

George Mason University
Graduate School of Education
EDSE 503: Language Development and Reading (3 credits)
Page County, Section 664

Professor: Sheryl Asen, Ph.D.

Office Hours: By appointment

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Course Location: Luray HS, room 113, Page County Public Schools

Course Dates & Time: Thursdays, March 24, 2011 – May 26, 2011, 4:30p – 9:30p

- No class: April 14, 2011 and April 21, 2011

NOTE: This syllabus is dynamic—it may change according to emerging needs, formative evaluation of the course, and unpredicted opportunities....

“If you have knowledge, let others light their candles at it.” ~Margaret Fuller

“Education is more than filling a child with facts. It starts with posing questions.” ~D.T. Max

“I would be most content if my children grew up to be the kind of people who think decorating consists mostly of building enough bookshelves. ~Anna Quindlen, "Enough Bookshelves," New York Times, 7 August 1991

“Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read.” ~Groucho Marx

“To read without reflecting is like eating without digesting. ~Edmund Burke

" A book is like a garden carried in the pocket. ~Chinese Proverb

Course Description

EDSE 503 provides in-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills; reading subskills including auditory discrimination and phonemic awareness, decoding and word reading; reading comprehension; and use of technological advances in the teaching of reading. **NOTE: School-based field experience required.**

Prerequisites: There are no *required* prerequisites for this course, but each program in Special Education strongly *recommends a specific sequence*. Please refer to your Program of Studies to determine where this course fits within your overall program.

Evidence-based Practices. This course incorporates the evidence-based practices (EBPs) relevant to *the five essential elements of reading (as per the National Reading Panel, 2000), language development, and informal literacy assessments*. These EBPs

are indicated with an asterisk (*) in this syllabus (see course calendar). Evidence for the selected research-based practices is informed by: meta-analysis, literature reviews/synthesis, the technical assistance networks that provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Course Student Outcomes

This course is designed to enable students to:

- Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- Compare and contrast the stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities).
- Describe: the rules (e.g., spelling patterns, syllables, morphemes) of language; the forms (e.g., syntax, writing, speaking, listening, spelling) of language; and the functions (e.g., pragmatics, semantics) of language; and the relationship of language to reading comprehension.
- Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
- Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
- Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
- Describe evidence-best practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Nature of Course Delivery

Students:

- Construct knowledge through in class small and large group activities and through out-of-class course assignments, including independent reading, study, and research;
- Reflect on practices, personal skills, and orientations;
- Self-assess growth related to course content; and
- Provide constructive feedback to peers.

Interactive strategies and both individual and team work are used to facilitate fulfillment of the outcomes established for the course. Instructor and student led class experiences and presentations incorporate a variety of formats, which may include whole and small group activities, discussion, student-led seminar-type round tables, lecture, examination of materials, demonstration/modeling, guest presenters, and use of media/technologies. Students investigate, process, and produce by using analysis, synthesis, and evaluation. The instructor at times will use Socratic dialog and problem-solving tools and techniques. Students are expected to know and use e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

Required Texts & Materials

NOTE: Bring your 2 texts to each class.

George Mason University Programs in Special Education. (2008). *Language development & reading*. Boston, MA: Pearson. ***Customized text -- available this link ONLY -- <http://store.pearsoned.com//georgemason> ISBN: 0536379505

Fox, B. J. (2010). *Phonics and structural analysis for the teacher of reading* (10th edition). Columbus, OH: Prentice Hall.

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

Use of online resource materials:

- From the IRIS Center: <http://iriscenter.com/resources.html>.
- Jennings Informal Inventory (IRI). A version of the Jennings Informal Inventory (IRI) is at this web site: www.ablongman.com/jennings5e as Appendix C. You will need to use an IRI to complete your case study assignment.

Notes about required texts and materials:

- Some Internet sites attempt to reduce the APA manual to only a few pages. Often there are errors on these websites, nor do the websites give clear, high quality information on writing. All assignments for this course are scored according to the

written language and technical aspects of organizing and citing content using the APA style.

- Bring the textbooks to class each week as the instructor and students leading presentations may make refer to specific pages during class. Other readings relevant to special education research applications will be assigned by the instructor as indicated by the needs and interests of the class.
- Additional resources and readings are assigned as necessary, as per instructor discretion. See the list of Research-based Additional Resources in the Additional Notes section of this syllabus.

Required Field Experience

Students will observe a reading classroom AND will work with a child with a disability as part of the course field experiences. If you have difficulty finding a K-12 student for this assignment, GMU's Field Placement Specialist Lauren Clark (lclarkg@gmu.edu) can assist in placing GMU students at school sites. GMU is required to track where self-placed students will complete their field experiences. Consequently, each EDSE 503 student must access <http://cehd.gmu.edu/endorse/ferf> and complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you worked with the youngster).

Course Expectations – Part I

At all times, students are expected to exhibit:

- **Professional behaviors and dispositions.** The GMU CEHD Professional Dispositions (<http://gse.gmu.edu/facultystaffres/profdisp.htm>) serve as a minimum standard for class member behavior.
- **Academic integrity.** It is essential that all students submit their own work. Plagiarism is a violation of academic integrity and of the principles of this class and George Mason University. Plagiarism is the intentional or unintentional use of others' ideas, words, data, figures, pictures, sequence of ideas, or arrangement of materials without clearly acknowledging the source (based on the GMU Honor Code: <http://academicintegrity.gmu.edu/honorcode/>). The instructor reserves the right to submit your work to turnitin.com, a plagiarism detection service, for an integrity assessment as needed. Students who commit plagiarism of any form (e.g., copying test answers, using someone else's exact words in a written assignment without citation, etc.) will be given an "F" as their course grade and the matter will be reported to the Dean of the Education School and the GMU Honor Council.

