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

Spring 2018
EDSE 503 647: Language Development and Reading
CRN: 21391, 3 – Credits

Instructor: Dr. Sheryl Asen	**Meeting Dates**: 03/14/18 – 05/16/18
Phone: cell 802-595-9663	**Meeting Day(s)**: Wednesday
E-Mail: sasen@gmu.edu	**Meeting Time(s)**: 5:00 pm - 9:30 pm
Office Hours: by appointment	**Meeting Location**: Woodson HS room G121
Office Location: Finley 206A	**Other Phone**: office 703-993-5448

Note: The professor does not respond to email, phone calls, or texts after 2:00 p.m. on Tuesdays and after 3:00 p.m. on Wednesdays due to travel and class preparation time.

"The beautiful thing about learning is that no one can take it away from you." -B.B. King

"I have always imagined that paradise will be a kind of library." -Jorge Luis Borges

"Once you have learned to read, you will be forever free." -Frederick Douglass

"Oh, magic hour, when a child first knows she can read printed words!" -Betty Smith, A Tree Grows in Brooklyn (1943)

"Never trust anyone who has not brought a book with them." -Lemony Snicket

"There is more treasure in books than in all the pirate's loot in Treasure Island." -Walt Disney

"A book is a gift you can open again and again." -Garrison Keillor

"I would be most content if my children grew up to be the kind of people who think decorating consists mostly of building enough bookshelves. -Anna Quindlen

"To read without reflecting is like eating without digesting. -Edmund Burke

"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people." -Chinese proverb

"It is not good enough to have a good mind; the main thing is to use it well." -Rene Descartes

"Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read." -Groucho Marx

Docendo discimus. (Latin proverb: "By teaching, we learn.")

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

Prerequisite(s): None
Co-requisite(s): None

Course Description
Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.
Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.
Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.
Students in a Non-Degree Undergraduate degree may not enroll.
Schedule Type: Lecture

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

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

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion;
2. Application activities;
3. Small group activities and assignments;
4. Video and other media supports;
5. Research and presentation activities;
6. Using assessments to guide learning;
7. Self-guided tutorial;
8. Electronic supplements and activities via Blackboard (Bb);
9. Reflection and self-assessment.

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

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.

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

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices
This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Textbooks
Berkeley & Barber. (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms* (1st ed.). Baltimore, MD: Brookes Publishing. ISBN 9781598573060
Fox, B.J. (2014). *Phonics & Word Study for the Teacher of Reading* (11th ed.). Boston, MA: Pearson. ISBN 9780132838092 (This is a workbook in which the candidate writes and the

digital format may not be used for this class. Candidates need to purchase a hard copy that has not been written in as candidates will be required to write in the text.)

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

Recommended Textbooks

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

Required Additional Readings and Resources

- "The Developmental Spelling Assessment", a guide developed by the professor and posted on Bb (Course Content -> Additional Resources -> Developmental Spelling Assessment).
- UVA HotSheet "Effective Practices for Phonological Awareness", posted on Bb and retrievable from http://teachingld.org/hot_sheets
- "Developmental Word Knowledge", posted on Bb and retrievable from http://ptgmedia.pearsoncmg.com/images/9780137035106/downloads/ch01.pdf
- For information on preparing presentations, see on Bb the guide, "Tips for Conducting Professional Development Presentations Asen and Glassnagel December 2015" (Additional Resources 503 -> Effective Presentations).
- The professor may assign additional readings.

Recommended Additional Readings and Resources

- A collection of recommended resources is available on the course Blackboard site (Course Content -> Additional Resources 503).
- For additional information on effective presentations and tips, go to:
  http://seggleston.com/1/business/key-steps
  http://go.owu.edu/~dapeople/ggpresnt.html
  http://www.auburn.edu/~burnsma/oralpres.html
  http://www.effectivemeetings.com/presenting/delivery/taboos.asp
  http://www.presentationmagazine.com/Essential_Presentation_skills.htm
  http://www.timetomarket.co.uk/presentation-skills-tips_November.htm
  http://trainingtoday.blr.com/employee-training-resources/How-Conduct-Effective-Training-Session
- For information on effective use of slideshow/PowerPoint presentations, go to:
  http://mason.gmu.edu/~montecin/powerpoint.html
  http://wmich.edu/writing/readability
  http://www.garrreynolds.com/preso-tips/design/
  http://www.ellenfinkelstein.com/powerpoint_tips.html
  http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm
  http://depts.washington.edu/cidrweb/OLD/Bulletin/PowerPoint.html
  http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm
  http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.htm
  http://www.cis.tcu.edu/pages/media-production/graphics-production/PPT-Hints.pdf
- Recommended books on educational presentations:
  o Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD.

   o Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide*. Norwood, MA: Christopher-Gordon.

