GEORGE
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UNIVERSITY

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

Spring 2019
EDSE 503 654: Language Development and Reading
CRN: 22150, 3 – Credits

Instructor: Dr. Sharon Ray	**Meeting Dates**: 1/9/2019 – 3/6/2019
Phone: 703-993-5247 Office	**Meeting Day(s)**: Wednesday
E-Mail: sray4@gmu.edu	**Meeting Time(s)**: 4:30 pm – 9 pm
Office Hours: By appointment	**Meeting Location**: Off Campus
Office Location: Finley 205B	**Other Phone**: 703-673-8540 cell

**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. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

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, S. & Barber, A.T. (2015). *Maximizing effectiveness of reading comprehension instruction in diverse classrooms.* Baltimore, MD: Paul H. Brookes Publishing.

Fox, B. (2013). *Phonics and word study for the teacher of reading* (11th ed.). Boston, MA: Pearson.

Jennings, J.H., Caldwell, J.S., & Lerner, J.W. (2014). *Reading problems assessment and teaching strategies* (7th ed.). Boston, MA: Pearson.

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

Required Resources
1.) Required Access to Course Blackboard Site

Blackboard (Bb) will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class. You will use the site: http://courses.gmu.edu and click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select the EDSE 503 course. The first night of class all handouts will be provided. After the first night, all handouts will be posted by Monday evening before Wednesday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards.

Starting January 16th, be sure to come to class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!

2.) Language Modules Website
During the semester, students will be asked to access 3 online language modules through http://ttaconline.org . The purpose of these modules is for students to gain a greater understanding of language development through online narrated presentations that guide learners through key concepts in language development.

Additional Readings
National Institute for Literacy. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read. Kindergarten through Grade 3.* Retrieved August 12, 2016, from https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf

The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
http://dibels.uoregon.edu/

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.

Course Requirements
Requirements of this course include readings, from your textbooks and professional journal articles, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to

increase your knowledge and skills about teaching reading and language to students with disabilities.

The required NCATE assignment for this course is the reading assessment report that will assist you in learning and understanding the implementation of a comprehensive informal reading assessment program with a student with a disability. You will need to submit this assignment to TK20. There are several other forms of assessment implemented in this class, including both formative and summative evaluation measures. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students **earn** based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

The Early Language Development Application Paper, Group Presentation, and Reading Assessment Lesson Follow Up should be submitted via the Blackboard Digital Assignments Tab. All assignments should be submitted by the start of class on the due date (4:30PM). Assignments should not be submitted by GMU email unless there is an emergency technical issue with Blackboard. In the case of an emergency, submit your assignment to the Instructor's Blackboard email account. Assignments that are not submitted at the appropriate time ***are late***. Paper copies of assignments (i.e., for the Reading Assessment Report and the Fox text) turned in during class should be given to the professor at the beginning of the class session on which they are due. The reading assessment report must also then be submitted to TK20. Assignments not submitted at the beginning of class ***are late***. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (http://writingcenter.gmu.edu).

Assignment Labeling Guidelines

Submitted assignments should be labeled with filenames that correspond to: **<your first initial your last name abbreviated form of the assignment's name>**. I will return graded assignments to you via Blackboard. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of required assignments:

SRayLangDev – Early Language Development Application Paper (Blackboard)

SRayGrpPres – Group Presentation PowerPoint (Blackboard)

SRayLessFoll – Lesson Follow Up (Blackboard)

SRayReadRep – Reading Assessment Report (TK20)

Course Requirements Evaluation	
Assignment	**Points Earned/Total Points**
1. Attendance & Participation (1 pt. per class meeting, except for the last class which is the final exam)	/8
2. Self-Paced Completion of Fox Text	/12
3. Early Language Development Application Paper	/15
4. Group Presentation	/15
*5. Reading Assessment Report	/30
6. Reading Assessment Lesson Follow Up	/15
7. Final Exam	/5
Total # of points earned	**/100**

***TK20 SUBMISSION REQUIRED**

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

<u>Informal Reading Assessment Administration and Educational Assessment</u>
<u>Report</u> – *Due February 13th* (30 points)

This assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in assessment and data-based decision making for instruction. You will be required to demonstrate that you understand how exceptionalities may interact with development and learning, and that you have knowledge of evidence based instructional strategies for advancing the learning of individuals with exceptionalities. Directions and rubric are in the Appendix of this syllabus.

College Wide Common Assessment (TK20 submission required)

None.

