



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

Spring 2019

EDSE 503 649: Language Development and Reading

CRN: 22112, 3 – Credits

Instructor: Dr. Sheryl Asen	Meeting Dates: 1/10/2019 – 3/7/2019
Phone: c802-595-9663; office 703-993-5448	Meeting Day(s): Thursday
E-Mail: sasen@gmu.edu	Meeting Time(s): 5:00 p.m. – 9:30 p.m.
Office Hours: by appointment	Meeting Location*: Fairfax HS room D114
Office Location: Finley 206A	Other Phone: (Please use the cell number.)
<p>Notes:</p> <ul style="list-style-type: none"> • *The 1st class session, January 10, 2019, will meet at the FCPS Gatehouse Administrative Center, 8115 Gatehouse Road, Falls Church, VA 22042 in room 3050/3051. • *The class session on February 7, 2019 will meet at the Dunn Loring Administrative Center, 2334 Gallows Road, Dunn Loring, VA 22027 in room 108. • The professor does not respond to email, phone calls, or texts after 3:30 p.m. on class days due to travel and class preparation time. <p>“The beautiful thing about learning is that no one can take it away from you.” -B.B. King</p> <p>“I have always imagined that paradise will be a kind of library.” -Jorge Luis Borges</p> <p>“Once you have learned to read, you will be forever free.” -Frederick Douglass</p> <p>“Oh, magic hour, when a child first knows she can read printed words!” -Betty Smith, A Tree Grows in Brooklyn (1943)</p> <p>“Never trust anyone who has not brought a book with them.” -Lemony Snicket</p> <p>“There is more treasure in books than in all the pirate’s loot in Treasure Island.” -Walt Disney</p> <p>“You don’t have to burn books to destroy a culture. Just get people to stop reading them.” – Ray Bradbury</p> <p>“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</p> <p>“To read without reflecting is like eating without digesting. -Edmund Burke</p> <p>“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</p> <p>“It is not good enough to have a good mind; the main thing is to use it well.” -Rene Descartes</p> <p>“Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read.” -Groucho Marx</p> <p>Docendo discimus. (Latin proverb: “By teaching, we learn.”)</p>	

****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.

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. Large group, small group, and individual 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
10. Self-assessment.

Learner Outcomes

1. Upon completion of this course, teacher candidates/students will be able to:
2. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
3. 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.

4. 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.
5. Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
6. 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.
7. 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.
8. 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 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.

Additional Readings and Resources

A collection of recommended resources with additional readings is available on the course Blackboard site (Course Content → Additional Resources 503).

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 Assignment. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

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 (IRAA-EAR) 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: Guidelines and Major Learning Activities”.

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 THIS 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 503-649:
 - Viewing and signing the online form are out of class assignments due by the 2nd class session.
 - Responding to the
- Forms are on the EDSE 503-649 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: Guidelines and 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.

- If the candidate wishes to receive accommodations, the candidate must work through and follow the procedures of the Office of Disability Services. (See the subsequent section in this syllabus, “GMU Policies and Resources for Students”.)
- A teacher candidate/student must demonstrate integrity and adherence to the honor code to earn points for course assignments.
- A teacher candidate/student may not use projects, data, or material generated in or for and/or submitted for credit in another course. Violations result in a grade of zero (0) for the entire assignment.
- A teacher candidate/student may not use projects, data, or material generated by another individual. This includes failure to appropriately cite resources used in course assignments. Violations result in a grade of zero (0) for the entire assignment.
- Candidates at the graduate level are expected to compose and speak with accuracy (grammar, spelling, other mechanics, form, structure, logical organization and flow, etc.) and at a conceptual level commensurate with advanced degree study. Assignment points are not awarded for meeting this requirement; however, points will be deducted from any assignment that does not reflect appropriate communication (oral and/or written)—that is, that fails to meet these expectations. The number of points deducted (up to 10 points per assignment) is per professor discretion and is based on the types and degrees of issues and errors demonstrated/observed.
- APA format guidelines must be used for the presentation references. Answers to frequently asked questions about APA format guidelines may be found at <http://www.apastyle.org>.
- APA format guidelines are not used in educational reports and, therefore, are not applied to the IRAA-EAR assignment; however, the professor may request citation verification for any assignment submission.
- 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>.
- 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. When an assignment is to be handed in at a class session, that assignment must be submitted to the professor in print/hard copy for the assignment parameters to be considered met. Work must be posted to Blackboard no later than 5:00 p.m. the day it is due to be considered “on time”. See the section on “Late Work” for additional information.
- Blackboard, in addition to providing resources and verifying the date and time of assignment submission, also serves as a repository of candidate work.
- Only the file formats listed below are accepted for assignments.
 - Microsoft Office suite (e.g., Word; PowerPoint; Excel)
 - PDF
 - JPG/JPEG, GIF, or PNG
 - Macintosh supported video formats—those that can be imported into and viewed

