George Mason University
College of Education and Human Development
Elementary Education

EDCI 556.003 – Literacy Teaching and Learning in Diverse Elementary Classrooms, Part 2
3 credits, Fall 2017 (August 29—December 20, 2017)
Tuesdays 4:30-7:10pm   Thompson L004

Faculty
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Prerequisites/Corequisites
Yearlong cohort course sequence, including EDCI 555

University Catalog Course Description
Provides research-based introduction to literacy teaching and learning for older children. Emphasizes literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in 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:
 This course is designed to enable students to do the following:

1.   Students will demonstrate an understanding of the linguistic, sociological, cultural, cognitive and psychological bases of literacy processes.

2.   Students will reflect on their own literacy learning histories and connect these to current theories of literacy teaching and learning.

3.   Students will observe and assess the literacy development and needs of elementary literacy learners.

4.   Students will plan literacy lessons that demonstrate an understanding of the children's spelling and writing development.

5.   Students will survey technological tools, print materials, and other resources for teaching

writing.

6.   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.

7.   Students will explore and explain the role of families, communities, and schools in children's literacy learning.

8.   Students will demonstrate an understanding of the knowledge, skills, and processes necessary for teaching writing, including attention to form, purpose, audience, grammar, punctuation, spelling and syntax.

9.   Students will understand and be able to facilitate oral language development, including speaking, listening, and learning of "standard English" by speakers of other languages and dialects.

10.   Students will demonstrate an understanding of the structure of the English language.

11.   Students will demonstrate an understanding of the unique needs of students who have special needs in the area of literacy and language development.

12.   Students will demonstrate the ability to promote creative thinking and expression, as through writing, storytelling, drama, and choral/oral reading.

13.   Students will demonstrate the ability to assess individual and group literacy 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 Elementary Program for teachers of grades PK-6, and meets state and national guidelines and standards. This course will build closely upon themes taught in the first literacy course and will integrate ideas from other elementary methods courses. It addresses standards from the following professional organizations: Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS); the Virginia State Technology Standards for Instructional Personnel; and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals.

Standards: INTASC   *(**http://www.dpi.state.nc.us/pbl/pblintasc.html**)*

INTASC	Assignments
1. Learner Development	Hunts and Sorts; Reading, Writing, Spelling Analysis; Writing
2. Learning Differences	Hunts and Sorts; Writing Lesson; Writing Presentation; Reading, Writing, Spelling Analysis
3. Learning	Hunts and Sorts; Writing Lesson
4. Content Knowledge	Hunts and Sorts; Reading, Writing, Spelling Analysis; Writing Lesson; Writing Presentation
5. Application of Content	Hunts and Sorts; Writing Lesson; Writing Presentation

6. Assessment	Reading, Writing, Spelling Analysis; Writing Presentation
7. Planning	Hunts and Sorts; Reading, Writing, Spelling Analysis; Writing Lesson; Writing Presentation
8. Instructional Strategies	Hunts and Sorts; Writing Lesson
9. Professional Learning and Ethical	Writing Presentation; Reading, Writing, Spelling Analysis
10. Leadership and	Writing Presentation; Reading, Writing, Spelling Analyses

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

ISTE NETS	ASSIGNMENTS
I. Technology Operations	Writing Lesson
II. Planning and Designing Learning	Reading, Writing, Spelling Analysis
III. Teaching Learning	Writing Lesson
VI. Social, Ethical, Legal,	Writing Lesson

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

I. Foundational Knowledge	Hunts and Sorts; Writing Lesson; Writing
II. Instructional Strategies and Curriculum Materials	Hunts and Sorts; Writing Lesson; Writing Presentations; Reading,
III. Assessment, Diagnosis and Evaluation	Reading, Writing, Spelling Analysis
IV. Creating a Literate Environment	Hunts and Sorts; Writing Lesson; Writing Presentation

Required Texts:

Bear, D. R., Invernizzi, M., Templeton, S., & Johnston, F. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (6th edition). Upper Saddle River, NJ: Merrill.

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

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Columbus, OH: Pearson. ***from EDCI 555**

- *Recommended texts (book club selection required):*

  Anderson, C. (2000). *How's it going A practical guide to conferring with student writers?* Portsmouth, NH: Heinemann.

