

George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners



EDUC 516 – 6F1/DL1
Teaching and Learning in the International Baccalaureate Schools
3 Credits
CRN: 83147/80865
Fall 2020
Asynchronous Course Dates: August 25 – December 7

Instructor: April Mattix Foster, Ph. D.

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Office Hours: By appointment

Office: Virtual

Course Dates: August 25 – December 7

Meeting Time: online

Meeting Location: online

For COVID 19 procedures in Fall 2020: Students, please be aware of and follow all policies and procedures for Mason's Safe Return to Campus: <https://www2.gmu.edu/Safe-Return-Campus>

Prerequisites/Corequisites

Prerequisites: EDUC 511, EDUC 512, EDUC 513, EDUC 537, and EDRD 515

University Catalog Course Description

Introduces current methods of teaching integrated language arts in elementary school settings (PK-6). Includes language and literacy development, second language acquisition, reading and writing in content areas, and children's literature. International focus considers needs of second-language learners in regular classroom settings. Fieldwork hours are required.

Course Overview

This course explores language and literacy development, second language acquisition, reading and writing, listening and speaking in the content areas, children's literature, and using assessment to drive instruction as applicable to the elementary classroom.

Course Structure

This course is an online seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about international education and the International Baccalaureate. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

Please ensure you read the whole syllabus. It contains important information that will help you complete the course smoothly.

It is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the modules, you should spend this amount of time on the website in addition to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

Course Delivery Method

This course will be delivered online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 17th by 9:00 AM EST.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.

- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesdays and finish on Mondays.
- Log-in Frequency:
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least **3** times per week.
- Participation:
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read

their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

Build Background Knowledge on Language, Learning, and Literacy by:

1. Demonstrating an understanding of the structure of the English language.
2. Creating connections between their own literacy learning histories and current theories of literacy teaching and learning.
3. Exploring and explaining the role of families, communities, and schools in children's literacy learning.
4. Demonstrating an understanding of reading and writing as a cognitive, sociocultural, psychological, and linguistic process.

Practiced Strategies for Designing Literacy Instruction by:

5. Creating literacy lessons that demonstrate an understanding of the relationship between children's phonemic awareness, word recognition, fluency, and comprehension strategies and their reading, writing, and spelling development.
6. Demonstrating an understanding of how to facilitate elementary learners' oral language development through creative writing, storytelling, drama, and choral/oral reading.

Practiced Techniques for Assessing Students' Literacy Strengths and Weaknesses by:

7. Describing the unique learning needs of English Language Learners (ELLs) and explaining how they will adapt lessons to meet their learning needs.
8. Demonstrating a familiarity with observation and assessment techniques to be used when assessing the reading development and needs of individual and groups of elementary learners.

Reflected on Approaches for Integrating Literacy Instruction across the Curriculum by:

9. Demonstrating an understanding of aligning instruction with assessment.
10. Demonstrating an understanding of the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and nonfiction, at appropriate reading levels.
11. Demonstrating an understanding of how to organize classroom instruction to facilitate the literacy development of all learners.

Professional Standards (INTASC/CAEP K-6 Elementary Standards/IB Standards/ISTE)

Upon completion of this course, students will have met the following professional standards:

EDUC 516 is a methods course in TCLDEL, a program that prepares elementary teachers for international schools. TCLDEL applies the goals of the regular GMU elementary education curriculum to an international context. EDUC 516 specifically addresses the program goals that develop skills in instructional planning, implementation, and assessment.

The following **INTASC Standards** will be addressed:

Standard 1: Learner Development: *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Standard 2: Learning Differences: *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Standard 3: Learning Environments: *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Standard 4: Content Knowledge *The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction: *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Standard 8: Instructional Strategies: *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

Standard 9: Professional Learning and Ethical Practice: *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Standard 10: Professional Growth: *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.*

The following **CAEP K-6 Elementary Standards** will be addressed:

Standard 1: Understanding and Addressing Each Child's Developmental and Learning Needs: Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.

Standard 2 – Understanding and Applying Content and Curricular Knowledge for Teaching:

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.

Standard 3: Assessing, Planning, and Designing Contexts for Learning: Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students' learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners' diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.