via QuickTime (e.g., .mov, MPEG files [.mp4, .m4v, .m4a, .mp3, .mpg], some WAV files)

- Do not submit .pub, SmartBoard, or Google Docs files. For consideration of other formats, please contact the professor.
- Assignments must be composed on a computer (“typewritten”—which allows for ease of reading the submission), with the exception of testing responses and work samples created by the IRAA-EAR student subject.
- Name files as per the following protocols unless otherwise specified in assignment directions.
 - Always start a file name with your surname with only the first letter capitalized (e.g., Raccoon).
 - If another candidate in the course section has the same last name, add your first initial (capitalized) following your surname (e.g., RaccoonR or Raccoon R).
 - If another candidate in the course section has the same last name and his/her first name begins with the same letter, add your first name (beginning with a capital letter) after your last name (e.g., RaccoonRocket or Raccoon Rocket).
 - You may alter the remaining words in the file name to shorten it BUT the file name must clearly identify the assignment, distinguishing it from any other assignment.
- Multiple instances of not following the file naming protocol may result in one (1) point deducted from the candidate’s final course points total for each violation.
- Note that graduate courses at the master’s level typically may require a time commitment for out of class work per week that equates to 3-4 hours per class session meeting hour (i.e., for EDSE 503-649, 13.5 – 18 hours per week).

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 (IRAA-EAR). The candidate must view and respond to all 6 videos per the assignment directions and requirements, which 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 is taken on Blackboard. Course participants receive a point for each quiz for which a score of 80% correct or greater is earned. The 1st attempt must be completed as per the class schedule.

Notes:

- Quizzes are made available the morning following the related topic team presentation (see the class schedule). The first attempt must be completed per the due date noted for the assignment.
- Each quiz may be taken multiple times in order to achieve the 80% or greater grade on a quiz required to earn a point; however, all subsequent attempts must have a lapse of at least 24 hours since the last attempt.
- 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 team-created 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 of acceptable/appropriate study guides 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, then 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 noon on the Sunday following the presentation.

VI. Self-Guided Completion of Fox Text and Mastery of Fox Content (10%)

EDSE 503 teacher candidates/students in all sections of EDSE 503 are required to take the Fox pretest, complete the Fox self-instruction textbook (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 textbook 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 textbook. For any part of the textbook 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 pretest, all sections of the Fox text (Parts I through VIII) and corresponding exercises (such as reviews), and the post-test must be completed and the review exercise responses submitted to the Bb drop box. Points are allocated based on the student's completion of textbook 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 posttest will be awarded only after the professor verifies all components of the Fox book have been completed, which is done in class 7 or at the time the teacher candidate takes the Fox posttest.
- For information on the efficacy of the instructional structure of the Fox exercises as well as on certain concepts in the textbook, on Blackboard go to Course Content → Additional Resources 503 → 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 91 multiple choice questions that achieve 80% mastery or higher.
- An alternative exam may be given instead. This alternative consists of 100 multiple choice questions. The EDSE 503 course leads will inform the professor of options during the semester.
- Failure to take the final exam by the end of the course will result in a grade of “Incomplete” and, once the course is completed, 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, Tk20 rubric, and 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 course rubric also is in this document under Appendices.

