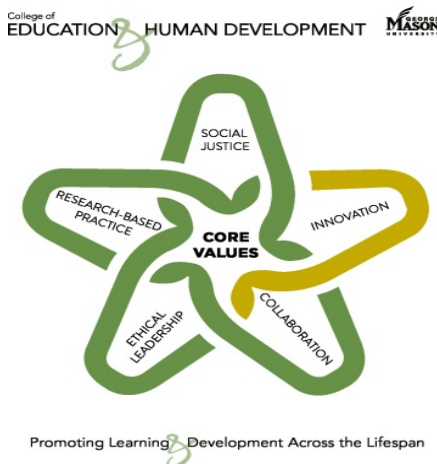


**George Mason University**  
**College of Education and Human Development**  
**Teaching Culturally & Linguistically Diverse and Exceptional Learners**



**EDUC 516 (CRN: 42350)**  
**Language Across the Elementary International School Curriculum**  
**3 Credits, Summer 2017**

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**Office:** 2506 Thompson Hall

**Meeting Dates:** June 26 – July 6

**Meeting Time:** 8:30 – 3:15

**Meeting Location:** TBD

**Prerequisites/Corequisites**

Admission to GSE, enrollment in the TCLDEL program.

Recommended Prerequisite: EDUC 511 and EDRD 515

**University Catalog Course Description**

Introduces current methods of teaching transdisciplinary lessons utilizing language arts best practices in an elementary setting (PK–6). Includes language and literacy development, second language acquisition, reading and writing, listening and speaking in the content areas, children’s literature, and using assessment to drive instruction. International focus considers needs of second

language learners in regular classroom settings. Requires 20 hours of PK-6 classroom fieldwork. May not be repeated for credit.

## **Course Overview**

This course explores language and literacy development, second language acquisition, reading and writing, listening and speaking in the content areas, children's literature, and using assessment to drive instruction as applicable to the elementary classroom.

## **Course Delivery Method**

This course is delivered through a variety of instructional strategies. Session formats will vary and will include lecture, interactive hands-on activities, large and small group discussions, student presentations, and cooperative learning groups.

## **Learner Outcomes or Objectives**

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

### ***Build Background Knowledge on Language, Learning, and Literacy by:***

1. Demonstrating an understanding of the structure of the English language.
2. Creating connections between their own literacy learning histories and current theories of literacy teaching and learning.
3. Exploring and explaining the role of families, communities, and schools in children's literacy learning.
4. Demonstrating an understanding of reading and writing as a cognitive, sociocultural, psychological, and linguistic process.

### ***Practiced Strategies for Designing Literacy Instruction by:***

5. Creating literacy lessons that demonstrate an understanding of the relationship between children's phonemic awareness, word recognition, fluency, and comprehension strategies and their reading, writing, and spelling development.
6. Demonstrating an understanding of how to facilitate elementary learners' oral language development through creative writing, storytelling, drama, and choral/oral reading.

### ***Practiced Techniques for Assessing Students' Literacy Strengths and Weaknesses by:***

7. Describing the unique learning needs of English Language Learners (ELLs) and explaining how they will adapt lessons to meet their learning needs.
8. Demonstrating a familiarity with observation and assessment techniques to be used when assessing the reading development and needs of individual and groups of elementary learners.

### ***Reflected on Approaches for Integrating Literacy Instruction across the Curriculum by:***

9. Demonstrating an understanding of aligning instruction with assessment.
10. Demonstrating an understanding of the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate reading levels.
11. Demonstrating an understanding of how to organize classroom instruction to facilitate the literacy development of all learners.