Course Performance Evaluation

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

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

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

Assignments and/or Examinations
Performance-based Assessment (Tk20 submission required)

The Council for the Accreditation of Educator Preparation (CAEP) Informal Reading Assessment Administration and Educational Assessment Report assignment for EDSE 503 requires the candidate to select a student with a disability with whom a comprehensive sequence of tasks will be implemented. These components represent excellent practices in assessment and data-based decision making to guide instruction. In this assignment, candidates are required to demonstrate:

- understanding of how exceptionalities may interact with development and learning and
- knowledge of evidence based instructional strategies for advancing the learning of individuals with exceptionalities.

Informal Reading Assessment Administration and Educational Assessment Report assignment is standard to all sections of EDSE 503. See the syllabus section below, "Other Assignments / Additional Details". This assignment is discussed and skills practiced in several class sessions. Samples of sections of the project report are brought to class each week and components may be posted on Bb as models/examples.

College Wide Common Assessment (TK20 submission required): N/A

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

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

- Completion of the self-directed, programmed learning "fill in the blank" written response activities in the phonics text ("Fox book").
- Completion of the Fox book post-test.
- Completion of the final exam.
  - Failure to take the final exam by the end of the course will result in a deduction of 5 points from the final course grade in addition to receiving zero (0) points on the exam.
  - If unforeseen circumstances prevent the professor or other GMU representatives from administering the exam on the last night of class, the allocation of points for course work will be adjusted proportionately.

See the syllabus section below, "Other Assignments / Additional Details".

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

   If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

   If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.
4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Notes:
- It is highly recommended that a candidate does not select as the student subject a relative or child of a close friend.
- In EDSE 503-647, viewing and signing the online form are out of class assignments due by the 2nd class session.
- Forms are on the EDSE 503-647 course Bb site (Assignments → Field Experience).
- Failure to submit all field experience documentation, including verification of having watched the required video and completed surveys and logs, will result in a grade of "Incomplete". The EDSE 503 course participant must obtain from the Field Experience Office and submit in writing to the professor acknowledgement that field experience requirements have been met before the professor will change the final grade.

Other Assignments: Major Learning Activities

For all course assignments:
- Assignment descriptions, directions, and rubrics posted on Blackboard are considered appendices to (and, therefore, part of) this syllabus.
- A teacher candidate/student may not use projects, data, or material generated in and/or submitted for credit in another course or generated by another individual. Violations result in a grade of zero (0) for the assignment and also receive an evaluation of "DOES NOT MEET EXPECTATIONS" entered for the artifact in the TK20 evaluation.
- Please submit files in Microsoft Office format (e.g., Word; PowerPoint), and/or as PDF documents, and/or as JPG/JPEG or GIF or PNG files. Do not submit .pub or SmartBoard files. For consideration of other formats, please contact the professor.
- Please name files as per the protocols discussed elsewhere in this syllabus and/or in assignment directions.

I. **Attendance, Participation, and Class Session "Take Away" Reflection** (8% of final grade)

To earn participation points, EDSE 503 candidates are expected to attend class, come prepared, and demonstrate professional dispositions. Participation credit is achieved through active, thoughtful, deliberate involvement in and completion of all course activities (both in and outside

of class meeting time), conducting oneself professionally, and treating all respectfully; these include only proper, on-task use of electronics. At the conclusion of each face-to-face class session the professor will allocate ~5 minutes for the candidates to compose a brief but substantive "take away" statement relating something from that evening's class to professional practice. The statement should start by noting something you learned, were struck by, wish to know more about, will keep "on your radar", etc. Then explain WHY what you are writing about is of importance (of note) to you. This is completed each week before leaving the class session. Candidates are expected to follow the model provided by the professor.

Candidates who do not demonstrate professional dispositions, including improper use of electronics, in more than one instance will have 10 points deducted from their final grades.

Notes:
- Per professor judgment, use of electronics or engagement in activities or with devices not directly and appropriately applicable to the current class focus/activity is considered unprofessional behavior and a violation of the requirement to demonstrate professional dispositions.
- Taking the final exam during the last class session is required and points are earned for the exam; therefore, a point is not awarded for attendance at the last class.

II. **Oral Language Development Modules** (3% of final grade)

The oral language development modules provide knowledge about oral language skills and how they are the foundation for literacy. The candidate must complete 3 modules. The assignment directions and requirements are posted on Bb.

III. **Education Report Writing Videos** (3% of final grade)

The education report writing videos describe features of professional reports that apply to the informal reading case study project. The candidate must view all 6 videos. The assignment directions and requirements are posted on Bb.

IV. **Quizzes to Review Content** (6% of final grade)

In preparation for the course final exam and the Reading for Virginia Educators (RVE) Elementary and Special Educators test, candidates take six (6) quizzes. The goals of taking the quizzes are to review content addressed in class and through assignments and to practice for the course final and the RVE. Corrective, informative feedback is built into the quizzes. These assessments are posted on Blackboard (Assignments → RVE Practice Question Sets). Each quiz will be made available as per the class schedule and is taken on Blackboard. The 1st attempt must be completed as per the class schedule. Course participants receive a point for each quiz for which a score of 80% correct or greater is earned.