Standard 4: Supporting Each Child's Learning Using Effective Instruction: Candidates make informed decisions about instruction guided by knowledge of children and assessment of children's learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children's learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.

The following **IB-PYP Practitioner Award Programme Requirements** will be addressed:

IB Teacher Award Strands:

Coherent Curriculum (0401): Learning in IB World Schools is based on a coherent curriculum.

Students as Lifelong Learners (0402): Learning in IB schools aims to develop students ready for further education and life beyond the classroom.

Approaches to Teaching (0403): IB programmes encourage approaches to teaching that create learning experiences that are shown to be meaningful to the school community.

Approaches to Assessment (0404): Learning, teaching, and assessment effectively inform and influence one another.

IB Areas of Inquiry

- a. Curriculum and instructional design
- b. Curriculum articulation
- c. Learning, theories, strategies and styles
- d. Teaching methodologies and the support of learning
- e. Differentiated teaching strategies
- f. Selection and evaluation of teaching and learning materials
- g. Developing assessment strategies
- h. The principles and processes of reflective practice

The following **Technology (ISTE) Standards** will be addressed:

IV. Teachers use technology to enhance their productivity and professional practice

Standards Compilation Chart

| Outcomes | INTASC | CAEP K-6 Elementary | IB Teacher Award Strands/Areas of Inquiry | ISTE |
|----------|---------|---------------------|---|------|
| 1 | 4 | 2 | | |
| 2 | 4, 9 | | 0403; h | |
| 3 | 10 | 1 | | |
| 4 | 1 | 2 | 0401; a, b, c | |
| 5 | 5 | 3 | 0401; a, b, c, d, e | |
| 6 | 5 | 2, 4 | 0403; a, b, c, d | |
| 7 | 4, 7, 8 | 1, 4 | e, f | |
| 8 | 6 | 3 | 0404; g | IV |
| 9 | 6, 7, 8 | 3 | 0404; g | |
| 10 | 4 | 2 | 0402; f | |
| 11 | 7 | 2 | | |

Required Texts

Gambrell, L. B., Mandel Morrow, L., & Shanahan, T. (2019). *Best practices in literacy instruction* (6th ed.). New York, NY: The Guilford Press.

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. R., & Bear, D. R. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (7th ed.). New York, NY: Pearson.

Recommended Additional Texts:

Beck, I. L., McKeown, M. G., & Kucan, L. (2013). *Bringing words to life: Robust vocabulary instruction*. New York, NY: Guilford Publications

Beck, M. E., & Beck, I. L. (2013). *Making sense of phonics: The hows and whys* (2nd ed.). New York, NY: Guilford Press.

Fountas, I. C., & Pinnell, G. S. (2016). *Guided reading: Responsive teaching across the grades* (2nd ed.). Portsmouth, NH: Heinemann.

Harvey, S. & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding, engagement, and building knowledge*. New York, NY: Stenhouse Publishers.

Johnson, D. (2011). *The joy of children's literature* (2nd ed.). Belmont, CA: Wadsworth Cengage Learning.

Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann.

Scanlon, D. M., Anderson, K. L., & Sweeney, J. M. (2010). *Early intervention for reading difficulties: The interactive strategies approach*. New York, NY: Guilford Press.

Serravallo, J. (2015). *The reading strategies book*. Portsmouth, NH: Heinemann.

Technology Resources:

- All students are required to have access to a computer with Internet access and a current GMU email account.

Course Performance Evaluation

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

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

(The Reading, Writing, and Spelling Analysis)

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation

****Important Note: Field experience can be face-to-face or virtual during the Fall 2020 semester. Students will coordinate with the professor, as needed, to find the most optimal scenario for each individual student.**

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **10 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete the required hours per course (e.g., two courses requiring 15 hours of field experience would mean a total of 30 hours). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.).