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 relevant to literacy functioning, 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 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, assistive agency professional, 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.
 - Contributing thoughtfully and fully to class activities and discussions;
 - Listening to and being respectful of the ideas of others;
 - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence class dynamics);
 - Demonstrating enthusiasm for learning;
 - Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
 - Facilitating group work;
 - Self-assessing course work;

- 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:
 - As appropriate to the type of assignment, either:
 - 50% of the possible points for the assignment or
 - 1 point per draft and/or test administration not submitted
 will be deducted from the total overall course point tally unless the professor has agreed, in advance of the set 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.
 - 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.
 - 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 arrange, through the professor, for a grade of “Incomplete” no later than 3 calendar days prior to the last day of class for course completion. The teacher candidate must sign a GMU Incomplete Grade Contract, provide by the professor.

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 503-649).
- 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 503-649.”
- The professor may not be able to receive or respond to calls, voice mail, and/or email messages after 3:30 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 503-649”; e.g., “Opt Out Sheryl Asen EDSE 503-649”). 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 and Grade Record Keeping

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. The professor may award + or – qualifiers based on work quality, effort, and bonus points accumulated/demonstrated throughout the semester.

90 – 100 points = A

86 – 89 points = B+

80 – 85 points = B

70 – 79 points = C

< 70 points = F

Blackboard is used to indicate which assignments were submitted on time. If quizzes are taken on Blackboard using the “tests” feature, scores are tabulated electronically. Otherwise, Blackboard is not used to track course grades. Points earned are updated every week on EDSE 503 assignments and attendance record Sheet, which is kept in the candidate’s course folder. It is the candidate’s responsibility to keep track of the accumulated earned points.

*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/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

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” 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- 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/students/>.

Appendix

Assessment Rubrics

The rubrics on the following pages is for the EDSE 503 CAEP Assessment Assignment: Informal Reading Assessment Administration and Educational Assessment Report. Other course rubrics, including the Tk20 Performance-based Assessment Rubric, are provided on Blackboard (Assignments → Course Rubrics) and are considered appendices to this syllabus.

Class Schedule

The weekly class schedule is presented after the rubric for the EDSE 503 CAEP Assessment Assignment. 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). The professor reserves the right to alter the schedule as necessary, with notification to candidates.

Appendix: Rubric for EDSE 503 CAEP Assignment: Informal Reading Assessment Administration and Educational Assessment Report (45 points)

NOTE:

- The EDSE 503 educator must work with a school-aged student with mild disabilities who accesses the general education curriculum and at the start of the project reads instructionally at level 2 or higher and, if possible, does not read instructionally above level 7 as determined by school records.
- All assessments used in this project must be conducted and analyzed by the EDSE 503 candidate and administered after the beginning of the course.
- This assignment requires a report format that targets multiple audiences: family members, teachers, and other educational professionals. The EDSE 503 candidate is expected to write an appropriate educational report in a professional manner that reflects conception and mechanics expected of graduate students and school professionals. Points are not awarded for these skills; however, points will be deducted if writing expectations are not met.

Phase 1	7 points	Pts.
Leading Table Points are not awarded; however, omission will result in deduction of points.		Y/N
Reason for Referral and Student Background Gives basic demographic information in a leading table (template provided). States the reason the student is being assessed. Introduces the student. Notes special needs identification(s) and program placements. Describes only background information that is significant to reading and writing development. Includes, when appropriate, the effects of the student’s cultural and linguistic background on literacy development.		2
Current Oral Language Functioning Discusses the student’s receptive and expressive oral language abilities, how s/he compares to peers/expected development, and influences of oral language on the student’s performance in reading, spelling, and writing.		3
Present Levels of Academic Performance Summarizes the student’s current academic performance (grade levels and/or developmental stages), noting supporting evidence with dates (e.g., assessments, documents, observations, interviews), in these areas: <ul style="list-style-type: none"> • Decoding (as appropriate, include: phonological awareness; phonics) • Spelling (as appropriate, include structural analysis applied to spelling) • Fluency (oral reading within passage word recognition accuracy; prosody) • Comprehension (note comprehension for both oral and silent reading, for both narrative and informational text, literal and inferential questions, and use of strategies for comprehending) • Vocabulary (reading, use in writing; as appropriate, include structural analysis for figuring out word meaning; oral language vocabulary is discussed in current oral language functioning) • Written language expression (include stages of writing and editing/mechanics). 		2