Notes:
- Quizzes are made available the morning following the related topic team presentation. The first attempt must be completed as per the due date noted on the course schedule.
- Each quiz may be taken multiple times in order to achieve the 80% or greater grade on a quiz.
- For course credit, all quizzes must be completed by the start of the last class session (though

access is available for the "life" of the course Bb site).
- Additional information about the quizzes will be provided in class.

V. **Topic Presentation** (20% of final grade)
The purpose of the presentation and its activities is to assist class members in processing and applying the essential content of course readings and materials to literacy instruction.

All candidates in the course are responsible for reading the course materials according to the class schedule. Additionally, each candidate participates in a group presentation focused on topics in the required readings. A team may be assigned content other than that presented in a course text.

The team members work as a group to develop a presentation. Time allocation is determined by the professor, depending on the size of the teams and on the topics, and ranges from 1.5 – 3 hours. The professor will give direction to each team. To facilitate this, each team selects a member who serves as the contact person with the professor for presentation guidance, answering questions, giving feedback, etc.

The chapter presentation emphasizes:
- Key points for understanding the topic, including theoretical underpinnings, relevant terms, developmental stages, and how focus areas relate to other course topics;
- Characteristics of skilled/strategic learners and of unskilled/non-strategic learners (in the context of the topic);
- Instructional methods and strategies for teaching struggling readers in the area of focus; and
- Ways to monitor progress/assess student mastery.

Team members, as part of the presentation, incorporate information from additional authoritative sources (e.g., National Reading Panel report) and, as needed, materials on the course Bb site and other educational sources. Presenters also respond to additional questions and comments that arise.

The presentation includes providing a study guide on the topic (e.g., in the form of an outline, visual representations/graphic organizers of important ideas, etc.). A print out of the team's slideshow/PowerPoint (note: please do not use Prezi), if one is used, is not a substitute for the required study guide. The professor will bring samples to class.

All materials used in the presentation are due, posted to Bb, no later than 5:00 p.m. the day of the presentation.

All materials should adhere to conventions for written language in general and for slideshows and other visuals, if used.

All citations, as appropriate, should be noted using APA format.

See resources cited in this syllabus and on Bb for information on effective presentations, especially the guide "Tips for Conducting Professional Development Presentations" (Bb: Course Content -> Additional Resources -> Effective Presentations).

After the presentation, team member individually evaluates the team's presentation by assigning points earned on the assessment rubric. The point allocations are reviewed, confirmed, or changed by the professor. Additionally, each candidate on the team individually reflects in a written narrative on his/her choice of 3 concepts, skills, strategies, practices, etc. from the presentation's focus. For each topic selected for reflection, the candidate explores how that topic was extended or enriched for that individual through participation in this project (1 paragraph per each topic that is included in the reflection is sufficient). The focus is on the content presented, not on the experience of presenting and teaming, though the reflection may be extended to include these (for possible additional point allocation). The self-assessment and reflective writing are due in the corresponding Bb drop box by 6:00 p.m. on the Saturday following the presentation.

VI. **Self-Guided Completion of Fox Text and Mastery of Fox Content** (10%)
EDSE 503 teacher candidates/students in all section of EDSE 503 are required to take the Fox pretest, complete the Fox text (see below for details), and take the Fox posttest.

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool to extend knowledge of phonics and structural analysis rules. Course participants must independently complete all components of the Fox (2014) self-instruction text outside of class according to (or in advance of) the class schedule. The pretest will be taken and scored in class. Then course candidates independently and outside of class work on the self-paced exercises in the text. For any part of the text to be considered complete, students must fill-in (i.e., write responses in) the blanks of all exercises as well as answer, in writing, the review questions at the end of sections. The within-text exercise completion requires students to write as they read, which reinforces the phonics knowledge and skills they are reading about. To receive any credit for this activity, the pre-test, all sections of the Fox text (Parts I through VIII) and corresponding exercises (such as reviews), and the post-test must be completed. Points are allocated based on the student's completion of text exercises and score on the posttest.

Notes:
- Weekly preparedness includes bringing to class the Fox book with sections completed as per the course calendar. If the assigned sections of the Fox book have not been completed, participation points for that class session may not be awarded per discretion of the professor. Points earned based on the Fox post-test will be awarded only after the professor verifies all components of the Fox book have been completed, which is done at the time the teacher candidate takes the Fox post-test.
- For information on the efficacy of the instructional structure of the Fox exercises as well as on certain concepts in the text, on Blackboard go to Course Content $\rightarrow$ Additional Resources 503 $\rightarrow$ Fox Book.

- A candidate who completes the Fox book ahead of the class schedule and who wishes to take the post-test prior class 8 may discuss options for doing so with the professor.