N/A for fall 2020: *TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard. The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience

Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1). **If you are an international student, please submit your fieldwork request to Amanda Jenkins at ajenki4@gmu.edu.**

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1). **If you are an international student, please submit your fieldwork request to Amanda Jenkins at ajenki4@gmu.edu.**

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

N/A for fall 2020: TCLDEL Fieldwork Log of Hours and Evaluation Assessment

| | Status of Student Work | |
|---|------------------------|--------------|
| | 1 | 0 |
| Fieldwork Log of Hours demonstrates 10 hours of fieldwork completed, with a teacher-mentor or supervisor signature. | Complete | Not Complete |

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

| Assignment | Percent of Final Grade | Outcomes Addressed | Due Date |
|---|---|----------------------|-----------------------------|
| Participation | 10 | All | Weekly |
| Weekly activities | 40 | All | The last day of each module |
| Read Aloud Videos | 10 | 5, 6, 10 | October 12, November 2 |
| Comprehension Strategies Presentation | 15 | 1, 5, 6, 7, 8, 9, 11 | October 19 |
| Performance Based Assessment (PBA): <i>Reading, Writing, and Spelling Analysis*</i> | 25 | 1, 4, 5, 8, 9 | December 7 |
| Field Experience and Evaluation Form | Complete/Incomplete N/A for fall 2020 | All | December 7 |

**More detailed descriptions of assignments and rubrics are shown at the end of the syllabus.

- **Grading**

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

| Grade | GRADING | Grade Points | Interpretation |
|-------|---------|--------------|--|
| A+ | =100 | 4.00 | Represents mastery of the subject through effort beyond basic requirements |
| A | 94-99 | 4.00 | |
| A- | 90-93 | 3.67 | |
| B+ | 85-89 | 3.33 | Reflects an understanding of and the ability to apply theories and principles at a basic level |
| B | 80-84 | 3.00 | |
| C* | 70-79 | 2.00 | Denotes an unacceptable level of understanding and application of the basic elements of the course |
| F* | <69 | 0.00 | |

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the School of Education

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to:
<https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have the hours for that course completed and documented. You may be at the same site, but the same hours may not be counted towards multiple courses.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two absences will receive a one-letter grade deduction in their final grade; students with three absences will receive a two-letter grade deduction in their final grade; students with four absences will not receive credit for the course.**

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th

week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

GMU E-MAIL AND WEB POLICY:

Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

OTHER GMU POLICIES

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

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>

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 titleix@gmu.edu.

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

EDUC 516 Schedule Fall 2020

| | |
|--------------------|---|
| Class 1 | August 25 – August 31 |
| General Topics | The Importance of Literacy |
| Readings | “Evidence-Based Best Practices in Comprehensive Literacy Instruction” – Morrow and Gambrell, Chapter 1 |
| Assignments | *Post self-introduction *Complete literacy reflection *Discussion Board *Complete exit slip/Visible Thinking routine |
| Book share | <i>Thank you, Mr. Falker - Patricia Polacco</i> |
| Tools of the Trade | Bottle Caps |
| Classroom Routines | Compass Points |

| | |
|--------------------|---|
| Class 2 | September 1 – September 7 |
| General Topics | Being Prepared to Teach Literacy |
| Readings | “What Elementary Teachers Need to Know about Language” (on Blackboard) “Organizing Effective Literacy Instruction” – Morrow and Gambrell, Chapter 16 |
| Assignments | *Discussion Board *Complete exit slip/Visible Thinking routine |
| Book share | <i>Don't Let the Pigeon Drive the Bus – Mo Willems</i> |
| Tools of the Trade | Letter Cubes |
| Classroom Routines | 4 Cs |

| | |
|--------------------|---|
| Class 3 | September 8 – September 14 |
| General Topics | Phonemic Awareness, Phonological Awareness, and Phonics |
| Readings | “Best Practices for Developmental Word Study in Phonics, Vocabulary and Spelling” – Morrow and Gambrell, Chapter 8 |
| Assignments | *View PPT: The Lingo *View phonemic awareness videos *Discussion Board *Phonemic Awareness or Phonics activity *Assessment Review: Early Names Test/Yopp Singer |
| Book share | <i>Sheep in a Jeep – Nancy Shaw</i> |
| Tools of the Trade | Phonics Phones |
| Classroom Routines | 3-2-1 |

