George Mason University
College of Education and Human Development
Literacy Program
EDRD 632.6L1 Literacy Assessments and Interventions for Groups
3 Credits, Fall 2020
Tuesday, 5:00-7:00.

Faculty
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Prerequisites/Corequisites
EDRD 630: Advanced Literacy Foundations and Instruction, Birth to Middle Childhood;
EDRD 631: Advanced Literacy Foundations and Instruction, Adolescent through Adulthood;
admission to the Literacy emphasis or permission of the literacy program coordinator

University Catalog Course Description
Provides literacy assessments and interventions for groups of learners. Includes exploration of assessment tools for classrooms and large populations. Class members conduct related practice in their own classrooms or specified field settings.

Course Overview
Not Applicable

Course Delivery Method
This course will be delivered online (76% or more) using [select either a synchronous or 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 Tuesday, August 25th.

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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool
- 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

- Course Week: Our course week will begin on the day that our synchronous meetings take place (Tuesdays) as indicated on the Schedule of Classes. Asynchronous classes begin on Wednesday at 8:00 am and must be complete by 11:59 pm on Tuesdays as indicated on the syllabus.
- 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 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- 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 ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to:
1. Understand types of assessments and their purposes, strengths, and limitations.
2. Select, develop, administer, and interpret assessments both traditional print and electronic, for specific purposes.
3. Use assessment information to plan and evaluate instruction.
4. Communicate assessment results and implications to a variety of audiences.
5. Use data to tailor instruction for acceleration, intervention, remediation and flexible level groupings.
6. Select strategies to increase vocabulary, reading comprehension, specifically in the ability to teach strategies to teach literal, interpretative, critical and evaluative comprehension.

Professional Standards (ILA, *2010 Standards for Reading Professionals*):

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

2.1	Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
2.2	Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading – writing connections.
3.1	Candidates understand types of assessments and their purposes, strengths, and limitations.
3.2	Candidates select, develop, administer, and interpret assessments both traditional print and electronic, for specific purposes.
3.3	Candidates use assessment information to plan and evaluate instruction.
3.4	Candidates communicate assessment results and implications to a variety of audiences.
5.4	Candidates use a variety of classroom configurations (i.e. whole class, small group, and individual) to differentiate instruction.

Virginia Standards for Reading Specialist Programs addressed in the course:

1a.	Demonstrate expertise in the use of formal and informal screening, diagnostic and progress monitoring assessment for language proficiency, concepts of print, phoneme awareness, letter recognition, decoding, fluency, vocabulary, reading levels, comprehension.
1b.	Demonstrate expertise in the ability to use diagnostic data to tailor instruction for acceleration, intervention, remediation, and flexible skill-level groupings.
3c.	Demonstrate expertise in strategies to increase vocabulary.
3f.	Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension.
4a.	Demonstrate expertise in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing, written expression, and usage and mechanics and the writing process of planning, drafting, revising, editing, and sharing.
6b.	Demonstrate an understanding of the needs of high achieving students and of strategies to challenge them at appropriate levels.
6f.	Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores.
6g.	Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers.
6h.	Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division.

Required Texts

Lesaux, N. K. & Marietta, S. H. (2012). *Making assessment matter: Using test results to differentiate reading instruction.* Guilford Press.

GoReact must be purchased and used in this course. Details will be provided in class.

Additional readings will be made available on Blackboard and through GMU Library databases. (See Blackboard for a full reference list of required readings.)

Recommended Texts

Gambrell, L. B., & Morrow, L. M. (Eds.) (2019). *Best practices in literacy instruction* (6th ed.). Guilford Press.

Pinnell, G. S., & Fountas, I. C. (2009). *When readers struggle: Teaching that works.* Heinemann.

Seravallo, J. (2014). *The literacy teacher's playbook, grades K-2: Four steps for turning assessment data into goal-directed instruction.* Heinemann.

Seravallo, J. (2013) *The literacy teacher's playbook, Grades 3-6: Four steps for turning assessment data into goal-directed Instruction.* Heinemann.

Course Performance Evaluation

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

Assignments and Examinations

1. **Weekly Investigations (15%):** Class engagement is evidenced by thoughtful, thorough, accurate completion of all activities in the Weekly Investigations. Candidates' discussion and other work should reflect learning from readings, videos, and any other online content within the Weekly Investigation folder. Thorough preparation and reflection is expected, as evidenced by critically analyzing, asking questions, making observations, and synthesizing ideas encountered in course materials.