### **Professional Standards (INTASC / ISTE)**

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

EDUC 516 is a methods course in TCLDEL, a program that prepares elementary teachers for international schools. TCLDEL applies the goals of the regular GMU elementary education curriculum to an international context. EDUC 516 specifically addresses the program goals that develop skills in instructional planning, implementation, and assessment. Overall, the INTASC Standards [<http://www.dpi.state.ne.us/pbl/pblintasc.html>] will be addressed by the following course activities:

**Content Pedagogy:** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

- Literacy Lesson Plans
- Field Experience
- In class activities
- Literacy Strategies Presentation
- Using Literature to Teach Literacy
- Reading Responses

**Student Development:** *The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.*

- Literacy Reading Lesson Plans
- Field Experience
- In class activities
- Literacy Strategies Presentation
- Reading, Writing, and Spelling Analysis
- Reading Responses

**Diverse Learners:** *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

- Literacy Lesson Plans
- Field Experience
- In class activities
- Using Literature to Teach Literacy
- Creating a Literacy Culture

- Reading Responses

**Multiple Instructional Strategies:** *The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.*

- Literacy Lesson Plans
- Field Experience
- In class activities
- Literacy Strategies Presentation
- Using Literature to Teach Literacy
- Creating a Literacy Culture
- Reading Responses

**Motivation and Management:** *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement for learning, and self-motivation.*

- Literacy Lesson Plans
- Field Experience
- In class activities
- Literacy Strategies Presentation
- Using Literature to Teach Literacy
- Creating a Literacy Culture
- Literacy Strategies Presentation
- Reading Responses

**Communication and Technology:** *The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

- Literacy Lesson Plans
- In class activities
- Creating a Literacy Culture
- Literacy Strategies Presentation

**Planning:** *The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

- Literacy Lesson Plans
- Literacy Strategies Presentation
- In class activities
- Using Literature to Teach Literacy
- Creating a Literacy Culture

**Assessment:** *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*

- Field Experience
- Literacy Lesson Plans

- In class activities
- Literacy Strategies Presentation
- Creating a Literacy Culture

**Reflective Practice:** *The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.*

- Field Experience
- In class activities
- Creating a Literacy Culture
- Reading Responses

**Professional Growth:** *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.*

- Field Experience
- Creating a Literacy Culture

**IB-PYP Practitioner Award Programme Requirements:** *The teacher will learn to use transdisciplinary planning and teaching skills. The teacher will know about the learner profiles and how to use them to support teaching in language arts.*

- International education and the role/philosophy of the IBO PYP programme
- Curriculum frameworks; principles, structures and practices
- Curriculum and instructional design
- Curriculum articulation
- Learning, theories, strategies and styles
- Teaching methodologies and the support of learning
- Differentiated teaching strategies
- Selection and evaluation of teaching and learning materials
- Developing assessment strategies
- The principles and processes of reflective practice
- Collaborative working: planning, implementation and evaluation

EDUC 516 primarily addresses the following standards of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the International Society for Technology in Education (ISTE). EDUC 516 also addresses the following Core Values from the College of Education and Human Development. Visit the appropriate links for complete descriptions and examples of each standard and/or value.

INTASC	ITSE	Core Values
Standard #1 Learner Development	Standard #1 Facilitate & Inspire Student Learning and Creativity	Value #1 Collaboration
Standard #2 Learning Differences	Standard #2 Design & Develop Digital- Age Learning Experiences & Assessments	Value #4 Research Based Practice

Standard #4 Content Knowledge	Standard #3 Model Digital-Age Work and Learning	
Standard #5 Application of Content	Standard #4 Promote & Model Digital Citizenship & Responsibility	
Standard #6 Assessment	Standard #5 Engage in Professional Growth & Leadership	
Standard #8 Instructional Strategies		
Standard #10 Leadership & Collaboration		
<a href="http://www.ccsso.org/intasc">http://www.ccsso.org/intasc</a>	<a href="http://www.iste.org/standards">http://www.iste.org/standards</a>	<a href="http://cehd.gmu.edu/values/">http://cehd.gmu.edu/values/</a>

### Required Texts

Gambrell, L. B., Mandel Morrow, L., & Shanahan, T. (2015). *Best practices in literacy instruction* (5th ed.). New York, NY: The Guilford Press.