  Fletcher, R., & Portalupi, J. (2007). *Craft lessons: Teaching writing K-8* (2nd ed.).

Portland, ME: Stenhouse.

Portalupi, J., & Fletcher, R.J. (2001). *Nonfiction craft lessons : Teaching information writing K-8.* Portland, ME: Stenhouse.

Harvey, S. (1998). *Nonfiction matters: Reading, writing, and research in grades 3-8.* York, ME: Stenhouse.

Heard, G. & McDonough, J. (2009). *A place for wonder: Reading and writing nonfiction in the primary grades.* Portland, ME: Stenhouse.

Course Performance Evaluation

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

- **Assignments and/or Examinations**

  <u>**Reading, Writing, Spelling Analysis -*PBA* (total 50 pts – 31%):**</u>

RWSA Reading section	**DUE: September 19th**
RWSA Spelling section	**DUE: October 24th**
RWSA all sections complete to Tk20	**DUE: December 5th**

  This is the programmatic **P**erformance **B**ased **A**ssessment for EDCI 556. Each student should select an elementary-aged child to work with to assess the child's areas of strengths, skills, strategies, and instructional needs in the area of reading, writing, and spelling. This assignment is broken up into three parts so that you can focus on each section at a time with your student.

  To complete this assessment, you will build a relationship with an individual student to gather data on a child's physical, environmental, linguistic, cognitive, and social characteristics to provide context for your analysis. It is important to consider a child's strengths, skills, strategies, and prior knowledge in addition to their instructional needs.

  Reading should be evaluated by gathering data on the child's reading ability, level, strategy use, and comprehension. Multiple types of assessment data should be gathered using a variety of methods suggested in the expanded description at the end of this syllabus. This analysis is expected to represent the <u>current snapshot</u> of your student's reading ability.

  Spelling should be evaluated based on collecting at least three student writing samples as well as administration and analysis from the qualitative spelling inventory.

  Writing should be evaluated based on <u>least three writing samples</u> from the student **<u>over time in order to see writing development</u>** (e.g., one each from September, October, and

November). You should collect sample from different sources of writing, such as journal entries, on demand writing, published writing.

For each section, you will analyze the data and create a written analysis that details the appropriate strategies, resources, and materials that builds on your student's strengths and addresses their needs.

Finally, you will look across all three analyses to synthesize connections and plan instruction for your student. It may be useful to describe when and how that instruction would be provided in the future. Consider the audience for these instructional plans to be the your cooperating teacher at your field placement or the student's teacher for the next academic year.

Evaluation
Additional information on this assessment 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.

This assessment must be submitted to Tk20.

<u>Word Work Lessons (36pts – 22%):</u>
Submit lesson draft from rehearsal to Bb   **DUE: October 3rd or 17th**
Submit video with comments, final lesson plans, and written   **DUE: October 31st**
reflection to Edthena

Students will plan and implement **three** word work lessons consisting of at least one word sort and one word hunt lesson with a small group of students. The third lesson is a lesson of your choice. You may decide to take an analytic, synthetic, or hybrid approach to work word/spelling based on your knowledge of the needs of the group of students. **<u>These lessons should be sequenced to build on learning from one lesson to the next.</u>**

Ideally, you will work with your RWS Analysis student and a similar group of students for this assignment so you can implement and/or reflect upon your instructional recommendations from your RWS Analysis. After implementation, you will reflect on children's collective and individual learning and write a reflection to evaluate the experience.

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 with your mentor teacher what types of word work/spelling lessons are appropriate for the small group of students you are working with. You will draft a lesson plan and submit it to Blackboard for October 3rd or 17th depending on your rehearsal date.

In small groups, everyone will have the opportunity to 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 can video record your Writing lesson rehearsal if desired so you can watch it once more at home to determine where you may want to revise your plan.

Final
You will conduct your three lessons, video record it, and upload your lesson plans and video to Edthena. After conducting the lessons, you will reflect on your lessons in their 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 plans and reflection is available on Blackboard and will be discussed in class. The checklist is available on Blackboard.

