

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION**

**Syllabus EDSE 503 676 - Language Development and Reading (3 credits)
Summer 2012, Session X
4:15 – 8:45 Wednesday
Off campus: OCL**

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Office Hours: by appointment

***Ninety-five percent of the children that are struggling with reading are instructional casualties.* G. Reid Lyon**

Course Description: In-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills, reading sub-skills 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.**

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/>

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.

- Advising contact information: 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.

Student Competencies: This course is designed to enable students to:

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, and syntactical forms of language, vocabulary, and pragmatics.

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

Course's Relationship to Program Goals and Professional Organization

This course is part of the George Mason University, Graduate School of Education (GSE), and Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

CEC Standards: The CEC Standards that will be addressed in this class include some of 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 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.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Electronic supplements and activities
5. Research and presentation activities
6. Video and other media support

Required Texts

George Mason University Programs in Special Education. (2008). *Language development & reading*. Boston, MA: Pearson. ***Customized text – available this link ONLY – <http://store.perarsoned.com//goergemason> ISBN: 13: 9781256104575

Fox, B.J. (2010). *Phonics and structural analysis for the teacher of reading. (10th edition)*. Columbus, OH: Prentice Hall. ISBN-13: 978013208094-1

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

Other Readings

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.nichd.nih.gov/publications/pubs/upload/PRFbooklet.pdf>

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/ReadingNext.pdf>

Preventing Reading Difficulties in Young Children. December, 1998.

<http://www.nap.edu/books/030906418X/html/index.html>

The Dynamic Indicators of Basic Early Literacy Skills (DIBLES)

<http://dibles.uoregon.edu/>

Moats, L. (1999). *Teaching reading IS rocket science: What expert teachers should know and be able to do*. Washington, DC American Federation of Teachers.

<http://www.balancedreading.com/rocketsci.pdf>

Moats, L. (2005/2006). How spelling supports reading: And why it is more regular and predictable than you may think. *American Educator*, Winter, 12-24

Lyon, G. R., Shaywitz, S., & Shaywitz, B. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14.

Class Companion Websites:

A version of the Jennings Informal Reading 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.**

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code (See <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 (See <http://ods.gmu.edu/>).
- Students must follow the university policy for Responsible Use of Computing (See <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.

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 our website (See <http://gse.gmu.edu/>).

Other Course Expectations

1. **Professional Behavior:** For a satisfactory grade in the course, students are expected to attend all classes, arrive on time, be prepared for class, demonstrate professional behavior (see *Professional Disposition Criteria* at <http://wwwk.gse.gmu.edu> for listing of these dispositions), and complete all assignments with professional quality in a timely manner. To successfully complete this course, students need to adhere to the due dates for specific readings and assignments to be completed. If you feel you cannot adhere to the schedule noted in the syllabus please contact Dr. Morris immediately to discuss options for withdrawing and completing the course during another semester.
2. **Late Assignment Policy:** All assignments must be submitted *on or before* the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.
3. **Written Products:** 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. Products that, in the judgment of the instructor,

are unreadable or *unprofessionally prepared* will be returned un-graded or assigned a lower evaluation.

4. **Placement for this Field Experience/Case Study:** If you have difficulty finding a student for the case study assignment, Mason's Field Placement Specialist Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is also required to track where self-placed students will complete their field experiences. Consequently, each person must access <http://cehd.gmu.edu/endorse/ferf> to 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 anticipate working with the youngster) after targeting the student with whom this Case Study will be completed. **Note: you will need to observe a reading classroom AND you will need access to work with a child with a disability over the semester.**

5. **Signature Assignment:** for student evaluation, program evaluations, and accreditation purposes, students will be required to submit a signature assignment from each of their Special Education courses to TaskStream, an electronic portfolio system. In addition, students completing Midpoint and Final Portfolio courses will use TaskStream to create a full portfolio of their work based on assignments completed throughout their program. For this reason students will need to retain electronic copies of all course products to document their progress through the GSE Special Education program. In addition to the signature assignment, products from this class can become part of your individual program portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

Note: Every student registered for any EDSE course as of the Fall 2007 semester is **required** to submit a signature assignment 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 reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an F nine weeks into the following semester.