### Optional/Recommended (we will discuss these books in class, so you can select at that point in time if you would like to add these texts to your personal library):

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. R., & Bear, D. R. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6<sup>th</sup> ed.). New York, NY: Pearson.

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Publications

Beck, I. L. (2006). *Making sense of phonics: The hows and whys*. New York, NY: Guilford Press.

Fountas, I. C., & Pinnell, G. S. (2016). *Guided reading: Responsive teaching across the grades* (2<sup>nd</sup> ed.). Portsmouth, NH: Heinemann.

Johnson, D. (2011). *The joy of children's literature* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth Cengage Learning.

Miller, D. (2013). *Reading with meaning: Teaching comprehension in the primary grades* (2<sup>nd</sup> ed.). Portland, ME: Stenhouse.

Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann.

Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2010). *Early intervention for reading difficulties: The interactive strategies approach*. New York, NY: Guilford Press.

### Technology Resources:

- All students are required to have access to a computer with Internet access and a current GMU email account.
- Relevant Websites:  
International Baccalaureate Organization – Online Curriculum Center (OCC)

<http://www.ibo.org/>

Practitioner Research as Staff Development:

<http://www.valrc.org/publications/research/index.html>

American Psychological Association <http://www.apa.org>

## **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**

#### **(The Reading, Writing, and Spelling Analysis)**

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **FIELDWORK REQUIREMENT**

#### **Field Experience Record and Evaluation (The Reading, Writing, and Spelling Analysis)**

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

**\*TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

**In-service teachers:** Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”*

The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

**Pre-service teachers:** If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here:

<https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

**Virginia state or county cohort teachers:** Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

**TCLDEL Fieldwork Log of Hours and Evaluation Assessment**

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Participation	20	All	Daily
Reading Responses	10	All	Various
Using Literature to Teach Literacy	20	5, 6, 7, 9, 10	July 3



Literacy Strategies Presentation	15	1, 5, 6, 7, 8, 9, 11	July 5, July 6
Performance Based Assessment (PBA): <i>Reading, Writing, and Spelling Analysis</i> *	25	1, 4, 5, 8, 9	November 15
Field Experience and Reflection	10	All	November 15

\*Designated Performance Based Assessment

- **Other Requirements**

ATTENDANCE POLICY: TCLDEL students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog). Any unexcused absences will result in a 10 point deduction from your participation grade.

- **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**

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

### Honor Code & Integrity of Work

**Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

*Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);

2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to:  
<https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

### **Late Work Policy**

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that 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.*

### **Course Withdrawal with Dean Approval**

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

### **Attendance Policy**

Students are expected to participate in **all** classes. Due to the nature of our intense schedule, students who miss a class will not receive credit for the course.

### **Incomplete (IN)**

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

### **Professional Dispositions**

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

## 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 [tk20help@gmu.edu](mailto: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/>.**

### EDUC 516 Class Schedule

<b>Class 1</b>	<b>June 26, 2017– Monday</b>
General Topics	Introduction to class Setting the Literacy Stage Phonemic Awareness Phonics
Readings	*“Evidence-Based Best Practices in Comprehensive Literacy Instruction” – Morrow and Gambrell, Chapter 1 *Best Practices in Teaching Phonological Awareness and Phonics – Morrow and Gambrell, Chapter 8
Fundamental Practice	Syllasearch
Assessments Reviewed	Yopp Singer Early Names Pseudo-words
Assignment Due	None

<b>Class 2</b>	<b>June 27, 2017 – Tuesday</b>
General Topics	Encoding Fluency Vocabulary
Readings	*“Rationale for Robust Vocabulary Instruction” – Beck, McKeown, Kucan (on BB) *“Choosing Words to Teach” – Beck, McKeown, Kucan (on BB) *”Best Practices in Vocabulary Instruction” – Morrow and Gambrell, Chapter 9 “Best Practices in Fluency Instruction” – Morrow and Gambrell, Chapter 11
Fundamental Practice	Word Study Robust Vocabulary
Assessments Reviewed	Primary Spelling Inventory Elementary Spelling Inventory Hasbrouck Tyndal
Assignment Due	Optional – reading response