VII. **Final Exam**: Reading for Virginia Educators (RVE) "Mock" Assessment (5%; up to 5 additional, bonus points may be earned, depending on scores on the multiple-choice portion) Course candidates in all sections of EDSE 503 are required to take the final exam during the last class session whether or not they have taken and passed the RVE. The final exam is a mock (simulated) RVE exam of 91 multiple-choice and 3 short answer essay questions (~5-8 sentence responses). The exam is similar to the RVE in format and content. It is taken during the last class session. Students usually take ~2 hours to complete this exam (time limit: 2.5 hours). Additional instructions will be shared in class.

Notes:
- Bonus points are earned for scores out of the 91multiple choice questions that achieve 80% mastery or higher.
- Failure to take the final exam by the end of the course will result in a deduction of 5 points from the final course grade.
- The EDSE 503 final exam does not replace/count as the official RVE test.

VIII. **CAEP Assessment Assignment: Informal Reading Assessment Administration and Educational Assessment Report (IRAA-EAR)** (45% of final grade)
The EDSE 503 candidate implements a comprehensive sequence of tasks representing exemplary practices in reading assessment.

An introductory description is provided in the preceding section, "Assignments and/or Examinations, Performance-based Assessment (Tk20 submission required)". The full CAEP Assessment assignment guidelines, directions, support materials, and associated course assessment rubric for earning points for this assignment are posted on the course Bb site (Assignments -> CAEP Assessment Assignment: Informal Reading Case Study). The rubric used in the Tk20 evaluation process is in this syllabus in the appendix section, "Assessment Rubric(s)".

Through this project, candidates develop and practice literacy informal assessment knowledge and skills (assessment administration and analysis) and educational report writing, which includes making recommendations for further investigation and for instruction. Note that the educational report is written as a formal document for school record and as such, the audience includes both family members and educators. It is not written as an academic paper and, therefore, does not include reference citations or a reference list and is single-spaced.

The project requires the course participant to select and work with a student subject. For candidate success in meeting learning targets, the professor requires that the candidate choose a student subject:
- who is in grade 2 through grade 12
- who has a reading difficulty, disorder, or delay
- who currently is reading connected text:

- at a minimum at the *instructional* level of the beginning of 2nd grade (e.g., DRA 18; guided reading level J; SRI 300) or,
- to the best of the candidate's knowledge, reads no higher than at the *instructional* level of grade 7.

These parameters are set to ensure the candidate will be able to administer all components of the required assessments.

Note: It is highly recommended that a candidate does not select as the student subject a relative or child of a close friend.

Components of the Informal Reading Assessment Administration and Educational Assessment Report (IRAA-EAR) assignment include:
- Collecting and summarizing student demographic information, background information, oral language development, and present levels of performance that are significant to reading and writing development.
- Administering, summarizing results, and analyzing implications of 2 informal assessments: the Jennings Informal Reading Assessment (JIRA) and the Developmental Spelling Assessment (DSA).
- Composing an assessment report that includes discussion of the above components and, based on the findings of the JIRA and DSA assessments, recommendations with rationales for:
  - additional 3 areas for further literacy testing,
  - accommodations related to developing and practicing literacy skills, and
  - instruction, to include specific age-appropriate, evidence-based practices and strategies.

The IRAA-EAR is discussed and skills practiced in several class sessions. Samples of sections of the project report are brought to class each week and components may be posted on Bb as models/examples.

Note: Components of this project in draft form have varying due dates, outlined in the class schedule. The final submission compiles all components into a final document.

Course Policies and Expectations
Attendance/Participation
- Course participants register for cohort classes with an understanding about the compacted semester time frame: that the time allocation for class sessions is extensive and that all work is to be completed within the cohort semester. Course participants also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements. Teacher candidates/students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.
- Teacher candidates/students, to receive attendance/participation credit for a class session, are expected to be in attendance, exhibit professional dispositions at all times, and fully participate, which includes writing a class session "take away". (See the above section on "Other Assignments" for directions on class session "take away" reflective writing