ASSIGNMENT DESCRIPTIONS

1. Completion of Fox Text (10 points)

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox self-instruction textbook. You are expected to complete each of the self-paced

exercises in the text. Write in the text and make notes/highlights for yourself. You have the option of accelerating your exercises in the text. **Plan to turn in the Fox text at the beginning of the class session on July 18, 2012.** The instructor will review your text for credit.

2. Group Project (10 points)

The Group Project Assignment is designed to help you prepare for the implementation phase (PART II of the case study) of your final project. You will research teaching strategies in the area of reading to address a specific student need and present the findings with your assigned group.

Specific guidelines for the assignment: On the first night of class you will form a group and select one area of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension, writing and spelling) to focus on throughout the semester. Your group will be responsible for delivering a 20-minute presentation to the class on an assigned night, which represents information for your chosen area and requires the participation and active learning of your peers. You will be given time in class to work on these presentations. (See grading rubric below).

Your presentation should include:

- A definition of the chosen area of reading from the National Reading Panel's 2000 report and all terminology.
- A thorough description of the skills, which are addressed in this area.
- A thorough description of the strategies, which can be used to teach these skills.
- At least one activity that can be used in this area of reading instruction.
- A description of at least one commercial reading program that can be used in this area of reading.
- A handout for the class and at least one type of visual support.
- A bibliography (APA format) with at least five references.

3. Informal Reading Assessment Administration and Report (10 points)

The Informal Reading Assessment Administration and Report will use information from class lectures and assigned course text and readings to implement appropriate informal and appropriate assessment instruments. The informal assessments will include measures of the following areas: student background (and motivation if a concern); oral language development; and present levels of performance for decoding, fluency, comprehension, spelling and writing if a concern.

4. Reading Case Study: (40 points)

The Reading Case Study will be submitted in two parts. It requires the 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/professional contacts to ensure they have a youngster to work with during the semester for this assignment. Also note Item #4 under Other Course Expectations. Specific guidelines for the assignment will be provided by the instructor.

General Expectations to Guide Planning

Duration of sessions: The duration of a meeting session with your student will vary. With effective planning, preparation, and materials, you should be able to complete the tasks for the field placement activities of this project in 4 – 6 sessions lasting 20 – 30 minutes per session.

Meetings:

- 1 meeting: observe a reading class; collect information about your student (meet with teacher, parent, service provider, face-to-face or by phone, etc.)
- **NOTE:** 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
- 2 – 3 meetings: conduct the Informal Reading Inventory (IRI) – floor and ceiling
- 1 – 2 meetings: collect information using additional skills assessments you have selected.

Signature Assignment: Completed in 2 parts, this assignment is the signature assignment for the course and will be evaluated using the rubrics below.

5. Midterm (10 points)

Mid-term assignment will be done on-line.

6. Regular Attendance (5 points)

Students will be expected to attend all classes, arrive on time, and stay for the duration of the class. **Three or more absences will result in no credit for the course.** You all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, and assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. NOTE: points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

Points for class attendance and participation are positively impacted by:

- a. Attending class and being psychologically available to learn,
- b. Completing and handing in weekly class assignments
- c. Participating in class discussions/activities throughout the semester,
- d. Thoughtfully contributing to class discussions,
- e. Listening to the ideas of others respectfully, and
- f. Demonstrating enthusiasm for learning

Points are negatively affected by being late to class, demonstrating a disinterest in the material discussions (e.g., reflection activities, small group activities, discussions, etc.) and/or absences. Please display digital etiquette during class sessions.

EDSE 503 Students: In schools, master teachers are often expected to take on increasing professional responsibilities that require leadership ability such as joint lesson planning with other professionals, serving or chairing pre-referral and special education eligibility committees, providing professional development or turn around training to other teachers, and serving as team leader for instructional planning. Therefore, in addition to regular attendance and participation, graduate students enrolled in EDSE 503 are also required to demonstrate emerging leadership skills. These skills can be demonstrated through active leadership in group activities, participation, and presentations throughout the course.

