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

Fall 2020
EDSE 503: Language Development and Reading
Section: 001; CRN: 70933
Section: 6V1; CRNL 84863

3 – Credits

| | |
|---|---|
| **Instructor:** Dr. Sharon Ray/ Reagan Murnan | **Meeting Dates:** 8/24/20 – 12/16/20 |
| **Phone:** 703-993-5247  Office | **Meeting Day(s):** Monday |
| **E-Mail:** sray4@gmu.edu/ rmurnan@masonlive.gmu.edu | **Meeting Time(s):** 4:30 pm – 7:10 pm |
| **Office Hours:** By appointment **(all meetings will be virtual in Fall semester)** | **Meeting Location:** Fairfax; KH 15 |
| **Office Location:** Finley 205B | **Other Phone:** (703) 673-8540 Dr. Ray cell/ (703) 554-2617 Reagan 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.

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance.  All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

**Advising Tip**

Do you know what tests are needed for your program? Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor.

**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,

**Professional Standards**
Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards:  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 Texts**
Berkeley, S. & Ray, S., (2019). *Reading Fundamentals for Students with Learning Difficulties: Instruction for Diverse K-12 Classrooms (1st Ed.).* Routledge. ISBN 9780815352914

Fox (2016). *Phonics & Word Study for the Teacher of Reading (11th Ed.).* Pearson. ISBN 9780132838092

**Recommended Texts**
American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.).* https://doi.org/10.1037/0000165-000

**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.  If attending in person, the first night of class all handouts will be provided

(unless you are attending virtually, and then all materials will be available to you digitally you via BlackBoard from the first class).  After the first night, all handouts will be posted by Friday evening before Monday's class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards whether attending virtually or in person.

**Starting August 31st, be sure to attend 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.

TTAC Modules: Region 4 Training & Technical Assistance Webshops, http://ttaconline.org/online-training-webshops
- *Oral Language Development: Language Foundations, Part I*
- *Oral Language Development: Typical Development, Part II*
- *Oral Language Development: Developing Speech & Language Skills in the Classroom, Part III*

### 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/

Hasbrouk, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher, 59*, 636-644.

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

### VIA 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 VIA (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 VIA.

For EDSE 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Assignment. Please check to verify your ability to upload items to VIA 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/virtual 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 VIA. 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.

Every assignment will be submitted in digital format this semester via the Assignments tab on the course BlackBoard site. 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*. The reading assessment report must also then be submitted to VIA. 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 (BlackBoard & VIA)

| Course Requirements Evaluation | |
|---|---|
| Assignment | Points Earned/Total Points |
| 1. **Attendance & Participation (1 pt. per class meeting)** | **/15** |
| 2. **Self-Paced Completion of Fox Text/Fox Post-Test** | **/12** |
| 3. **Early Language Development Application Paper** | **/10** |
| 4. **Group Presentation** | **/16** |
| *5. **Reading Assessment Report** | **/30** |
| 6. **Reading Assessment Lesson Follow Up** | **/12** |
| 7. **Final Exam** | **/5** |
| Total # of points earned | /100 |

*VIA SUBMISSION REQUIRED

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

**Informal Reading Assessment Administration and Educational Assessment Report –** *Due November 16th* **(30 points)**

This assignment requires you to select a student with a disability (in the Fall 2020 semester there will be a digital student alternative) 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
(VIA submission required)**

None

**Performance-based Common Assignments
(No VIA submission required)**

## Self-Paced Completion of Fox Text/Fox Post-test – *Due November 16th* (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 in class, and then you will work on the self-paced exercises in the text. Due to Covid concerns, there are two options for Fox text grading. First, students can submit the physical text with Parts I-VI completed to earn up to the 12 allotted assignment points (up to 2 points per section); or second, students can opt to have the points derived from the Fox Post-test score (regardless of which grading option students choose, all students will complete the Fox Post-test – those who opt for the physical text grading option will not have their Post-test score tied to course grading). Students who choose the Post-test grading option will receive the full 12 points of this assignment for achieving a 10% gain in score from pretest to post-test or by maintaining an 80% or higher, if that high of a score was originally achieved on the pre-test (a percentage of the 12 points will be earned if a 10% gain is not made or 80% or higher overall score is not maintained). Students will be expected to complete Parts I-VI within the text before they complete the post-test for learning core phonics content (even if the physical text is not chosen for grading). Extra credit will be given for submission of sections VII and VIII of the Fox text.

