



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

Fall 2019

EDSE 503 656: Language Development and Reading

CRN: 82699, 3 – Credits

Instructor: Dr. Sheryl Asen	Meeting Dates: 9/11/2019 – 11/13/2019
Phone: c802-595-9663	Meeting Day(s): Wednesday
E-Mail: sasen@gmu.edu	Meeting Time(s): 4:30 pm – 8:30 pm
Office Hours: by appointment	Meeting Location: see notes below
Office Location: Finley 206A	Other Phone: (Please use the cell number.)

Notes:

- This syllabus may change according to class needs. Teacher candidates/students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.
- Class sessions 1 and 2 (September 11 and 18) will meet in room 101 at Broad Run HS, 21670 Ashburn Rd., Ashburn, VA 20147. (dismissal: 4:03 p.m.; buses “clear” at ~4:15 p.m.)
- Class sessions 3, 4, 6-10 will meet in room 305 at Briar Woods HS, 20525 Belmont Ridge Rd., Ashburn, VA 20148. (dismissal: 4:03 p.m.; buses “clear” at ~4:15 p.m.)
- Class will not meet face-to-face on October 9 (see the class schedule for assignments).
- The professor does not respond to email, phone calls, or texts after 3:00 p.m. on class days due to travel and class preparation time.

“The beautiful thing about learning is that no one can take it away from you.” -B.B. King
 “I have always imagined that paradise will be a kind of library.” -Jorge Luis Borges
 “Once you have learned to read, you will be forever free.” -Frederick Douglass
 “Oh, magic hour, when a child first knows she can read printed words!” -Betty Smith, *A Tree Grows in Brooklyn*
 “Never trust anyone who has not brought a book with them.” -Lemony Snicket
 “There is more treasure in books than in all the pirate’s loot in *Treasure Island*.” -Walt Disney
 “You don’t have to burn books to destroy a culture. Just get people to stop reading them.” -Ray Bradbury
 “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
 “To read without reflecting is like eating without digesting.” -Edmund Burke
 “If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.” -Chinese proverb
 “It is not good enough to have a good mind; the main thing is to use it well.” -Rene Descartes
 “Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read.” -Groucho Marx
 Docendo discimus. (Latin proverb: “By teaching, we learn.”)

Prerequisite(s): None

Co-requisite(s): None

Course Description

Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required

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 teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Advising Tip

Have you scheduled your RVE test? Students who need RVE for their program are encouraged to take it after completing the EDSE 503 course. Check your program plan or talk with your advisor to find out if you need RVE for your program.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion;
2. Application activities;
3. Large group, small group, and individual activities and assignments;
4. Video and other media supports;
5. Research and presentation activities;
6. Using assessments to guide learning;
7. Self-guided tutorial;
8. Electronic supplements and activities via Blackboard (Bb);
9. Reflection;
10. Self-assessment.

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. 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.
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 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, 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.
 7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Professional Standards

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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include:

- CEC Standard 1: Learner development and individual learning differences (InTASC 1,2);
- CEC Standard 3: Curricular Content Knowledge (InTASC 4,5);
- CEC Standard 4: Assessment (InTASC 6) &
- CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

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. 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 teacher candidates/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.

Required Textbooks

Berkeley & Barber. (2015). *Maximizing Effectiveness of Reading Comprehension Instruction in Diverse Classrooms* (1st ed.). Baltimore, MD: Brookes Publishing. ISBN 9781598573060

Fox, B.J. (2014). *Phonics & Word Study for the Teacher of Reading* (11th ed.). Boston, MA: Pearson. ISBN 9780132838092 (This is a workbook in which the candidate writes and the digital format may not be used for this class. Teacher candidates/students need to purchase a hard copy that has not been written in as teacher candidates/students will be required to write in the text.)

Jennings, Caldwell & Lerner. (2013). *Reading Problems: Assessment & Teaching Strategies* (7th ed.). Boston, MA: Pearson. ISBN 9780132837804

Recommended Textbooks

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

Required Resources and Readings

- “The Developmental Spelling Assessment”, a guide developed by the professor and posted on Bb (Course Content -> Additional Resources -> Developmental Spelling Assessment).
- The “Jennings Informal Reading Assessment”, posted on Bb (Course Content → Additional Resources 503 → Jennings Informal Reading Assessment) and retrievable at http://wps.ablongman.com/wps/media/objects/2688/2753469/Richek_AppD.pdf.
- UVA HotSheet 2 on phonological awareness, “Effective Practices for Phonological Awareness”, posted on Bb and retrievable from http://www.teachingld.org/hot_sheets.
- “Developmental Word Knowledge”, posted on Bb and retrievable from <http://ptgmedia.pearsoncmg.com/images/9780137035106/downloads/ch01.pdf>.
- For information on preparing presentations, see on Bb the guide, “Tips for Conducting Professional Development Presentations Asen and Glassnagel December 2015” (Course Content → Additional Resources 503 → Effective Presentations).
- The professor may assign additional required readings.