7. Course Final Exam (10 points)

The final exam may include multiple-choice application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study and the Reading Virginia Assessment (RVA)

This course will incorporate the evidence-based practices (EBPs) relevant to the *five essential elements of reading (i.e. NRP, 2000), language, and informal literacy assessments*. These EBPs are indicated with an asterisk (*) in this syllabus schedule. Evidence for selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for 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.

GRADING

1.	Attendance	5 points
2.	Self-paced Completion of Fox Test	10 points
2.	Group Project	10 points
3.	Final Project: Case Study	40 points
4.	Midterm	10 points
5.	Quizzes	10 points
6.	GMU Final Exam	5 points
7.	Take Home Exam	10 points
TOTAL		100 POINTS

Student Self-Management for Calculating Course Grade Based on Points Earned on Performance Based Summative Evaluations	
Title of Performance Based Summative Evaluation	Points Earned
1. Attendance	/5
1. Self paced completion of Fox test	/10
2. Group Project	/10
3a. Final Project: Case Study Part I	/20
3b. Final Project: Case Study Part II	/20
4. Midterm	/10
5. Quizzes	/10
6 GMU Final Exam	/5
6. Take Home Exam	/10
Total number of points earned	/100

Graduate Grading Scale:

A+ 97 – 100 points

B+ 87 – 89 points

C 79 points

A 93 – 96 points

B 83 – 86 points

F 78 points & below

A- 90 – 92 points

B- 80 – 82 points

Resources for Evidence-Based Practices (EBPs) Emphasized in EDSE 503

- Berkley, S., Scruggs, T.E. & Mastropieri, M. A. (meta, in press: *questioning strategy instruction, graphic organizers, self-regulatory skills*)
- 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, self-regulatory skills*)
- Bursuck, W. D., & Danner, M. (2007). *Core Text (*direct instruction/systematic/explicit instruction*)
- Chard, D., Vaughn, S., & Tyler, B. (2002). (*reading fluency*)
- Coleman, M., & Vaughn, S. (2000). (*direct instruction/systematic/explicit instruction*)
- Deno, S. (2003). (*progress monitoring*)
- Gajria, M., Jitendra, A.K., Sood, S., & Sacks, G. (2007) (*text enhancements; cognitive strategy instruction*)
- Gersten, R., Fuchs, L.S., Williams, J.P., & Baker, S. (2001). (*reading comprehension instruction*)
- Jennings, J.H., Caldwell, J.A., & Lerner, J.W., (2006). (*direct instruction/systematic/explicit instruction*)
- Jitendra, A.K., Edwards, L.L., Sacks, G., & Jacobson, L.A. (2004). (*Vocabulary instruction*)
- Mastropieri, M.A., Scruggs, T.E., & Graetz, J. (2003) (*mnemonics*)
- Nilsson, N.L. (2008). (*Informal Reading Inventory*)
- Scruggs, T.E., Mastropieri, M.A., Berkeley, S., & Graetz, J.E. (2009). (*Peer tutoring, mnemonics, semantic maps*)
- Scruggs, T.E., Mastropieri, M.A., Teaching Tutorial: Mnemonic Instruction www.teachingld.org
- Spencer, V.G., (2006). (*peer tutoring*)
- Stanford, P., & Siders, J.A. (2000). (*miscue analysis*)
- Vaughn, S., Gersten, R.L., & Chard, D.J. (2000). (*reading comprehension instruction; questioning strategy instruction; content enhancements*)
- Wayman, M.M., Wallace, T., Wokey, H.I., Renata, T., & Espin, C.A. (2007) (*progress monitoring*)