Students are required to (a) attend all classes during the course, (b) arrive on time, including back from break(s), (c) stay for the duration of the class time, (d) participate in all class activities (both face-to-face and via Blackboard or other electronic means), (e)

complete all assignments on time with professional quality, and (f) come to class prepared. Attendance and professionally relevant, active participation that demonstrates proper professional are expected in class sessions for a grade of B or better.

Attendance at all sessions is very important. Many of the activities in class that contribute to building and revising conceptual models and personal orientations are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can be experienced only in the class sessions.

Students who miss class time will be required to complete additional assignments determined by the instructor. These include but are not limited to writing a 3 to 5 page paper with references on any or all topic(s) addressed in the class time during which the student was absent. The work must be submitted by the start of the next class session to be considered on time. The requirements for all class learning activities apply to the “missed class” assignments. ***Attendance points missed for any absence without instructor contact before class cannot be made up. Two (2) or more unexcused class session absences will result in no credit for this course.*** If you feel you cannot adhere to the assignment and class schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.

Many course handouts, slide presentations, and class assignments will be posted on Blackboard. Students are responsible for accessing these materials, having materials available for each class, and electronically submitting to the instructor, prior to use in class, materials to share in student conducted class activities, following designated file name protocols.

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot ***at least*** two hours per course meeting hour (or ***at least*** ~10 hours per week for this course) for class session ***preparation*** (reading, study, planning, etc.). This is ***in addition to*** non-face-to-face class session time and time devoted to completing course projects.

All learning activity assignments are required to be completed and submitted on time. ***When the format for assignment response is print/hard copy, to be considered handed in on time the print/hard copy must be received by the instructor by the start of the class session by which the assignment is due.*** Additionally assignments are to be submitted on time to the class Blackboard site in appropriate assignment drop boxes ***using designated file name protocols***. Assignments that are not submitted in the required format(s) at the required time are late, even if they later are handed in (hard copies to the instructor) and/or accepted for submission via the dropbox. ***If an assignment is not submitted on time IN PRINT/HARD COPY it is LATE even if submitted on time electronically!!!***

The signature assignment required for this course must be submitted electronically to Mason’s NCATE management system, TaskStream (<https://www.taskstream.com>).

NOTE: Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Your GMU e-mail address and the instructor's GMU e-mail address are the only e-mail addresses that will be used for communication in this course. Please make sure your GMU e-mail is activated and checked daily for communications from the instructor as well as for university announcements.

Please send outgoing e-mail messages to the instructor and class members only through your GMU e-mail account and **NOT through the GMU Blackboard site** or through your school or personal e-mail account(s). The instructor will **NOT** reply to e-mail that is sent from the Blackboard account nor will the instructor with any regularity check e-mail in her Blackboard account.

Students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class may become part of your individual professional portfolio, which is used in your portfolio classes and documents your satisfactory progress through the GSE program and the CEC performance based standards.

All student work may be shared in future sections of EDSE courses taught by Dr. Sheryl Asen. Author credit explicitly will be given to the student authors for their work.

Assessment of Course Requirements

The major portion of your learning in this course will be the result of your personal involvement with and investigation of the materials and topics and of your application of the principles to your own situation. The instructor's role is to facilitate and to provide a favorable environment in which learning can take place. The major responsibility necessarily rests with the student.

All assignments, to receive full credit, must reflect graduate-level conception, planning, creativity, and execution, including accuracy of spelling, syntax, and grammar, and must include all components of the assignment, including following file formatting and naming conventions described in the syllabus (see individual assignment descriptions for examples).

Input from the student is required for assessment of some assignments (quality and evaluation of overall student growth and mastery); however, final grading is based on

the judgment of the instructor. For some course assignments, students are required to submit a self-evaluation. The self-assessments will earn points for Attendance and Participation (see below) and must be completed thoughtfully for the assignment reflected upon to be considered complete. The course assessment tool used by the instructor is provided at the end of this document.

Grading Scale

94 – 100 points **and** earning a Signature Assignment evaluation of “2” or “3” **and** completing all assignments = A

90 – 93 points = A-

86 – 89 points = B+

80 – 85 points = B

76 – 79 points = C+

70 – 75 points = C

< 70 points = F

The instructor may award additional points beyond an assignment’s weight to the evaluation of a student’s work. The instructor may also award plus (+) or minus (-) components to a project grade or to the course grade based on class community and individual effort as demonstrated through participation, collaboration, cooperation, contribution, leadership, effort, and other collegial and scholarship factors, including the evaluation recorded for the Signature Assignment in TaskStream.

Major Learning Activities

"It is not good enough to have a good mind; the main thing is to use it well."

~~ Rene Descartes

Requirements of this course include readings, from your textbook and professional journal articles, and activities, which include in-class individual and group work as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about teaching reading and language to students with disabilities.

I. Attendance and Participation (10% of final grade)

The dynamic for participation and the resulting course credit is achieved through active, thoughtful, deliberate participation in and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. Other important components of this part of the grade include but are not limited to the following:

A. Attendance in class. Included in attendance are promptness (getting to class and back from breaks on time), being present for the full duration of class, and appropriate time allocation to activities and assignments both in and out of class

face-to-face meeting time. For unexcused absences, students will lose 2 points per clock hour of class time missed; however, **two (2) or more unexcused class session absences will result in no credit for this course**. See "Course Expectations" parts 1 and 2 for more information.

- B. Preparedness: Coming to class prepared with required materials, including:
- All assignments due are completed and submitted on time and
 - Demonstration of being psychologically available to learn.
 - If a student does not have required materials for more than two class sessions, that student will earn 0 points (that is, no attendance and participation points will be awarded) for all aspects of attendance and participation (I.A, I.B, and I.C) for any session, past, present, or future, for which that student is not prepared.
- C. Participation: Demonstrates professional dispositions and actively engages in class activities. Participation includes but is not limited to:
- Contributing thoughtfully to class activities and discussions
 - Listening to the ideas of others
 - Assisting positive class dynamics*
 - Demonstrating enthusiasm for learning
 - Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content
 - Facilitating group work
- *Disruptive or off-task use of electronics or other items negatively influences class dynamics.