Performance-based Common Assignments (No Tk20 submission required)

Self-Paced Completion of Fox Text – *Due March 6th* (12 points)

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool that will familiarize you (if you were originally taught to read using a whole language approach) or refamiliarize you (if you were originally taught to read using a phonics approach) with many of the core phonics and structural analysis rules. While a portion of each class will be dedicated to phonics-based skills for emphasis and review, you will need to independently complete the Fox (2013) self-instruction textbook outside of class. We will complete the pretest and posttest in class, and then you will work on the self-paced exercises in the text. For a part to be considered complete, you will need to fill-in the blanks of all exercises in that part, as well as the review questions at the end of that part. The within-text exercise completion will reinforce the phonics skills you are learning about in the text as you write while reading. To receive full credit, all sections of Parts I-VI must be completed. ***Parts VII and VIII can be completed for an additional .25 point each (.5 point total) for your final grade.***

Final Exam – *Due March 6th* (5 points)

The final exam will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester AND the Reading for Virginia Educators (RVE) assessment.

Other Assignments

Attendance and Participation - *Weekly* [1 point per class (except for the last class which is the final exam) for a total of 8 points]

In general terms, attendance points are earned based on the Attendance Policy described in the Policies section of this syllabus. More specifically, Points for class attendance and participation are positively impacted by:

a. attending class and being psychologically available to learn,
b. completing and handing in weekly class assignments,
c. participating in class discussions/activities throughout the semester,
d. thoughtfully contributing to class discussions,
e. listening to the ideas of other peers, respectively, and
f. demonstrating an enthusiasm for learning,
g. successfully facilitating assigned group work activities, which may include guided questioning and problem solving roles,
h. and taking initiative and leadership in class discussions, which may include

leading class discussions on assigned sections of specific content.

Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), failure to guide your group's collaborative work or take leadership roles on assigned content, and/or absences. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class PowerPoints/materials, specifically. **Additionally, the use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.**

Specific Attendance Points: Each class (8 sessions): .5 = psychologically invested, prepared, and present; .25 = participation, thoughtful contributions, completed in-class assignments, and .25 = actively guiding group discussions towards thoughtful work completion and presenting assigned content in a knowledgeable and reflective manner.

Early Language Development Application Paper – *Due January 30th* (15 points)

An understanding of the key terminology and concepts underlying language development is essential for an educator's foundation for teaching language and reading in the classroom. To this end, students will first complete three online language modules that can be accessed through http://ttaconline.org . The titles of the three modules are: *Oral Language Development, Language Foundations Part I*; *Oral Language Development, Typical Development Part II; and Oral Language Development: Developing Speech & Language Skills in the Classroom Part III.* In cases of technology issues, students will have the option to read two language development chapters posted on the class website in lieu of viewing the modules. Second, students will pick a language development topic of interest from one of the modules to conduct further research by using the GMU digital library to find one research study on the selected topic. Finally, students will write a 3-5 page application paper where:

- the topic of interest is clearly identified and connections to early language development are clearly developed;
- key ideas from the selected study and its relevance to the topic are highlighted (key ideas would include highlighting the study's purpose, basic research process, results, and connections to language development); and
- finally using both modules and study information to help synthesize the student's application ideas for practice in his/her own classroom or future classroom/practice.

<u>Group Presentations</u> – *Varying Weeks by Presentation Topic* **(15 points)**

On the second night of class, we will form small groups and each group will be matched with an area of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) to focus on throughout the semester. Each group will select 3 specific activities targeting their area of reading to present to the class. Your group will be responsible for delivering a 20-25 minute presentation session on an assigned night, which will coordinate with the topic of that evening's class. You will be given time in class to work on these presentations, but some outside of class time may also be needed.

Each member of your group will submit a one-page document specifying the roles of each member (intended and enacted) and a more elaborate account of his/her own contribution to the project. Including an assessment of group strengths or any weaknesses is strictly personal, not mandatory.

In terms of group functioning, some groups may prefer to designate a project manager whose role it is to coordinate the work, but a project manager is not required. Should you elect for a project manager, that person should be indicated in each member's "role" paper. Roles of "Researcher(s)" and "Presenter(s)" may be designated; however, details of these roles must be specific, described, and demonstrated if individuals take on specific roles such as these or others.

Your presentation should be active and engaging, demonstrating activities for peers in a dynamic way or engaging your peers in the activities in a hands-on manner. Elements that should be included are:

o A definition of the chosen area of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) from the National Reading Panel's 2000 report and all terminology surrounding this area.
o Identification of skills underneath that particular area of reading and a description of the purpose of those skills to the overall successful reading process
o A description of how the activities can be differentiated as well as made usable for English language learners.
o A description of 2-3 activities, which can be used to target this area of reading, which can be used easily with students with reading difficulties. Each activity needs to encompass at least one evidence-based practice for that area of reading.
o **<u>Active demonstration/engagement of peers with at least two of the three activities for your designated area of reading is required.</u>** Activities can take the form of innovative usage of typical classroom materials, be centers based, or use technology through computer, iPad, or other technology device
o A handout for the class of the most vital information on your reading activities for your peers (If you take any information directly from a specific source, you must cite it in your handout. Also, it is expected that while you will pull

information from multiple sources, you will personalize the handout and make it your own, not just complete it as a "cut and paste."). ***Note – It should not be a copy of your PowerPoint slides, if you are using PowerPoint as your visual support.**
  o At least one type of visual support (PowerPoint, etc.) to illustrate the major points of your presentation. One group member should submit an electronic copy used in the presentation prior to presenting and include the names of all participants.
  o A bibliography (APA format) with at least three references, including one-reputable website is required (if using PowerPoint, references can be on the last slide of your presentation).

