsible for participating in discussion according to the expectations and norms decided upon on the first day of class. These expectations and norms will also apply for online discussion as dictated by our schedule.

Exit Slips

At the end of each class meeting, you will complete an Exit Slip that details your current thinking on the topics given our readings, activities, and discussion. The Exit Slip entry is to help you process your learning and to provide me insight into your developing understanding and perspectives.

Additionally, your entry will also help me to adjust instruction and/or provide direct support for our next session or ongoing assignments. **These entries will only be read by the instructor.** It is expected that your response is brief, but connected to your class participation, readings, and field experiences in relationship to your evolving/changing thinking on the relationships between theories, instructional strategies and practices, and your professional decision-making that pertain to literacy learning and teaching.

Evaluation

Participation will be evaluated based on readiness, contribution, and submission of Exit Slips.

- **Course Performance Evaluation Weighting**

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Percentage of Grade</i>	<i>Points</i>	<i>Due Date</i>
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Participation	15%	20	each session
1, 4, 8, 10, 11	Children’s Literature File	23%	30	6/22 @11:59PM
1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Interactive/Strategic Read Aloud Lesson & Reflection (PBA)	31%	8 32	Draft: 6/1 or 6/6 @10:30AM Final: 6/9 @ 11:59PM
1, 3, 4, 6, 7, 8, 9, 11, 12	Guided Reading Lesson & Reflection	31%	10 30	Draft: 6/13 or 6/15 @10:30AM Final: 6/23 @ 11:59PM
	TOTAL		130	

- **Grading**

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

Students must maintain a 3.0 average and a grade of B or higher for licensure and master’s degree. *All course assignments and field experience activities must be satisfactorily completed before the final grade is awarded.*

APA format:

All written papers are **expected to be double-spaced, with 1” margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected.** If you do not have a 6th Edition APA manual, please use the APA website (<http://www.apastyle.org/>) or the OWL at Purdue as a resource (<http://owl.english.purdue.edu/owl/resource/560/01/>).

***Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Late work policy:

It is expected that all class assignments will be submitted on time to the correct location: **late assignments will not receive full credit.** All assignments must be submitted via **Blackboard** on the due date stated within the syllabus (see below) prior to class. If extraordinary circumstances prevent you from submitting your work in a timely manner, **it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work.** It is up to the discretion of the instructor to approve the late/makeup work. Assignments turned in late without prior communication will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B).

Revise & Resubmit:

If a student submits an assignment that may indicate limited understanding or confusion about the content as indicated by scoring on the assignment rubric, the instructor may request for a student to revise and resubmit the assignment based on feedback. This is an opportunity for a student to clarify understanding of the content and demonstrate growth. In most cases, the original assignment and revision will be averaged for a new final grade. The instructor will communicate with the student to determine a reasonable timeframe within which to complete the revision.

Professional Dispositions

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

Blackboard Requirements

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester. **The Read-Aloud Lesson Plan and Reflection assignment described above serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to Tk20.**