Assignment self-evaluations will be considered as addressing requirements I.B and I.C for the class session on which they are due.

II. Self-paced Completion of Fox Text (10% of final grade)

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool that to familiarize or reacquaint you with core phonics and structural analysis rules. While a portion of each class will be dedicated to phonics-based skills for emphasis and review, you will need to independently complete the Fox (2010) self-instruction textbook outside of class (see course calendar). The pretest will be taken and scored in class. Then outside of class time, work on the self-paced exercises in the text. For a part to be considered complete, you fill-in the blanks of all exercises in that part, as well as answer, in writing, the review questions. The within-text exercise completion requires you to write as you read and to self-correct, reinforcing the phonics knowledge and skills. Turn in the Fox text at the beginning of the class session on the due date for each specific part. You will partner with a classmate to verify your work has been completed as assigned. You will receive the book back at the end of each class session in which it is used.

Students use the corrective feedback to alert them to facts and skills that require further study and practice. To receive full credit:

- The pre-test and post-test are taken in class and completed, without learning aids,

- All sections of parts I through VII (programmed learning answers and the reviews) are completed*, and
- A learning reflection is composed.

Use a highlighting pen to indicate those responses that were incorrect and, therefore, require review.

Students take the post-test in class. Those who do not earn 80% or higher (60 – 75 items correct) on the post-test repeat the self-study process and be given another assessment. If the 2nd assessment score is lower than 80%, the student may elect to study and retake the assessment again or receive zero points for the post-test.

III. VRA Domains and Topics Outline (10% of final grade)

Students in class identify a set of VRA Elementary and Special Education Teachers Test Blueprint topics on which to focus. For those topics assigned, the student creates a study/facilitation guide, using the domain, topic, and each bullet point as headers. For example:

- I. Domain I – Assessment and Diagnostic Teaching
 - 0002: Understand the use of assessment data to plan reading instruction.
 - Recognize how to use assessment data to diagnose the reading needs of, and tailor instruction for, individual students.
 - a. (student fills in relevant details)
 - b. (student fills in relevant details)
 - c. etc.

Students will bring their outlines to class, completed in stages as per directions given by the instructor. In the next to last class session, students will bring printed copies for each class member and the instructor. The outlines will be used to practice/study for the VRA both in and out of class.

All completed outlines are due to the instructor via the Bb assignment drop box by the start of the class session in which they will be used.

File name protocol: Domain#(VRAcode)VRAlastf.(file type)

Example: DomainI002VRAasens.doc

Example: DomainIV0011VRAasens.doc

IV. Chapter Project (20% of final grade)

The Chapter Project consists of creating and implementing a combination presentation-seminar experience to more deeply explore and contemplate concepts addressed in course readings. This assignment focuses on research that underlies and evidence-based practices that support implementation of literacy instruction. The presentation

weaves together items from the chapter(s) with items on that topic noted in the VRA Elementary and Special Education Teachers test blueprint, including references to assessments/diagnostics and instructional practices that promote student understanding and mastery.

The entire class experience for each presentation is **75 - 90 minutes**.

- Identify essential points from the assigned chapters in the course Pearson custom text. Lead the class through a review of key points (~45-60) on the topics through one or many of multiple instructional techniques (e.g., PowerPoint presentation; modeling methods; role-playing teacher/student activities; use of graphic organizers/thinking maps, etc.).
- Conduct a mini-seminar **discussion on implications for instruction**, posing higher order questions (~20-30 minutes). The purpose is to facilitate classmates in thinking deeply about the topics. Handouts may be used to support the discussion. (When appropriate, sources must be cited in handouts.)
- The presentation concludes with a wrap-up activity (~10-15 minutes) that requires class members to **make personal connections** to the topics.

Handouts (with citations, as appropriate) are provided to support the presentation. All presentation materials (e.g., PowerPoint files, handouts) are due to the instructor via the Bb assignment drop box by the start of the class session in which the team project is presented.

Following completion of the project in-class session, the presenter(s) will be asked to evaluate the presentation and, if a team effort, to comment on team members' roles, responsibilities, and teamwork/effort/participation. This self and team evaluation is due at the start of the next class following the presentation.

File name protocol: Chap(#)(Descriptor).(file type)

Example: Chap8Overview.ppt

Example: Chap8Handout1.doc

Example: Chap8SeminarDiscussionPoints.pdf

For information on effective presentations and tips, go to:

<http://www.the-eggman.com/writings/keystep1.html>

<http://go.owu.edu/~dapeople/ggpresnt.html>

<http://www.auburn.edu/~burnsma/oralpres.html>

http://www.presentationmagazine.com/Essential_Presentation_skills.htm

http://www.timetomarket.co.uk/presentation-skills-tips_November.htm

<http://www.brunel.ac.uk/learnhigher/giving-oral-presentations/index.shtml>

For information on effective use of slideshow/PowerPoint presentations, go to:
<http://mason.gmu.edu/~montecin/powerpoint.html>
<http://my.opera.com/vevola/blog/show.dml/275335>
<http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm> (see related links on this web page)

Suggested Resources for Leading Seminar Discussions:
<http://faculty.quinnipiac.edu/libarts/polsci/discussion.html>
<http://pegasus.cc.ucf.edu/~janzb/courses/seminarleading.html>
http://www.brunel.ac.uk/learnhigher/participating-in-seminars/Facilitating_discussions.pdf

Recommended books:
Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide*. Norwood, MA: Christopher-Gordon.
Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD.

V. Signature Assignment: Reading Case Study Project (40% of final grade)

The Reading Case Study project is the Signature Assignment for this course. As such, students submit their work to their portfolios on TaskStream.

The Reading Case Study requires selection of a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. People who are not currently working with students with disabilities may network with colleagues in the course or other personal/professional contacts to ensure they have a youngster to work with during the semester for this assignment.