Book Club Presentation & Discussion (total 16 pts –10%)
Submit PDF of 8-12pp. book excerpt and 1-2 discussion questions to Bb in **DUE: various dates**
advance of presentation and discussion

Each student will select a current text in the field of literacy education and participate in a Book Club to discuss the ideas put forth by the authors. A list of contemporary practitioner-friendly literature has been suggested according to a focus topic in writing instruction, but your group may request to read another book as well. Texts must be pre-approved in by the instructor.

Due Date		Book selections/Book Club
10/31	Writer's Craft	Fletcher, R., & Portalupi, J. (2007). *Craft lessons: Teaching writing K-8* (2nd ed.). Portland, ME: Stenhouse. **OR** Portalupi, J., & Fletcher, R.J. (2001). *Nonfiction craft lessons: Teaching information writing K-8*. Portland, ME: Stenhouse.
11/7	Nonfiction Writing (inquiry/ research)	Harvey, S. (1998). *Nonfiction matters: Reading, writing, and research in grades 3-8*. York, ME: Stenhouse. **OR** Heard, G. & McDonough, J. (2009). *A place for wonder: Reading and writing nonfiction in the primary grades*. Portland, ME: Stenhouse.
11/14	Conferencing	Anderson, C. (2000). *How's it going A practical guide to conferring with student writers?* Portsmouth, NH: Heinemann.

Each Book Club will participate in meetings, collaborate on a book presentation, and lead small group discussions for the week their book club is scheduled to present. The Book Club may choose to meet online (e.g. Skype, Google Hangouts, Bb Collaborate Ultra) or offline. Some time will be provided in class. These meetings should addresses questions, confusions, and critical analysis and anticipation of the areas of interest and questions that your peers and colleagues might ask. These meetings should lead to the creation of a book presentation **AND** a plan to lead small group discussion.

Each Book Club should plan a **12-15 minute presentation in any format** where everyone has a role. The presentation should share:
- o the major concepts presented by the author(s) about writing instruction
- o why the concepts promoted are important and/or connected to larger theories and frameworks for writing instruction
- o 3-4 featured strategies, skills, or ideas that addresses important concerns or questions that the Book Club members had about writing instruction and why these might be beneficial to a (novice) literacy teacher
- o critical consideration of what challenges could hinder the use/implementation of featured strategies, skills, or ideas for a **novice** literacy teacher.

Each Book Club will also **lead/co-lead a 20 minute small group discussion that provides a deeper examination of 1 topic/concept/strategy suggested by the author(s) of their book** by preparing an 8-12 page selection of the text for colleagues to read beforehand and 1-2 questions to guide discussion. It is suggested that these discussions are narrowly focused and will likely draw upon unanswered or lingering questions from book club meetings. Each book club member will moderate the discussion by:

- o asking questions
- o providing more information
- o pushing thinking when needed
- o making sure discussion stays on topic and grounded in the text.

Each Book Club should notify the instructor of their discussion questions and share the pages to be excerpted so that pages can be provided for the rest of the class. This information should be provided **at least one week in advance.**

Evaluation
Additional information on the presentation is available on Blackboard and will be discussed in class. The checklist is available on Blackboard.

Writing Lesson (total 30 pts –19%)
Submit lesson draft from rehearsal to Bb   **DUE: November 14ᵗʰ or 21ˢᵗ**
Submit video with comments, final lesson plan, and written   **DUE: November 28ᵗʰ**
reflection to Edthena

Students will plan and implement a writing lesson incorporating technology in their

placement. You will focus on implementing a Shared Writing or Interactive Writing lesson. To do so, it is critical that you have discussed upcoming content that will be taught with your cooperating teacher in order to embed this writing lesson into meaningful content and authentic purpose.

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 with your cooperating teacher how to integrate your Shared or Interactive Writing lesson into the context and content of the classroom while considering who your students are and what areas of additional instruction or practice are needed in your fieldwork classroom. You will draft a lesson plan and submit it to Blackboard on November 14th or 21st depending on your rehearsal date.

In small groups, everyone will have the opportunity to 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 can video record your Writing lesson rehearsal if desired so you can watch it once more at home to determine where you may want to revise your plan.