<b>Class 3</b>	<b>June 28, 2017 – Wednesday</b>
General Topics	Comprehension Guided Reading
Readings	*“Best Practices in Comprehension Instruction” – Morrow and Gambrell, Chapter 10 *“Best Practices in Informational Text Comprehension Instruction” – Morrow and Gambrell, Chapter 11 *“What is Guided Reading” – Fountas and Pinnell (on BB)  <b>Optional:</b> *“Guided Reading Within a Multitext Approach” – Fountas and Pinnell (on BB) *“Using Guided Reading for Effective Teaching of English Language Learners” – Fountas and Pinnell (on BB)
Fundamental Practice	Text Talk
Practices Reviewed	Text Talk
Assignment Due	Optional – reading response

<b>Class 4</b>	<b>June 29, 2017 – Thursday</b>
General Topics	Children’s Literature
Readings	*“Reading to and with Children” – Johnson (on BB) *“The Books – Children’s Literature” – Johnson (on BB)
Fundamental Practice	Leveling Books
Assessments Reviewed	Running Records DRAs
Assignment Due	Optional – reading response

<b>Class 5</b>	<b>June 30, 2017 – Friday</b>
General Topics	English Language Learners Sociocultural Perspectives on Literacy Learning
Readings	*“Getting to Know Students: Developing Culturally Relevant Practices for Reading and Writing” – Flint (on BB) *“Organizing Effective Literacy Instruction: Differentiating Instruction to Meet Student Needs” – Morrow and Gambrell, chapter 17 *“Best Practices in Literacy Instruction for English Language Learners” – Morrow and Gambrell, chapter 5
Fundamental Practice	ELL Experiences
Assessments Reviewed	Alternative assessments for ESL
Assignment Due	Optional – reading response

<b>Class 6</b>	<b>July 3, 2017 – Monday</b>
General Topics	Writing
Readings	*“Best Practices in Teaching Writing” – Morrow and Gambrell, chapter 12 *“Simply the Teaching of Writing” – Routman (on BB) *“Start with Celebration” – Routman (on BB)
Fundamental Practice	Writer’s Workshop 6+1 Writing Trait Writing
Assessments Reviewed	6+1 Writing Trait Writing; Read Alouds
Assignment Due	Using Literature to Teach Literacy Optional – reading response

<b>Class 7</b>	<b>July 5, 2017 – Wednesday</b>
General Topics	Motivation
Readings	“Best Practices in Motivating Students to Read” – Morrow and Gambrell, chapter 7
Fundamental Practice	DRA
Assessments Reviewed	Reading Interest Inventories
Assignment Due	Optional – reading response

<b>Class 8</b>	<b>July 6, 2017 – Thursday</b>
General Topics	Review Wrap Up Presentations
Readings	None
Fundamental Practice	Presentation
Assessments Reviewed	As applicable in presentations
Assignment Due	Literary Strategies Presentation Optional – reading response

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

## COURSE PERFORMANCE EVALUATION

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. **All writing assignments should be submitted as Word documents, or a word processor based format.** Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe

### **1. Performance Based Assessment (PBA): *Reading, Writing, and Spelling Analysis* (25%)** **Due Date: November 15**

As you begin your *field experience*, select a target child. Between now and the middle of May you will assess the child's reading, writing, and spelling ability.

*Reading:* create opportunities to listen to the child read. Keep a log of when you read together. Gather data on the child's reading ability, including level, fluency, self-correction, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories or any other form of assessment you see fit. You will present a snapshot of the child's reading ability at one point in time. **Supporting documents should be attached as appendices and cited in the text.** Include a research-based instructional plan.