The TaskStream rubric for the Reading Case study cites the following purposes of the project.

- Understand typical and atypical language development.
- Use individualized strategies to enhance language development and communication skills.
- Provide effective language models.

The project is expected to demonstrate the EDSE 503 student's capacity to:

- Select a variety of informal assessments on literacy,
- Administer literacy assessments,
- Determine a learner's current performance level for literacy skills,
- Use current research to design a responsive intervention,
- Implement the intervention,
- Monitor the impact of the intervention on the learner's performance, and
- Instigate instructional changes when data indicate the learner is not responding as desired.

The following are general expectations to guide planning.

- A copy of the student's IEP is NOT required for this assignment. You may request information about the student's abilities and areas of need verbally from the teacher/parent/service provider; OR observe the IEP while in the presence of the adult contact.
- The duration of sessions with your student varies. If you are permitted to extend beyond 20-30 minutes with an individual in order to complete the tasks, the number of sessions may be fewer. Anticipate that with effective planning, preparation, and materials you will be able to complete the tasks for the field placement activities of this project in 4-6 sessions lasting 20-30 minutes per session.
- 1st session: Observe a reading class; collect information about your student (meet w/teacher, parent/guardian, service provider, face-to-face or by phone, etc.)
- 2nd – 3rd sessions: Conduct the Informal Reading Inventory (IRI).
- Additional 1 - 2 sessions: Collect information using additional skills assessments you have selected.

If you have difficulty finding a K-12 student for this assignment, GMU's Field Placement Specialist Lauren Clark (lclarkg@gmu.edu) can assist in placing GMU students at school sites. GMU is required to track where self-placed students will complete their field experiences. Consequently, each EDSE 503 student must access <http://cehd.gmu.edu/endorse/ferf> and complete the information requested (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you worked with the youngster).

At the last class session each student hands in the print version of his/her Reading Case Study. The Reading Case Study/Signature Assignment is due via posting on TaskStream and the course Blackboard assignment dropbox by 4:30p on the last day the course meets. Any artifacts submitted to TaskStream are to be combined into ONE file—that is, for the TaskStream posting, combine the Reading Case Study Part 1 and Part 2 into one document.

Reading Case Study
File name protocol: (LastF) 503664RCS.doc
Example: AsenS 503664RCS.doc
Example: AsenS 503664RCS.pdf

VI. Final Exam (10% of final grade)

The final exam (computer-based), which is administered during the last class session, includes multiple-choice and application items and short-essay questions that address assigned readings and class lectures. In addition, the final exam includes items related to the Fox self-study text AND the Virginia Reading Assessment (VRA). All sections of EDSE 503 require this final exam, which has been created by and is administered and scored by faculty in the Department of Special Education. (The instructor for this section

does not score the exam. Results of the computer-based exam are reported to the instructor.)

EDSE 503-664 Spring II Course Calendar

* Evidence-based Practices

The course syllabus is dynamic—it may change according to students’ needs, formative evaluation of course effectiveness, and unpredicted opportunities and events.

- Bring your Pearson and Fox texts to each class session.
- For **ALL** assignments that require written/hard copy work, ***to be considered submitted on time the print version must be handed in no later than the start of the designated class at which the assignment is due.***

Class	Topics for Class This Week	Assignments for <i>Next Class</i>
Class 1 3/24/11	<ul style="list-style-type: none"> • Attitudes and Understandings about Reading* • Beliefs to Help Children Become Literate* • Course Overview / Syllabus • Assignment Details • Course Assessments • Topics & Teams (research articles and chapter presentations) • Registration & Other Housekeeping • *Phonics and Structural Analysis: What I already know... and how to learn more.* • The Reading Continuum: Phases of Becoming a Strategic Reader* 	For 3/31/11 class: <ul style="list-style-type: none"> • Fox Parts I & II • IRIS module – RTI (Part 3): Reading Instruction. Bring written response to Assessment Q# 1 and Q#2. Don't forget the Wrap Up, especially the tier comparison chart! • IRIS module - Cultural and Linguistic Differences: What Teachers Should Know. Bring written response to Assessment Q#1 (answer as a teacher of reading) and Q#2 • Use info from the IRIS modules to start your VRA outline, if appropriate. • BRING YOUR BOOKS TO CLASS!!!

Class	Topics for Class This Week	Assignments for Next Class
Class 2 3/31/11	<ul style="list-style-type: none"> • Fox Parts I & II review • What is language? What is speech? • Reading Instruction Overview/Review (IRIS)* • Literacy and diversity—initial explorations (IRIS)* • Informal assessment procedures—initial examination • YOU WILL NEED YOUR GMU PEARSON BOOK • Continue reading investigations 	<p>For 4/7/11 class:</p> <ul style="list-style-type: none"> • Fox Parts III & IV • Read Chapter 4 Obtaining Background Information <ul style="list-style-type: none"> ○ Written response BEFORE reading: Which general or specific background factors that can influence reading abilities do you regularly consider? ○ Written response AFTER reading: Which factors do you consider the most important to investigate and why? • Read Chapter 13 Literacy and Diversity. Create a Tree Map with suggestions for addressing the 4 principles of enhancing literacy skills of culturally diverse students. • IRIS module Classroom Assessment (Part 2): Evaluating Reading Progress. Create a Flow Map of the 6 steps of CBM. • BRING YOUR BOOKS TO CLASS!!!
Class 3 4/7/11	<ul style="list-style-type: none"> • Fox Parts III & IV review • Obtaining Background Information (Chapter 4)* • Literacy and diversity (Chapter 13)* • Curriculum Based Measurement (IRIS)* • IRI and spelling assessments* 	<p>For 4/28/11 class:</p> <ul style="list-style-type: none"> • Fox Parts V, VI, VII • Read Chapter 1 Elements of Language; Review Questions 1-5 • Read Chapter 2 Language Development: Create a Bridge Map (with an explanation of your reasoning) of the relationship between language and emergent literacy. • Read Chapter 3 Language and Literacy in the School Years: Create a Bubble Map of language skills related to reading. • Read Chapter 6 Early Literacy: Create a Tree Map for the 6 areas of early literacy understandings. • Bring to class Part 1 of VRA Domains and Topics Outline • BRING YOUR BOOKS TO CLASS!!!