requirements.)
- Attendance includes/considers:
  - Promptness (getting to class and back from breaks on time) and
  - Being present for the full duration of class in the classroom and, as appropriate, other areas of course activity (except for break periods, which equal a total of 20 minutes per class session). Note: Class starts promptly at 5:00 p.m. and ends at 9:30 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 9:30 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.
- Absences:
  - Face-to-face (f2f) class session cancellations are not counted as absences; however, failure to complete by the next class session all the assignments that substitute for the f2f session is counted as an absence.
  - Course participants who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions, clarifications, and explanations. Assignments are due as if in attendance and as outlined in the course syllabus. It is the teacher candidate's/student's responsibility to arrange with a colleague, not with the professor, for collection of materials and to promptly obtain from colleagues and discuss with them class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.
  - All course participants are granted one full or partial class session absence; however, all work still is due on Blackboard according to the course calendar.
  - Class session participation points are not awarded if a teacher candidate/student has not attended class or misses more than one (1) hour.
  - A second absence will result in the final grade dropping by 5 points.
  - Three absences (including the granted absence—i.e., two absences in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted.
  - Please do not request permission to miss a class—you must make your own decision.
  - There may be extenuating circumstances—those that involve a critical health situation (self; immediate family member) or job responsibilities of a serious nature. Please discuss with the professor circumstances that truly are extenuating as soon as possible. The professor may require confirmation from a health care provider and/or job supervisor and/or GMU academic advisor and/or the school division contact person (per the professor's choice). If there are extenuating circumstances, you must discuss with the professor (in person or by phone) within 5 days of the related absence the impact on course mastery and assignments (including due dates and date of course completion).
- Participation implies demonstration of being psychologically and socially available to learn as well as coming to class prepared (having completed the required assignments). Participation considers the teacher candidate's/student's professional dispositions and level of engagement in class activities and includes, but is not limited to:
  - Preparing in advance for the session by completing assigned work on time (see the section below on "Late Work") and having on hand/in class all materials required for the class session as per the course assignments/class schedule and professor

communications.
- o Contributing thoughtfully and fully to class activities and discussions;
- o Listening to and being respectful of the ideas of others;
- o Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence class dynamics);
- o Demonstrating enthusiasm for learning;
- o Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
- o Facilitating group work;
- o Self-assessing course work;
- o Using technology/electronics only to assist in current class tasks.

Late Work
An assignment is considered late if it is not submitted as outlined below.
- All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted in the class schedule. Assignment submission includes posting to Blackboard and, when required, bringing a print or electronically accessible (if appropriate) copy of the assignment to class on the due date. Work must be posted to Blackboard no later than 5:00 p.m. the day it is due to be considered "on time".
- Submitting an assignment late does not alter the due dates of the other assignments. The professor may not provide feedback on late assignments. Strive to keep up with the assignment schedule to allow for appropriate formative evaluation and feedback from your professor and peers across the semester and to assist understanding of content addressed in class.
- For the course to be considered completed, the EDSE 503 CAEP Assessment – Informal Reading Case Study assignment must be submitted on time to Bb (Assessments → Tk20 EDSE Informal Reading; may have additional notation or similar notation that indicates the Tk20 assignment for EDSE 503).
- For late submissions of assignments:
  - o Fifty percent (50%) of the points will be deducted from your assignment grade for late submissions unless the professor has agreed in advance to the due date and time to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. The final exam and submission of the CAEP Assessment Assignment – Informal Reading Case Study must be completed on time to avoid a grade of "Incomplete" (IN). See below for further conditions.
  - o The earlier date that the assignment was received by the professor in hand as a print copy or posted on Blackboard will be considered the date submitted; however, the professor will read but will not print out work on Bb and, therefore, will not provide written feedback or grade work that has been submitted only electronically.
  - o The assignment will not be considered completed until the work is posted to Blackboard. If a course participant does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment.
- A candidate who verifies extenuating circumstances must make arrangements through the professor no later than 3 calendar days prior to the last day of class for course completion. Otherwise, failure to submit coursework by the end of the course will result in a further

deduction of 10 points from the final grade.

Communication

- For file submissions to the professor, please put as the first word in the filename your last name (e.g., Asen Chapter 5 Reflection). If there is a cohort colleague that has the same last name, please add your first name following your last name (e.g., Asen Sheryl Chapter 5 Reflection).
- Your George Mason University email address and the professor's George Mason University email address are the only email addresses that will be used for communication in this course. Failing to check your Mason email does not relieve you of the responsibility to communicate via your George Mason University account. If you send email from an account other than your GMU account, the professor may respond ONLY to your GMU email address.
- Check your GMU email account at least once per day and early enough on class meeting days to allow for appropriate response.
- Any course participant who experiences technical issues has the responsibility to contact the ITU Support Center directly and immediately at 703-993-8870 and support@gmu.edu. Additionally, it is your responsibility to communicate with the professor about options if technical difficulties interfere with course participation, receipt of course related email messages, and/or access to Blackboard.
- When you send email to the professor, always put at the beginning of the subject line your full name and the entire course number, which includes the 3-digit section number/extension (e.g. Subject: Rocket Raccoon 503-647).
- When you send a text to the professor or leave a voice message, please state your full name and your course number (include the 3-digit section/extension number); for example, "This is Rocket Raccoon in 503-647."
- The professor may not be able to receive or respond to calls, voice mail, and/or email messages after 3:00 p.m. on class days until after class has ended.
- The professor attempts to respond to communications within 24 hours (barring unforeseen events).
- Candidates at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. Points will be deducted from any assignment that does not reflect appropriate communication. The number of points deducted is per professor discretion and based on the type and degree of writing issues.
- Use APA guidelines for course assignments when explicitly noted in the assignment descriptions or otherwise appropriate. Answers to frequently asked questions about APA format guidelines may be found at http://www.apastyle.org.
- Use "person-first language" in class discussions and written assignments unless otherwise noted. In accordance with terminology choices in the disability community, strive to replace formerly used terms with currently preferred forms (e.g., use "Intellectual Disabilities"; "Emotional Disabilities") in oral and written communication and avoid language labels by stating, for example, a "student with disabilities" (SWD) rather than a "disabled student". Please use guidelines for language in APA Journals, including information available at: http://www.apastyle.org/manual/related/nonhandicapping-language.aspx.