Additional Resources and Readings

A collection of recommended resources, including additional readings, is available on the course Blackboard site (Course Content → Additional Resources 503).

Course Performance Evaluation

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

Tk20 Performance-Based Assessment Submission Requirement

It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC, or other standards connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Assignment. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

The Council for the Accreditation of Educator Preparation (CAEP) Informal Reading Assessment Administration and Educational Assessment Report assignment for EDSE 503 requires the candidate to select a student with a disability with whom a comprehensive sequence of tasks will be implemented. These components represent excellent practices in assessment and data-based decision making to guide instruction. In this assignment, teacher candidates/students are required to demonstrate:

- Understanding of how exceptionalities may interact with development and learning, and
- Knowledge of evidence-based instructional strategies for advancing the learning of individuals with exceptionalities.

Informal Reading Assessment Administration and Educational Assessment Report (IRAA-EAR) assignment is standard to all sections of EDSE 503. See the syllabus section below, “Other Assignments, Requirements, Expectations, and Policies”. This assignment is discussed and skills are practiced in several class sessions. Samples of sections of the project report are brought to class each week and components may be posted on Bb as models/examples.

College Wide Common Assessment (TK20 submission required): N/A

Performance-based Common Assignments (No Tk20 submission required)

The following are assignments required in all sections of EDSE 503.

- Completion of the *self-directed*, programmed learning “fill in the blank” written response activities in the phonics text ("Fox book"). Note: There is a folder on the course Bb site that supports the use of the Fox book, including information on programmed learning, why writing notes by hand assists learnings, and resources for further exploration of content in the Fox book. (On Bb: Course Content → Additional Resources → Fox Book)
- Completion of the Fox book posttest.
- Completion of the course final exam. Failure to take the final exam by the end of the course will result in a deduction of 5 points from the final course grade.

See the syllabus section below, “Other Assignments, Requirements, Expectations, and Policies”.

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which teacher candidates/students may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. During the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor or the Field Experience Office online form to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Notes:

- It is highly recommended that a candidate does not select as the student subject a relative or child of a close friend.
- In EDSE 503-656:
 - Viewing the Field Experience Office (FEO) video and signing the online form are out of class assignments due by the 2nd class session.
 - Responding to the FEO directions and following through on FEO requirements are out of class responsibilities that are due per email communications from the FEO and/or in this syllabus.
- Forms are on the EDSE 503-656 course Bb site (Assignments → Field Experience).
- Failure to submit by stated due dates all field experience documentation, including verification of having watched the required video and completing surveys and logs, will result in:
 - A deduction of 2 points from the accumulated course points for each week of delinquency for each requirement and

- A grade of “Incomplete” if FEO requirements are not completed by the start of the last class session. In this case, the EDSE 503 course participant must obtain from the Field Experience Office and submit in writing to the professor acknowledgement that field experience requirements have been met before the professor will change the grade of Incomplete to a final grade.

Other Assignments, Requirements, Expectations, and Policies

For all course assignments:

- Assignment descriptions, directions, and rubrics posted on Blackboard are considered appendices to (and, therefore, part of) this syllabus.
- If the candidate wishes to receive accommodations, the candidate must work through and follow the procedures of the office of Disability Services (DS)--see the subsequent section in this syllabus, “GMU Policies and Resources for Students”. Accommodations cannot be provided without documentation from DS. Accommodations begin from the date of receipt by the professor of the documentation from DS.
- A candidate must demonstrate integrity and adherence to the honor code to earn points for course assignments. Violations result in a grade of zero (0) for the entire assignment.
- A candidate may not use projects, data, or material generated in or for and/or submitted for credit in another course or another section of EDSE 503. Violations result in a grade of zero (0) for the entire assignment and are considered in violation of the honor code.
- A candidate may not use projects, data, or material generated by another individual. This includes failure to appropriately cite resources used in course assignments. Violations result in a grade of zero (0) for the entire assignment and are considered in violation of the honor code.
- Teacher candidates/students at the graduate level are expected to write and speak with accuracy (grammar, spelling, other mechanics, form, structure, logical organization and flow, etc.) and at a conceptual level commensurate with advanced degree study. Assignment points are not awarded for meeting this requirement; however, points will be deducted from *any* assignment that does not reflect appropriate communication (oral and/or written)—that is, that fails to meet these expectations. The number of points deducted (up to 10 points per assignment) is per professor discretion and is based on the types and degrees of issues and errors demonstrated/observed. George Mason University provides writing assistance to teacher candidates/students through The Writing Center (<https://writingcenter.gmu.edu>).
- Use “person-first language” in class discussions and written assignments *except for the Informal Reading Assessment Administration and Educational Assessment Report (IRAA-EAR)*, which is written in third person, and unless otherwise noted/directed.
- In accordance with terminology choices in the disability community, strive to replace formerly used terms with currently preferred forms in oral and written communication. For example, use: “Intellectual Disabilities”; “Emotional Disabilities”; “student with disabilities” (SWD) rather than a “disabled student”.
- Use guidelines for language in APA journals, including information available at: <http://www.apastyle.org/manual/related/nonhandicapping-language.aspx>.
- APA format guidelines must be used for the presentation references. Answers to frequently asked questions about APA format guidelines may be found at <http://www.apastyle.org>.
- APA format guidelines are not used in educational reports and, therefore, are not applied to