*Writing:* collect at least three writing samples. Be sure they are dated. The samples should include different types of writing. Avoid having all three from the same source (e.g., 3 journal entries or 3 prompted stories). Based on these samples you will assess the child's writing ability. This will include the developmental level as well as specific examples of their strengths in form, function, and process. **Supporting documents should be attached as appendices and cited in the text.** Include a research-based instructional plan.

*Spelling:* based on the writing samples collected, information from a spelling inventory, and other observational data, identify the student's developmental spelling level as well as the word study strategies they use. **Supporting documents should be attached as appendices and cited in the text.** Include a research-based instructional plan.

The Reading, Writing & Spelling Analysis should be submitted as a final paper on the due date. Further instructions and the PBA rubric can be found on Blackboard. The PBA rubric can also be found at the end of this syllabus.



## **2. Field Experience and Field Experience Reflection (10%)**

**Due Date: November 15**

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 20 hours in field experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard. In addition to the fieldwork log, each student will write a 2-3 page reflection on the fieldwork experience. The reflection should explain what you have learned from the fieldwork experience and your overall reflections on the process of conducting the work necessary to complete the reading, writing, and spelling inventory.

NOTE: Failure to submit documentation of successful completion of your **field work in a timely manner** will make you ineligible to register for coursework or be recommended for licensure.

## **3. Participation (20%)**

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. You are expected to participate in the class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the sessions.

## **4. Reading Responses (10%)**

**Due Date: Various**

Writing about what you have read is a useful way to synthesize your learning. In the reading responses you will respond to the assigned academic readings to discuss the ways in which these readings interest, provoke or stimulate your ideas about literacy development and instruction. While these writings do not need to be formal, they should be professional in tone, grammatically accurate, and make use of the readings to motivate the discussion. While the response should provide evidence that you did the reading **it should not simply be a summary of the readings**. The response is an opportunity to demonstrate your careful reading of the assigned texts; it is a space to work through and challenge ideas, and it provides an opportunity to make the readings relevant to your own teaching life experiences. You will need to complete **two (2)** reading responses, and you may pick and choose which readings to which you wish to respond. Responses should be one page, single-spaced and in a legible 12-point font. The reading response rubric is available on Blackboard.

## **5. Using Literature to Teach Literacy (20%)**

**Due Date: July 3**

Children's literature provides a platform to engage students in development across the various domains of literacy: phonemic awareness, phonics, decoding, fluency, vocabulary, comprehension,

and writing. For this assignment, each student will create two literacy lessons based on **one** self-selected children's trade book: a text talk and robust vocabulary lesson, a writing lesson, and either a phonics, phonemic awareness, or spelling lesson.

Further details will be provided in class and posted on Blackboard. The Using Literature to Teach Literacy rubric is available on Blackboard.

## **6. Literacy Strategies Multimedia Presentation (15%)**

**Due Date: July 5 and July 6**

Each student will create a multimedia (Prezi, PowerPoint, etc.) presentation on a literacy strategy. A list of strategies will be provided in class, but students may select a strategy not on the list as long as it has been approved by the course instructor. The presentation should focus on 1) describing what the strategy is, 2) explaining how the strategy is enacted, 3) determining when the strategy could best be utilized, and 4) providing a summary of potential benefits and roadblocks. Students will also provide a demonstration of the strategy in action.

Further details of the project will be distributed in class and posted on Blackboard. The Literacy Strategies Multimedia Presentation is available on Blackboard.

## **7. Dispositions Assessment (No Grade)**

**Completed in class**

The instructor and student will complete a dispositions assessment reflection during the course. The dispositions assessment is located at the end of the syllabus.