Use of Course Participants' Products

- All work by course participants may be shared in current and future courses and professional development led by Dr. Sheryl Asen. Author credit explicitly will be given to teacher candidate/student authors for their work.
- Teacher candidates/students may opt out of having their work shared or explicitly/publicly credited (that is, work may be shared by the author identification removed) by sending an email request to the professor's GMU email account (sasen@gmu.edu; use the subject line "Opt Out [First Last name] EDSE 503-647"; e.g., "Opt Out Sheryl Asen EDSE 503-647"). Provide a specific request (e.g., may use work but not state authorship; may use only the reading case study; do not share my course products). Requests to opt out must be received by the posting of grades for the course in which the candidate is enrolled.

Grading Scale

Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better.

90 – 100 points = A
86 – 89 points = B+
80 – 85 points = B
70 – 79 points = C
< 70 points = F

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

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See https://cehd.gmu.edu/students/polices-procedures/graduate

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students. The class schedule is presented at the end of this document, following the appendix of the "Informal Reading Assessment Administration and Educational Assessment Report" Tk20 rubric.

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 https://catalog.gmu.edu/policies/honor-code-system/).
- 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 turned off 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.
- Links to GMU resources for students are on the course Blackboard site in the first folder under Course Content, Additional Resources.

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

Appendix
    Assessment Rubric(s)
The following pages present the rubric for the CAEP Performance-based Assessment "Informal Reading Assessment Administration and Educational Assessment Report". All other course rubrics are posted on Blackboard.

Informal Reading Assessment Administration and Educational Assessment Report

EDSE 503	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Background & Oral Language Development: **CEC/IGC Standard 1** Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	**Candidate** produces a description of the target student's background that <u>fails</u> **to show a clear** understanding of: • the student's present level of performance relevant to literacy instruction, and/or • the potential impact of the target student's language proficiency on reading and writing development	Candidate produces a description of the target student's background (including language, culture, and/or family background) that shows a clear understanding of: • the student's present level of performance relevant to literacy instruction, and • the potential impact of the target student's language proficiency on reading and writing development	Candidate produces a detailed description of the target student's background (including language, culture, and/or family background) that shows a clear understanding of: • the student's present level of performance relevant to literacy instruction, and • the relationship between the target student's language proficiency and typical language development, and the potential impact of the target student's language proficiency on reading and writing development
Reading & Writing Development: **CEC/IGC Standard 4** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	• Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling inventories to the extent that interpretation of the assessment results is impacted. • Candidate fails to identify an appropriate area of literacy development where additional assessment may be needed to further understand an area of weakness.	• Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. Minor errors that do not change interpretation of the assessment results may be present. • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.	• Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. • Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.

EDSE 503	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Reading & Writing Development: **CEC/IGC Standard 4** Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.	• Candidate fails to use assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula.	• Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula.	• Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Candidate provides a clear rationale for these recommendations that is grounded in assessment data.
Instructional Recommendations: **CEC/IGC Standard 5** Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.	Candidate makes recommendations for reading and/or writing instruction that are: • not connected to the assessment results, and/or • that are not evidence based for students with exceptionalities.	Candidate makes recommendations for reading and/or writing instruction that: • are appropriate based on the assessment results for the target student, and • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate.	Candidate makes recommendations for reading and/or writing instruction that: • are appropriate based on the assessment results for the target student, and may also consider student interests, learning environments, and/or cultural and linguistic factors, and • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate, and • makes a clear connection between the assessment results and the recommended practices

Appendix: EDSE 503-647 Class schedule

- The course syllabus is dynamic—it may change according to teacher candidate/student needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is cancelled due to school closings, including an optional make-up session; change in assignments; change in due dates).
- Bring your 3 course texts to each class session. Bring DSA and JIRA materials as noted.