the IRAA-EAR assignment. The professor, however, may request citation verification for any assignment submission and failure to provide such documentation may result in points deducted from the grade.

- All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted in the class schedule. Assignment submission includes posting all assignment components to Blackboard and, when required, bringing a print or electronically accessible (if appropriate) copy of the assignment to class on the due date. When an assignment is to be handed in at a class session, that assignment must be submitted to the professor in print/hard copy for the assignment parameters to be considered met. Work must be posted to Blackboard no later than 4:30 p.m. the day it is due to be considered “on time”. Please see the section on “Late Work” for additional information.
- Blackboard, in addition to providing resources and verifying the date and time of assignment submission, serves as a repository of candidate work.
- Only the file formats listed below are accepted for assignments.
 - Microsoft Office suite (e.g., Word; PowerPoint; Excel)
 - PDF
 - JPG/JPEG, GIF, or PNG
 - Macintosh supported video formats—those that can be imported into and viewed via QuickTime (e.g., .mov, MPEG files [.mp4, .m4v, .m4a, .mp3, .mpg], some WAV files)
- Do not submit .pub, SmartBoard, or Google Docs files. Convert these files to PDF. For consideration of other formats, please contact the professor.
- Most assignments must be composed on a computer (“typewritten”—which allows for ease of reading the submission). Exceptions include work samples created by the IRAA-EAR student subject, notes scribed by the teacher candidate/student during assessment administration, work in the Fox book, and in-class writing assignments (such as reflections).
- Name files as per the following protocols, unless otherwise specified in assignment directions.
 - Always start a file name with your surname. Capitalize only the first letter (e.g., for the candidate Rocket Raccoon, the file name begins with Raccoon).
 - If another candidate in the course section has the same last name, add your first initial (capitalized) following your surname (e.g., RaccoonR or Raccoon R).
 - If another candidate in the course section has the same last name and his/her first name begins with the same letter, add your first name (beginning with a capital letter) after your last name (e.g., RaccoonRocket or Raccoon Rocket).
 - You may alter the remaining words in the file name to shorten it BUT the file name must clearly identify the assignment, distinguishing it from any other assignment.
- Multiple instances of not following the file naming protocol may result in one (1) point deducted from the candidate’s final course points total for each incident of not adhering to the stated format.
- Note that graduate courses at the master’s level typically may require a time commitment for out of class work per week that equates to 3-4 hours per class session meeting hour (i.e., for EDSE 503-656, 12-16 hours per week). The time factor will fluctuate from week to week, depending on assignments.

Attendance and Participation

- Course participants register for cohort classes with an understanding that:

- The semester occurs within a compacted time frame;
- The time allocation for class sessions is extensive; and
- All work is to be completed within the cohort semester.
- Course participants also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements. Teacher candidates/students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.
- Teacher candidates/students, as adult learners and graduate students, are expected to be fully in attendance at each face-to-face class session (see the next bullet), exhibit professional dispositions at all times, and appropriately participate, which includes writing a class session “take away”. (See the subsequent section “Assignments” for directions on class session participation and “take away” reflective writing requirements.)
- Attendance includes:
 - Promptness—getting to class and back from breaks on time.
 - Class sessions start promptly at 4:30 p.m. and end at 8:30 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 8:30 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.
 - Being present for the full duration of class in the classroom and, as appropriate, other areas of course activity (except for break periods, which equal a total of 20 minutes per class session).
 - Participation, which implies demonstration of being psychologically and socially available to learn as well as coming to class prepared (having completed the required assignments).
- Participation considers the teacher candidate’s/student’s professional dispositions and level of engagement in class activities and includes, but is not limited to:
 - Preparing in advance for the session by completing assigned work on time (see the section below on “Late Work”) and having on hand/in class all materials required for the class session as per the course assignments/class schedule and professor communications.
 - Contributing thoughtfully and fully to class activities and discussions;
 - Listening to and being respectful of the ideas of others;
 - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence 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;
 - Self-assessing course work;
 - Using technology/electronics only to assist in current class tasks.
- The College of Education and Human Development expects teacher candidates/students to exhibit professional dispositions (<https://cehd.gmu.edu/teacher/professional-disposition>) and that teacher candidate/student demonstration of professional dispositions is part of the assessment process.

