



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

Spring 2013

EDSE 503 5S1: Language Development and Reading
CRN: 12486, 3 - Credit(s)

Instructor: Dr. Sidney Morris	Meeting Dates: 01/24/13 - 05/16/13
Phone: 703.273.1667 or 703.200.3409	Meeting Day(s): Thursdays
E-Mail: smorris3@gmu.edu	Meeting Times: 4:30PM-7:10PM
Office Hours:	Meeting Location: Off-campus Building, KA 102

Note: *This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

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.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

[Instructors, please revise in accordance with your specific course format]

Learning activities include the following:

1. Class lecture and discussion

2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Field Experience Requirement

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

Evidence-Based Practices

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

Learner Outcomes

Upon completion of this course, students will be able to

- Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
- Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
- 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.
- 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-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Required Textbooks

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

Recommended Textbooks

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

Required Resources

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.**

Additional 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:

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.teadingld.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.jup click on education resources
- LD Online <http://www.ldonline.org/index.html>
- International Reading Association <http://www.reading.org>
- The IRIS Center <http://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/cistandards2001/1a/cilarstratteachread.htm>
- Virginia Reading Assessment Blueprints for Special Education Teachers:
http://www.va.nesinc.com/VA_blueprints_opener.asp

Course Relationship to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standards that will be addressed in this class include Standard 2: Characteristics of Learners, Standard 3: Individual Learning Differences, Standard 4: Instructional Strategies, Standard 6: Language and Standard 8: Assessment.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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/>].
- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* 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/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

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

Course Policies & Expectations

Attendance.

Policies (Attendance and Late Work Policies)

- Attendance at and preparedness for all sessions are 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, presented in class that are not a part of the text and can be experienced only in the class.
- 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, and (e) complete and submit all assignments on time. Attendance and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.
- Attendance, preparedness (assignments are: submitted on time; complete; of sufficient quality), participation, and professional disposition are required in each class session to be eligible to earn points for that class session (including receiving points for homework assignments due that session). The GMU CEHD Professional Dispositions serve as a minimum standard for class member behavior (<http://gse.gmu.edu/facultystaffres/profdisp.htm>).
- Use of Computers, Cell Phones, PDAs, iPads, and other electronic devices: Please be *fully* present in class. It is impossible to participate fully in this class while texting, engaging in Facebook, tweeting, working on documents, checking email, etc. Please use computers only for work related to the current class activity. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class and the breach will be considered as non-attendance for that class session. If, for emergency reasons, you must be available via

cell phone, please discuss the situation with 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.

- Class starts at 4:30 p.m. and ends at 7:10 p.m. as per the clock on the classroom wall (which may differ from your time piece). It will not be considered disruptive or disrespectful to leave at 7:10 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.
- Please alert the instructor prior to class of impending late arrival, early exit from class, or absence (see information below).
- As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. Please do not request permission to miss a class—you must make your own decision. All students are granted one absence. More than one absence for any reason will result in the final grade dropping by 5 points per absence. If there are extreme extenuating circumstances, please consult with the instructor.
- Students who are absent or who miss partial class time are held responsible for the material covered and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content and procedures, etc.
- In-depth reading, study, and work on course requirements require outside class time. GMU graduate students are expected to allot per week three+ hours per course meeting hour for class session preparation (reading, study, planning, etc.). This is in addition to time devoted to assignments that take the place of class time and time devoted to completing course major learning activities.
- 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 or under agreed upon conditions.
- Use the GMU Blackboard site to refer to, post, and access important information for this course (<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>). Students are responsible for accessing these materials and having materials available for each class.
- All submitted work must include identifying information (name, date, course, section) and pagination.
- As noted in this syllabus, students are responsible for electronically submitting major learning activity assignments to TaskStream (assessment/signature assignment only) as per set timelines. Electronic submissions are required to use designated file name protocols. Points will be deducted for not adhering to the TaskStream electronic submission timelines as outlined above. One (1) point will be deducted for each incidence of not adhering to file name guidelines stated in the syllabus. One (1) point will be deducted for each incidence of not including identifying information (name, date, course, section) on your submitted work.