**EDUC 516: Reading, Writing, and Spelling Analysis  
PBA Rubric**

<b>Reading, Writing, Spelling Analysis</b>				
<b>Criteria:</b>	<b>Exceeds Standards 4</b>	<b>Meets Standards 3</b>	<b>Approaches Standards 2</b>	<b>Does Not Meet Standards 1</b>
<b>Student Profile</b>  <i>ACEI 4.0 INTASC 8</i>	<p>The focal student is described in detail with a complete picture being presented of the student's age, grade, school reading habits, home reading habits and environment, and reading preferences. The profile clearly explains why this student was selected for the analysis.</p>	<p>The focal student is described in detail, and a mostly complete picture is presented of the student's age, grade, school reading habits, home reading habits and environment, and reading preferences. The profile explains why this student was selected for the analysis.</p>	<p>The focal student is described, but one or two descriptors of the child (student's age, grade, school reading habits, home reading habits and environment, and reading preferences) are missing. The profile provides only a cursory explanation as to why the student was selected for the analysis.</p>	<p>The focal student is inadequately described, with three or four descriptors of the child (student's age, grade, school reading habits, home reading habits and environment, and reading preferences) missing. The profile provides either no explanation as to why the student was selected for the analysis, or an extremely limited one.</p>
<b>Reading Analysis</b>  <i>ACEI 1.0, 4.0 INTASC 2, 8</i>	<p>The reading analysis of the student is thorough: multiple assessments have been completed and are included in the appendix; an analysis of each assessment's results are provided in the paper; multiple (more than 4) examples are drawn from the assessments to show evidence for the analysis.</p> <p>Analysis addresses the child's reading level, fluency, comprehension, and strategy usage.</p>	<p>The reading analysis of the student is mostly thorough: a minimum of two assessments have been completed and are included in the appendix; an analysis of each assessment's results are provided in the paper; three or four examples are drawn from the assessments to show evidence for the analysis.</p> <p>Analysis addresses the child's reading level, fluency, comprehension, and strategy usage.</p>	<p>The reading analysis of the student is provided, but is not thorough: only one assessment has been completed and is included in the appendix; an analysis of each assessment's results are provided in the paper, but is shallow or incomplete; two or fewer examples are drawn from the assessment to show evidence for the analysis.</p> <p>Analysis is missing one of the following: the child's reading level, fluency, comprehension, and strategy usage.</p>	<p>The reading analysis of the student is provided, but is not thorough: assessments are indicated to have been done, but no evidence is provided in the appendix; an analysis of each assessment's results are provided in the paper, but is shallow or incomplete; one or no examples are drawn from the assessment to show evidence for the analysis.</p> <p>Analysis is missing two more of the following: the child's reading level, fluency, comprehension, and strategy usage.</p>
<b>Reading Instructional Plan</b>  <i>ACEI 2.1 INTASC 1</i>	<p>An instructional plan has been created that addresses the child's strengths and weakness in reading, and provides at least four specific actions for developing the child's reading level, fluency, comprehension, and strategy usage.</p>	<p>An instructional plan has been created that addresses the child's strengths and weakness in reading, and provides two or three specific actions for developing the child's reading level, fluency, comprehension, and strategy usage.</p>	<p>An instructional plan has been created that minimally addresses the child's strengths and weakness in reading, but provides only one specific action for developing the child's reading level, fluency, comprehension, or strategy usage.</p>	<p>An instructional plan has either not been created, or it does not address the child's strengths and weakness in reading. The plan does not provide specific actions for developing the child's reading level, fluency, comprehension, or strategy usage.</p>