- Per professor judgment, use of electronics for activities not directly and/or appropriately applicable to the current class focus/activity is considered unprofessional behavior and a violation of the requirement to demonstrate professional dispositions. In particular, unless approved by the professor (e.g., for resources used during a team presentation), devices are not to be used in class for viewing or sending email, viewing or sending texts, for accessing the Internet, or for conducting conversations.
- For each instance of behavior that is not in keeping with professional participation behaviors and attitudes, including completing and bringing to class homework assignments and inappropriate use of electronics, 5 points will be deducted from the points accumulated in the course.
- Taking the final exam during the last class session is required. Please see the subsequent section on the final exam.

Absences (Partial or Non-attendance):

- Per the College of Education and Human Development attendance policy (<https://cehd.gmu.edu/pt/adjunct-grading>), “Students are expected to attend all classes, arrive on time, and stay until the end of class.” It is crucial to your mastery of course content to be present for class instruction (discussion, activities, presentations, etc.). By registering for the course, you are making a commitment to be present at all classes for the full duration of each session. If you are not able to commit to course attendance expectations, please discuss options with the professor and your academic advisor.
 - Please do not request permission to miss a class—you must make your own decision.
 - Course participants who are absent or who miss partial class time are responsible for the material covered, including assignment discussions, clarifications, and explanations. It is not the responsibility of the professor to provide substitute instruction for material presented in class sessions. If a teacher candidate/student is not present for part or all of a class session, assignments remain due as if in attendance and as outlined in the course syllabus. It is the teacher candidate’s/student’s responsibility to arrange with a colleague, not with the professor, for collection of materials and to promptly obtain from colleagues and discuss with them class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.
 - If a candidate misses more than 15 minutes per class session in 2 or more classes, 5 points will be deducted from the final point accumulation for each session for which attendance fell below the criterion level.
 - There may be extenuating circumstances—those that involve a critical situation (self; immediate family member) or job responsibilities of a serious nature. Within 5 days of the absence related to those circumstances that truly are extenuating, please discuss the situation with the professor (to include impact on course mastery and assignments, including due dates and date of course completion). The professor will require confirmation from a health care provider, assistive agency professional, and/or job supervisor and/or GMU academic advisor and/or the school division contact person (per the professor’s choice, regarding verification).

Late Work

An assignment is considered late if it is not submitted as outlined below.

- All assignments are required to be completed and submitted on time as per descriptions in the

syllabus and timelines posted in the class schedule. Assignment submission includes posting to Blackboard and, when required, bringing a print or electronically accessible (if appropriate) copy of the assignment to class on the due date. Work must be posted to Blackboard no later than 4:30 p.m. the day it is due to be considered “on time”.

- Submitting an assignment late does not alter the due dates of the other assignments.
- The professor does not provide feedback on late assignments. Strive to keep up with the assignment schedule to allow for appropriate formative evaluation and feedback from your professor and peers across the semester and to assist understanding of content addressed in class.
- For the course to be considered completed, the EDSE 503 CAEP Assessment – Informal Reading Case Study assignment must be submitted to Bb (Assessments → Tk20 EDSE Informal Reading). Bb may contain additional notations or similar notations that indicate the repository for the Tk20 assignment for EDSE 503 (determined by the CAEP Assessment administrators).
- For late submissions of assignments:
 - An assignment will not be considered completed until the work is posted to Blackboard.
 - As appropriate to the type of assignment, either 50% of the possible points for the assignment or 1 point per draft and/or subtest administration not submitted will be deducted from the total overall course point tally unless the professor has agreed, in advance of the set due date and time, to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade—that is, if a course participant does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment.
 - The earlier date that the assignment was received by the professor in hand as a print copy or posted on Blackboard will be considered the date submitted; however, the professor will read, but will not print out, work posted on Bb and, therefore, will not provide written feedback or grade work that has been submitted only electronically.
- The final exam must be completed by the end of the last class session to avoid a grade of “Incomplete” (IN). See below for further conditions.
- The CAEP Assessment Assignment – Informal Reading Case Study (IRAA-EAR) must be submitted by the start of the last class session to avoid a grade of “Incomplete” (IN). See below for further conditions.
- A candidate who verifies extenuating circumstances must arrange, through the professor, for a grade of “Incomplete” no later than the last class session for course completion. The teacher candidate must sign a GMU Incomplete Grade Contract, as provided by the professor.

Communication

- Please see the information on file names in the prior section, “Other Assignments, Requirements, Expectations, and Policies”.
- ***Your George Mason University email address and the professor’s George Mason University email address are the only email addresses that will be used for communication in this course, per university policy.*** Failing to check your Mason email does not relieve you of the responsibility to communicate via your George Mason University account. If you send email from an account other than your GMU account, the professor will respond ONLY to

your GMU email address.