- ***Your GMU email address and the instructor's GMU email address are the primary email addresses that will be used for communication in this course.*** Student email is accessed at <http://masonlive.gmu.edu>. ALL communication regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information. Failing to check your Mason email or citing technical difficulties does not relieve you of the responsibility to communicate via your GMU account. Please make sure your ***GMU email is activated and checked daily*** for communications from the instructor as well as for university announcements. Any student who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and support@gmu.edu. ITU information is available at <http://itservices.gmu.edu/>.
- It is your responsibility to communicate with the instructor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.
- Please send outgoing email messages ***only*** through your GMU email account when related to this course and GMU business. Do **NOT** send course related email through your personal or professional email account(s) unless you have a documented issue using GMU email. You may activate and forward your GMU email to your most-checked account; however, send any reply/outgoing message via your GMU email account. (To forward email: Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.)
- 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 email:
 - Address an email 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 email 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.
- **Written Language:** Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education. If unfamiliar with APA format, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org>.
- **Oral Language:** Use “person-first language” in class discussions and written assignments (and ideally in professional practice). In accordance with terminology choices in the disability community, strive to replace the term “Mental Retardation” with “Intellectual

Disabilities” in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) rather than a “disabled student”. Please refer to guidelines for non-handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf>.

- Academic Integrity: Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean's Office.
- Be an Informed Student: Negotiating all the requirements for your Master's and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with one of the Special Education Advisors, Jancy Templeton (jtemple1@gmu.edu; 703-993-2387) or Danielle Williamson (dwilli19@gmu.edu; 703-993-4361). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.
- All student work may be shared in future courses and professional development taught by Dr. Sidney H. Morris. Author credit explicitly will be given to student authors for their work.

Late Work.

- All learning activity assignments are required to be completed and submitted on time. This includes posting the assessment/signature assignment to TaskStream by 4:30 p.m. March 17, 2013. When the format for assignment response includes 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 at which the assignment is due. In fairness to students who make the effort to submit papers on time, If an assignment is not submitted on time **IN PRINT/HARD COPY** it is **LATE** even if submitted on time electronically. **Exceptions must receive prior instructor approval.**
- For late submissions of assignments:
Major Learning Activities:
 - Five (5) points will be deducted from your assignment grade for late submissions unless the instructor has agreed to an extension (which may be used one time only for one assignment only). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade.
 - The date that the assignment was **received in hand as a print/hard copy** by the instructor will be considered the date submitted. Presentations are due according to the class schedule.
 - Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding 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.

Assignments Due Weekly (e.g., responses to readings):

- One-half of the point value will be deducted from your assignment grade for late submissions unless the instructor has agreed to an extension.
- The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade.

TaskStream Submission

For student evaluation, program evaluation, and accreditation purposes, all students are required to submit an NCATE assignment from selected Special Education courses to TaskStream. The NCATE 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 NCATE 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/>. Students who do not submit the required NCATE assignment to TaskStream will receive a grade of Incomplete (IN) in the course. The Incomplete (IN) will change to a grade of (F) if the required signature assignment has not been posted to TaskStream by the incomplete work due date listed in the current semester's Schedule of Classes.

Grading Scale

1.	Attendance	10 points
2.	Self-paced Completion of Fox Test	10 points
3.	Class Participation	10 points
4.	Group Project	10 points
5.	Informal Assessment and Report	10 points
6.	Final Project: Case Study	40 points
7.	Quizzes	5 points
8.	GMU Final Exam	5 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	/10
2. Self paced completion of Fox test	/10
3. Group Project	/10
4. Informal Assessment & Report	/10
5a. Final Project: Case Study Part I	/20
5b. Final Project: Case Study Part II	/20
6. Class Participation	/10
7. Quizzes	/5
8 GMU Final Exam	/5
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	

Assignments

NCATE/TaskStream Assignments.

Case Study Part 2 must be submitted to Task Stream no later than 4:30pm on 05/17/13

Common Assignments.

There are four major assignments in this course they are listed below, including the due date for each assignment. The rubric for each of the four assignments are included.