Class #	Topics for Class This Week	Assignments for the Next Class

Class 1
3/14/18
	•Beliefs to Help Children Become Literate
	•Our Big Ideas About Literacy
	•National Reading Panel (NRP), Five Domains of Reading, and reading models
	•Course Overview / Syllabus, including:
	  o Assignment details and course assessments
	  o Preview of texts and reading assignments
	  o Field experience video
	  o Topics & Teams
	•What are the differences between speech and language?
	•How to access the T/TAC oral language development modules (parts 1, 2, and 3)
		For 3/21/18 class 2
		Note: Complete the readings and view the modules in the sequence noted below:
		•Reading Problems (RP) text: read Chapter 1 Overview of Reading and Reading Problems, pages 11-14 (begin with Key Elements of Teaching Reading)
		•Maximizing Effectiveness (ME) text: read Chapter 1 What Is Comprehension? pages 1-3
		•Complete the TTAC Oral Language Development Modules Assignment (posted on Bb). NOTE: The modules' content is repeated in some readings. Complete this assignment first. Then skim the familiar content in the texts for review. Read the assignment directions carefully. There are several options to pursue in case you run into technical issues and, if you find these too challenging, there is a solution in the assignment for completing the modules.
		•ME text: Chapter 1
		  o Skim p. 4-9 and p. 14- 15, including Text Box 1.1 and Text Box 1.4 (p. 14-15)
		  o Read p. 10-13; 15-19
		•RP text:
		  o Read Chapter 1, p. 5-9 (from Recent Influences on the Teaching of Reading)
		  o Skim Chapter 2 Factors Associated with Reading Problems
		  o Skim Chapter 3 Gathering Data
		•Select your field experience student subject using guidelines in the syllabus and discussed in class. You must identify your student subject, prepare introductory information, and administer the DSA by 1/23/18.
		•Read through the syllabus. You are responsible for being familiar with all course expectations and assignments.
		•View the Field Experience video (Assignments → Field Experience). After viewing the video, sign the online form.
		•Respond to the field experience email regarding your student subject by completing and submitting the required form.
		•Explore the course Bb site. You are responsible for being familiar with information and resources—and where on Bb to find them.

Class #	Topics for Class This Week	Assignments for the Next Class

Class 2
3/21/18
	• Early language, meaningful differences, phonological awareness, and oral language developmental scales
	• Starting the IRAA-ERA: student background – using RP text chapters 2 & 3 and what you already know about case studies (from EDSE 540)
	• Assessment Continuum
	• Educational reporting
	• Introduction to administering, scoring, and analyzing the Developmental Spelling Assessment (DSA)
	• Preparing for the RVE
	• Phonics and Word Study: Why study this? What do I currently know? Fox pre-test.
		NOTE: No class 3/28/18 due to spring break!
		
		For 4/4/18 class 3:
		• Read with your Reading Case Study student in mind. Note key points that apply to your student.
		• Read in RP text Chapter 7 Early Literacy.
		• Read the UVA HotSheet "Effective Practices for Phonological Awareness" (on Bb)
		• Fox
		  o Part I: General Knowledge and Concepts, p. 11–25
		  o Part 2: Single Letter Consonants, p. 29 – 69
		• Read the DSA directions. Some of the administration procedures and all of the scoring processes are tricky!!! Come to class knowledgeable about the DSA. Print out this guide, put it in a loose-leaf binder, and bring it to class when the schedule notes we'll be talking about the DSA.
		• Educational reporting assignment (on Bb)
		• Prepare and <u>bring to class</u> a detailed outline or draft of phase 1 of the IRAA-ERA:
		  o Student demographic information and background significant to reading and writing development, including:
		    ▪ Home, socio-cultural factors, and health factors
		    ▪ Oral language development
		    ▪ School/academic history
		    ▪ Present levels of performance (prior to testing for this class):
		      • Decoding
		      • Fluency
		      • Comprehension
		      • Spelling
		      • Written expression

NOTE: No class 3/28/18 due to spring break!
 	
Class 3
4/4/18
	• IRAA-ERA: phase 1 discussion and check
	• Early literacy
	• Discussion and practice: DSA administration, scoring, creating data tables, and analyzing the DSA
	• Introduction to the Jennings Informal Reading Assessment (JIRA)
	• Fox: key points and progress
		For 4/11/18 class 4:
		• Read "Developmental Word Knowledge" (on Bb)
		• Read in RP text:
		  o Chapter 8 Improving Word Knowledge: Word Recognition
		  o Chapter 15, p. 390-396
		  o Chapter 9 Improving Word Knowledge: Fluency
		• Administer the DSA to your case study student. Make copies of the tests and score the copies. Bring the scored copies to class.
		• Preview the Jennings Informal Reading Assessment. Then read in the RP text Chapter 5 Administering an Informal Reading Inventory, p. 93-106. As you read, refer to the Jennings IRA correlated sections and use the procedures PDF document on Bb as a guide through information on administering and scoring the oral reading passages. Bring a printout of the Jennings IRA in a loose-leaf binder.
		• Fox
		  o Part 3: Consonant Digraphs and Consonant Blends, p. 71 – 91
		  o Part 4: Vowels, p. 93 – 141
		• Take the RVE Practice Quiz – Question Set 1.
		• Second draft copy of the IRAA-ERA phase 1; <u>bring a printed copy to class.</u>