Phase 2	13 points	Pts.
Behavioral Observations During Testing		1
Discusses the student’s behaviors during testing sessions (actions and statements that provide insights into the student’s approach to the testing). Notes observations about the testing environment (e.g., 1:1 interaction) that may influence the student’s behavior during testing.		
Required Assessments: Administration and Scoring		Y/N
To receive credit: The candidate adheres to the guidelines for student subject selection. Legible copies of the assessments must be submitted in appendices and labeled as described in the “Check Yourself: What to Include” guidelines to receive credit.		
Administers correctly and scores and reports accurately and legibly on testing forms the results of the following assessments:		
<ul style="list-style-type: none"> • The Developmental Spelling Assessment (DSA); includes screening inventory and administering all appropriate stages as per DSA guidelines 		4
<ul style="list-style-type: none"> • The Jennings Informal Reading Assessment (JIRA); includes for all appropriate levels per JIRA guidelines for: word recognition accuracy in isolation and in context, miscue analysis, running records (notations, CWPM rates, prosody notes), passage background information checks, comprehension responses 		8

Phase 3	15 points	Pts.
Reading and Writing Development Assessments: Descriptions, Results, and Analyses		
Developmental Spelling Assessment:		
<ul style="list-style-type: none"> ▪ Provides a general description of the DSA. This includes what the assessment measures, what type information can be obtained, and terminology related to understanding the assessment. NOTE: Points will be deducted if the report description provides specific steps of administration and/or specific test items are disclosed. 		2
<ul style="list-style-type: none"> ▪ Describes the results for each subtest and provides the required data tables with accurate displays of the results from the DSA administration. 		1
<ul style="list-style-type: none"> ▪ Analyzes the results, focusing on the specific strengths and difficulties for the student. For stages and associated features administered, the analysis includes discussing levels of mastery and implications for instruction. The student’s spelling development is compared to that of typically developing peers. 		3
Jennings Informal Reading Assessment:		
<ul style="list-style-type: none"> ▪ Provides a general description of the JIRA. This includes what the assessment measures, what type information can be obtained, and terminology related to understanding the assessment. NOTE: Points will be deducted if the report description provides specific steps of administration and/or specific test items are disclosed. 		2
<ul style="list-style-type: none"> ▪ Describes the results for each subtest and provides the required data tables with accurate displays of the results from the JIRA administration. 		1