- Check your GMU email account at least once per day and early enough on class meeting days to allow for appropriate response.
- Any course participant who experiences technical issues that interfere with course participation, receipt of course related email messages, and/or access to Blackboard has the responsibility to:
 - Contact the Information Technology Services (ITS) Support Center directly and immediately at 703-993-8870 and support@gmu.edu and
 - Inform the professor of technical issues and steps you have taken to resolve them and to stay abreast of course information communicated through email and Blackboard.
- When you send email to the professor, always put at the beginning of the subject line your full name and the entire course number, which includes the 3-digit section number/extension (e.g. Subject: Rocket Raccoon 503-656).
- When you send a text to the professor or leave a voice message, please state your full name and your course number (include the 3-digit section/extension number); for example, “This is Rocket Raccoon in 503-656.”
- The professor is not able to receive or respond to calls, voice mail, and/or email messages after 3:00 p.m. on class days until after class has ended.
- The professor tries to respond to communications within 24 hours (barring unforeseen events).
- See the previous guidelines stated in this syllabus regarding communicating appropriately.

Use of Course Participants’ Products

- All work by course participants may be shared in current and future courses and professional development led by Dr. Sheryl Asen. Author credit explicitly will be given to teacher candidate/student authors for their work unless an author wishes to remain anonymous.
- Teacher candidates/students may opt out of having their work shared or explicitly/publicly credited (that is, work may be shared but the author identification removed) by sending an email request to the professor’s GMU email account (sasen@gmu.edu; use the subject line “Opt Out [First name Last name] EDSE 503-656”; e.g., “Opt Out Rocket Raccoon EDSE 503-656”). Provide a specific request (e.g., may use work but not state authorship; may use only the reading case study; do not share my course products). Requests to opt out must be received by the last day of the course in which the teacher candidate/student is enrolled.

Grading Scale and Grade Record Keeping

Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are ***expected in all class sessions and interactions for a grade of B or better***. The professor may award + or – qualifiers based on work quality, effort, and bonus points accumulated/demonstrated throughout the semester.

Additional assignments are not created or offered by the professor in order to provide teacher candidates/ students with opportunities to earn additional course points.

90 – 100 points = A

86 – 89 points = B+

80 – 85 points = B

70 – 79 points = C

< 70 points = F

Blackboard is used to indicate which assignments were submitted on time. If quizzes are taken on Bb using the “tests” feature, scores are tabulated and displayed by Bb/electronically. Otherwise, Bb is not used to track course grades. Points earned are updated every week on EDSE 503 assignments and attendance record sheet, which is kept in the candidate’s course folder. It is the candidate’s responsibility to keep track of the accumulated earned points.

*Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own or with proper citations (see <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student’s program – a self-evaluation at the start of their program, and a university supervisor’s evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

Assignments

I. Class Session Reflective Writing (8% of final grade)

At the conclusion of each face-to-face class session each candidate composes a brief but *substantive* “take away” reflective statement relating something from that class session to professional practice. The statement starts by noting something you learned, were struck by, wish to know more about, will keep “on your radar”, will try with students, etc. The candidate then explains WHY the topic is of personal/professional importance (is of note). This is completed each week before leaving the class session. Teacher candidates/students are expected to follow the model provided by the professor. Points are awarded to only those comments that go beyond “retell” and truly are reflective, noting rationale(s) that explain why the candidate selected the topic.

II. Homework Assignments with Components to be Used in Class (5% of final grade)

- Oral Language Development Assignment
- Developmental Word Knowledge Assignment
- IRAA-EAR phase 1 draft and phase 2 testing behavior observations
- IRAA-EAR phase 3 draft

- IRAA-EAR phase 4 draft

III. Quizzes to Review Content (6% of final grade)

In preparation for the course final exam and the Reading for Virginia Educators (RVE) Elementary and Special Educators test, teacher candidates/students take six (6) quizzes. The goals of taking the quizzes are to:

- Review content addressed in class and through assignments and
- Practice for the course final and the RVE.

Corrective, informative feedback is built into the quizzes. These assessments are posted on Blackboard (Assignments → RVE Practice Question Sets). Each quiz is taken on Blackboard. The number of questions varies from quiz to quiz. Course participants receive a point for each quiz for which a score of 80% correct or greater is earned. (Calculate your score by dividing the number of correct responses by the number of total questions on a quiz.)

- Quizzes are made available the morning following the related topic presentation in class (see the class schedule).
- The first attempt must be completed per the due date noted for the assignment.
- Each quiz may be taken multiple times in order to achieve the criterion of 80% or greater that is required to earn a point.
- **All subsequent attempts, however, must have a lapse of at least 24 hours since the last attempt.** Otherwise, the score for the next attempt will be discarded.
- For course credit, all quizzes must be completed by the start of the last class session (though access is available for the “life” of the course Bb site).