Class	Topics for Class This Week	Assignments for Next Class
PAGE COUNTY SCHOOLS CONFERENCE DAY 4/13/11 – NO CLASS		
SPRING BREAK 4/21/11 – NO CLASS		
Class 4 4/28/11	<ul style="list-style-type: none"> • Fox Parts V, VI, VII review • Elements of Language (Chap. 1) & Language Development (Chap. 2) • Language and Literacy in the School Years (Chap. 3) & Early Literacy (Chap. 6) • VRA outlines – part 1 review • Continue reading investigations* 	<p>For 5/5/11 class:</p> <ul style="list-style-type: none"> • Study Fox for post-test • Read Chapter 5 Intro to Systematic, Explicit Reading Instruction. Which instructional enhancement listed has been (or would be) most effective for you students? Explain. • Read Chapter 7 Advanced Word-Reading. Answer Q#4 on page 170 (end of chapter applied activities). • Read Chapter 8 Reading Fluency. What steps would you go through to determine if a book is appropriate for a student to read independently? • Bring to class Part 2 of VRA Domains and Topics Outline • BRING YOUR BOOKS TO CLASS!!!
Class 5 5/5/11	<ul style="list-style-type: none"> • Fox post-test • VRA outlines – part 2 review • Intro to Systematic, Explicit Reading Instruction (Chap. 5) & Advanced Word-Reading (Chap. 7) • Reading Fluency (Chap. 8) 	<p>For 5/12/11:</p> <ul style="list-style-type: none"> • Draft: Part I of Reading Case Study • Read Chapter 10 Vocabulary Instruction. Which practice strategy (new or review words) listed would easy to implement with your students and why? • Read Chapter 11 Comprehension: What are the 4 factors that influence the ability to comprehend? Come to class prepared to discuss these factors. • BRING YOUR BOOKS TO CLASS!!!

Class	Topics for Class This Week	Assignments for Next Class
Class 6 5/12/11	<ul style="list-style-type: none"> • VRA outlines – part 3 review • Vocabulary Instruction (Chap. 10) • Comprehension (Chap. 11) • More on comprehension 	For 5/19/11: <ul style="list-style-type: none"> • Draft: Part II of Reading Case Study • Combine parts 1, 2, and 3 together into VRA Domains and Topics Outline; bring copies to class for all • Read Chapter 12 Writing Instruction in Inclusive Classrooms. Think of a student who is challenged by a specific aspect of writing. Briefly describe the challenge and something you would do to move the student beyond. • BRING YOUR BOOKS TO CLASS!!!
Class 7 5/19/11	<ul style="list-style-type: none"> • Writing Instruction in Inclusive Classrooms (Chapter 12)* • Reading Case Study – Part II review* • VRA outlines and final exam review* • Investigate reading strategies* 	For 5/26/11 class 9: <ul style="list-style-type: none"> • Add item due to Bb drop boxes: Reading Case Study (all parts)
Class 8 5/26/11	<ul style="list-style-type: none"> • Final Exam* • Final reading strategies investigations* • Books We Love • Evaluations 	<p style="text-align: center;">Curl up with a good book and enjoy!</p>

Additional Notes

Advising

Please make sure that you are being advised on a regular basis as to your status and progress through your program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. Please be prepared with your G number when you contact her.

Course Expectations – Part II

- **Absences:** There may be an instance when you are not able to attend class. If this unlikely event should occur, it is your responsibility to: (a) notify the instructor in advance via e-mail and voice mail (both are checked daily and up until 3 hours before class starting time), (b) notify all presentation teammates sufficiently in advance if you are part of a team with a presentation due on the day you cannot attend, and (c) arrange for collection and promptly obtain notes, handouts, lecture details, and explanations from another student. Students who are absent are held responsible for the material covered and assignments due as if in attendance and as outlined in the course syllabus. Class attendance is crucial to course competence. Please do not request permission to miss a class--you must make your own decision.

- **Late Work:**
 - Twenty percent (20%) of the available points for the assignment will be deducted for late submissions during the first week after the due date. After one week from the due date, assignments will be penalized an additional 10% of the total available score for each week they are late. Thus, an assignment that is two weeks late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. **After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.**
 - The point deduction will be made after the grading is complete. For example, in the case of an assignment initially worth 10 points that is handed in one week late for which the student score is 9 out of 10 points, the student's grade would be a 9 (of 10) points earned minus 20% of the assignment total points, which is 2 points, resulting in a grade of 7 points. If the assignment is 2 weeks late, the student's grade would be a 9 (of 10) points earned minus 30% of the assignment total points, which is 3 points, resulting in a grade of 6 points.
 - The date that the assignment was received in hand as a print/hard copy by the instructor will be considered the date submitted. Submitting an assignment late