## Final Exam – *Due December 14th* (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**

<u>**Attendance and Participation**</u> - *Weekly* **[1 point per class for a total of 15 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 whether attending virtually or in person,
    b. completing and submitting weekly in-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 whether virtually or in person, 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 and for other academic course purposes.  <u>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 whether attending virtually or in person.</u>

*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.*

<u>**Early Language Development Application Paper**</u> – *Due October 5th* **(10 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](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.*  A screencast will be shared to assist students in understanding how to access the modules digitally.  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.

## Group Presentations – *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, with one of the activities being digital, such as an App. Your group will be responsible for delivering a 20-25-minute presentation to the class on an assigned night, which will align with and supplement the topic of that evening's class. Although you will be given time in class to work on these presentations, time outside of class may also be needed.

Your presentation should be active and engaging. Consider your presentation as a model for effective teaching strategies, such as engaging your peers in a dynamic way and/or in a hands-on manner. Elements that should be included are:

·       At least one type of visual support (e.g., PowerPoint, Prezi, Nearpod, Poster etc.) to highlight the major components of your presentation. If utilizing a digital platform, one group member should submit an electronic copy of the presentation including the names of all group members.
·       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.

·       Identification of the skills addressed within the chosen area of reading and how such skills aid to the success of reading

·       A description (or visual) of three activities, one of which is digital, which can be used to target this area of reading. Each activity must incorporate at least one evidence-based practice pertinent to that area of reading instruction. There must be a brief explanation of how the digital product pertains to the chosen area of reading and, if any, potential drawbacks or shortcomings.

> o   Active demonstration/engagement of peers with at least two of the three activities is required. Consider presenting your activities to your peers in a similar manner to how you might instruct students in your class (e.g., innovative use of typical classroom materials, centers, incorporation of technology, etc.)

·       A handout for the class containing the most vital information on your chosen area of reading. If applicable, be sure to include all necessary citations. Although it is acceptable to pull information and activities from other sources, you may **NOT** "cut and paste." *Note- the handout may **NOT** be a copy of your PowerPoint slides (if you're using PowerPoint as your visual support).

·       A reference list (APA format) with at least four references. Reference list should include at least one textbook (it can be our class text) and the reference for your digital tool/App. You may also consider a peer-reviewed journal article. If using PowerPoint, references can be listed on the last slide of your presentation.


## Reading Assessment Lesson Follow Up – *Due December 7th* (12 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 lesson plan will be completed using the lesson plan template provided by the instructors.


### 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.

5. Students must be able to perform the essential functions of the practicum site assigned with or with without an accommodation.  Contact Disability Services (ods@gmu.edu) for questions related to accommodations.

**Course Policies and Expectations**
> **Attendance/Participation**

Class attendance and participation, whether virtual or in person, 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.  Virtually or in person, 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 and digitally submit during class through group and individual work.  For full attendance credit during each class, students must not only attend the full class session virtually or in person, but actively participate, work cooperatively, and turn in high quality class products.  If you are unable to make any class sessions during the semester either virtually or in person, please contact the instructors 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 will be considered on an individual and case by case basis based on appropriate student documentation!***  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 via BlackBoard.**  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 Assignment, Fox Text, Reading Assessment Lesson Plan Follow Up, 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. See [Academic Integrity Site](https://oai.gmu.edu/) (https://oai.gmu.edu/) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (https://catalog.gmu.edu/policies/honor-code-system/).  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 new, original work for this course or with proper citations.

## Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures](https://cehd.gmu.edu/students/polices-procedures/) (https://cehd.gmu.edu/students/polices-procedures/). Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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](https://cehd.gmu.edu/epo/candidate-dispositions).

## Class Schedule

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

| COURSE SCHEDULE | | |
|---|---|---|
| Date | Topics | Assignments Due |
| 8/24 | Introductions and Icebreaker<br><br>Syllabus and Course Expectations<br><br>Field Experience Video & Forms<br><br>Fox Pretest | |
| **8/31 *Virtual Class*** | Group Formation and First Meetings<br><br>**Using the Library Databases Presentation**<br><br>A Historical Perspective<br>● **Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB, IDEA) Five Domains of Reading***<br><br>Language Development<br>● **Rules, Forms, and Functions of Language** | Berkeley & Ray, Chapter 1 |
| 9/14 | Language Development Continued<br>● **Birth through the Preschool Years** | Read *Put Reading First* https://www.nichd.nih.gov/publications/pubs/prf_k-3/Documents/PRFbooklet.pdf<br><br>TTAC Unit 1 |
| 9/21 | Language & Literacy in the Beginning School Years<br>● **Selecting/evaluating text for diverse learners; readability**<br>● **Concepts of Print** | TTAC Units 2 & 3<br><br>Berkeley & Ray, Chapters 4, 5 (concepts of print)<br><br>**Fox Text Checkpoint 1: Sections I and II (optional)** |
| 9/28 | Gathering Background Information<br>● **Forms & Procedures for Obtaining Student Educational Histories**<br><br>Collecting Diagnostic Information<br>● **Informal Assessments**<br>● **Informal Reading Inventory (IRI)***<br>● **Running Records; Miscue Analysis*** | Access and Review: *The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)* http://dibels.uoregon.edu/<br><br>Berkeley & Ray, Chapter 2 |

| COURSE SCHEDULE | | |
|---|---|---|
| 10/5 | Informal Assessment through Progress Monitoring <br> ● **The Assessment Continuum** <br> ● **Reliability** <br> ● **Validity** <br> ● **Criterion-Referenced Assessment** <br> ● **Progress Monitoring in Reading** | Berkeley & Ray, Chapter 3 <br> **Due Early Language Development Application Paper** |
| 10/12 | *Columbus Day – Holiday – No Class Meeting!* <br> *(Monday classes are meeting Tuesday)* | |
| 10/19 | Systematic and Explicit Reading Instruction <br> ● **Systematic/Explicit Instruction\* (I do, we do, you do)** <br> ● **Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)\*** | Berkeley & Ray, Chapter 8, 9 (assessment) <br> **Fox Text Checkpoint 2: Sections III and IV (optional)** |
| 10/26 | Factors Affecting Early Literacy <br> ● **The Connection between Early Language Development & Phonemic Awareness/Phonological Awareness** <br><br> Phonemic Awareness Group Presentation | Berkeley & Ray, Chapter 5 (remaining parts) |
| **\*\*11/2 *Virtual Class*** | Writing Instruction in the Inclusive Classroom <br> ● **Nature and Organization of English orthography** <br> ● **Spelling Assessment** <br> ● **Writing Instruction** | Berkeley & Ray, Chapters 13, 14 |
| 11/9 | Advanced Word Reading Strategies <br> ● **Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis)\*** <br><br> Phonics Group Presentation | Berkeley & Ray, Chapter 6 |
| 11/16 | The Dimensions of Fluency <br> ● **Fluency Instruction\* (progress monitoring\*)** <br> ● **Accuracy, speed, and prosody** <br><br> Fluency Group Presentation | Hasbrouk, J., & Tindal article <br><br> Berkeley & Ray, Chapter 7, 9 (remaining parts) <br><br> **Due Reading Assessment Report** |