<ul style="list-style-type: none"> ▪ Analyzes the results, focusing on the specific strengths and difficulties for the student and includes a statement regarding the degree of area of concern. Analysis includes strengths and weaknesses in decoding (incorporating miscue analyses), fluency, and comprehension. The student’s development in all components assessed is compared to that of typically developing peers. Implications for instruction are discussed. 	5	
<p>Summary</p> <p>Writes a summary statement based upon the assessments administered that succinctly notes the overall strengths and needs of the student for instruction in reading and spelling. Includes comparison to peer/age/grade level expectations.</p>	1	
Phase 4	10 points	Pts.
Recommendations of Specific Evidence-Based Strategies and Practices for Instruction		
<ul style="list-style-type: none"> ▪ States if accommodations are recommended, based on the results of the assessments conducted for this report. If so, notes specific accommodations for specific areas of need and provides justification based on the results of the assessments administered. 	1	
<ul style="list-style-type: none"> ▪ Discusses explicit instruction and its importance. 	1	
<ul style="list-style-type: none"> ▪ Recommends at least 5 specific evidence-based, grade, age, and student cultural and interest-appropriate instructional strategies and/or practices for school implementation. Each strategy/practice is correctly and specifically correlated to one or more of the areas of need such that all areas of need are addressed. NOTE: Do not identify educational setting placements or specific reading/language arts programs and materials that a school would need to purchase. Such references will result in deduction of points. 	5	
<p>Supplemental Assessments Recommendations</p> <p>Identifies 3 specific areas of literacy development where additional assessment would assist in further understanding this student’s current functioning. Provides a rationale for selecting each area, which includes the type of information the assessment would provide and the relevance to the student subject.</p>	3	
Signature and Disclaimer		Y/N
<p>NOTE: Points are not awarded; however, omission of the signature, date, and disclaimer will result in deduction of points.</p>		
<ul style="list-style-type: none"> ▪ Signs and dates the report. 		
<ul style="list-style-type: none"> ▪ Includes the disclaimer, “This report is to be used for course requirements only. It should not be placed in a student’s official file nor used to make decisions about a student’s educational services.” 		

Appendix: EDSE 503-649 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 (Homework)
Class 1 1/10/19	<ul style="list-style-type: none"> • Beliefs to help children become literate: big ideas about literacy • National Reading Panel (NRP), five domains of reading, and reading models • Course Overview / Syllabus, including: <ul style="list-style-type: none"> ○ Assignment details and course assessments ○ Preview of texts and reading assignments ○ Field experience video ○ 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) 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> • Read the course syllabus. • Read the course syllabus. • Really: read the course syllabus. You are responsible for being familiar with all course expectations and assignments. • Explore the course Blackboard site. Pay particular attention to the Assignments folder. Know where things are! You are responsible for being familiar with information and resources—and where on Bb to find them. <p>Note: Complete the readings and view the modules in the sequence noted below:</p> <ul style="list-style-type: none"> • 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). Notes: <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ Skim p. 4-9 and p. 14- 15, including Text Box 1.1 and Text Box 1.4 (p. 14-15) ○ Read p. 10-13; 15-19 • RP text: <ul style="list-style-type: none"> ○ Read Chapter 1, p. 5-9 (from Recent Influences on the Teaching of Reading) ○ Skim Chapter 2 Factors Associated with Reading Problems ○ Skim Chapter 3 Gathering Data • Print out (single sided) and place in a 3-ring binder the Developmental Spelling Assessment (DSA; on Bb under Course Content → Additional Resources 503—the 2nd folder focuses on the DSA). Bring the binder to class. • Think about who you will select as your field experience student subject using guidelines in the syllabus and discussed in class. • View the Field Experience video (Assignments → Field Experience). After viewing the video, sign the online form. Do this before class 2.