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|--------------------|--|
| Class 4 | September 15 – September 21 |
| General Topics | Encoding |
| Readings | “Developmental Word Knowledge” Bear, et. al, Chapter 1 “Getting Started” Bear, et. al, Chapter 2 |
| Assignments | *View PPT: Encoding *Discussion Board *Review spelling assessments *Spelling Inventory Activity |
| Book share | <i>Elephant and Piggie: We Are In a Book – Mo Willems</i> |
| Tools of the Trade | Spelling with Pool Noodles |
| Classroom Routines | Stop Light |

| | |
|--------------------|---|
| Class 5 | September 22 – September 28 |
| General Topics | Word Study |
| Readings | “Word Study Principles and Practices” Bear, et. al, Chapter 3 Choose one Stage Chapter in Bear, et. al. (Chapter 4, 5, 6, 7, or 8) “Implementation of Word Study Instruction” Bear, et. al, Chapter 9 |
| Assignments | *View Word Sort Video *Discussion Board *Word Sort Activity |
| Book share | <i>Scaredy Squirrel Makes a Friend – Melanie Watt</i> |
| Tools of the Trade | Word Family Sort |
| Classroom Routines | Headlines |

| | |
|--------------------|---|
| Class 6 | September 29 – October 5 |
| General Topics | Vocabulary |
| Readings | ”Best Practices in Vocabulary Instruction” – Morrow and Gambrell, Chapter 9 “Rationale for Robust Vocabulary Instruction” – Beck, McKeown, Kucan (on BB) “Choosing Words to Teach” – Beck, McKeown, Kucan (on BB) |
| Assignments | *View Vocabulary PPT *Discussion Board *Robust Vocabulary Activity |
| Book share | <i>Big Words for Little People – Jamie Lee Curtis</i> |
| Tools of the Trade | Paint Strip Gradients |
| Classroom Routines | Three Whats |

| | |
|--------------------|---|
| Class 7 | October 6 – October 12 |
| General Topics | Fluency |
| Readings | “Best Practices in Fluency Instruction” – Morrow and Gambrell, Chapter 12 |
| Assignments | *View fluency PPT *Discussion Board *Fluency activity 1 *Fluency activity 2 *Read Aloud Video 1 |
| Book Share | <i>I Wanna Iguana – Karen Kaufman Orloff</i> |
| Tools of the Trade | Flip Books |
| Classroom Routines | Snowstorm |

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| Class 8 | October 13 – October 19 |
| General Topics | Comprehension |
| Readings | “Best Practices in Narrative Text Comprehension Instruction” – Morrow and Gambrell, Chapter 10 “Best Practices in Informational Text Comprehension Instruction” – Morrow and Gambrell, Chapter 11 |
| Assignments | *View comprehension PPT *Discussion Board *Reading Comprehension Strategy Presentation |
| Book Share | <i>Pete the Cat: My Four Groovy Buttons – Eric Litwin</i> |
| Tools of the Trade | Newspaper Search |
| Classroom Routines | See, Think, Wonder |

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| Class 9 | October 20 – October 26 |
| General Topics | Assessment Tools |
| Readings | DRA Guide DRA Administration Guide Taking a Running Record Marking a Running Record |
| Assignments Due | *Discussion Board *Running Record Practice Activity *DRA Practice Activity |
| Book Share | <i>The True Story of the 3 Little Pigs – Jon Scieszka</i> |
| Tools of the Trade | Reading Comprehension Bookmarks |
| Classroom Routines | Create a Window |

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| Class 10 | October 27 – November 2 |
| General Topics | Guided Reading Instruction |
| Readings | “What is Guided Reading” – on BB “Guided Reading within a Multitext Approach” – on BB “Using Guided Reading for Effective Teaching of English Language Learners” – on BB |
| Assignments Due | *View Guided Reading PPT *Discussion Board *Guided Reading Lesson Plan *Read Aloud Video 2 |
| Book Share | <i>Guji, Guji – Chih-Yuan Chen</i> |
| Tools of the Trade | Guided Reading Cubes |
| Classroom Routines | Recipes |

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| Class 11 | November 3 – November 9 |
| General Topics | Children’s Literature |
| Readings | “Reading to and with Children” – Johnson (on BB) “The Books – Children’s Literature” – Johnson (on BB) |
| Assignments Due | *View Literature PPT *Discussion Board *Children’s Literature Database |
| Book Share | <i>This is Not My Hat – Jon Klassen</i> |
| Tools of the Trade | Five Finger Book Strategy |
| Classroom Routines | Sentence, Phrase, Word |