| | COURSE SCHEDULE | |
|---|---|---|
| | Literacy & Diversity<br>● **First Language Interference in Speech and Writing for English Language Learners** | **Fox Text Checkpoint 3: Sections V & VI (optional)** |
| 11/23 | Vocabulary Instruction*<br>● **Mnemonics***<br>● **Semantic maps***<br>● **Word meaning sorts**<br><br>Vocabulary Group Presentation | Berkeley & Ray, Chapter 11 |
| **11/30 Virtual Class** | Comprehension Instruction*<br>● **Graphic organizers***<br>● **Questioning strategies***<br>● **Self monitoring/metacognition***<br>● **Direct/explicit comprehension instruction – think aloud***<br><br>Comprehension Group Presentation<br><br>**Review for Final Exam**<br><br>**Fox Post-test**<br><br>**Course Evaluations** | Berkeley & Ray, Chapters 10 & 12<br><br>**Fox Post-test/Fox Text Submission** |
| 12/7 | *No Class – Reading Day!* | **Due Reading Assessment Lesson Follow Up** |
| **12/14 Virtual Class** | **Final Exam** | |

**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: See Core Values  (http://cehd.gmu.edu/values/).

**GMU Policies and Resources for Students**
  **Policies**
  ● Students must adhere to the guidelines of the Mason Honor Code.  See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

  ● Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (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 Disability Services (https://ds.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 VIA should be directed to VIA Help support@watermarkinsights.com. Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**
- As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing the Title IX Coordinator (titleix@gmu.edu).

- **For information on student support resources on campus, see Student Support Resources on Campus (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 College of Education and Human Development (http://cehd.gmu.edu/).

**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 (or a struggling reader at-risk for 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 are able to use multiple methods of assessment and data sources in making educational decisions.

## DIRECTIONS

You will use information from course lectures, activities, and readings to learn sound measurement principles and practices for administering and interpreting literacy assessment results.  You will then write a four-to-five-page educational report that documents the findings from those assessments. This report should be written as if it were a formal document for school record *(rather than an academic manuscript)*.  That means that, it must be written for an audience of both educators AND parents.

You will include the following sections in your report:

1.  Student Demographic Information
    This section of the report contains basic information about the target student (name, grade, age, disability) being sure to use a pseudonym.  If the student has not yet been identified with a disability, you will indicate the areas of concern that make them at risk.

2.  Student Background Information
    This section of the report contains a narrative description of background information about the target student that is significant to reading and writing development (including language, culture and family background as appropriate).  Because oral language development is critical to reading and writing development, student background information will include a narrative description of the student's receptive and expressive oral language development compared to typical language development for the respective grade.  This should include relevant information about second language acquisition, culture, and relevant family background as appropriate.

Data sources for this section of your report will come from information shared by the student's teacher, self-reported information from the student (obtained from an interest inventory that the candidate selects and administers) and the candidate's observations of language and behavior during the assessment.

3. 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 (e.g., decoding, fluency, and comprehension; independent, instructional, and frustrational levels; developmental spelling stages).

4. Informal Reading Inventory (IRI) Results
   First, 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 (decoding, fluency, comprehension), and (b) an indication of whether this area of reading is an area of concern.

   Then, for each assessment area (decoding, fluency, comprehension) provide a narrative error analysis of student strengths and weaknesses on the assessments given.  <u>All completed assessment protocols must be attached to the final report.</u>

   In order to complete this section of the report, you will first need to correctly administer, accurately score, and appropriately interpret a complete IRI locating the independent, instructional, and frustrational levels for both decoding and fluency. You will also need to calculate the number of words that the student correctly reads in one minute for each passage administered.

5. Developmental Spelling Assessment (DSA) Results
   Present results from the DSA.  This should include a description of the identified spelling stage with a description of how this stage compares to typically developing peers at the same grade.  Next you will need to present information from an error analysis of student strengths and weaknesses within the student's identified spelling stage.