Final
You will conduct your Writing lesson, video record it, and upload your lesson plan and video to Edthena. After conducting the lesson, 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 checklist is available on Blackboard.

- **Other Requirements**

Participation (28 pts. – 18%)
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 <u>at least 48 hours in advance</u>. 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. **<u>If I have to email you to ask you why you were absent in class that is considered an unexcused absence.</u> Students with <u>two or more absences</u> 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

<u>Activities</u>
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.

Fifteen hours of field work is required for this class.

<u>Discussion Guidelines</u>
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.

<u>Exit Slips</u>
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**

Course Outcomes	Requirements & Assignments	Percentage of Grade	Points	Due Date
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13	Participation	18%	28	each session
1, 3, 4, 7, 10, 12, 13	**Reading, Writing, Spelling Analysis (PBA)**	31%	50	Reading: 9/19 @ 11:59PM Spelling: 10/24 @ 11:59 PM Final: 12/5 @ 11:59 PM
2, 3, 4, 6, 9, 10, 11, 13	Word Work Lessons	22%	6 30	Draft: 10/3 or 10/17 @4:30 PM Final: 10/31 @11:59PM
1, 2, 5, 8, 12	Book Club Presentation & Discussion	10%	16	*varies*
1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 13	Writing Lesson & Reflection	19%	6 24	Draft: 11/14 or 11/21 @4:30 PM Final: 11/28 @ 11:59 PM

		TOTAL		160	

- **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.

TK20/Performance-Based Assessment(s) Submission Requirement
Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) **(EDCI 556: Reading, Writing, Spelling Analysis)** to Tk20 through *'Assessments'* in Blackboard. Failure to submit the assessment(s) to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Class Schedule

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

Session	Date	Topics	Readings & Assignments
1	8/29	• Course overview • Reading, writing, spelling & word knowledge connections • Developmental approach to word knowledge • What does it mean to be a literacy teacher?	Readings Duffy & Hoffman (1999) Words Their Way (WTW), Chap 1 Routman, Chap 1 *Activities & Assignments* Identify a student for your RWS Analysis

2	9/5	• Phonics, phonemic & phonological awareness
		• Assessment
		  ○ Spelling inventories
		  ○ Phonics Diagnostic
		• Word Study
			Readings
			WTW, Chap 2 & 3

3	9/12	• Word Study • Process approach to writing (Writing Process) • Audience, communicative process (function) & form • Creating a community of writers	Readings WTW, Chap 4 Routman, Chap 2 & 3 NAEP Writing Framework (2011), Chap 2
4	9/19 Fenwick Library 1014B	• Word Study • Writing development • Reading-Writing Connection ○ Mentor/touchstone texts • Reading assessment review	Readings WTW, Chap 5 Routman, Chap 6 *Activities & Assignments* **Reading Draft Analysis DUE 11:59PM**
5	9/26	• Word Study • Structure of the English language (Part 1) • Writer's Workshop overview • Shared Writing	Readings WTW, Chap 6 Routman, Chap 4 & 5 Shared Writing articles Review Zarrillo, Chap 14
		• Word Study	Readings

6	10/3	• Oral language, writing & vocabulary • Interactive Writing	WTW, Chap 7 & 8 Routman, Chap 7 Interactive Writing articles jigsaw Review Zarrillo, Chap 9 *Activities & Assignments* *Word Work Lessons Draft & Rehearsals*
NOTE: No class on 10/10 because Monday classes meet due to the Columbus Day holiday			

7	10/17	• Genre study
		• Structure of the English language (Part 2)
		  o Text types
		• Assessment & Author's Craft
		  o 6 + 1 Traits
			<u>Readings</u>
			Moats (2010), Chap 6 *Syntax*
			Derewianka (1990) excerpts
			Education NW *6 + 1 Traits*
			
			Activities & Assignments
			Word Work Lessons Draft & Rehearsals

8	10/24	• Writer's Workshop
		  o Mini-lessons
		  o Writer's notebooks
		• Assessment
		  o Student self-assessment
			<u>Readings</u>
			Routman, Chap 10
			Anderson (2000), Chap 5
			