IV. Topic Presentation (20% of final grade)

The purpose of the presentation and its activities is to assist class members in processing, reviewing, applying, and expanding the essential content of course readings and materials to literacy instruction.

The topic presentations emphasize:

- Key points for understanding the topic, including theoretical underpinnings, relevant terms, developmental stages, and how focus areas relate to other course topics;
- Characteristics of skilled/strategic learners and of unskilled/non-strategic learners (in the context of the topic);
- Instructional methods and strategies for teaching struggling readers in the area of focus; and
- Ways to monitor progress/assess student mastery.

All teacher candidates/students in the course are responsible for reading the course materials according to the class schedule. Additionally, each candidate participates in a group presentation focused on topics in the required readings. Topic leaders will assume classmates come to their presentation having exposure to material addressed through the assignments.

The team members work as a group to develop a presentation. Note that a presentation does not imply a required slideshow—but if one is included, please **do not use a Prezi**. A team may be assigned content other than that presented in course texts or assigned readings. Team members are expected to respond knowledgeably to classmate questions and comments that arise.

The professor will provide guidance to each team. To facilitate this, each team selects a member who serves as the contact person with the professor for presentation directions, answering questions, giving feedback, etc.

Time allocation is determined by the professor, depending on the size of the teams and on the topics. A rough calculation is that the team has a total amount of time equal to the number of members times 30-45 minutes.

The presentation includes providing a succinct team-created outline of key points that cohort colleagues can use as a study guide (a print out of the team's presentation slides, if used, is not a substitute). The professor will bring samples of acceptable/appropriate study guides to class and may require a specific outline format.

All materials should adhere to conventions for written language in general and for slideshows and other visuals. See resources cited in this syllabus and on Bb for information on effective presentations, especially the guide "Tips for Conducting Professional Development Presentations" (Bb: Course Content → Additional Resources → Effective Presentations). Source citations, as appropriate, should be noted in APA format.

All materials used in the presentation are due, posted to Bb, no later than 4:30 p.m. the day of the presentation. Submit *as separate files*:

- The PowerPoint (.ppt or .pptx), if used. The professor will convert the slideshow to PDF for sharing with classmates. If another slideshow format is used, convert the presentation to a PDF file and submit that file; however, be sure all URLs (e.g., for videos) are "live"/active—and if not, include a Word document with a list of all videos and associated URLs.
- The study guide as a Word document. The professor will convert the study guide to PDF for sharing with classmates.
- All other presentation handouts, collated into one PDF file. If handouts exceed 5 pages, include a cover sheet and a table of contents.

After the presentation, each team member *individually* evaluates the presentation by assigning points earned on the assessment rubric and citing evidence. The point allocations are reviewed, then confirmed or assigned otherwise by the professor. Additionally, each candidate on the team individually writes a reflection on:

- His/her choice of 2 concepts, skills, strategies, practices, etc. from the presentation's focus. For each topic selected for reflection, the candidate explores how that topic was extended or enriched for that individual through participation in this project (1 paragraph per each topic that is included in the reflection is sufficient). The focus is on the content presented, not on the experience of presenting and teaming, though the reflection may be extended to include these (for possible additional point allocation).
- His/her performance as a team member.
- The performance of teammates.

The assessment and reflective writing are considered by the professor when assigning grades. All evaluative materials are due in the corresponding Bb drop boxes by noon on the Sunday following the presentation.

V. Self-Guided Completion of Fox Text and Mastery of Fox Content (11%)

EDSE 503 teacher candidates/students in all sections of EDSE 503 are required to take the Fox pretest, complete the Fox self-instruction textbook (see below for details), and take the Fox posttest.

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a *self-instruction* tool to build and extend knowledge of phonics and structural analysis rules. Course participants must *independently complete all components* of the Fox (2014) self-instruction textbook outside of class and according to (or in advance of) the class schedule.

The pretest will be taken and scored as a homework assignment. Then teacher candidates/students *individually on their own and outside of class* work through the self-paced exercises in the textbook. The within-text exercise completion requires students to write as they read, which reinforces the phonics knowledge and skills they are reading about. For any part of the textbook to be considered complete, students must fill-in the blanks of all exercises (that is, *hand write* responses) as well as answer, in writing, the review questions at the end of sections.

To receive any credit for this activity, the pretest, all sections of the Fox text (Parts I through VIII) and corresponding exercises (such as reviews), and the posttest must be completed and the review exercise responses submitted to the Bb drop box. Points are allocated based on the student's completion of textbook exercises (up to 7 points) and score on the posttest (up to 4 points).