Class #	Topics for Class This Week	Assignments for the Next Class
Class 2 1/17/19	<ul style="list-style-type: none"> • 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? Take, in class, the Fox pre-test (paper copy distributed by the professor). Self-check and create the study correlation record. 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> ○ Part I: General Knowledge and Concepts, p. 11–25 ○ 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 report writing assignment (on Bb) • Prepare and bring to class a detailed outline or draft of phase 1 of the IRAA-ERA—use the assignment rubric as your guide. • Complete the Field Experience Office (FEO) requirement of submitting the online form indicating how your field experience will be arranged. The link is in email from the FEO. Do this before coming to class 3.
Class 3 1/24/19	<ul style="list-style-type: none"> • Educational report writing • IRAA-ERA: phase 1 draft and discussion • Presentation: Early literacy, including key points: UVA HotSheet on PA • Fox: key points and progress • Discussion and practice: DSA administration (of screening and of levels), scoring, creating data tables, and analyzing the DSA, including using Developmental Word Knowledge • Drafting DSA behavioral observations, description, results, analysis 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> • Read “Developmental Word Knowledge” (on Bb in the Assignments folder) • Read in RP text: <ul style="list-style-type: none"> ○ Chapter 8 Improving Word Knowledge: Word Recognition ○ Chapter 15, p. 390-396 • Administer the DSA to your case study student <i>using the testing materials</i>. Take notes on your observations of student behaviors during testing. Make copies of the tests and <i>score the copies</i>—leave the originals “as is”. Upload your scored copies to Bb. Bring the “hard” scored copies to class to use in activities and to hand in. <ul style="list-style-type: none"> ○ Preview the Jennings Informal Reading Assessment. Then read in the RP text Chapter 5 Administering an Informal Reading Inventory, p. 93-101. Chapter 5 Administering an Informal Reading Inventory, p. 93-101 (stop at Administering Reading Passages). • Fox <ul style="list-style-type: none"> ○ Part 3: Consonant Digraphs and Consonant Blends, p. 71 – 91 ○ Part 4: Vowels, p. 93 – 141 • Take the RVE Practice Quiz – Question Set 1. • Work on your draft of the IRAA-ERA phase 2 and 3 for the DSA. (We won’t use the draft in class until class #5.) • Print out (single sided) and place in a 3-ring binder the Jennings Informal Reading Assessment (JIRA; on Bb under Course Content → Additional Resources 503—the 3rd folder focuses on the JIRA). Bring the binder to class.

Class #	Topics for Class This Week	Assignments for the Next Class
Class 4 1/31/19	<ul style="list-style-type: none"> • Check: DSA administration and scoring • Presentation: Improving Word Knowledge: Word Recognition • Introduction to the Jennings Informal Reading Assessment (JIRA) • Discussion and practice: JIRA word lists • Fox: key points and progress check 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> • Read in the RP text: <ul style="list-style-type: none"> ○ Chapter 5 Administering an Informal Reading Inventory, p. 101 -109 (stop at Combining Oral and Silent Levels etc.); p. 111 (from Using Miscue Analysis) – p. 115 (to bottom of page) ○ Chapter 9 Improving Word Knowledge: Fluency • Read in the ME text Chapter 3 Teach Vocabulary • Fox: <ul style="list-style-type: none"> ○ Part 5: Review, p. 143 – 155 ○ Part 6: Onset-Rime, p. 157 – 165 • Take the RVE Practice Quiz – Question Set 2 • 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. • Due on Bb and in hard copy, the final scoring of your DSA testing, including the data tables. • Work on your draft of the IRAA-ERA phase 2 and 3 for the DSA. Upload your draft to Bb and bring your draft to class.
Class 5 2/7/19	<ul style="list-style-type: none"> • Peer share/review re: draft of DSA components of the IRAA-EAR (phases 2 and 3 for the DSA only). • Presentation: Improving Word Knowledge: Fluency • Jennings: <ul style="list-style-type: none"> ○ word lists and oral passage scoring (fluency; comprehension; overall oral passage level) ○ miscue analysis ○ fluency rates and the Hasbrouck & Tindal table ○ Dr. A’s magic Excel tool • Fox: key points and progress check 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> • Read in the ME text: <ul style="list-style-type: none"> ○ Chapter 2 Basic Reading Skills ○ Chapter 4 Teach to Activate Students’ Prior Knowledge and Help Them Make Connections ○ Chapter 7 Reading Strategically • Read in the RP text: <ul style="list-style-type: none"> ○ Chapter 11 Comprehension of Narrative Text ○ Chapter 5, Administering an Informal Reading Inventory, p. 109-111 (up to Using Miscue Analysis etc.); p. 115 (start at Determining the Nature of Comprehension) - 124 ○ Chapter 10 Vocabulary Development and Listening Comprehension • Administer the Jennings word lists and oral reading components (running records; comprehension checks). Make copies of the documents and <i>score the copies</i>. Bring to class these <i>copies</i> of your scored Jennings word lists and oral reading test documents. Upload to Bb the administered word lists, oral reading passage running records, and comprehension testing. Come to class prepared to discuss the results of the Jennings. • Fox <ul style="list-style-type: none"> ○ Part 7: Syllable and Accent Patterns, p. 167 – 192 ○ Fox Part 8: Morphemes, Prefixes, Suffixes, Contractions, and Compound Words, p. 193-220 • Work on your draft of the IRAA-ERA phase 2 and 3 for the JIRA. (We won’t use the draft in class until class #7.)