			Activities & Assignments
			Spelling Draft Analysis DUE 11:59PM

9	10/31	• Writer's craft o Author study • Teaching multilingual learners	<u>Readings</u> Routman, Chap 8 Writer's Craft Book Club(s) excerpts Schulz (2009) Olson et al. (2013) *Activities & Assignments* *Non-fiction and/or Fiction Craft Book Club Presentations & Discussions* **Word Work Lessons DUE 11:59PM**
10	11/7 ==Fenwick Library== 1014B	• Writing nonfiction • Balancing the workshop	<u>Readings</u> Nonfiction articles Nonfiction Writing Book Club(s) excerpts *Activities & Assignments* *Harvey and/or Heard & McDonough Book Club presentation & discussion*

11	11/14	• Writer's Workshop o Conferencing o Peer conferencing (receiving the piece)	<u>Readings</u> Routman, Chap 9 Conferencing Book Club excerpt *Activities & Assignments* *Anderson Book Club presentation & discussion* *Writing Lesson Draft & Rehearsals*
12	11/21	• Writer's Workshop o Independent writing • Writing in the content areas	<u>Readings</u> Wood Ray (2006) excerpts *Activities & Assignments* *Writing Lesson Draft & Rehearsals*
13	11/28	• Writer's Workshop o Celebrating authors o Portfolios • Writing & technology	<u>Readings</u> Routman, Chap 11 & 12 *Activities & Assignments* **Writing Lesson DUE 11:59PM**
14	12/5	• Balanced Literacy • Reviewing a Comprehensive Elementary Literacy Program • What does it mean to be a literacy teacher?	 *Activities & Assignments* **complete RWS Analysis DUE 11:59PM**

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 or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

  - For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

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

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 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 the CEHD Educator Preparation Office. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to internsh@gmu.edu or dropped-off in Thompson Hall, Suite 1700.

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.

PLEASE NOTE:

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

APPLICATION

The internship application can be downloaded at http://cehd.gmu.edu/teacher/internships-field-experience

DEADLINES
Spring 2018 internship application deadline:

* Traditional Internship: *September 15, 2017*

* On-the Job Internship: *November 1, 2017*

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.

Guidelines for Reading, Writing, Spelling Analysis (EDCI 556 PBA)
DUE September 19th, October 24th, December 5th

This assignment requires you to apply your knowledge of literacy development and literacy content through an in depth assessment of one child's literacy and the instructional program you would implement for that child based on your assessments. This analysis addresses content from both literacy classes (EDCI 555 and EDCI 556).

Identify an individual elementary-aged child to work with to assess the child's areas of strengths, skills, strategies, and instructional needs in the area of reading, writing, and spelling. Over the course of this assessment, you will spend time to get to know your target child as learner, specifically as a reader and writer.

There is no ideal candidate for this assignment. Select a student in your field placement who you are interested in getting to know better because they are similar or different from yourself. Consider working with a student who is new to the school or district. Be sure to ask for permission or let parent/guardian(s) know that you will be working with their child for a large portion of the semester. Assure parent/guardian(s) that you will assign a pseudonym to their child in order to protect their child's identity.

Reading: Create opportunities to listen to the child read. Observe and assess your student reading different types of texts (e.g. fiction, nonfiction, poetry, graphic novels, picture books, etc.) Keep a log of when you read together. You should use multiple (at least 2) forms of assessment to gather data on the child's reading ability, including level, fluency, self-correction rate, strategy use, and comprehension, including vocabulary knowledge. Use anecdotal records, running records, interviews, discussions, reading inventories, or any other form of assessment you think are appropriate to understand the reading habits and development of your student. You will present a snapshot of the child's reading ability at one point in time. Provide clear and specific examples and evidence for your analysis and thinking. 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 across your time in your field placement (e.g., one each from September, October, and November). Be sure they are dated. The samples should include different types of writing (e.g. journal, narrative, book reviews, information reports, science writing, etc.). Avoid having all three be 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. Provide clear and specific examples and evidence for your analysis and thinking. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Spelling: Based on writing samples, information from the qualitative spelling inventory, and other observational data (e.g. vocabulary), identify the student's developmental spelling level as well as the word study strategies the student uses. Provide clear and specific examples and evidence for your analysis and thinking. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Introduction & Conclusion: In your final analysis, you will describe your target child's physical, environmental, linguistic, cognitive, and social characteristics to provide context for your analysis. You should also include a conclusion that synthesizes your analyses across Reading, Writing, and Spelling sections. Look across the patterns in your analyses and select at least 3 areas of strength and 3 areas of instructional need that can be emphasized. Based on these priorities, provide specific recommendations for future instruction. It may help to view your cooperating teacher as the audience/recipient of your recommendation for further instruction.

