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

Fall 2019
EDSE 567 650: Practicum for Specialized Reading Instruction for Students with Specific Learning Disabilities
CRN: 82774, 3 – Credits

Instructor: Dr. Judith Fontana; Dr. Katherine Nutt	**Meeting Dates**: 9/10 and 10/8.
Phone: Fontana: 571-277-3079, Nutt: 540-905-1397	**Meeting Day(s)**: Tuesdays 9/10 and 10/8.
E-Mail:jfontan1@gmu.edu, knutt@gmu.edu	**Meeting Time(s)**: 5-8 PM
Office Hours: Before or after class, or by appointment	**Meeting Location**: Trailside MS, 20325 Claiborne Pkwy, Ashburn, VA 20147 Room ZL618
Office Location: Fontana: Katherine G. Johnson Hall 201 A, 10890 George Mason Circle, Manassas, Virginia, 20110	**Other Phone**: N/A

> ➢ 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): EDSE 565
Co-requisite(s): None

Course Description
Demonstrate competencies for implementing intensive, data-based interventions to students with specific learning disabilities who have severe deficits in reading and writing. Administer and analyze assessments and design interventions for phonics, fluency, word recognition, text comprehension and written expression. Monitor student progress and modify instruction as needed.

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.

Course Delivery Method
Learning activities include the following:
1. Orientation to the Practicum: Class lecture and discussion
2. Application activities
3. Video and other media supports
4. Electronic resources via Blackboard

Learner Outcomes
(Student outcomes are aligned with International Dyslexia Society Knowledge and Practice Standards for Teachers of Reading)
Upon completion of the course, teacher candidates/students will be able to:
1. Administer screenings and progress monitoring assessments.
2. Administer formal and informal educational diagnostic assessments in reading and written expression using standardized procedures as directed.
3. Implement a diagnostic prescriptive approach to prioritize instruction and select intensive interventions.
4. Teach decoding using a multi-sensory structured language approach.
5. Use strategies to teach fluent recognition of high frequency words.
6. Teach strategies to improve reading fluency.
7. Teach word meanings directly using one or more of the following: contextual examples, structural analysis, antonyms and synonyms, definitions, connotations, multiple meanings, semantic feature analysis and keyword mnemonics.
8. Use teaching strategies that are appropriate before, during and after reading and that promote reflective reading.
9. Teach strategies for reading comprehension.
10. Teach research-based writing strategies for planning, creating, revising and editing text.

Professional Standards
This course is part of the George Mason University, Graduate School of Education (GSE), intensive program in Reading Disabilities. This program complies with the standards for teachers of reading established by the International Dyslexia Association. This course addresses the application of standards A: Foundation Concepts about Oral and Written Learning, B: Knowledge of the Structure of Language, C: Structured Language Teaching and Interpretation, D: Interpretation and Administration of Assessments for Planning Instruction and E: Knowledge of Dyslexia and Other Learning Disorders.

Required Textbooks
No required textbooks for this practicum.
Recommended Textbooks
No recommended textbooks for this practicum

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.
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> For EDSE 567, the required PBA is Student Analysis and Instructional Implementation Project. F Please check to verify your ability to upload items to Tk20 before the PBA due date.
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> Student Analysis and Instructional Implementation Project:

The practicum requires 30 hours of direct instruction. Up to 6 hours may be used to administer, score and interpret assessments. The hours along with your instructional time must be reported on your "Log of Instruction." A variety of forms will be provided that will assist you to track the requirements of the practicum. You will be asked to submit videos to document instruction. The practicum runs until the end of the fall semester 2019. When you have completed your hours of instruction and submitted all documentation you will have completed the practicum. Official grades cannot be posted until the end of term. Details will be provided at the orientation.