Class #	Topics for Class This Week	Assignments for the Next Class
Class 6 2/14/19	<ul style="list-style-type: none"> •Presentation: Reading Strategically; Comprehension of Narrative Text; Activating Prior Knowledge/Making Connections •Presentation: Vocabulary Development, Teaching Vocabulary, and Listening Comprehension •JIRA silent reading comprehension, combining oral and silent reading levels; using the JIRA for retells and listening comprehension level •Fox: key points and progress check 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> •Read in RP text: <ul style="list-style-type: none"> ○ Chapter 12 Comprehension of Informational Text •Read in ME text <ul style="list-style-type: none"> ○ 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 3 •Take the RVE Practice Quiz – Question Set 4 • Administer the Jennings silent reading components. Make copies of the documents and score the copies. Bring to class the <u>copies</u> of your scored Jennings silent reading test documents and upload the administered silent reading comprehension testing documents to Bb. Use all testing data to complete the JIRA table, bring this table to class, and upload a copy of the JIRA table to Bb. Also bring to class all previously administered and scored JIRA testing documents. Come to class prepared to discuss the results of the Jennings. •Work on your draft of the IRAA-ERA phase 2 and 3 for the JIRA, the JIRA data table, and the overall strengths and needs summary. Upload your draft to Bb and bring your draft to class. •Review the Fox book. Use the correlations of questions to the pages on which the content is presented to review topics as necessary. Practice for the test in class 8 by taking the Fox post-test in the book. The in-class post-test will not include the Fox book post-test sections II and IV. •If you wish to take the Fox posttest before the start of class 7 (one week early), make arrangements in advance with the professor.
Class 7 2/21/19	<ul style="list-style-type: none"> •Presentation: Comprehension of Informational Text; Ask and Answer Questions; Recognizing Text Structures •Presentation: Integrating Reading and Writing •Peer share/review: IRAA-ERA phases 2 & 3 for the JIRA, the JIRA testing data table, and the overall strengths and needs summary. •Fox: preparing for the posttest 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> •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 (see class 6 assignments) •Take the RVE Practice Quiz – Question Set 5 •Take the RVE Practice Quiz – Question Set 6 •Work on your draft of the IRAA-ERA phase 4. Bring to class your draft and upload it to Bb. We will use the draft and add to it in class. •FEO requirements – due March 1, 2019: <ul style="list-style-type: none"> ○ Submit the field experience log on Bb. ○ Respond to the FEO survey.

Class #	Topics for Class This Week	Assignments for the Next Class
Class 8 2/28/19	<ul style="list-style-type: none"> •Best Practices for Instruction and Instructional Enhancements; explicit instruction statement in report •Resources for reluctant and struggling readers •IRAA-ERA: phase 4 accommodations; recommendations for instruction; recommendations for further testing •RVE practice – open response questions •Fox posttest and self-check 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> •Study for the 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 3/7/19) the IRAA-ERA must be posted to two (2) Bb drop boxes: <ul style="list-style-type: none"> ○ Tk20 (under the Assessment folder) ○ IRAA-EAR Assignment (under the Assignments folder) •FEO requirements – due March 1, 2019: <ul style="list-style-type: none"> ○ Submit the field experience log on Bb. ○ Respond to the FEO survey. •Bring to class to share (to read aloud) a short reading selection (a quote or poem or short passage) that is personally meaningful.
Class 9 3/7/19	<ul style="list-style-type: none"> •Parting thoughts •Required Final Exam: “Mock” RVE •Course checkout 	<p>WAHOO! YAY YOU!</p>