Notes:

- Weekly preparedness includes bringing to class the Fox book with sections completed (including responses to the built-in reviews) per the course calendar. If the assigned sections of the Fox book have not been completed, participation points for that class session may not be awarded per discretion of the professor.
- Points earned based on the Fox posttest will be awarded only after the professor verifies all components of the Fox book have been completed, which is done in class 9 or at the time the teacher candidate takes the Fox posttest.
- For information on the efficacy of the instructional structure of the Fox exercises as well as on certain concepts in the textbook, on Blackboard go to Course Content → Additional Resources 503 → Fox Book.
- A candidate who completes the Fox book ahead of the class schedule and who wishes to take the posttest prior class 9 may discuss options for doing so with the professor.

VI. **Final Exam:** Reading for Virginia Educators (RVE) “Mock” Assessment (potential to earn 5 bonus points; see points discussion below)

The final exam is a *requisite in-class exercise*. Teacher candidates/students in all sections of EDSE 503 are required to take the final exam during the last class session whether or not they have taken and passed the RVE. The final exam is a mock (simulated) RVE exam of 100 multiple-choice questions. The exam is similar in format and content to the RVE multiple-choice component. Teacher candidates/students usually take ~2 hours to complete this exam (time limit: 2.5 hours). The exam is scored in class by the candidate, who creates a record sheet that provides feedback on how the candidate performed on the topics tested (see the list below). The candidate submits the graded exam to the professor.

Final exam topics:

- Phonological and phonemic awareness
- Concepts of print and the alphabetic principles
- Role of phonics in reading development
- Word analysis skills and strategies
- Vocabulary development
- Reading comprehension skills and strategies for narrative/imaginative/literary texts
- Reading comprehension skills and strategies for informational/expository texts
- Formal and informal methods for assessing reading development
- Approaches to reading instruction

Notes:

- Five (5) bonus points are awarded for scores of 80% mastery or higher; points otherwise are not earned for this in class activity that provides teacher candidates/students with information on the level of preparedness for taking the RVE.
- Failure to take the final exam by the end of the course will result in:
 - A deduction of 5 points from the final course grade and
 - A grade of “Incomplete”, as taking the final exam is a course requirement.
- The EDSE 503 final exam does not replace/count as the official RVE test.
- An in-class activity (class 9) will focus on responding to short answer/open ended prompts, which is a component of the RVE exam.

VII. **CAEP Assessment Assignment: Informal Reading Assessment Administration and Educational Assessment Report (IRAA-EAR) (50% of final grade)**

The EDSE 503 candidate implements a comprehensive sequence of tasks representing exemplary practices in reading assessment.

An introductory description is provided in the preceding section, “Assignments and/or Examinations, Performance-based Assessment (Tk20 submission required)”. The full CAEP Assessment assignment guidelines, directions, support materials, Tk20 rubric, and course assessment rubric for earning points for this assignment are posted on the course Bb site (Assignments → CAEP Assessment Assignment: Informal Reading Case Study). The course rubric and report outline, as well as the Tk20 rubric, are in this document under Appendices.

Through this project, teacher candidates/students acquire and practice literacy informal assessment skills and apply knowledge about literacy development (assessment administration and analysis) to educational report writing. It is not written as an academic paper and, therefore, does not include reference citations or a reference list. As an educational report, the IRAA-EAR is written in third person and is single spaced. It is written as a formal document for school records and as such, the audience includes both family members and educators.

The project requires the course participant to select and work with a student subject. For candidate success in meeting learning targets, the professor ***requires that the candidate choose a student subject:***

- who is ***in grade 2 through grade 12***
- who has a ***reading difficulty, disorder, or delay***
- who ***currently is reading connected text:***
 - at a ***minimum*** at the ***instructional level of the beginning of 2nd grade*** (e.g., DRA 18; guided reading level J; SRI 300) ***or,***
 - to the best of the candidate's knowledge, reads ***no higher than*** at the ***instructional level of grade 7.***

These parameters are set to ensure the candidate will be able to administer all components of the required assessments. It is possible that failure to select an appropriate student subject will result in a grade of Incomplete and the selection and testing of a different student.

Note: It is highly recommended that a candidate does not select as the student subject a relative or child of a close friend.

The Informal Reading Assessment Administration and Educational Assessment Report (IRAA-EAR) assignment product is a report composed by the EDSE 503 candidate. The IRAA-EAR is discussed and skills practiced in several class sessions.