Using assessment data from the administration of formal and informal assessments to a student (or students) with a specific learning disability in reading, the candidate will interpret findings, design and implement targeted instruction, and monitor student progress. Applying skills and knowledge learned in the course work:

1. First, correctly administer, accurately score, and appropriately interpret assessments of phonics, recognition of high frequency words, fluency, vocabulary (word meanings), text comprehension, and written expression.
2. Gather additional data (as available) from school or division required assessments. Examples: iREady, Developmental Reading Assessment (DSA), PALS.
3. Using student data, accurately interpret test and subtest scores to describe a student's patterns of strengths, weaknesses and instructional needs.
   a. Provide an overall summary of the student's performance, noting correlations of skill strengths or concerns that may be apparent. Based on assessments you administered and other available data, provide a comparison between student performance and grade level expectations for each area assessed. Elaborate on any strengths and/or particular weaknesses the student may have.

b. Recommendations for instruction: Consider student assessment data, age, grade and general development of literacy skills. Prioritize the student(s) instructional needs accordingly. You will address the top three areas of need with intensive interventions. Consider student identified interests, learning environments, and any cultural and linguistic factors when making your recommendations.

c. Identify and record a baseline and one goal for each of the areas, of need as appropriate (i.e., if a student is progressing on grade level in fluency, no goal is needed, however, an explanation or rationale is required in the assessment narrative).

4. Intervention design and instructional plan:
   a. Based upon and aligned with the goals for individualized instruction, describe your intensive evidence-based intervention. Include who would provide the instruction, where the instruction would be provided, and the frequency of lessons.
   b. Draft six sequential lesson plans that address the student's three top prioritized goals and that align with the interventions you have selected. Implement the plans to address these three areas. (This is 18 Lesson plans.)
      a. For additional areas of need identified on the goal page, include a recommendation for future instruction in the assessment narrative.

5. Progress monitoring:

For each intervention
   a. Describe how you would use informal assessment measures (based on repeated, curriculum-based measures or criterion reference tests) to monitor the progress of the student toward the goals you identified.
   b. Describe the probes and procedures (in brief form) that you would like to use.
   c. Identify the frequency of your assessment and how you would use the information gathered.
   d. Identify how you would make decisions about instruction based upon the data gathered.
   e. Collect data during instruction with the targeted student.
   f. Describe how you present the data to the student and use it to guide instruction.

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

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

**Performance-based Common Assignments (No Tk20 submission required)
N/A**

Field Experience Requirement: On the Job

Course Policies and Expectations

Attendance and Participation: Attendance is critical due to the nature of this practicum. Students will expect candidates to attend and be prepared to teach. If you must miss, you will not be able to earn points for the session. If you miss more than one session, you cannot pass the practicum.

Evaluation:

Assignments/ Grading	
Attendance and active participation in seminars	Completion
Log of instruction, Student Analysis and Instructional Implementation Project	Completion
	PASS

Late Work. Assignments are due on the date indicated in the syllabus. If your instructor changes the due date for reasons related to student need in the course, the change will be discussed in class, posted on the Blackboard site, and confirmed in an email to all students. Work turned in late will incur a 10% point deduction for each day late.

*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/.

Class Schedule: TBD;
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Date/time	Focus	Prepare

September 10: 5-8:00 PM	Orientation to practicum requirements and documentation	
October 8: 5-8:00 PM	Mid-term progress check	Bring Appendix A to share Peer review
TBD	Individual conferences as needed	

(Insert class schedule here. If you are copying and pasting a table from another document, be sure that it was created as a table.)

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: PBA Rubric

	EXCEEDS EXPECTATION	**MEETS EXPECTATION**	**DOES NOT MEET EXPECTATION**
	3	2	1
Administer educational diagnostic assessments using standardized procedures (IDA D:4)	• Candidate correctly administers and accurately scores results from technically sound formal and informal reading assessments. • Candidate presents data in observable measurable terms and prioritizes instructional needs to include a rationale for the decision making.	• Candidate correctly administers and accurately scores results from technically sound formal and informal reading assessments. • Minor errors that do not change the interpretation of the results may be present. OR • Candidate does not presents data in observable measurable terms and • Instructional priorities are unclear	• Candidate inaccurately administers and/or scores the results from technically sound formal and informal reading assessments to the extent that interpretation of the assessment results is impacted. AND /OR • Candidate does not presents data in observable measurable terms Instructional priorities are unclear
Provide an overall summary of the student's performance based on assessments provided. 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. (IDA D5)	Candidate writes report that clearly and accurately summarizes a student's current skills in all areas of reading and written expression AND includes educational implications of current performance.	Candidate writes report that lacks either A clear and accurate summary of a student's current skills in all areas of reading and written expression. OR Does not include educational implications of current performance	Candidate writes report that is NOT ACCURATE in summarizing student's current skills OR does not include any one or more areas of reading or written expression AND educational implications are not addressed.
Make recommendations for intensive interventions for individualized instruction	For each of the top 3 priorities identified through analysis of	3 priorities are identified	Candidate writes inappropriate OR irrelevant OR general