Class #	Topics for Class This Week	Assignments for the Next Class

Class 4
4/11/18
	• Presentation: Improving Word Knowledge: Word Recognition
	• Presentation: Improving Word Knowledge: Fluency
	• Discussion and practice: DSA and Jennings IRA
	• Developmental Word Knowledge
	• Fox: key points and progress check
		For 4/18/18 class 5:
		• Read in the RP text:
		  o Chapter 10 Vocabulary Development and Listening Comprehension
		  o Chapter 5 Administering an Informal Reading Inventory, p. 106 -120 (start at Scoring Comprehension)
		• Read in the ME text Chapter 3 Teach Vocabulary
		• Fox:
		  o Part 5: Review, p. 143 – 155
		  o Part 6: Onset-Rime, p. 157 – 165
		• Take the RVE Practice Quiz – Question Set 2
		• Administer the Jennings word lists and oral reading components. Make <u>copies</u> of the documents and score the <u>copies</u>. Bring to class these <u>copies</u> of your Jennings word lists and oral reading test documents. Come to class prepared to discuss the results of the Jennings.

Class 5
4/18/18
	• Presentation: Vocabulary Development, Teaching Vocabulary, and Listening Comprehension
	• Jennings:
	  o word lists and oral passage scoring
	  o miscue analysis
	  o analyzing comprehension
	  o administering the silent passages, retell, listening comprehension
	• Discussion of IRAA-ERA phase 2, including describing the DSA and Jennings in the case study report and report tables
	• Fox: key points and progress check
		For 4/25/18 class 6:
		• Read in the ME text:
		  o Chapter 2 Basic Reading Skills
		  o Chapter 4 Teach to Activate Students' Prior Knowledge and Help Them Make Connections
		  o Chapter 7 Reading Strategically
		• Read in the RP text:
		  o Chapter 11 Comprehension of Narrative Text
		  o Chapter 5, Administering an Informal Reading Inventory, p. 121-124 (Combining IRI Assessment with Think-Alouds)
		• Fox
		  o Part 7: Syllable and Accent Patterns, p. 167 – 192
		  o Fox Part 8: Morphemes, Prefixes, Suffixes, Contractions, and Compound Words, p. 193-220
		• Take the RVE Practice Quiz – Question Set 3
		• Work on your draft of the IRAA-ERA phase 2 for the DSA and Jennings. Bring the draft to class

Class 6
4/25/18
	• Presentation: Reading Strategically; Comprehension of Narrative Text; Activating Prior Knowledge/Making Connections
	• IRAA-ERA:
	  o check of phase 2
	  o considerations for phases 3 and 4
	• Fox: key points and progress check
		For 5/2/18 class 7:
		• Read in RP text:
		• Chapter 12 Comprehension of Informational Text
		• Read in ME text Chapter 5 Ask and Answer Questions, Chapter 6 Recognize Text Structures
		• Read in RP text Chapter 13 Integrating Reading and Writing
		• Take the RVE Practice Quiz – Question Set 4
		• Draft: recommendations for additional assessments, with rationale. Bring a copy of your draft to class.
		• Final copy of the IRAA-ERA phase 2 due on Bb; bring a printed copy to class.
		• Take the Fox post-test in the book. Use the correlations of questions to the pages on which the content is presented to review topics as necessary. The in-class post-test will not include post-test sections II and IV.

Class #	Topics for Class This Week	Assignments for the Next Class
Class 7 5/2/18	• Presentation: Comprehension of Informational Text; Ask and Answer Questions; Recognizing Text Structures • Presentation: Integrating Reading and Writing • IRAA-ERA educational report to date, including considerations for phases 3 and 4 • Fox: preparing for the posttest	For 5/9/18 class 8: • Read in RP text Chapter 14 Literacy Instruction for Diverse Populations • Read in ME text Chapter 8 Motivation and the Struggling Reader • Study for Fox post-test • Take the RVE Practice Quiz – Question Sets 5 and 6 • Work on your draft of the IRAA-ERA phases 3 and 4. Bring to class your draft. We will use it and add to it in class.

Class 8 5/9/18	• Best Practices for Instruction and Instructional Enhancements
	• Resources for reluctant and struggling readers
	• IRAA-ERA: summary, further testing recommendations, instructional recommendations
	• "Mock" RVE practice – open response questions
	• Fox post-test and self-check
		For 5/16/18 class 9:
		• Study for final exam.
		• Bring to class a printed copy of the final version of the full IRAA-ERA (all components in one document with appendices of all testing documents)
		• By the start of class 9 (5:00 p.m. on 3/6/18) the IRAA-ERA must be posted to two (2) Bb drop boxes:
		   o Tk20 (under the Assessment folder)
		   o IRAA-ERA Assignment (under the Assignments folder)
		• Bring to class to share a short reading selection (a quote or poem or short passage) that is personally meaningful.
		• Complete prior to the start of the last class session:
		o the online course evaluation
		o the field experience survey.
		• Submit the field experience log.

Class 9 5/16/18	• Parting thoughts • Required Final Exam: "Mock" RVE • Course checkout	WAHOO! YEA YOU!