1. NRP Group Presentations, due 02/07/13

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	/2	

support instruction in area of reading		
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	/1	
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	/2	
Bibliography: At least five references (text can be one) APA format	/1	
TOTAL	/10	

2. Informal Assessment and Report, due 03/21/13

Informal Reading Assessment Administration and Educational Assessment Report		
Student:		
Student Background: <i>Collect demographic and background information significant to reading, writing, and language development.</i> <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 	/2	
Oral Language Development:	/1	

<p><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 		
<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 	/1	
<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 ✓ Narrative error analysis of student strengths and weaknesses on the assessments given 	/3	
<p>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></p>	/1	
<p>Make recommendations for:</p> <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 <p><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></p>	/2	
TOTAL	/10	

3. Case Study Part 1, due 04/04/13

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:</p> <p>Correctly administer and accurately score the results of the following assessments:</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>Analyze the results and present the findings in an educational report that:</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
<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 	/1

findings from assessments (including relevant student behavior	
<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

4. Case Study Part 11, due 05/09/13

<p>Reading Case Study Part II: Plan for an Intervention, Instruction, and Plan to Monitor Student Progress</p>	
<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 measureable 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) 	/10

<ul style="list-style-type: none"> Identify any instructional adaptations 	
Monitoring Student Progress <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
Writing Style Professionally written (using APA guidelines for writing style only, not the sections on manuscript preparation)	/1
TOTAL	/20

Other Assignments.

See following full semester schedule for weekly assignments.

Schedule

Prior to 1 st class on 01/24/13	In textbook, <i>Language Development and Reading</i> , read <i>Put Reading First</i> , pages xv – lxxii . You will select one of the five topics for a team report.	
DATE	IN CLASS	ASSIGNMENT
01/24/13	<ul style="list-style-type: none"> Introductions Review syllabus Focus on attendance, due dates for 4 primary assignments a & writing quality Review both text books Focus on confusion with phonemes in Fox book Discuss assignment for 01/31/13 Including expectations for the chapter discussions every other week RVE review question #61 Select 5 teams for NRP presentations on 02/07/13 Review the team report rubric carefully and discuss course expectations Teams meet until 7:10pm to plan NRP 	<ul style="list-style-type: none"> -Read Chapter 6 -Discuss Chapter 6 - Selecting your student for 3 primary assignments -NRP teams will meet -

	presentations	
01/31/13	<ul style="list-style-type: none"> ▪ Questions on syllabus and assignment rubrics ▪ Selecting your student for 3 primary assignments. Student must be available entire semester assignments ▪ Discuss Chapter 6 ▪ Why in-depth understanding of student's "background" is so important to each student's success? ▪ RVE review question #90 ▪ Teams meet until 7:10pm to plan NRP presentations ▪ Handouts: <i>DSA; Teaching Reading is Rocket Science; Reading Rockets article; Critical Analysis of Informal Inventories; & What Reading Does for the Mind; Multi-Tiered Model of Differentiated Instruction</i> 	<ul style="list-style-type: none"> -Team (20 minute) NRP presentations -Read Chapter 7 -Quiz on Chapter 7 -Discuss selected students, one on one -Bring copies of Jennings Informal Assessment
02/07/13	<ul style="list-style-type: none"> ▪ Team (20 minute) presentations ▪ Questions on Chapter 7 ▪ Quiz on Chapter 7 ▪ Review the Jennings and DSA ▪ Discuss options for required 3rd informal assessment ▪ RVE review questions #3, #38, #54, & #82 ▪ Review Informal Assessment & Report that is Due 02/21/13 ▪ Handouts: <i>Assessments, Strategies and Interventions for Reading</i> 	<ul style="list-style-type: none"> -Read Chapter 8 -Discuss Chapter 8
02/14/13	<ul style="list-style-type: none"> ▪ Discuss Chapter 8 ▪ RVE questions #3, #20, and #26, & #72 ▪ Questions and/or discussion on informal student assessments ▪ Questions on Informal Assessment & Report due 02/21/13 ▪ Handouts: <i>How Spelling Supports Reading; Reading Fluency (NRP); Inverted Spelling and Spelling Development; How Children Learn to Spell</i> 	<ul style="list-style-type: none"> -Read Chapter 5 -Quiz on Chapter 5 - Informal Assessment & Report due on 03/21/13
02/21/13	<ul style="list-style-type: none"> ▪ Collect Informal Assessment & Report assignments ▪ Questions on Chapter 5 	<ul style="list-style-type: none"> -Read Chapter 1 -Discuss Chapter 1