   It is essential that candidates complete the weekly investigations **on time** and read all the assigned material. *Late work not accepted.*

   - Our course Blackboard site (mymasonportal.gmu.edu) will include information and resources important to your successful completion of the course. You should access Blackboard prior to every class session and/or module to download readings and other pertinent course documents. We will hold discussions via Blackboard, ZOOM, or other GMU approved platforms. The instructor will post information each week about the online meeting location.
   - The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, *it is critical for you to complete all readings prior to the class for which they are assigned and to fully participate in class*. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings. Failure to do so may result in a lower grade.
   - Participatory activities will vary including, but not limited to engaging in conversation with classmates via Discussion Board, sharing and providing feedback on peers' lessons and strategy designs, reflecting through journals and blogs, and submitting multi-media responses and projects. Rubrics will be provided on Blackboard
   - One purpose of this course is to help you apply basic coaching techniques (e.g., paraphrasing, questioning, synthesizing) as you work with a peer to support their data

analysis and instructional planning. Thoughtful online coaching participation via GoReact is required for this course. This includes recording your own instruction and uploading those videos in a timely manner. Your participation through GoReact also includes your timely and thoughtful coaching feedback to your partner.

- o It is important that you activate your GoReact account and experiment with its video recording/uploading options well in advance of the first coaching due date in order to maintain a good peer coaching relationship throughout the semester. To facilitate this, before coaching begins, you will create and upload a 3-5-minute video in which you provide a tour of your classroom (or school). This video will help your peer coach better understand your teaching context.

1. **School Report Card Analysis (20%)**
   1. *Data Gathering:* Locate and review your state's testing framework. Download your school's report card. Analyze the literacy assessment data.

   2. *Report Card Presentation (10%)*: Prepare a brief presentation summarizing your school's literacy assessment data. Share this presentation with peers. Together, identify and discuss the meaning/potential importance of the information as well as "next steps" (how to apply this information to instruction).

   3. *Critical Video Analysis (10%)*: Create an 8-10-minute multimedia presentation (narrated PowerPoint, Prezi, etc.) that (1) summarizes your findings from your school report card analysis (2) discusses how your state's testing program is consistent or inconsistent with the International Literacy Association's position statements on assessment. Include a minimum of two additional professional resources related to appropriate/inappropriate uses of assessments to support your discussion. Additionally, (3) explain, in your view, what modifications should be made and/or what should remain the same in your state's assessment system. Be sure to support your suggestions with professional resources. Finally, (4) reflect on what you learned about the role of the reading specialist from analyzing and sharing this information.

2. **Assessment Analysis (15%)**
   In this assignment, you will review a published assessment (e.g., DRA, PALS). We will begin by brainstorming as a class the various assessments available. The goal is to analyze as many assessments as possible within the class. Then, with a partner(s), (1) choose an assessment to evaluate, (2) locate and read the publishers' information on technical aspects of the assessment, including reliability/validity. (3) Prepare a handout on this information (no more than one page, front & back). Include (a) bibliographic information for the assessment, (b) a description of the purpose of the assessment along with the constructs it measures; (c) target audience; (d) administration procedures; (e) scoring; (f) technical adequacy; (g) usability; and, (h) links to intervention.

3. **PBA: Classroom Data Analysis and Instruction (50%)**
   In this assignment, you will have the opportunity both to serve as a classmate's literacy coach and to be coached yourself. Complete the following steps together, with partners taking turns assuming the roles of the literacy coach and teacher.
   1. *Classroom Data Spreadsheet (10 %):* (1) Create a spreadsheet showing the most recent *reading and writing* scores for all students in your class on **at least three assessments**. Include formal (e.g., Virginia SOL, DRA, PALS) and informal (e.g., Running Record) data, if available. If you are not currently teaching, you will complete this in a field assignment. (2) Compare your formal student assessment results with other existing data sources, such as homework and class assignment performance, to analyze individual student performance. (3) Then make notes on the spreadsheet

related to each student's *instructional needs* in reading and writing as revealed through your data collection and analysis.

2. ***Lesson Planning (10%):*** In consultation with your peer coach, ***create two specific, connected lesson plans*** for your class in which students will be reading and/or writing. The lessons should address an instructional need identified in your data spreadsheet. In each plan, specify how students will be grouped for instruction. Across the two plans, you must use different groupings. For example, in your first lesson, you may teach a whole-group lesson followed by a small-group lesson. Or, you may start with a small-group lesson and follow up with an individual lesson for one student. You will use data gathered in your first lesson to determine which students to teach (and what to teach) in the second lesson which may include remediation or enrichment. Be sure to provide a justification (using data and research) for your grouping decisions and instructional strategy choices. Also be sure to specify how you will assess student learning <u>during and after</u> each lesson. You may use the lesson plan format that is standard in your school, but it must contain the required elements shared in class.