Class Schedule

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

Session	Date	Topics	Readings & Assignments
1	5/23	<ul style="list-style-type: none"> • Course overview • Interactive model of reading • 5 Pillars and Balanced Literacy • Exploring children's literature • Oral language & classroom talk 	<p><u>Readings</u></p> <p>Johnston, Chap 1-3 Zarrillo, Chap 1 & 11 Nichols (2006), Chap 4 Responsive Classroom (2014) weblink</p> <p style="text-align: right;"><i><u>Activities & Assignments</u></i> 2-3:30pm Children's lit collection @ Fenwick Library 1014A with Anne Melville</p>
2	5/25	<ul style="list-style-type: none"> • Ehri's stages of reading & spelling development • Emergent Literacy <ul style="list-style-type: none"> ○ Alphabetic principle ○ Concepts of print ○ Phonemic & phonological awareness • Morning Message • Read Aloud • Comprehension <ul style="list-style-type: none"> ○ Discussions 	<p><u>Readings</u></p> <p>Zarrillo, Chap 3 & 4 Fountas & Pinnell: <ul style="list-style-type: none"> • Introduction • Interactive Read Aloud—p.12-19 & read one detailed grade section Wasik & Hindman (2011) Nichols (2006), Chap 5</p> <p style="text-align: right;"><i><u>Activities & Assignments</u></i> Practice administering the Emergent Literacy Survey in class</p>
3	5/30	<ul style="list-style-type: none"> • Phonics & word recognition • Cueing systems & running records • Read Aloud • Comprehension <ul style="list-style-type: none"> ○ Close Reading ○ Think aloud 	<p><u>Readings</u></p> <p>Zarrillo, Chap 5, 7 & 8 Fountas & Pinnell: <ul style="list-style-type: none"> • Phonics, Spelling—p. 358-363 & skim across at least 3 grades (ideally K-6) Santoro et al. (2008) Interactive Read Aloud Jigsaw: <ol style="list-style-type: none"> a) Grior et al. (2015) – English learners b) Heisey & Kucan (2010) - science <p style="text-align: right;"><i><u>Activities & Assignments</u></i> Bring Read Aloud book to class</p> </p>
4	6/1	<ul style="list-style-type: none"> • Comprehension <ul style="list-style-type: none"> ○ Cognitive & 	<p><u>Readings</u></p> <p>Johnston, Chap 4 & 5</p>

		<ul style="list-style-type: none"> metacognitive strategies <ul style="list-style-type: none"> ○ Narrative comprehension ○ Expository comprehension ● Text complexity & leveling ● Teaching diverse learners ● Motivation & engagement <ul style="list-style-type: none"> ○ Skill and will ○ Prior knowledge & interest 	<p>Fountas & Pinnell:</p> <ul style="list-style-type: none"> ● Guided Reading—p. 400-409 & skim 3 descriptions of “Readers at Level”: the level identified for the students you will work with and the level above and below it <p>Zarrillo, Chap 2, 10 & 15 Cambria & Guthrie (2010)</p> <p style="text-align: right;"><i>Activities & Assignments</i> <i>Read Aloud Draft & Rehearsals</i></p>
5	6/6	<ul style="list-style-type: none"> ● Assessment <ul style="list-style-type: none"> ○ Retelling ○ Observations ○ Reading conferences ● Guided Reading ● Vocabulary 	<p><u>Readings</u></p> <p>Fountas & Pinnell:</p> <ul style="list-style-type: none"> ● Writing about Reading—p. 163-167 & choose 2 grades to skim <p>Fountas & Pinnell (2001), Chap 28 Zarrillo, Chap 9 Blachowicz et al. (2013) Kucan (2012)</p> <p style="text-align: right;"><i>Activities & Assignments</i> <i>Read Aloud Draft & Rehearsals</i></p>
6	6/8	<ul style="list-style-type: none"> ● Assessment <ul style="list-style-type: none"> ○ IRIs ● Guided Reading ● Differentiating reading instruction 	<p><u>Readings</u></p> <p>Johnston, Chap 6 & 7 Fountas & Pinnell (2012) Avalos et al. (2007) Lipson et al. (2011) Boushey & Moser (2012)</p> <p style="text-align: right;"><i>Activities & Assignments</i> <i>Bring to class anecdotal notes from observations or reading conferences on Guided Reading students</i></p>
	6/9	<p><i>Activities & Assignments</i></p> <p>Read Aloud & Reflection (PBA) DUE 11:59PM</p>	
7	6/13	<ul style="list-style-type: none"> ● Fluency ● Shared Reading ● Creating a literate environment 	<p><u>Readings</u></p> <p>Zarrillo, Chap 6 Fountas & Pinnell:</p> <ul style="list-style-type: none"> ● Shared & Performance Reading—p.103-109 & skim 2 grades