based on prioritized areas of weakness identified from the assessments. (IDA D6)	student assessment data the Candidate will define and present: • An observable, measurable baseline, • Determine a performance goal, • Select an evidence based intervention • Draft an intervention plan which describes the intervention (name, materials, procedures), notes the frequency of instruction, and who will deliver the instruction.	1-2 of the items noted are missing or incomplete	recommendations for instruction and educational programming based on assessment data.
Describe use of informal assessment measures to monitor progress of the student (IDA D:1, D:3)	Candidate describes a progress monitoring plan that includes: • Description and example of probes. • Description of administration procedures. • Frequency of assessment • Description of what will be recorded in observable and measurable terms • How data will be Displayed (graph, table, goal page…	Candidate describes a progress monitoring plan that addresses only 4 out of 5 items	Candidate describes a progress monitoring plan that addresses fewer than 4 items OR All items are present, but unclear or incomplete

Administer progress monitoring assessments (IDA D 1)	During the intervention Candidate: • Administers progress monitoring probes systematically in alignment with the plan. • Scores are recorded and compared with the baseline or previous probes to gage progress toward the goal and/or to modify the intervention. • Rationale for adaptation to the intervention will be reported in teacher reflections.	During the intervention the candidate *does not:* • Administer progress monitoring probes systematically in alignment with the plan. OR • Scores are *not* recorded and compared with the baseline or previous probes to gage progress toward the goal and/or to modify the intervention. OR • Instruction is modified with *no* stated rationale	During the intervention the candidate *does not:* • Administer progress monitoring probes systematically in alignment with the plan. AND • Scores are *not* recorded and compared with the baseline or previous probes to gage progress toward the goal and/or to modify the intervention. AND • Instruction is modified with *no* stated rationale
Display progress monitoring data using graphs, charts tables or other visual that facilitate understanding for students and parents. (IDA D: 3)	During and at the conclusion of the intervention the Candidate will maintain a data display, review data with the student, describing progress from the baseline toward the established goal.	During and at the conclusion of the intervention the Candidate is inconsistent with data collection OR Data is confusing or unclear.	During and at the conclusion of the intervention the Candidate *does not* maintain data. OR Data is confusing and unclear.
Refer to narrative in the syllabus. You will need to address 3 areas. These areas will be dependent upon your student data and instructional priorities. **For each of the 3 areas you will need 6 Lesson plans. # of the L plans should coordinate with your videos.**			
Design and implement six complete lesson plans using multi-sensory structured language instruction to address phonics/decoding	Candidate designs and implements sequence of lessons that align with stated performance goals and	Candidate designs and implements a sequence of lessons that *are not* aligned with stated	Candidate designs and implements a sequence of lessons that *are not* aligned with stated performance goals