does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

- **Use of Computers, Cell Phones, PDAs, iPads, and other electronic devices:**
The use of computing/electronic devices during class is permitted only for educational purposes relevant to the class. Checking e-mail, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counter productive unless the instructor in advance acknowledges an explicit, specific need for the access of information or other uses (e.g., to collate and organize information into a graphic tool). Students engaging in such conduct during class time will not be permitted use of devices in class and the breach will be considered in assessing class participation as non-attendance for one hour and for the topic at the time of the indiscretion. For each repeated offense, the penalty will be reapplied. If, for emergency reasons, you must be available via cell phone, please seek permission from the instructor in advance of class and, if access is granted, place your cell phone on vibrate and mute the ring tone to avoid class disruption.
- **Use APA guidelines for all course assignments.**
 - <http://www.psywww.com/resource/apacrib.htm>
 - <http://www.apastyle.org/apa-style-help.aspx>
- **Use person-first language** in class discussions and written assignments. Please refer to “Guidelines for Non-Handicapping Language in APA Journals”.
<http://www.apastyle.org/disabilities.html>
- **Set up your class Blackboard e-mail account so it forwards to your GMU e-mail account** (and to any other account of your choice). This permits communications sent via Blackboard to be received in accounts outside the Blackboard system. The instructor will not reply to e-mail that is sent from the Blackboard account nor will the instructor with any regularity check e-mail in her Blackboard account.
- **Subscribe to the GMU/GSE Special Education list serve** if you do not already receive list serve announcements. Please subscribe to the GMU/GSE Special Education list serve to receive important program updates and announcements. You can subscribe or unsubscribe the listserv via e-mail:
 - Address an e-mail message to listserv@listserv.gmu.edu
 - Put the following in the body of the message: subscribe SPECIAL-EDUCATION-PROGRAM-L yourfirstname yourlastname

- A confirmation message will be sent to your e-mail address asking you to confirm your subscription request. You must reply to this message with ok in the body of the message. Leave the subject unchanged.
- **Use the GMU Blackboard site** to refer to, post, and access important information for this course. It also will be used for you to respond to discussions and assignments. Your e-mail address should be entered in the Blackboard system. The following is how you will access the Blackboard-GSE Login Page:
 - Enter the URL <http://courses.gmu.edu> into your browser location field.
 - Click on the Login button.
 - Enter the username and password that were assigned to you. Most likely, but not always, your username will be your first initial of your first name and your entire last name (for example: ejohnson).
 - Click Login.
 - Many course materials, including student created resources, will be posted on Blackboard throughout the semester.
- **Use the Blackboard Cohort Site for Special Education Outreach:** <http://gmucommunity.blackboard.com/webapps/portal/frameset.jsp>
 - Username: cohort
 - Password: cohort
 - This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Terry Warner (twarner@gmu.edu).

General Directions for Assignments

All written assignments must be prepared in a professional manner following guidelines stated in the Publication Manual of the American Psychological Association (6th edition). All final products must be typed (see below for specifications). Products that, in the judgment of the instructor, are unreadable or unprofessionally prepared will be returned un-graded or assigned a lower evaluation.

Written components for all assignments should: be printed via electronic means (e.g., using word processing); are due on the dates and times indicated; and must be submitted both in print and electronically as noted in this syllabus. Consult with the instructor in advance if there is a problem. In fairness to students who make the successful effort to submit assignments on time, grades will reflect promptness (or degree of delinquency).

All work must follow sensible, well-known guidelines. Documents created in word processing should be:

- Double-spaced,

- Have at least 1” margins all around,
- Use a common legible type (e.g., Arial; Times New Roman), and
- Use a 12-point font in black (though color may be used for hyperlinks or when necessary for distinguishing points for which color is required).

There are many resources on the web on PowerPoint (or electronic slideshow) guidelines/do's and don'ts—please review and apply these.

All work must include the student's name, course-section (EDSE 503- 664), and date of the submission/version. For Word and PDF documents, include this information **and** pagination in a document header and/or footer; for PowerPoint files, note the identifying information in the first slide.

Electronic copies of written work must be in either MS Office applications (Word or PowerPoint) or Adobe Acrobat (PDF format). For images and sound/video, JPG or GIF files and wav and mp4 files are acceptable when such format use is appropriate. Please do not use Publisher or BMP files. If you have questions about file formats, contact the instructor.

For electronic file names, **do not use any spaces or non-alphabetic or numeric characters in file names** (e.g., do not use dashes, underscores, or dots/periods embedded in the file name stem). Start the file name with your LastF (for last name d first initial; use your middle initial as well if someone in the course has the same first and last name). Follow your name with a product description (see samples in syllabus). Use upper and lowercase letters to distinguish components (e.g., AsenSudl to signify the last name, first initial, assignment topic). If you have questions, contact the instructor. Files that are not named using the convention protocol described above may be returned to the student, particularly as sometimes files named otherwise cannot be opened by different computer operating systems and applications versions.

Example of YES!: AsenSscaffold.doc

Example of NO!: Sheryl_A. IRIS.pub

If you experience difficulties with the writing process, documentation of your work and efforts with the GMU Writing Center to improve your skills must be submitted to the instructor. (See Campus Resources in this syllabus.)

All assignments, as needed, use APA format. Use your APA manual and refer to reputable web sites, such as the following.

<http://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html>

Please note that for all course related activities, student and family privacy must be protected in all written, visual, and oral communication. Please refrain from including any information that would jeopardize compliance with FERPA regulations (<http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>).

Please retain a copy of each of your assignments in addition to copies submitted.

TaskStream

In addition to submitting the signature assignment required for this course separately to the instructor, the signature assignment must be **submitted electronically** to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>) **by 4:30p the day of the last class meeting.**

Be sure you submit your assignment to the correct course/professor (you must change the designation from your last submission): EDSE 503-664, Dr. Sheryl Asen.

Note: As of the Fall 2007 semester, every student registered for any EDSE course is required to begin submitting signature assignments to TaskStream regardless of whether a course is an elective or part of an undergraduate minor. TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN), which will turn into an F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TaskStream.

Portfolio Assessment Criteria on TaskStream

- Possess a repertoire of research-based instructional strategies for individualized instruction.
- Promote positive learning results in general and special education curricula.
- Modify learning environments.
- Emphasize the development, maintenance, and generalization of knowledge and skills.

(3) Exceeds Expectations

xxx

(2) Meets Expectations

xxx

(1) Does Not Meet Expectations

xxx

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in the

special education areas of Emotional Disturbance and Learning Disabilities, and Intellectual Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for elementary curriculum and strategies for teaching individuals with emotional disturbances, learning disabilities, and mild intellectual disabilities.

The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that are addressed in this class include the following.