   In order to complete this section of the report, you will first need to correctly administer, accurately score, and appropriately interpret the DSA. Specifically, you should administer the DSA screener to determine the student's stage and then administer the spelling list for that stage.

6. Assessment Summary
   Provide a succinct overall summary of the student's performance based on the most important take-aways from the collective information learned from all data sources.

7. Recommendations for Instruction
   Make recommendations that are grounded in the assessment data obtained.  Be sure to also consider student identified interests, learning environments, and any cultural and linguistic factors when making your recommendations.

   Recommendations should include recommendations for instruction in all areas of concern including level of reading materials and intensity of instruction needed. Recommendations should also include suggestions for how to evaluate student progress to ensure that the student responds to the recommended instruction.

8. Signature
   Sign and date your report.

9. 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."

Assessment #7

Informal Reading Assessment Administration and Educational Assessment Report

|  | Does Not Meet Expectations<br><br>1 | Meets Expectations<br><br>2 | Exceeds Expectations<br><br>3 |
|---|---|---|---|
| Student Background & Oral Language Development:<br><br>CEC/IGC Standard 1<br><br><u>Beginning special education professionals understand how exceptionalities may interact with development and learning</u> 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 fails to meet all required components for proficient understanding <u>OR</u> displays limited understanding of aspects of a student's background that may influence reading and writing development. | Candidate produces a description of the target student's background that shows a proficient understanding of aspects of a students' background that may influence reading and writing development.  At a minimum, this description must include:<br><br>• a description of concerns about the student's reading or writing that warrants assessment<br>• a description of student perceptions of reading (motivation, attitudes, past experiences)<br>• candidate observations related to student's language development (including language acquisition when appropriate) compared to typical language development for the target student's | Candidate produces a description of the target student's background that exceeds all required components for proficient understanding by displaying advanced understanding of aspects of a student's background that may influence reading and writing development. |

| | | | |
|---|---|---|---|
| | | grade/age. | |
| Reading & Writing Development: CEC/IGC Standard 4 <u>Beginning special education professionals use multiple methods of assessment and data sources</u> in making educational decisions. | Candidate produces an educational report that fails to meet all required components of a proficient report. This can include multiple errors in administration, scoring, and/or interpretation of assessment results. | Candidate uses multiple methods to assess a student's literacy performance and writes a sound educational report. At a minimum, a proficient report must include: <br>●evidence of accurate administration and scoring of informal reading and spelling inventories (minor errors may be present that do not change the assessment results) <br>●accurate interpretation and explanation of assessment results in the areas of decoding, fluency, comprehension, and spelling (minor interpretation errors may be present) | Candidate produces an educational report that exceeds all required components by displaying advanced understanding of error analysis and interpretation <u>OR</u> demonstrating advanced ability to clearly communicate findings to a range of stakeholders (including parents). |
| Reading & Writing Development: CEC/IGC Standard 4 Beginning special education professionals use multiple methods of assessment | Candidate produces an educational report that fails to meet all required components of a proficient report. This can include multiple recommendations that are inconsistent with the assessment findings. | Candidate uses literacy assessment report findings to make educational decisions. At a minimum, a proficient report must include recommendations that are predominantly grounded in the assessment data. At | Candidate produces an educational report that exceeds all required components by displaying advanced understanding of instructional and ongoing evaluation practices that are consistent with assessment findings <u>OR</u> by clearly |

| and data sources <u>in making educational decisions</u>. | | a minimum, a proficient report must include recommendations for:<br><br>● instruction for all areas of concern including level of reading materials and intensity of instruction needed<br>● evaluating student progress to ensure the student is responding to instruction | communicating the level of reading materials that should be assigned for homework and suggestions for how parents can assist student practice at home (for older students, this could be strategies for the student that promote self-regulation). |
| --- | --- | --- | --- |