3. ***Implementation of Lessons (10 %):*** After receiving feedback on your first lesson plan, teach and videotape the lesson. Choose a 10-15-minute segment of your lesson that you would like to receive feedback on from your peer coach. Upload the video clip to GoReact and attach a copy of your lesson plan. Annotate within GoReact to describe the context of the clip and the feedback you are seeking from your peer coach. After analyzing student data gathered in the first lesson and conferring with your peer coach, create your second lesson plan. Teach and videotape the second lesson. Choose a 10-15-minute segment of your lesson that you would like to receive feedback on from your peer coach. Upload the video clip to GoReact and attach a copy of your lesson plan. Annotate within GoReact to describe the context of the clip and the feedback you are seeking from your peer coach

4. ***Peer Coaching (10 %):*** You will serve as a classmate's literacy (peer) coach to support data analysis and instructional planning. The 3 coaching conversations will take place in synchronous class sessions and you will record and upload the 3 coaching conversations to GoReact. **For each of the videos where you serve as a coach, you should watch the video and reflect on your development as a coach. You will use the annotation features in GoReact to identify your coaching stances, strengths, suggestions, and connections to your previous coaching interactions with your partner in each video.**

   <u>Coaching Conversation 1 – Data Analysis & Lesson 1 Planning</u>: Your first coaching conversation will center on the classroom data spreadsheet. The goal of this conversation is to analyze the classroom data spreadsheet to identify appropriate instructional goals and discuss instructional plans for the first lesson. Once lesson goals are established and the first plan is written, you will read a draft of your partner's lesson plan and provide (verbal/written) feedback before the lesson is taught.

   <u>Coaching Conversation 2 – Lesson 1 Debriefing and Lesson Plan 2 Drafting</u>: After your partner teaches his/her lesson and uploads a video clip to GoReact, you will watch the teaching segment and provide feedback. You will then discuss how data collected during the lesson informs the second lesson plan. Once lesson goals are established and the second plan is written, you will read a draft of your partner's lesson plan and provide (verbal/written) feedback before the lesson is taught.

   <u>Coaching Conversation 3 – Lesson 2 Debriefing</u>: After your partner teaches his/her lesson and uploads a video clip to GoReact, you will watch the teaching segment and provide feedback. You will then discuss how data collected during the lesson informs future instructional plans.

5. ***Critical Reflection (10 %):*** Write a 3-4-page critical reflection on what you learned as a result of the project. Include (1) how data-based grouping and instruction impacted student learning and your work. (2) Reflect on the peer coaching process. Explain how you supported your partner in using data to make grouping and other instructional decisions. Include discussion of how you help him/her develop, implement, and analyze his/her lessons. (3) Finally, identify and analyze at least one segment from your coaching videos for your instructor to watch that you think demonstrates an important moment in your development as a coach. Explain the significance of the segment and what you have learned about serving as a literacy coach. Use at least 2 references throughout paper to support your insights and ideas.

   Submit your final classroom data spreadsheet, both lesson plans, and your analysis paper to Tk20. All videos should be uploaded to GoReact.

Other Requirements

Class Attendance & Participation

Class attendance is both important and required (see Academic Policy 1.6 in the GMU Catalog). If an emergency situation arises and you must miss class, please contact me ***PRIOR*** to the class session via phone or email. Attendance will influence your grade as noted above and more than two absences may result in a dropped letter grade or loss of course credit. You are responsible for obtaining information given during class discussions despite attendance. It is also your responsibility to discuss the readings and class content with a classmate to ensure understanding.

Assignment Guidelines

All assignments should be turned in (via paper copy OR Blackboard as noted in the course schedule) either by class time (if needed for class) or by 11:59 p.m. on the date noted in the course schedule. You are expected to submit assignments on time regardless of your class attendance on the day an assignment is due. Unless arrangements have been made beforehand with me, 10% of the total points will be deducted from the assignment for ***each*** day the assignment is late.

Assignments should follow APA (7th ed.) formatting (including 12-point Times New Roman font, double-spaced with one-inch margins). Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. (See Blackboard for resources.) When submitting electronic files, please name the files using your first and last name and assignment titles (ex: JANE_DOE_LessonPlan1.docx).