Recommended Websites to Explore

- Council for Exceptional Children
<http://www.cec.sped.or/am/template.cfm?section=Home>
- Virginia Communication and Literacy Assessment (VCLA) and the Virginia Reading Assessment (VRA) <http://www.vra.nesinc.com>
- National Reading Panel <http://www.nationalreadingpanel.org> Report of the National Reading Panel: *Teaching Children to Read* (2000) *phonemic awareness, phonics instruction, fluency, vocabulary instruction, reading comprehension*)
<http://www.nationalreadingpanel.org/Publications/publications.htm>
- The Access Center <http://www.k8accesscenter.org/index.php> (*reading comprehension, fluency, mnemonics*)
- Reading, Literacy, Language Arts <http://www.iris.peabody.vanderbilt.edu>
- RTI <http://www.iris.peabody.vanderbilt.edu>
- Assessment <http://www.iris.peabody.vanderbilt.edu>
- Content Instruction <http://www.iris.peabody.vanderbilt.edu>
- Differentiated Instruction. InfoBriefs
<http://www.iris.peabody.vanderbilt.edu>
- IDEA Practices <http://www.cec.sped.org/Content/NavigationMenu/PolicyAdvocacy/IDEAResources/>
- Reading Rockets www.readingrockets.com
- Teaching LD www.teachingLD.org <http://www.teachingld.org> LD Resources. Practice Alerts: 2, 8, 10, 12, 14, 15
- The International Dyslexia Association www.interdys.org
- Council for Learning Disabilities www.cldinternational.org
- The Dynamic Indicators of Basic Early Literacy Skills (DIBLES)
<http://dibles.uoregon.edu>
- U.S. Department of Education www.ed.gov/index.jsp click on education resources
- LD Online <http://www.ldonline.org/index.html>
- International Reading Association <http://www.reading.org>
- The IRIS Center <http://www.iris.peabody.vanderbilt.edu>
- National Institute for Literacy <http://www.nifl.gov>
- National Center on Response to Intervention <http://www.rti4success.org> CBM modules
- National Center on Student Progress Monitoring
<http://www.studentprogress.org>

- University of Kansas Center for Research on Learning <http://www.ku-crl.org>
- Strategies for teaching reading
<http://www.state.tn.us/education/ci/cistandards2001/la/cilarstratteachread.htm>
- Virginia Reading Assessment Blueprints for Special Education Teachers:
http://www.va.nesinc.com/VA_blueprints_opener.asp

Group Presentation Rubric		
Students:	Topic:	
Definition: Presentation includes a clear and accurate definition of topic	/1	
Skills and Strategies: Description of at least 5 skills addressed within this area of reading. Incorporation of evidence-based practice(s) to support instruction in area of reading	/3	
Activity: Include description of at least one activity, which focus on this area of reading Include at least one activity which is interactive with group to enhance discussion	/2	
Commercial Reading Programs: Presentation includes brief description of at least one commercial reading program which addresses chosen area of reading	/1	
Class Handout: Description of content addressed in topic Practical relevance for classroom teachers Clear and applicable handout for class	/2	
Presentation: At least 1 visual support (Poster, Power Point, etc.) which is easy to read and understand from. Clear and accurate. No longer than 20 minutes Creative & involving whole class discussion All areas of the presentation are cohesive Each group member has a clear/important role for the presentation	/5	
Bibliography: At least five references (text can be one) APA format	/1	
TOTAL	/15	

Informal Reading Assessment Administration and Educational Assessment Report		
Student:		
<p>Student Background: <i>Collect demographic and background information significant to reading, writing, and language development.</i></p> <ul style="list-style-type: none"> Information obtained should be appropriate based on your relationship with the student (i.e. if you are working with a student in your classroom, it would be appropriate for you to access the student's school records); however, if you are working with a student you do not teach, it would NOT be appropriate to see the student's school records 	/1	
<p>Oral Language Development: <i>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</i></p> <ul style="list-style-type: none"> Information can be obtained when gathering student background information, from observations while testing, and from the test results 	/1	
<p>Present Levels of Performance: [not from PLOP]</p> <ul style="list-style-type: none"> Decoding and phonemic awareness if a concern Fluency Comprehension and vocabulary use of a concern Spelling and writing if a concern 	/3	
<p>Assessment Report: <i>This report must be written with an audience of both educators AND parents in mind. Explanations of assessment instruments are helpful as they are recommendations for school and home. The information should include:</i></p> <ul style="list-style-type: none"> A general description of each assessment including what kind of information can be obtained from the assessment Results of each assessment must include: <ul style="list-style-type: none"> ✓ Results of each assessment ✓ Indication of areas of concern 	/3	