| (E-1:1-4) | demonstrate correct implementation of the stated multi-sensory intervention Lessons include: Explicitly stated goal for the instructional session Describe/name materials Provide samples of work sheets or assignment directions Provide an opportunity to read in connected text. List procedures Provide formative assessment Final Teacher reflection. | performance goals *and/or do not* demonstrate correct implementation of the stated multi-=sensory intervention Lessons include: Explicitly stated goal for the instructional session Describe/name materials Provide samples of work sheets or assignment directions Provide an opportunity to read in connected text. List procedures Provide formative assessment Final Teacher reflection | *and/or do not* demonstrate correct implementation of the stated multi-sensory intervention AND 2 or more of the following are missing or incomplete Lessons include: Explicitly stated goal for the instructional session Describe/name materials Provide samples of work sheets or assignment directions Provide an opportunity to read in connected text. List procedures Provide formative assessment Final Teacher reflection |
| Design and implement six complete lesson plans to address recognition of high frequency words (IDA E-2: 2-4) | Candidate designs a sequence of lessons that align with stated performance goals and demonstrate correct implementation of the stated evidence-based intervention to address recognition of high frequency words Lessons should include: Explicitly stated goal for the instructional session Describe/name materials | Candidate designs and implements a sequence of lessons that *are not* align with stated performance goals *and/or do not* demonstrate correct implementation of the stated evidence-based intervention to address recognition of high frequency words. OR | Candidate designs and implements a sequence of lessons that *are not* aligned with stated evidence-based performance goals *and/or do not* demonstrate correct implementation of the stated intervention to address recognition of high frequency words. AND 2 or more of the following are missing or incomplete Lessons include: |

	• Provide samples of work sheets or assignment directions • List procedures • Provide formative assessment Final Teacher reflection.	2 of the following are missing or incomplete Lessons include: • Explicitly stated goal for the instructional session • Describe/name materials • Provide samples of work sheets or assignment directions • Provide an opportunity to read in connected text. • List procedures • Provide formative assessment Final Teacher reflection	• Explicitly stated goal for the instructional session • Describe/name materials • Provide samples of work sheets or assignment directions • Provide an opportunity to read in connected text. • List procedures • Provide formative assessment Final Teacher reflection
Design six complete lessons to address fluency. (IDA E-6: 2)	Candidate designs a sequence of lessons that align with stated performance goals for fluency and demonstrate correct implementation of the stated evidence-based intervention Lessons should include: • Explicitly stated goal for the instructional session • Describe/name materials • Provide samples of wk sheets or assignment directions • List procedures	Candidate designs and implements a sequence of lessons that *are not* aligned with stated performance goals for fluency *and/or do not* demonstrate correct implementation of the stated evidence-based intervention OR 2 of the following are missing or incomplete. Lessons include: • Explicitly stated goal for the instructional session • Describe/name materials	Candidate designs and implements a sequence of lessons that *are not* align with stated performance goals for fluency *and/or do not* demonstrate correct implementation of the stated evidence-based intervention AND 2 or more of the following are missing or incomplete Lessons include: • Explicitly stated goal for the instructional session • Describe/name materials

	• Provide formative assessment Final Teacher reflection.	• Provide samples of work sheets or assignment directions • Provide an opportunity to read in connected text. • List procedures • Provide formative assessment Final Teacher reflection	• Provide samples of work sheets or assignment directions • Provide an opportunity to read in connected text. • List procedures • Provide formative assessment Final Teacher reflection
Design and implement six complete lesson plans to address vocabulary- word meanings (E-4:2)	Candidate designs a sequence of lessons that align with stated performance goals and demonstrate correct implementation of the stated evidence-based intervention(s) selected to teach and recall new vocabulary terms and concepts. Lessons include: • Explicitly stated goal for the instructional session • Describe/name materials • Provide samples of wk. sheets, graphic organizers and/ or assignment directions • Provide opportunities to apply and rehearse knowledge in text, games, activities • List procedures • Provide formative assessment Teacher reflection.	Candidate designs a sequence of lessons that *does not* align with stated performance goals *or does not* demonstrate correct implementation of the stated evidence-based intervention(s) selected to teach and recall new vocabulary terms and concepts. OR 2 of the following are incomplete or missing. Lessons include: • Explicitly stated goal for the instructional session • Describe/name materials • Provide samples of wk. sheets, graphic organizers and/ or assignment directions	Candidate designs a sequence of lessons that *does not* align with stated performance goals *or does not* demonstrate correct implementation of the stated evidence-based intervention(s) selected to teach and recall new vocabulary terms and concepts. AND 2 of the following are incomplete or missing. Lessons include: • Explicitly stated goal for the instructional session • Describe/name materials • Provide samples of wk. sheets, graphic organizers and/ or assignment directions • Provide opportunities to apply and rehearse knowledge in text, games, activities