<p><b>Writing Analysis</b></p> <p><i>ACEI 1.0, 4.0</i> <i>INTASC 2, 8</i></p>	<p>The writing analysis of the student is thorough: multiple writing samples from a variety of writing genres have been collected and are included in the appendix; an analysis of each writing sample is provided in the paper; multiple (more than 4) examples are drawn from the student's writing to show evidence for the analysis.</p> <p>Analysis addresses the child's writing level, writing organization, language, sentence structure, letter structure, and (for grades 2 and over) understanding of writing purpose.</p>	<p>The writing analysis of the student is mostly thorough: multiple writing samples from at least two writing genres have been collected and are included in the appendix; an analysis of each writing sample is provided in the paper; two to three examples are drawn from the student's writing to show evidence for the analysis.</p> <p>Analysis addresses the child's writing level, writing organization, language, sentence structure, letter structure, and (for grades 2 and over) understanding of writing purpose.</p>	<p>The writing analysis of the student is provided: only one writing sample has been collected and is included in the appendix; an analysis of the writing sample is provided in the paper; only one example is drawn from the student's writing to show evidence for the analysis.</p> <p>Analysis is missing one of the following: the child's writing level, writing organization, language, sentence structure, letter structure, and (for grades 2 and over) understanding of writing purpose.</p>	<p>The writing analysis of the student is provided, but is not thorough: only one writing sample has been referenced, and it is not included in the appendix; either no or an incomplete analysis of the writing sample is provided in the paper; no examples are drawn from the student's writing to show evidence for the analysis.</p> <p>Analysis is missing two or more of the following: the child's writing level, writing organization, language, sentence structure, letter structure, and (for grades 2 and over) understanding of writing purpose.</p>
<p><b>Writing Instructional Plan</b></p> <p><i>ACEI 2.1</i> <i>INTASC 1</i></p>	<p>An instructional plan has been created that addresses the child's strengths and weakness in writing, and provides at least four specific actions for developing the child's writing.</p>	<p>An instructional plan has been created that addresses the child's strengths and weakness in writing, and provides two or three specific actions for developing the child's writing.</p>	<p>An instructional plan has been created that minimally addresses the child's strengths and weakness in writing, and provides only one specific action for developing the child's writing.</p>	<p>An instructional plan has either not been created, or it does not address the child's strengths and weakness in writing. The plan does not provide specific actions for developing the child's writing.</p>
<p><b>Spelling Analysis</b></p> <p><i>ACEI 1.0, 4.0</i> <i>INTASC 2, 8</i></p>	<p>The spelling analysis of the student is thorough; multiple assessments from various points in time have been completed and are included in the appendix; an analysis of each assessment's results are provided in the paper; multiple (more than 4) examples are drawn from the assessments to show evidence for the analysis.</p> <p>Analysis addresses the child's spelling stage and strategy usage.</p>	<p>The spelling analysis of the student is mostly thorough; two or three assessments have been collected and are included in the appendix; an analysis of each assessment's results are provided in the paper; three or four examples are drawn from the assessments to show evidence for the analysis.</p> <p>Analysis addresses the child's spelling stage and strategy usage.</p>	<p>The spelling analysis of the student is provided, but is not thorough; only one assessment has been collected and is included in the appendix; an analysis of the assessment's results are provided in the paper, but is shallow or incomplete; two or fewer examples are drawn from the assessment to show evidence for the analysis.</p> <p>Analysis is missing one of the following: child's spelling stage or strategy usage.</p>	<p>The spelling analysis of the student is provided, but is not thorough: assessments are indicated to have been done, but no evidence is provided in the appendix; an analysis of each assessment's results are provided in the paper, but is shallow or incomplete; no examples are drawn from the assessment to show evidence for the analysis.</p> <p>Analysis is either missing both the child's spelling stage or strategy usage, or has incorrectly identified the spelling stage and strategies used.</p>
<p><b>Spelling Instructional Plan</b></p>	<p>An instructional plan has been created that addresses the child's</p>	<p>An instructional plan has been created that addresses the child's</p>	<p>An instructional plan has been created that minimally addresses the</p>	<p>An instructional plan has either not been created, or it does not address the</p>