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (https://writingcenter.gmu.edu/) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

The performance-based assessment is designed to provide evidence that program candidates meet required program completion standards. Students may have **one** opportunity to revise PBA assignments only in order to demonstrate proficiency with each of the associated standards. Successful completion of the performance-based assessment is required to move to the next course in the Literacy course

sequence. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor.

Communication
Email is my preferred form of communication, so please check your GMU email account each day, as that will be the account I use to contact you. I am always available via email, but please allow 24 hours response time for replies during the week, and 48 hours during weekends and holidays. If you have not heard from me within 48 hours, please email me again.

If you would like to talk with me, I will be available 15 minutes before and after class. I am also happy to meet with you at other times by appointment.

Please note, the course schedule may need to be modified during the semester. If this occurs, notice of such changes will be by announcement in class, by written or email notice, and/or by changes to this syllabus posted on Blackboard.

Advising
Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the *Organizations* tab in the top right corner, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

Grading

Grading Scale

Grade	Points
A	= 94 – 100
A-	= 90 – 93
B+	= 87 – 89
B	= 80 – 86
C	= 75 – 79
F	= below 75

Literacy students must re-take any course in which they receive a grade of C or lower in order to be eligible for licensure (please note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which the course is a prerequisite. (Note that EDRD 632 is a prerequisite for EDRD 634).

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/

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

Date	Topics/Essential Questions	Reading	Assignments Due
Week 1: Aug. 25 Synch.	Course Overview What is assessment? What is the role of assessment?	Afflerbach, 2016 ILA Literacy Leadership Brief on Literacy Assessment, 2017	
Week 2: Sept. 1 ASYNC.	What are the various types of assessment?	Lesaux & Marietta , Chapters 1-3 IRA Position Statement on Formative Assessment, 2013 ILA Literacy Leadership Brief on Standardized Reading Tests, 2017	Complete all activities in weekly module. Select a literacy assessment to evaluate with your partner for the Assessment Analysis assignment. Have at least 2 options.
Week 3: Sept. 8 Synch.	Why evaluate literacy assessments for validity, reliability, and missing information?	Chapter 2, McKenna & Stahl, 2020 (e-reserves) Lyman, 1998 Stahl & McKenna, 2013 _	Complete all activities in weekly module.
Week 4: Sept. 15 ASYNC.	Why do we analyze assessments?	ILA Literacy Leadership Brief on Using Data for Instructional Decision Making, 2018	Complete all activities in weekly module. Upload your signed permission letter from your administrator. Assessment Analysis (Bb)
Week 5: Sept. 22 Synch.	What is assessment/data literacy and who needs it?	Afflerbach, P., Cho, B., Crassas, M. E., & Kim, J. (2019). Mandinach & Gummer, 2016 ILA Literacy Leadership Brief on Making sense of elementary school reading scores, 2020	Complete all activities in weekly module. Access your School Quality Profile.
Week 6: Sept. 29 ASYNC.	How do we use state level assessments?	Chappuis, 2014	Complete all activities in weekly module. Share your School Report Card presentation with your assigned small group.

Date	Topics/Essential Questions	Reading	Assignments Due
Week 7: Oct. 6 ASYNC.	What is effective practice for using assessment? How do we use assessment to improve instruction?	Lesaux & Marietta – Ch. 4, 5 (Choose 1) Allington, 2011, Spear-Swerling, 2015, Watts-Taffe et al., 2012	Complete all activities in weekly module. School Report Card Analysis Assignment Due
Week 8: Oct. 20 Synch.	What is a literacy coach? How does a coach support teachers' data analysis?	Lesaux & Marietta – Ch. 6-8 Jablon & Dombro, 2015 L'Allier et al., 2010	Complete all activities in weekly module. Post classroom video to GoReact. Classroom Data Spreadsheet Draft (PBA #1) (Bb & bring a copy to class)
Week 9: Oct. 27 Synch.	How does a coach lead a coaching conversation? How does a teacher prepare to meet with a coach?	Bates, 2018 Peterson et al, 2009 Yopp et al., 2011	Complete all activities in weekly module. Bring a copy of your revised Classroom Data Spreadsheet (PBA #1) to class. Come prepared to conduct/video Coaching Conversation 1 (PBA #4).
Week 10: Nov. 3 ASYNC.	How do we develop plans from assessment data?	Griffith & Lacina, 2017 Roskos & Neuman, 2012. Webb et al., 2019	Complete all activities in weekly module. Reflection Annotations for Coaching Conversation 1 (GoReact) (PBA #4) First Lesson Plan Draft (PBA #2) (Bb & to Peer Coach)
Week 11: Nov. 10 Synch.	How does a coach support teachers' instruction?	Jewett & MacPhee, 2012 Knight, 2011	Complete all activities in weekly module. Lesson 1 video & final plan posted to GoReact (PBA #3). Come prepared to conduct/video Coaching Conversation #2 (PBA #4).