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| Class 12 | November 10 – November 16 |
| General Topics | Writing |
| Readings | “Best Practices in Teaching Writing” – Morrow and Gambrell, chapter 13 “Simply the Teaching of Writing” – Routman (on BB) “Start with Celebration” – Routman (on BB) |
| Assignments Due | *View Writing PPT *Discussion Board *Create Writing Activity |
| Book Share | <i>Giggle, Giggle, Quack – Doreen Cronin</i> |
| Tools of the Trade | Hamburger Writing Model |
| Classroom Routines | Color, Symbol, Image |

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| Class 13 | November 17 – November 23 |
| General Topics | Motivation |
| Readings | “Best Practices in Motivating Students to Read” – Morrow and Gambrell, chapter 3 |
| Assignments Due | *Discussion Board |
| Bok Share | <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> – Judith Viorst |
| Tools of the Trade | Sentence Builders |
| Classroom Routines | Headlines |

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| Class 14 | November 24 – November 30 |
| General Topics | Putting It All Together |
| | *“Getting to Know Students: Developing Culturally Relevant Practices for Reading and Writing” – Flint (on BB) *“Organizing Effective Literacy Instruction: Differentiating Instruction to Meet Student Needs” – Morrow and Gambrell, chapter 16 |
| Assignments Due | *Discussion Board |
| Book Share | <i>Oh the Places You’ll Go</i> – Dr. Seuss |
| Tools of the Trade | Classroom Libraries |
| Classroom Routines | I Used to Think... But Now I Think... |

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| Class 15 | December 1 – December 7 |
| General Topics | Wrapping It Up |
| Readings | No reading |
| Assignments Due | *Discussion Board Reflection *PBA |

COURSE PERFORMANCE EVALUATION

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. All writing assignments should be submitted as Word documents, or a word processor-based format. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, except for in extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

1. Participation (10%)

****Due: Weekly**

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. You are expected to participate in the class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the sessions.

Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. **Each module will begin on a Tuesday and run through the following Monday. You must start posting for each module by *Friday at midnight (EST)* so that the class will have Friday through Monday to engage in conversation.

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in Discussion Board, please see the general “criteria for Blackboard Discussions” below.

2. Weekly Activities (40%)

****Due: Weekly**

Each week we will engage in practice activities based on the material from the module. Instructions for each assignment is located in each learning module.

3. Read Aloud Videos (10%)

****Due: October 12 and November 2**

Each student will select and present two read aloud videos for the class during the semester. Detailed instructions are available on Blackboard.

4. Comprehension Strategies Multimedia Presentation (15%)

****Due: October 19**

Each student will create a multimedia (Prezi, PowerPoint, etc.) presentation on a comprehension strategy. A list of strategies will be provided in class, but students may select a strategy not on the list as long as it has been approved by the course instructor. The presentation should focus on 1) describing what the strategy is, 2) explaining how the strategy is enacted, 3) determining when the strategy could best be utilized, and 4) providing a summary of potential benefits and roadblocks. Students will also provide a demonstration of the strategy in action.

Detailed instructions for the project are posted on Blackboard.

5. Field Experience and Field Experience Reflection (Complete/Not Complete)

N/A for fall 2020

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of 10 hours in field experience for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). The Fieldwork documents are located on Blackboard.

6. Performance Based Assessment (PBA): *Reading, Writing, and Spelling Analysis* (25%)

****Due Date: December 7**

As you begin your *field experience*, select a target child. Between now and the middle of May you will assess the child's reading, writing, and spelling ability.

Reading: create opportunities to listen to the child read. Keep a log of when you read together. Gather data on the child's reading ability, including level, fluency, self-correction, strategy use, and comprehension. You may use anecdotal records, running records, interviews, discussions, reading inventories or any other form of assessment you see fit. You will present a snapshot of the child's reading ability at one point in time. **Supporting documents should be attached as appendices and cited in the text.** Include a research-based instructional plan.

Writing: collect at least three writing samples. Be sure they are dated. The samples should include different types of writing. Avoid having all three from the same source (e.g., 3 journal entries or 3 prompted stories). Based on these samples you will assess the child's writing ability. This will include the developmental level as well as specific examples of their strengths in form, function, and process. **Supporting documents should be attached as appendices and cited in the text.** Include a research-based instructional plan.