✓ Narrative error analysis of student strengths and weaknesses on the assessments given		
Statement of student's strengths and needs <i>This should be based on student background information and findings from assessments. Include relevant student behavior</i>	/5	
Make recommendations for: <ul style="list-style-type: none"> • Literacy instruction based on areas of weakness identified from your assessments • Classroom/testing recommendations <ul style="list-style-type: none"> ✓ Classroom recommendations should be evidence-based and grade/age appropriate • Make recommendations for reinforcement practice at home that a parent would realistically be able to implement <i>Avoid recommendations for specific educational setting placements or specific reading programs that the school would need to purchase (instead, describe the instructional needs of the student)</i>	/1.5	
TOTAL	/10	

Signature Assignment: Reading Case Study: Part 1	
<p>Student Background: <i>Collect demographic and background information significant to reading, writing, and language development</i></p> <ul style="list-style-type: none"> Information obtained should be appropriate based on your relationship with the student (e.g., if you are working with 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 at his/her home, it would NOT be appropriate to contact the school to ask to see his/her school records). 	/2
<p>Oral Language Development: <i>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).</i></p> <ul style="list-style-type: none"> This information can be obtained when gathering student background information, from observations while testing, and from test results. 	/2
<p>Reading and Writing Development: <i>Correctly administer and accurately score the results of the following assessments:</i></p> <ul style="list-style-type: none"> IRI: Informal Reading Inventory (download from www.ablongman.com/jennings5e.) Spelling assessment (DSA to be provided in class) At least one other supplemental assessment in an area of student weakness (as identified by the IRI or spelling example). For Example, if a student's decoding skills were particularly weak, you might decide to look more closely at their phonemic awareness development <p><i>Analyze the results and present the findings in an educational report that:</i></p> <ul style="list-style-type: none"> Provides a general description of each assessment including what kind of information can be obtained from the assessment Presents the results of each assessment including: <ul style="list-style-type: none"> a reporting of the results for each assessment (i.e. a table is often helpful, etc.) an indication of whether this is an area of concern; and a narrative error analysis of student strengths and weaknesses on the assessment All completed assessment protocols must be attached to final report <p>EDSE 503 Requirement: To earn full points, students must demonstrate ability to critically analyze the results beyond identifying general areas of difficulty</p>	/10

Signature Assignment: Reading Case Study: Part 1 (continued)	
<p>Summary: <i>Statement of overall strengths and needs of student.</i></p> <ul style="list-style-type: none"> • This should be based on student background information and findings from assessments (including relevant student behavior 	/1
<p>Recommendations: <i>Make recommendations for literacy instruction based on areas of weakness identified from your assessments</i></p> <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 recommendation for the child's IEP team to consider <p><i>Make recommendations for reinforcement practice at home that a parent would realistically be able to implement</i></p> <p>EDSE 503 Requirement: To earn full points, 503 student recommendations must include evidence based practice(s) with sufficient detail to be beneficial to an educator reading the report</p>	/3
<p>Style: Professionally written report</p> <ul style="list-style-type: none"> • Targets multiple audiences: parents, teachers, and other educational professionals • Using APA guidelines for writing style only, not the sections on manuscript preparation 	/2
TOTAL	/20

Reading Case Study Part II: Plan for an Intervention, Instruction, and Plan to Monitor Student Progress	
<p>Description of Selected Intervention</p> <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 (Note references in syllabus and the IRIS resource, http://www.iris.peabody.vanderbilt.edu) <p>EDSE 503 requirements: To earn full points, 503 students must have their interventions on multiple sources of research based practices.</p>	/4
<p>Instructional Plan</p> <ul style="list-style-type: none"> • Create a measurable IEP goal based on student performance • 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
<p>Monitoring Student Progress</p> <ul style="list-style-type: none"> • Locate/develop a progress monitoring measure • Determine how often you will assess the student, and • Determine how you will make educational decisions based on student progress 	/5
<p>Writing Style Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)</p>	/1
TOTAL	/20