CEC Standard 4 - Instructional Strategies

Skills:

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

CEC Standard 6 – Language

Knowledge:

- Effects of cultural and linguistic differences on growth and development.
- Characteristics of one's own culture and use of language and the ways in which these can differ from other cultures and uses of languages
- Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding.
- Augmentative, alternative, and assistive communication strategies.

Skills:

- Use strategies to support and enhance communication skills of individuals with exceptional learning needs.
- Use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Additional Course Resources

Additional research-based course resources may include the following and/or other professional materials:

- Alliance for Excellent Education (2004). Reading next: A vision for action and research in middle and high school literacy. Carnegie Cooperation of New York. <http://www.all4ed.org/files/ReadingNext.pdf>
- Armbruster, B.B., Lehr, F., & Osborn, J. (2003). Put Reading First: The research building blocks for teaching children to read. Retrieved August 22, 2009, from <http://www.nifl.gov/partnershipforreading/publications/k-3.html>
- Biancarosa, G. & Snow, C. (2004). Reading Next -A vision for action and research in middle and high school literacy. <http://www.all4ed.org/files/ReadingNext.pdf> (*Direct Explicit Comprehension Instruction, Peer tutoring, peer tutoring, self-regulatory skills*)
- The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
<http://dibels.uoregon.edu/>
- Lyon, G. R., Shaywitz, S., & Shaywitz, B. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14. <http://www.nifl.gov/partnershipforreading/publications/k-3.html>
- Moats, L. (1999). Teaching reading IS rocket science: What expert teachers should know and be able to do. Washington, D.C. American Federation of Teachers. www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf
- Moats, L.C. (2006). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12-24
http://www.aft.org/pubs-reports/american_educator/issues/winter05-06/Moats.pdf
- National Reading Panel (2000). *Put reading first: the research building blocks for teaching children to read*. Washington, DC: National Institute of Child Health and Human Development.
<http://www.nifl.gov/partnershipforreading/publications/k-3.html>
- Preventing Reading Difficulties in Young Children. December, 1998.
<http://www.nap.edu/books/030906418X/html/index.html>
- Report of the National Reading Panel: *Teaching Children to Read* (2000).
<http://www.nationalreadingpanel.org/Publications/publications.htm>
- Virginia Department of Education. (2004). Virginia Reading Assessment Blueprints for Special Education Teachers. Retrieved August 29, 2009 from
http://www.va.nesinc.com/VA_blueprints_opener.asp

Web Sites:

- www.k8accesscenter.org
www.teachingld.org
www.rti4success.org (CBM modules and webinars)
www.studentprogress.org

College Of Education And Human Development Statement of Student Expectations and Campus Resources

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [<http://academicintegrity.gmu.edu/honorcode/>]
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [<http://ods.gmu.edu/>]
- Students must follow the university policy for Responsible Use of Computing [<http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times. [See “Dispositions for a Career Educator” at <http://cehd.gmu.edu/resources/student/>]

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit the GSE website [<http://gse.gmu.edu/>].

EDSE 503-664 COURSE EVALUATION MATRICES

NAME:

	I. ATTENDANCE, PREPAREDNESS, & PARTICIPATION / 10 points; per session allocation: Present on time and for the full session; Prepared with required materials and completed assignments; Conducts oneself professionally and respectfully; Participates actively and thoughtfully, supports class community. Self-assessments are considered part of the requirements for the class session on which they are due.	Point Value	Earned Points
Class 2	<ul style="list-style-type: none"> • Attendance, preparedness, participation • IRIS module RTI (Part 3): Reading Instruction assignment • IRIS module Cultural and Linguistic Differences: What Teachers Should Know 	1 1 1	
Class 3	<ul style="list-style-type: none"> • Attendance, preparedness, participation • IRIS module Classroom Assessment (Part 2): Evaluating Reading Progress 	1 1	
Class 4	<ul style="list-style-type: none"> • Attendance, preparedness, participation 	1	
Class 5	<ul style="list-style-type: none"> • Attendance, preparedness, participation 	1	
Class 6	<ul style="list-style-type: none"> • Attendance, preparedness, participation 	1	
Class 7	<ul style="list-style-type: none"> • Attendance, preparedness, participation 	1	
Class 8	<ul style="list-style-type: none"> • Attendance, preparedness, participation 	1	

II. VRA DOMAINS AND TOPICS OUTLINE			
/ 10 points	Verifi- cation	Point Value	Earned Points
Part 1: number of bullets addressed as per assignment; met due date (4/28/11)		1	
Part 2: number of bullets addressed as per assignment; met due date (1	
Part 3: number of bullets addressed as per assignment; met due date (5/19/11)		1	

EDSE 503-664 Fairfax County Spring II 2011 Elementary Reading, Curriculum, and Strategies for Students with Disabilities Who Access the General Education Curriculum

Created content is clear, concise, accurate, relevant, and sufficient		7	
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NAME:

III. SELF-INSTRUCTION: Phonics And Structural Analysis For The Teacher Of Reading (Fox) NOTE: The pre-test and post-test are in-class activities.			
/ 10 points	Verifi- cation	Point Value	Earned Points
Part I: General Knowledge and Terminology		2	
Part II: Consonants			
Part III: Vowels			
Part IV: A Review of the Phonemes		2	
Part V: Onsets and Rimes			
Part VI: Syllabication and Accents			
Part VII: Structural Analysis: Morphemes, Prefixes, Suffixes, Contractions, and Compound Words			
Post-test score: <ul style="list-style-type: none"> • 73– 75 correct = 6 points • 70 – 72 = 5 points • 67 – 69 = 4 points • 64 – 66 = 3 points • 62 – 63 = 2 points • 60 – 61 correct = 1 point • <60 = no points; student studies, then retests at least 1x; after 2nd post-test, student has option to study and retest or accept zero (0) points 		6	

VI. FINAL EXAM: Required computer-based “mock VRA”			
/ 10 points		Point Value	Earned Points
The points awarded are computed by the examiners and reported to the instructor.		10	