Spelling: based on the writing samples collected, information from a spelling inventory, and other observational data, identify the student's developmental spelling level as well as the word study strategies they use. **Supporting documents should be attached as appendices and cited in the text.** Include a research-based instructional plan.

The Reading, Writing & Spelling Analysis should be submitted as a final paper on the due date. Further instructions and the PBA rubric can be found on Blackboard. The PBA rubric can also be found at the end of this syllabus.

**EDUC 516: Reading, Writing, and Spelling Analysis
PBA Rubric**

| Reading, Writing, Spelling Analysis | | | | |
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| <i>Criteria:</i> | Exceeds Standards 4 | Meets Standards 3 | Approaches Standards 2 | Does Not Meet Standards 1 |
| Student Profile | The focal student is described in detail with a complete picture being presented of the student's age, grade, school reading habits, home reading habits and environment, and reading preferences. The profile clearly explains why this student was selected for the analysis. | The focal student is described in detail, and a mostly complete picture is presented of the student's age, grade, school reading habits, home reading habits and environment, and reading preferences. The profile explains why this student was selected for the analysis. | The focal student is described, but one or two descriptors of the child (student's age, grade, school reading habits, home reading habits and environment, and reading preferences) are missing. The profile provides only a cursory explanation as to why the student was selected for the analysis. | The focal student is inadequately described, with three or four descriptors of the child (student's age, grade, school reading habits, home reading habits and environment, and reading preferences) missing. The profile provides either no explanation as to why the student was selected for the analysis, or an extremely limited one. |
| Reading Analysis | The reading analysis of the student is thorough: multiple assessments have been completed and are included in the appendix; an analysis of each assessment's results are provided in the paper; multiple (more than 4) examples are drawn from the assessments to show evidence for the analysis. Analysis addresses the child's reading level, fluency, comprehension, and strategy usage. | The reading analysis of the student is mostly thorough: a minimum of two assessments have been completed and are included in the appendix; an analysis of each assessment's results are provided in the paper; three or four examples are drawn from the assessments to show evidence for the analysis. Analysis addresses the child's reading level, fluency, comprehension, and strategy usage. | The reading analysis of the student is provided, but is not thorough: only one assessment has been completed and is included in the appendix; an analysis of each assessment's results are provided in the paper, but is shallow or incomplete; two or fewer examples are drawn from the assessment to show evidence for the analysis. Analysis is missing one of the following: the child's reading level, fluency, comprehension, and strategy usage. | The reading analysis of the student is provided, but is not thorough: assessments are indicated to have been done, but no evidence is provided in the appendix; an analysis of each assessment's results are provided in the paper, but is shallow or incomplete; one or no examples are drawn from the assessment to show evidence for the analysis. Analysis is missing two more of the following: the child's reading level, fluency, comprehension, and strategy usage. |
| Reading Instructional Plan | An instructional plan has been created that addresses the child's strengths and weakness in reading, and provides at least four specific actions for developing the child's reading level, fluency, | An instructional plan has been created that addresses the child's strengths and weakness in reading, and provides two or three specific actions for developing the child's reading level, fluency, comprehension, and strategy usage. | An instructional plan has been created that minimally addresses the child's strengths and weakness in reading, but provides only one specific action for developing the child's reading level, fluency, comprehension, or strategy usage. | An instructional plan has either not been created, or it does not address the child's strengths and weakness in reading. The plan does not provide specific actions for developing the child's reading level, fluency, comprehension, or strategy usage. |