Date	Topics/Essential Questions	Reading	Assignments Due
Week 12: Nov. 17 Synch.	What are some of the challenges facing a literacy coach?	Zoch, 2015	Complete all activities in weekly module. Reflection Annotations for Coaching Conversation 2 (GoReact) (PBA #4) Lesson 2 video & final plan posted to GoReact (PBA #3). Come prepared to conduct/video your Coaching Conversation #3 (PBA #4).
Week 13: Nov. 24 ASYNC.	What is your vision of your role as a future literacy leader?	ILA Position Statement on the Multiple Roles of School-Based Specialized Literacy Professionals ILA Research Brief in Support of the Multiple Roles of School-Based Specialized Literacy Professionals	Complete all activities in weekly module. Module 13 activities on Bb. Reflection Annotations for Coaching Conversation 3 (GoReact) (PBA #4)
	HAPPY THANKSGIVING!		
Week 14: Dec. 1 ASYNC.	What are the different models of coaching?	McKenna & Walpole, 2008 ILA Literacy Leadership Brief on Coaching for Change	Complete all activities in weekly module. **PBA due**- Classroom Data Analysis and Instruction (Classroom Data Spreadsheet, 2 Lesson Plans, & Written Analysis on Tk20 on Bb; videos & reflection annotations on GoReact) Complete course evaluation!
Exam Period Dec. 8-15	Any required PBA revisions must be uploaded to Tk20 by 11:59 p.m. on Tuesday December 15th.		

Core Values Commitment

The College of Education & 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 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 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/.

PBA: Classroom Data Analysis and Instruction Rubric

IRA Standard/ Element	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Below Expectations (1)
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.	Provides exemplary evidence of developing lessons based on foundational knowledge to meet the needs of learners.	Provides satisfactory evidence of developing lessons based on foundational knowledge to meet the needs of learners.	Provides partial evidence of developing lessons based on foundational knowledge to meet the needs of learners.	Provides little or no evidence of developing lessons based on foundational knowledge to meet the needs of learners.
2.2 c Support classroom teachers to implement instructional approaches for all learners.	Provides exemplary evidence of supporting partner in developing, implementing, and analyzing lessons for all learners.	Provides satisfactory evidence of supporting partner in developing, implementing, and analyzing lessons for all learners.	Provides partial evidence of supporting partner in developing, implementing, and analyzing lessons for all learners.	Provides little or no evidence of supporting partner in developing, implementing, and analyzing lessons for all learners.
3.2a Interpret appropriate assessments for students, especially those who struggle with reading and writing.	Provides exemplary evidence of interpreting appropriate assessments for students, especially those who struggle with reading and writing.	Provides satisfactory evidence of interpreting appropriate assessments for students, especially those who struggle with reading and writing.	Provides partial evidence of interpreting appropriate assessments for students, especially those who struggle with reading and writing.	Provides little or no evidence of interpreting appropriate assessments for students, especially those who struggle with reading and writing.
3.3a Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides exemplary evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides satisfactory evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides partial evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.	Provides little to no evidence of using multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
3.3c. Lead teachers in analyzing and using classroom, individual, grade-level, or school wide assessment data to make instructional decisions.	Provides exemplary evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.	Provides satisfactory evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.	Provides partial evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.	Provides little or no evidence of leading teachers in analyzing and using multiple sources of assessment data to make instructional decisions.
5.4a Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing.	Provides exemplary evidence of using evidence-based grouping to meet the needs of all learners	Provides satisfactory evidence of using evidence-based grouping to meet the needs of all learners	Provides partial evidence of using evidence-based grouping to meet the needs of all learners	Provides little or no evidence of using evidence-based grouping to meet the needs of all learners
5.4b Support teachers in using evidence-based grouping practices to meet the needs of all students.	Provides exemplary evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.	Provides satisfactory evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.	Provides partial evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.	Provides little or no evidence of supporting another teacher in using evidence-based grouping practices to meet the needs of all students.