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NAME:

	IV. CHAPTER PROJECT / 20 points	Point Value	Earned Points
Presentation	Engages class members in well-planned, appropriately paced, and adeptly managed presentation. Facts and concepts are accurate, logically connected and sequenced, are important for understanding the topics, and key information is not omitted. Ties are made to the VRA blueprint. Encourages and responds appropriately to questions/comments/interactions. Uses sequence and flow that are logical and aid understanding. Provides a "wrap up" to conclude the presentation that requires class members to make personal connections to the topics.	10	
Discussion	Poses appropriate questions on the topic that stimulate discussion, higher order thinking, and reflection about implications for instruction. Facilitates the discussions by: asking additional questions to stimulate discourse; making sure no one dominates the discussion; inviting and encouraging contributions from all students; ensuring only one member of the group speaks at a time; ensuring the discussion remains relevant and doesn't drift off topic; and summarizing or rephrasing a speaker's point. Summarizes the discussion.	6	
Resources	Creates and shares multiple handouts (at least 2) that serve as useful resources for and/or as a reference about key points. Provides one handout per team member on each research article investigated.	2	
Communication	Communicates orally with clarity, precision, and engagement; does not read text and messages to audience unless appropriate (e.g., quotes, for emphasis). Composes on a level that reflects graduate-level standards for written communication. Cites references appropriately. Submits the project to the instructor in print and electronically using timeline, document, and file name protocols as per the syllabus.	2	
Eval.	Appropriately completes Team Project self-evaluation. (Self-assessments are considered part of the requirements for the class session on which they are due.)	Y/N	

V. Signature Assignment: Case Study – Part I

NAME: REVIEWER:	Point Value	Earned Points
<p>Student Background</p> <ul style="list-style-type: none"> ▪ Collect demographic and background information <u>significant to reading, writing, and language development</u>. <ul style="list-style-type: none"> ▪ Information obtained should be appropriate based on your relationship with the student (for example, if you are working in a student in your own classroom, it would be appropriate for you to access the student’s school records; however, if you are working with a student you tutor at his home, it would NOT be appropriate to contact his school to ask to see his school records). 	2	
<p>Oral Language Development</p> <ul style="list-style-type: none"> • Consider how the student’s expressive and receptive language (both oral and written) may be impacting the student’s performance in reading and/or writing (including spelling). <ul style="list-style-type: none"> ▪ This information can be obtained when gathering student background information, from observations while testing, and from the test results. 	2	
<p>Reading and Writing Development</p> <ul style="list-style-type: none"> ▪ Correctly administer and accurately score the results of the following assessments: <ul style="list-style-type: none"> ▪ An informal reading inventory (download from www.ablongman.com/jennings5e), ▪ A spelling assessment (DSA to be provided in class), ▪ <i>At least</i> one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling assessment). <ul style="list-style-type: none"> ○ For example, if a student’s decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development. But, if a student is on grade level in reading, you might decide you want to look more closely at his expressive writing by collecting and evaluating a writing sample using a rubric. ▪ Analyze the results and present the findings in an educational report that: <ul style="list-style-type: none"> ▪ Provides a general description of each assessment including what kind of information can be obtained from the assessment 	10	

<p>(continued)</p> <ul style="list-style-type: none"> ▪ Presents the results of each assessment including: <ul style="list-style-type: none"> ○ A reporting of the results for each assessment (a table is often helpful here), ○ An indication of whether this area of reading/writing is an area of concern; and ○ A narrative error analysis of student strengths and weaknesses on the assessment given ▪ <u>All completed assessment protocols must be attached to the final report</u> <p><i>To earn full points, students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty.</i></p>		
<p>Summary</p> <ul style="list-style-type: none"> • Statement of <i>overall</i> strengths and needs of student <ul style="list-style-type: none"> • This should be based upon student background information and findings from assessments (including relevant student behavior) 	1	
<p>Recommendations</p> <ul style="list-style-type: none"> ▪ Make recommendations for literacy instruction based on areas of weakness identified from your assessments <ul style="list-style-type: none"> ○ Classroom recommendations should be evidence-based and grade/age appropriate ○ Avoid recommendations for specific educational setting placements or specific reading programs that a school would need to purchase (instead, describe the instructional needs of the child) ▪ Classroom/testing accommodation recommendations should be based on information obtained from your assessments and written only as a recommendation for the child's IEP team to consider ▪ Make recommendations for reinforcement practice at home that a parent would realistically be able to implement. <p><i>To earn full points, student recommendations must include evidence-based practice(s) with sufficient detail to be beneficial to an educator reading the report.</i></p>	3	
<p>Style</p> <ul style="list-style-type: none"> ▪ Professional report format that targets multiple audiences: parents, teachers, and other educational professionals ▪ Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation) 	2	

TOTAL – Part 1	20	
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**Signature Assignment: Case Study – Part II
Plan for an Intervention, Instruction, and Plan to Monitor Progress**

NAME:	Point Value	Earned Points
REVIEWER:		
Description of Selected Intervention <ul style="list-style-type: none"> • Clear and replicable: step by step description of intervention • Based upon at least 1 reliable source for research based practices <p><i>To earn full points, students must base their interventions on multiple sources of research-based practices.</i></p>	4	
Instructional Plan <ul style="list-style-type: none"> • Create a measurable IEP goal based on student performance on Part I • Write an instructional objective for the intervention you chose • Describe the materials you will need to implement the lesson (this includes locating appropriate reading materials) • Describe how you will introduce the lesson (or series of lessons) • Describe your instruction (include modeling, guided practice, independent practice, assessments) • Identify any instructional adaptations 	10	
Monitoring Student Progress <ul style="list-style-type: none"> • Locating/develop a progress monitoring measure, • Determining how often you will assess the student, and • Determine how you will make educational decisions based on student progress 	5	
Writing Style <ul style="list-style-type: none"> • Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation) 	1	
TOTAL – Part 2	20	