	<ul style="list-style-type: none"> ▪ Quiz on Chapter 5 ▪ Review Case Study Part 1 assignment ▪ RVE questions #8, #69, & #70 ▪ Handouts: <i>How Children Learn to Spell; Invented Spelling and Spelling Development; How to Analyze the Spellings; Whole Language High Jinks; What? Phonemic Awareness; Good Phonics Instruction</i> 	
02/28/13	<ul style="list-style-type: none"> ▪ Questions on Case Study Part 1 ▪ Review options for additional assessments for case study ▪ Discuss Chapter 1 ▪ RVE questions #25 & #27 ▪ Handouts: <i>Phonological Awareness;</i> 	<ul style="list-style-type: none"> -Read Chapter 2 -Quiz on Chapter 2
03/07/13	<ul style="list-style-type: none"> ▪ Discuss Chapter 2 ▪ Quiz on Chapter 2 ▪ RVE questions #1, #7, #46 and #56 ▪ Handouts: <i>Teaching Decoding</i> 	<ul style="list-style-type: none"> -Read Chapter 3 -Discuss Chapter 3
03/14/13	SPRING BREAK – no class meeting	- Case Study Part 1 is due on 4/04/13
03/21/13	<ul style="list-style-type: none"> ▪ Discuss Quiz on Chapter 2 ▪ Discuss Chapter 3 ▪ RVE question #92 & #99 	<ul style="list-style-type: none"> -Read Chapter 4 -Quiz on Chapter 4
03/28/13	<ul style="list-style-type: none"> ▪ Discuss Chapter 4 ▪ Quiz on Chapter 4 ▪ RVE questions #28 ▪ Handouts: <i>Vocabulary</i> 	<ul style="list-style-type: none"> - Case Study Part 1 is due on 4/04/13 - Read Chapter 9 - Discuss Chapter 9
04/04/13	<ul style="list-style-type: none"> ▪ Collect Case Study Part 1 assignment ▪ Discuss Quiz on Chapter 4 ▪ Discuss Chapter 9 ▪ RVE questions #33, #79, #95, & #96 ▪ Handouts: <i>Explicit and Implicit Facts in Reading Comprehension; Comprehension; Vocabulary; Teaching Question Answer Relationships; Contextual Analysis</i> 	<ul style="list-style-type: none"> - Read Chapter 10 - Quiz Chapter 10
04/11/13	<ul style="list-style-type: none"> ▪ Discuss Chapter 10 ▪ Quiz on Chapter 10 ▪ RVE questions #29, #35 & #78 	<ul style="list-style-type: none"> - Read Chapter 11 - Discuss Chapter 11

04/18/13	<ul style="list-style-type: none"> ▪ Discuss quiz on Chapter 10 ▪ Discuss Chapter 11 ▪ RVE questions #15 & #74 ▪ Handouts: <i>The Assessment of Orthographic Development</i> 	<ul style="list-style-type: none"> - Read Chapter 12 - Quiz Chapter 12
04/25/13	<ul style="list-style-type: none"> ▪ Discuss Chapter 12 ▪ Quiz on Chapter 12 ▪ RVE questions #5, #14 & #83 ▪ Handouts: <i>Where We Stand: K – 12 Literacy</i> 	<ul style="list-style-type: none"> - Read Chapter 13 - Discuss Chapter 13 - Dyslexia
05/02/13	<ul style="list-style-type: none"> ▪ Discuss Quiz on Chapter 12 ▪ Discuss Chapter 13 	<ul style="list-style-type: none"> - Submit <i>Case Study Part 2</i>
05/09/13	<ul style="list-style-type: none"> ▪ Collect <i>Case Study Part 2</i> ▪ RVE Exam given during regular class time 	
05/16/13	<ul style="list-style-type: none"> ▪ Return <i>Case Study Part 2</i> ▪ Review lessons learned and questions still unanswered. ▪ Proposed grade sheets 	

Appendix