			<p>Mannion (2013) Fisher et al. (2008) Stahl (2012)</p> <p><i>Activities & Assignments</i> <i>Guided Reading Draft & Rehearsals</i></p>
8	6/15	<ul style="list-style-type: none"> • Assessment <ul style="list-style-type: none"> ○ Digital portfolios • Reading Workshop • Minilessons/Focus lessons 	<p><u>Readings</u> Johnston, Chap 8 & 9 Fountas & Pinnell (2001), Chap 8 Frey & Fisher (2006), Chap 2 Au & Raphael (2010)</p> <p><i>Activities & Assignments</i> <i>Guided Reading Draft & Rehearsals</i></p>
9	6/20	<ul style="list-style-type: none"> • Independent Reading <ul style="list-style-type: none"> ○ Literature Circles ○ Book Club • Motivation & engagement <ul style="list-style-type: none"> ○ Choice, collaboration, authenticity 	<p><u>Readings</u> Zarrillo, Chap 12 & 13 Gambrell (2011) Kelley & Clausen-Grace (2009)</p>
10	6/22	<ul style="list-style-type: none"> • Genre & Author studies • Book Talks 	<p><u>Readings</u> Fountas & Pinnell:</p> <ul style="list-style-type: none"> • Oral & Visual Communication— p.326-329 & skim 2 grade levels <p><i>Activities & Assignments</i> <i>Recommend one of the books you examined by giving a Book Talk</i></p> <p>Guided Reading & Reflection DUE 6/22 11:59PM</p>
	6/23		<p><i>Activities & Assignments</i> Children's Literature File DUE 11:59PM</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/](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 tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- 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/>.

Memo:

To: all CEHD students seeking student teaching internships in spring 2018 and forward

From: Jeff Davis, Director of Educator Preparation, CEHD

Re: Internship application requirements

Date: May 1, 2017

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications.**

Student Clinical Practice: Internship Application Requirements

TESTING

Since 2015, internship applications must include **all official and passing** test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a **minimum** of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship



College of Education and Human Development
Accreditation and Program Improvement
4400 University Dr MS 6C13, Fairfax, VA 22030
Phone: (703) 993-5290
Fax: (703) 993-5701

application will not be accepted.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st.**

Required tests:

- 1 Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- 2 VCLA
- 3 RVE (specific programs only...see link below)
- 4 ACTFL (Foreign Language only...unofficial scores are acceptable *for this test only*)
- 5 Praxis II (content knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

ENDORSEMENTS

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of

your Endorsements accordingly.

CPR/AED/First Aid – NEW hands-on training required for licensure!

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that “hands-on” First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing “hands-on” training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at <http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html>. Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student’s disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

EDCI 555 Read Aloud Rubric

	1 Does Not Meet Standard	2 Approaches Standard	3 Meets Standard	4 Exceeds Standard
<p style="text-align: center;">Lesson Plan</p> <p>InTASC Standards: 1, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1</p>	Candidate does not turn in a lesson plan for their read aloud	Candidate writes a lesson plan that demonstrates understanding of a read aloud but it lacks accuracy, clarity, or specificity	Candidate writes a lesson plan that shows understanding of a read aloud and uses the lesson plan in their instruction	Candidate writes a lesson plan that demonstrates exceptional understanding of a read aloud
<p style="text-align: center;">Comprehension Strategy Instruction</p> <p>InTASC Standards: 1, 3, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1</p>	Candidate does not instruct students on a given comprehension strategy	Candidate attempts to explain to students a comprehension strategy but the explanation lacks accuracy, clarity, or specificity	Candidate explicitly explains to students what the identified comprehension strategy is	Candidate explicitly explains to students what the identified comprehension strategy is and explains why it is important
<p style="text-align: center;">Modeling Strategy</p> <p>InTASC Standards: 1, 3, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1</p>	Candidate does not use a think aloud to model the comprehension strategy	Candidate attempts to model the comprehension strategy using a think aloud but it lacks accuracy, clarity, or specificity	Candidate models the comprehension strategy using a think aloud during the lesson	Candidate models the comprehension strategy using a think aloud and checks for understanding
<p style="text-align: center;">Edthema Reflection</p> <p>InTASC Standards: 1, 5, 7, 8 ACEI Standards: 1.0, 2.1, 5.1</p>	Candidate does not attempt to make comments on their Edthema video	Candidate comments on their lesson but the comments lack thoughtful, informed reflection	Candidate comments on their lesson by making thoughtful, informed reflections	Candidate comments on their lesson by making thoughtful, informed reflections that exceptionally integrate knowledge from class

Rubric Score: ___/16 x 2 = FINAL SCORE ___/32