Reading Assessment Lesson Follow Up – *Due February 27th* (15 points)

Following the Reading Assessment Report, students will complete the lesson assignment, which includes a lesson plan designed for the target student of the Reading Assessment Report. Students will be asked to select the most significant area of reading need for their target K-12 student as determined through the assessment report, and select an evidence-based reading practice for application in a lesson with this student. A one page description of the selected reading intervention/practice, with at least two supporting sources (beyond the course text) must be included. The rest of the lesson plan will be completed using the lesson plan template provided by the instructor. Items included in the template will be the development of an IEP goal based on the target student's evidenced area of reading need; an instructional objective based on this goal for the specific lesson at hand; a listing of required materials for the lesson; descriptions of the introduction to the lesson and actual instruction to be provided; detailed information on how the lesson will be adapted to the particular needs of the target student; and an outline for progress monitoring.

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.

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.

Course Policies and Expectations
    Attendance/Participation
    Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail **before** the class session where

you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 "grace" absence without a point penalty, **as long as the instructor is notified before the class session.** In this case, it is still the student's responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. ***Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!*** **Two or more unexcused absences may result in no credit for this course.**

Late Work
All assignments should be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

Late assignments will be accepted in the following manner for the Early Language Development Application Paper and the Reading Assessment Report **(Note: No late work will be accepted for the Group Presentation, Reading Assessment Lesson Plan Follow Up, Fox Text, or Final Exam)**:

➢ **5% point deduction – up to 1 week late**
➢ **10% point deduction – 1-2 weeks late**
➢ **25% point deduction – 2 weeks late up through last class before exam**

Grading Scale

A=95-100%
A-=90-94%
B+=87-89%
B =80-86%
C+ =77-79%
C=70-76%
F =69% and below

*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/. 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

*<u>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

	COURSE SCHEDULE	
Date	**Topics**	**Assignments Due**
1/9	**Introductions and Icebreaker** **Syllabus and Course Expectations** **Field Placement Information** **Fox Pretest** **A Historical Perspective** • Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB; IDEA) & Five Domains of Reading	
1/16	**Language Development** • Rules, Forms, and Functions of Language • Birth through the Preschool Years	• Jennings, Caldwell & Lerner (JCL) Read Chapters 1 & 15 • Read *Put Reading First* document from https://lincs.ed.gov/publicati

	Language & Literacy in the Beginning School Years • Selecting/evaluating text for diverse learners; readability • Concepts of Print **Presentation Group Formation**	ons/pdf/PRFbooklet.pdf • TTAC Modules 1 & 2 • Register with Field Placement Office if a placement is needed/ Please select the student that you will use for the case study by this date
1/23	**Gathering Background Information** • Forms & Procedures for Obtaining Student Educational Histories **Collecting Diagnostic Information** • Informal Assessments • Informal Reading Inventory (IRI) • Running Records; Miscue Analysis	• JCL – Read Chapters 2, 4, & 5 • TTAC Unit 3
1/30	**Informal Assessment through Progress Monitoring** • The Assessment Continuum • Reliability • Validity • Criterion-Referenced Assessment • Progress Monitoring in Reading	• JCL Read Chapters 6 & 7 • Access and Review: *The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* http://dibels.uoregon.edu/ • **Due Early Language Development Application Paper**
2/6	**Writing Instruction in the Inclusive Classroom** • Nature and Organization of English orthography • Spelling Assessment • Writing Instruction **Systematic and Explicit Reading Instruction**	• JCL Read Chapters 8 & 13

	• Systematic/Explicit Instruction (I do, we do, you do) • Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)	
2/13	**Factors Affecting Early Literacy** • The Connection between Early Language Development & Phonemic Awareness/Phonological Awareness **Phonemic Awareness Group Presentation** **Advanced Word Reading Strategies** • Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis) **Phonics Group Presentation**	• JCL Read Chapters 9 & 14 • Berkeley & Barber Read Chapter 3 • **Due Reading Assessment Report**
2/20	**The Dimensions of Fluency** • Fluency Instruction (progress monitoring) • Accuracy, speed, and prosody **Fluency Group Presentation** **Vocabulary Instruction** • Mnemonics • Semantic maps • Word meaning sorts **Vocabulary Group Presentation**	• JCL Read Chapters 10 & 11 • Berkeley & Barber Read Chapter 5
2/27	**Comprehension Instruction** • Graphic organizers • Questioning strategies • Self monitoring/metacognition • Direct/explicit comprehension instruction – think aloud	• JCL Read Chapter 12 • Berkeley & Barber Read Chapter 6 • **Due Reading Assessment Lesson Follow Up**

	Comprehension Group Presentation **Literacy & Diversity** • First Language Interference in Speech and Writing for English Language Learners **Fox Post-test**	
3/6	**Final Exam**	• **Due Fox Text**

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://coursessupport.gmu.edu/.