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| | comprehension, and strategy usage. | | | |
| Writing Analysis | <p>The writing analysis of the student is thorough: multiple writing samples from a variety of writing genres have been collected and are included in the appendix; an analysis of each writing sample is provided in the paper; multiple (more than 4) examples are drawn from the student's writing to show evidence for the analysis.</p> <p>Analysis addresses the child's writing level, writing organization, language, sentence structure, and (for grades 2 and over) understanding of writing purpose.</p> | <p>The writing analysis of the student is mostly thorough: multiple writing samples from at least two writing genres have been collected and are included in the appendix; an analysis of each writing sample is provided in the paper; two to three examples are drawn from the student's writing to show evidence for the analysis.</p> <p>Analysis addresses the child's writing level, writing organization, language, sentence structure, letter structure, and (for grades 2 and over) understanding of writing purpose.</p> | <p>The writing analysis of the student is provided: only one writing sample has been collected and is included in the appendix; an analysis of the writing sample is provided in the paper; only one example is drawn from the student's writing to show evidence for the analysis.</p> <p>Analysis is missing one of the following: the child's writing level, writing organization, language, sentence structure, letter structure, and (for grades 2 and over) understanding of writing purpose.</p> | <p>The writing analysis of the student is provided, but is not thorough: only one writing sample has been referenced, and it is not included in the appendix; either no or an incomplete analysis of the writing sample is provided in the paper; no examples are drawn from the student's writing to show evidence for the analysis.</p> <p>Analysis is missing two or more of the following: the child's writing level, writing organization, language, sentence structure, letter structure, and (for grades 2 and over) understanding of writing purpose.</p> |
| Writing Instructional Plan | An instructional plan has been created that addresses the child's strengths and weakness in writing, and provides at least four specific actions for developing the child's writing. | An instructional plan has been created that addresses the child's strengths and weakness in writing, and provides two or three specific actions for developing the child's writing. | An instructional plan has been created that minimally addresses the child's strengths and weakness in writing, and provides only one specific action for developing the child's writing. | An instructional plan has either not been created, or it does not address the child's strengths and weakness in writing. The plan does not provide specific actions for developing the child's writing. |
| Spelling Analysis | <p>The spelling analysis of the student is thorough; multiple assessments from various points in time have been completed and are included in the appendix; an analysis of each assessment's results are provided in the paper; multiple (more than 4) examples are drawn from the assessments to show evidence for the analysis.</p> <p>Analysis addresses the child's spelling stage and strategy usage.</p> | <p>The spelling analysis of the student is mostly thorough; two or three assessments have been collected and are included in the appendix; an analysis of each assessment's results are provided in the paper; three or four examples are drawn from the assessments to show evidence for the analysis.</p> <p>Analysis addresses the child's spelling stage and strategy usage.</p> | <p>The spelling analysis of the student is provided, but is not thorough; only one assessment has been collected and is included in the appendix; an analysis of the assessment's results are provided in the paper, but is shallow or incomplete; two or fewer examples are drawn from the assessment to show evidence for the analysis.</p> <p>Analysis is missing one of the following: child's</p> | <p>The spelling analysis of the student is provided, but is not thorough: assessments are indicated to have been done, but no evidence is provided in the appendix; an analysis of each assessment's results are provided in the paper, but is shallow or incomplete; no examples are drawn from the assessment to show evidence for the analysis.</p> <p>Analysis is either missing both the child's spelling stage or strategy usage, or has incorrectly identified</p> |

| | | | spelling stage or strategy usage. | the spelling stage and strategies used. |
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| Spelling Instructional Plan | An instructional plan has been created that addresses the child's weakness in spelling, and provides at least four specific actions for developing the child's spelling. | An instructional plan has been created that addresses the child's weakness in spelling, and provides two or three specific actions for developing the child's spelling. | An instructional plan has been created that minimally addresses the child's weakness in spelling, but provides only one specific action for developing the child's spelling. | An instructional plan has either not been created, or it does not address the child's weakness in spelling. The plan does not provide specific actions for developing the child's spelling. |
| Conclusion | The paper provides a conclusion that synthesizes where the student is situated across the range of literacy development. The paper summarizes multiple (4 or more) key points for the child's literacy development. | The paper provides a conclusion that mostly synthesizes where the student is situated across the range of literacy development. The paper summarizes two or three key points for the child's literacy development. | The paper provides a conclusion that partially synthesizes where the student is situated across the range of literacy development. The paper summarizes only one key point for the child's literacy development. | The paper lacks a conclusion or provides an incomplete conclusion that does not synthesize where the student is across the range of literacy development. Key points for the child's literacy development are not summarized. |
| Writing and Development Quality | Very clearly organized and very well-written with no significant errors. A range of references from <u>both</u> class readings and observations used effectively to support analysis. | Clearly organized and well-written with few errors. References from <u>both</u> class readings and observations used effectively to support analysis. | Organization and errors detract from overall quality of writing. Limited references from class readings and observations used effectively to support analysis. | Disorganized and poorly written. References from class readings or observations are missing or incomplete. |