		- Provide opportunities to apply and rehearse knowledge in text, games, activities - List procedures - Provide formative assessment Teacher reflection.	- List procedures - Provide formative assessment Teacher reflection
Design and implement six complete lesson plans (text comprehension) (IDA E-5: 1)	Candidate designs a sequence of lessons that align with stated performance goals and demonstrate correct implementation of the stated evidence-based intervention(s) to improve reading comprehension Lessons should include: - Explicitly stated goal for the instructional session - Describe/name materials designated as Before (ex-background knowledge, vocabulary), During (ex-discussion, notes, organizers) or After reading(ex- summaries, notes, paraphrasing..) - May include as designated in the intervention	Candidate designs a sequence of lessons that *does not* align with stated performance goals and/or *does not* demonstrate correct implementation of the stated evidence-based intervention(s) to improve reading comprehension OR Two of the following are missing or incomplete Lessons should include: - Explicitly stated goal for the instructional session - Describe/name materials designated as Before (ex-background knowledge, vocabulary), During (ex-discussion, notes,	Candidate designs a sequence of lessons that *does not* align with stated performance goals *or does not* demonstrate correct implementation of the stated evidence-based intervention(s) to improve reading comprehension And 2 or more of the following are missing or incomplete Lessons should include: - Explicitly stated goal for the instructional session - Describe/name materials designated as Before (ex-background knowledge, vocabulary), During (ex-discussion, notes, organizers) or After reading(ex- summaries,

	design the use of Pre-post graphic organizers, note-taking strategies, retelling and summarizing, or cross-text comparisons. • • Provide samples of wk sheets or assignment directions • List procedures • Provide formative assessment Teacher reflection.	organizers) or After reading(ex- summaries, notes, paraphrasing..) • May include as designated in the intervention design the use of Pre-post graphic organizers, note-taking strategies, retelling and summarizing, or cross-text comparisons. • Provide samples of wk sheets or assignment directions • List procedures • Provide formative assessment Teacher reflection.	notes, paraphrasing..) • May include as designated in the intervention design the use of Pre-post graphic organizers, note-taking strategies, retelling and summarizing, or cross-text comparisons.
Design and implement six complete lessons (written expression) (IDA E-6: 2)	Candidate designs and implements: a sequence of lessons that align with stated performance goals for written expression and demonstrate correct implementation of the stated intervention(s) Focus areas may include: mechanics/conventions	Candidate designs and implements: a sequence of lessons that *does not align* with stated performance goals for written expression and demonstrate correct implementation of the stated evidence-based intervention(s)	Candidate designs and implements: a sequence of lessons that *does not align* with stated performance goals for written expression and demonstrate correct implementation of the stated evidence-based intervention(s)

	AND/OR composition AND/OR revision and editing processes. Lessons should include: • Explicitly stated goal for the instructional session • Describe/name materials • Provide samples of wk sheets or assignment directions • Provide an opportunity for the student to generalize and apply skills as they are taught. • List procedures • Provide formative assessment Final Teacher reflection.	Focus areas may include: mechanics/conventions AND/OR composition AND/OR revision and editing processes. OR Two of the following are missing or incomplete Lessons should include: • Explicitly stated goal for the instructional session • Describe/name materials • Provide samples of wk sheets or assignment directions • Provide an opportunity for the student to generalize and apply skills as they are taught. • List procedures • Provide formative assessment Final Teacher reflection.	Focus areas may include: mechanics/conventions AND/OR composition AND/OR revision and editing processes. OR three of the following are missing or incomplete Lessons should include: • Explicitly stated goal for the instructional session • Describe/name materials Provide samples of wk sheets or assignment • directions • Provide an opportunity for the student to generalize and apply skills as they are taught. • List procedures • Provide formative assessment Final Teacher reflection.