<i>ACEI 2.1</i> <i>INTASC 1</i>	weakness in spelling, and provides at least four specific actions for developing the child's spelling.	weakness in spelling, and provides two or three specific actions for developing the child's spelling.	child's weakness in spelling, but provides only one specific action for developing the child's spelling.	child's weakness in spelling. The plan does not provide specific actions for developing the child's spelling.
<b>Conclusion</b> <i>ACEI 4.0</i> <i>INTASC 8</i>	The paper provides a conclusion that synthesizes where the student is situated across the range of literacy development. The paper summarizes multiple (4 or more) key points for the child's literacy development.	The paper provides a conclusion that mostly synthesizes where the student is situated across the range of literacy development. The paper summarizes two or three key points for the child's literacy development.	The paper provides a conclusion that partially synthesizes where the student is situated across the range of literacy development. The paper summarizes only one key point for the child's literacy development.	The paper lacks a conclusion or provides an incomplete conclusion that does not synthesize where the student is across the range of literacy development. Key points for the child's literacy development are not summarized.
<b>Writing and Development Quality</b>	Very clearly organized and very well-written with no significant errors.  A range of references from <u>both</u> class readings and observations used effectively to support analysis.	Clearly organized and well-written with few errors.  References from <u>both</u> class readings and observations used effectively to support analysis.	Organization and errors detract from overall quality of writing.  Limited references from class readings and observations used effectively to support analysis.	Disorganized and poorly written.  References from class readings or observations are missing or incomplete.

Candidate Name and G#: \_\_\_\_\_

Course with Section: \_\_\_\_\_

Assessor: \_\_\_\_\_

Date Assessed: \_\_\_\_\_

### CEHD Assessment of Dispositions

Dispositions reflect one’s attitudes and deeply held beliefs. They can be positive (e.g., committed) or negative (e.g., apathetic). Dispositions are not directly “visible,” but are inferred from one’s actions. Throughout a candidate’s program of study at George Mason, s/he should demonstrate behaviors that reflect positive dispositions befitting a professional.

For each of the following dimensions, please rate the degree to which you observe the candidate behaving in a fashion consistent with each disposition, 4 being the highest as “Consistently Evident,” 1 being the lowest as “Not Evident.”

	Consistently Evident	Frequently Evident	Sometimes Evident	Seldom Evident	Not Applicable
<b>Openness to Feedback</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<input type="checkbox"/>
<i>Examples include:</i>					
- Is receptive to constructive criticism/growth-producing feedback					
- Self-regulates and modifies professional behavior based on feedback					
- Seeks opportunities for professional growth to improve practice					
- Acts on feedback toward improvement					
<b>Collaboration and Teamwork</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<input type="checkbox"/>
<i>Examples include:</i>					
- Exhibits teamwork for school/organizational improvement					
- Collaborates well with others					
- Is caring, empathetic and respectful to others					
<b>Cultural Responsiveness</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<input type="checkbox"/>
<i>Examples include:</i>					
- Treats individuals in an unbiased manner					
- Embraces differences					
- Views diversity as an asset					

**Continuous Improvement/ Change Orientation****4****3****2****1***Examples include:*

- Takes initiative appropriately
- Seeks opportunities for continual improvement and change
- Seeks evidence for use in decision making
- Is willing to take appropriate risks/try new things

**Consistently  
Evident****Frequently  
Evident****Sometimes  
Evident****Seldom  
Evident****Not  
Applicable****High Expectations for Learning****4****3****2****1***Examples include:*

- Takes appropriate responsibility for student learning
- Holds high expectations for all learners
- Monitors and assesses student learning to provide feedback and alter instruction to improve learning

**Advocacy****4****3****2****1***Examples include:*

- Advocates on behalf of students and families
- Seeks to understand and address student issues and challenges
- Shows a genuine interest in others' well-being
- Seeks to direct students and/or families to needed resources

**Professionalism****4****3****2****1***Examples include:*

- Is punctual and well prepared
- Exhibits professional demeanor (dress & appearance)
- Is reliable, responsible
- Demonstrates respect for students, families, colleagues, and/or property
- Uses technology & social media appropriately

**Legal and Ethical Conduct****4****3****2****1**

*Examples include:*

- Exhibits integrity and ethical behavior
- Maintains privacy and confidentiality of sensitive information
- Demonstrates fairness and consistency in applying and enforcing rules, policies, and regulations

**Please add any relevant comments to the ratings above:**

**Thank you.**