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

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

Appendix
　　Assessment Rubric(s)
Assessment 7 (As required by the SPA): Informal Reading Assessment Administration and Educational Assessment Report (EDSE 503: Language Development and Reading)

GUIDELINES FOR THE INFORMAL READING ASSESSMENT ADMINISTRATION AND EDUCATIONAL ASSESSMENT REPORT ASSIGNMENT

This assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in assessment and data-based decision making for instruction. You will be required to demonstrate that you understand how exceptionalities may interact with development and learning, and that you have knowledge of evidence based instructional strategies for advancing the learning of individuals with exceptionalities.

DIRECTIONS

You will use information from class lectures and assigned course text and readings to learn sound measurement principles and practices for administering and interpreting assessment results. You will then write an educational report of these findings along with instructional recommendations.

Assessment Administration

First, you will correctly administer, accurately score, and appropriately interpret a thorough literacy assessment in the following areas:

1. Student background significant to reading and writing development (including language, culture and family background as appropriate)
2. Oral language development (including how receptive and expressive language development may impact student performance in reading and/or writing)
3. Present levels of performance in reading and writing in the following areas:
    a. Decoding
    b. Fluency
    c. Comprehension
    d. Spelling

Assessment Report

Next, you will write a 4-5 page educational report that documents the findings from the assessments. This report should be written **as if it were a formal document for school record** *(not an academic paper).* That means that, it must be written with an audience of both educators AND parents in mind. ***Note field experience documentation form must be turned in with your project!**

You should include the following sections in your report:

1. **Student Demographic Information**
   Present basic information about student (name, grade, age, disability)

2. **Student Background Information**
   Present a narrative description of the student's demographic and background information significant to reading and writing development (including language, culture and family background as appropriate).

3. **Oral Language Development**
   Present a narrative description of the student's oral language development and compare to typical language development for the respective grade. Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling).

4. **Assessment Information**
   Provide a general description of each assessment (Informal Reading Inventory and Developmental Spelling Assessment) including what kind of information can be obtained from the assessment and definition of related terminology.

5. **Informal Reading Inventory (IRI) Results**
   Present the results of each assessment area of the IRI. This should include: (a) a reporting of the results for each area within the assessment, and (b) an indication of whether this area of reading is an area of concern. For each assessment area (decoding, fluency, comprehension) provide a narrative error analysis of student strengths and weaknesses on the assessments given. All completed assessment protocols must be attached to the final report.

6. **Developmental Spelling Assessment (DSA) Results**

Present results from the DSA. This should include a description of the identified spelling stage compared to typical development, and an error analysis of spelling features within that stage.

7. **Supplemental Assessment Results (or Recommendations)**
   Identify an area of literacy development where additional assessment may be needed to further understand an area of weakness found, or suspected, from the reading and spelling assessments administered.

8. **Assessment Summary**
   Provide an overall summary of the student's performance based on everything you have learned from all of the assessments. Provide a comparison to expectations for grade level for each area assessed, and then elaborate on any strengths and/or particular weaknesses the student may have.

9. **Recommendations for Accommodation**
   Consider the assessment results and make a judgement about whether the student is in need of accommodations to access and/or have positive learning results in general and special curricula.

10. **Recommendations for Instruction**
    Make recommendations for instruction based on each area of weakness identified from the assessments. Instructional recommendations should be evidence based and grade/age appropriate, and include adaptations to instruction if appropriate. Consider student identified interests, learning environments, and any cultural and linguistic factors when making your recommendations.

11. **Signature**
    Sign and date your report.

12. **Disclaimer**
    Your report should include the following 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."

Informal Reading Assessment Administration and Educational Assessment Report

	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	• Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling inventories to the	• Candidate correctly administers and accurately scores results from technically sound informal reading and spelling	• Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
multiple methods of assessment and data sources in making educational decisions.	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.	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 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.
Reading & Writing Development: **CEC/IGC Standard 4** Beginning special education professionals use multiple methods of assessment and data sources in making	• 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. Recommendations	• 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

	Does Not Meet Expectations **1**	**Meets Expectations** **2**	**Exceeds Expectations** **3**
educational decisions.	may be grounded in opinion rather than assessment data.		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