TENTATIVE CLASS TOPICS and DUE DATES		
DATE	CLASS TOPICS, ACTIVITIES, & READING ASSIGNMENTS	ASSIGNMENTS DUE FOR NEXT CLASS
05/30	<ul style="list-style-type: none"> ○ Introductions ○ <i>Why reading is not a natural process</i> ○ Syllabus, course overview & expectations ○ Review of both required texts ○ How to select student for assignments ○ Form small groups, review NRP topics and assignment. Prepare for NRP presentations www.ttaonline.org 	<ul style="list-style-type: none"> -Read Chapters 7 & 8 -Quiz on Chapters 7 & 8 -Report - selected case study student - 20 minute NRP Group Presentations -Fox Pretest and Part I -Discuss Assignment 1 -Bring Copies of Jennings
06/06	<ul style="list-style-type: none"> ○ Quiz on Chapters 7 & 8 ○ 20 minute NRP group presentations ○ <i>Using Informal Reading Inventories and Progress Monitoring</i> ○ Discuss student selected for assignments ○ Discuss Informal Assessment and Report Assignment (Review Rubric) Due 6/20 ○ Pass out copies of Developmental Spelling Analysis, discuss & practice ○ Review Jennings, discuss & practice 	<ul style="list-style-type: none"> -Read Chapters 5 & 6 -Quiz on Chapters 5 & 6 -Complete Fox Part II -Bring ALL materials necessary to work on first assignment
06/13	<ul style="list-style-type: none"> ○ Quiz on Chapters 5 & 6 ○ <i>Reading Fluency & Background Info.</i> ○ Review any questions on Jennings & DSA ○ Discuss options for 3rd assessments ○ Work on the Informal Assessment (Rubric 1) and Report assignment in class 	<ul style="list-style-type: none"> -Read Chapters 1, 2, & 3 -Quiz on Chapters 1, 2, 3 -Complete Fox Part III - Submit Informal Assessment and Report
06/20	<ul style="list-style-type: none"> ○ Turn in final Informal Assessment & Report ○ Quiz on Chapters 1, 2, & 3 ○ <i>Systematic & Explicit Reading Instruction</i> ○ <i>Early Literacy and Beginning Decoding</i> ○ Discuss Case Study Part I Due 6/27 ○ Select additional assessments to strengthen instructional conclusions 	<ul style="list-style-type: none"> -Read Chapters 4 & 9 -Quiz on Chapters 4 & 9 -Complete Fox Part IV - Submit Case Study Part 1
06/27	<ul style="list-style-type: none"> ○ Turn in Case Study Part 1 ○ Quiz on Chapters 4 & 9 ○ <i>Advanced Word Reading & Vocabulary Instruction</i> 	<ul style="list-style-type: none"> -Read Chapters 10, 11, 12 & 13 and take quiz on each chapter -Complete Fox Book

	<ul style="list-style-type: none"> ○ Discuss Case Study Part 2 Due 07/18 ○ Select individuals for on-line mid-term assignment ○ Review the on-line assignment Due 7/9 and 15 minute oral reports due 07/11 	<ul style="list-style-type: none"> -On-line assignment due 07/09 via email -Oral student reports, for on-line assignment due 07/11 -CASE STUDY PART 2 IS DUE ON 07/11
07/04	<ul style="list-style-type: none"> ○ NO CLASS MEETING ○ MUST Complete On-Line Assignment 	<ul style="list-style-type: none"> -REVIEW ALL assignments due on previous week
07/11	<ul style="list-style-type: none"> ○ Quiz on Chapters 10, 11, 12, & 13 ○ Student oral reports on the on-line assignment, <i>Children of the Code</i> ○ <i>Comprehension, Developmental Word Knowledge, and Reading and Writing</i> ○ Overview of how to use the on-line review for the GMU Final Exam 	<ul style="list-style-type: none"> -Complete an on line review for GMU final exam -Case Study Part 2 is due 07/18
07/18	<ul style="list-style-type: none"> ○ Turn in Case Study Part 2 ○ Handout the Take Home Course Final Exam ○ Take GMU on-line Final Exam 	<ul style="list-style-type: none"> -Due Course Take Home Final Exam -Complete Fox Self - Assessment and bring Fox book for credit - Bring computer and other materials used on Case Study Part 2
07/25	<ul style="list-style-type: none"> ○ Turn in Take Home Final Exam ○ Return completed Case Studies Part 2 Students will have time to make corrections on Case Study Part 2 i 	