It is expected that this analysis is coherent, well-organized, error free and adheres to APA format.

Assessment Rubric for Reading, Writing, Spelling Analysis Performance Based Assessment

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
Complete **Introduction** of the student is included.	9-10 Physical, environmental, linguistic, cognitive, emotional & social characteristics of the learner are described in detail along with additional information unique to the learner (e.g., motivation).	8-8.9 Developmental characteristics of the learner including, physical, environmental, linguistic, cognitive, emotional & social are described.	7-7.9 Introduction provides limited description of the developmental characteristics of the learner.	0-6.9 Introduction lacks a description of the developmental characteristics of the learner.	(Development ACEI 1.0 INTASC 1a CAEP 1a)
The **Reading Analysis** includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's reading learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's reading learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3a)
The **Reading Analysis** includes evidence of child's level, fluency, strategy use and comprehension.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, fluency, strategy use and comprehension.	8-8.9 Assessment data includes evidence of learner's level, fluency, strategy use and comprehension.	7-7.9 Reading analysis is incomplete.	0-6.9 Lacks a reading analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2.a)

The **Reading Instructional Plan** is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	7-7.9 Instructional plan fails to address child's specific reading needs.	0-6.9 Lacks a reading instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3.d)
The **Writing Analysis** includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's writing learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data collected by the teacher candidate to identify the student's writing learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)
The **Writing Analysis** includes evidence of child's level, strengths in form, function, and process.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level, form, function, and process.	8-8.9 Assessment data includes evidence of learner's level, strengths in form, function, and process.	7-7.9 Writing analysis is incomplete.	0-6.9 Lacks a writing analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)

	9-10	8-8.9	7-7.9	0-6.9	
The **Writing Instructional Plan** is developmentally appropriate and pedagogically sound.	The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	Instructional plan fails to address child's specific writing needs.	Lacks a writing instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3d)
	4.5-5	4-4.4	3.5-3.9	0-3.4	
The **Spelling Analysis** includes evidence of multiple assessments and cites references and appendices.	Multiple and appropriate types of assessment data collected by the teacher candidate to identify the student's spelling learning needs are collected, referenced, and included in the appendices.	Assessment data collected by the teacher candidate to identify the student's spelling learning needs are used, referenced, and included in the appendices.	Assessment data lacks references or appendices. Assessments were done by someone other than the teacher candidate.	Lacks evidence of assessment data.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
	9-10	8-8.9	7-7.9	0-6.9	
The **Spelling Analysis** includes evidence of child's level and strategy use.	Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level and strategy use.	Assessment data includes evidence of learner's level and strategy use..	Spelling analysis is incomplete.	Lacks a spelling analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)

	9-10	8-8.9	7-7.9	0-6.9	
The **Spelling Instructional Plan** is developmentally appropriate and pedagogically sound.	The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	Instructional plan fails to address child's specific spelling needs.	Lacks a spelling instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3d)
Conclusion synthesizing the analysis is included.	9-10 Conclusion synthesizes analyses with instructional plans. It includes & supports predictions for learner's success.	8-8.9 Conclusion synthesizes analyses with instructional plans.	7-7.9 Conclusion lacks synthesis.	0-6.9 Lacks a conclusion.	(Assessment. ACEI 4.0 INTASC 6g CAEP 3a)
Mechanics: The paper is coherent, proof read, well-organized, error free and adheres to APA format.	4.5-5 Paper is coherent, well-organized, error free and adheres to APA format.	4-4.4 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	3.5-3.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA.	0-3.4 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage or APA.	(Content ACEI 2.1)
Total Weighted Score					

TOTAL SCORE for course grade: (/100) ÷ 2 =   **/50**