The processes include:

- Collecting and summarizing student demographic information, background information relevant to literacy functioning, oral language development, and present levels of performance that are significant to reading and writing development.
- Administering, summarizing results, and analyzing implications of 2 informal assessments:
 - The Jennings Informal Reading Assessment (JIRA), the following components for which administration, scoring, and analysis required:
 - Word recognition accuracy of words in isolation on grade level lists
 - Oral reading probes of narrative text to yield
 - In context word recognition accuracy measures, fluency rates, and prosody data
 - Literal and inferential comprehension data
 - Silent reading probes of narrative grade level text (rate; literal and inferential comprehension)
 - The Developmental Spelling Assessment (DSA), which identifies stage(s) of orthographic understandings (the conventions of spelling).
- Recommending, with rationales based on the findings of the JIRA and DSA assessments:
 - 2 additional areas for further literacy testing,

- accommodations related to developing and practicing literacy skills, if appropriate to the assessment results and student subject’s current school functioning as reported, and
- instruction, to include specific age-appropriate, evidence-based practices and strategies (though not named/identified programs, such as LANGUAGE! Live – Literacy Intervention Program, READ 180, Foundations).

Notes:

- Examples of the report are not posted on Blackboard; however, project reports that serve as models are brought to class each week. These models remain with the professor. They are not to be taken home and are not lent out nor may they be photographed. If any sample reports are found to be missing from the collection of models, the professor will discontinue bringing examples to class.
- Components of this project in draft form have varying due dates, outlined in the class schedule. Drafts are brought to class for peer review and feedback.
- The professor provides individualized instructive feedback on assessment administration and scoring. The professor does not review and provide feedback on written components of the report. Teacher candidates/students have access to the project rubric, and extensive and detailed “check yourself” checklist, and the George Mason University Writing Center (<https://writingcenter.gmu.edu>).
- The final version of the report compiles all components into a final single document or as two documents—the body of the report and a document of appendices. Appendices *must* include legible copies of *all* testing. The project is submitted:
 - In print copy (report and appendices, including all testing documents) at the last class session
 - Electronically on Blackboard
 - To Tk20, under Assessments
 - To the project drop box, under Assignments

Class Schedule

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

The weekly class schedule is presented at the end of this document, after the rubric for the EDSE 503 CAEP Assessment Assignment. The course syllabus is dynamic—the syllabus and/or class schedule may change according to teacher candidate/student needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is cancelled due to school closings, including an optional make-up session; change in assignments; change in due dates). The professor reserves the right to alter the schedule as necessary, with notification to teacher candidates/students.

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
- On the course Blackboard site, under Course Content → Additional Resources, the first folder is “GMU Resources for Students”.

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

Appendices

Assessment Rubrics

The IRAA-EAR (reading report) outline and rubrics on the following pages are for the EDSE 503 CAEP Assessment Assignment: Informal Reading Assessment Administration and Educational Assessment Report. The Tk20 Performance-based Assessment Rubric also is included in this syllabus. All other assignment rubrics are provided on Blackboard (Assignments → Course Rubrics) and are considered appendices to this syllabus.

Appendix: Outline for the IRAA-EAR (Reading Report)

Pseudonym:		
Grade:	DOB:	Age at Testing:
Disability/Reason for Concern:		
Dates of Testing:		
Evaluator Name:		
Evaluator Title:		

Reason for Referral/Testing

Student Background

- Introduction to the Student
- Home/Family Environment
- Developmental History
- Academic History
- Social History

Oral Language Development

- Receptive Oral Language
- Expressive Oral Language
- Impact of Oral Language Abilities on Literacy Skills

Present Levels of Performance

- Decoding
- Spelling
- Fluency
- Comprehension
- Vocabulary
- Written Language Expression

Behavioral Observations During Testing

Tests Administered: Descriptions, Results, Analyses

- Developmental Spelling Assessment (DSA)
 - Description of the Assessment
 - Results
 - Analysis
- Jennings Informal Reading Assessment (JIRA)
 - Description of the Assessment
 - Results
 - Analysis

Summary

Recommendations

- Accommodations
- Instruction
- Additional Assessments

Respectfully Submitted By

- | | |
|--------------|-------|
| Printed Name | Title |
| Signature | Date |

Disclaimer: This report is to be used for course requirements only. It should not be placed in a student’s official file nor used to make decisions about a student’s educational services.

Appendices – Assessment Documentation

Appendix: Rubric for EDSE 503 CAEP Assignment: Informal Reading Assessment Administration and Educational Assessment Report (50 points)

Note:

- The EDSE 503 educator must work with a school-aged student with mild disabilities who accesses the general education curriculum and at the start of the project reads instructionally at level 2 or higher and, if possible, does not read instructionally above level 7 as determined by school records.
- All assessments used in this project must be conducted and analyzed by the EDSE 503 candidate and administered after the beginning of the course.
- This assignment requires a report format that targets multiple audiences: family members, teachers, and other educational professionals. The EDSE 503 candidate is expected to write an appropriate educational report in a professional manner that reflects conception and mechanics expected of graduate students and school professionals. Points are not awarded for these skills; however, per the syllabus, points will be deducted if writing expectations are not met.

Phase 1	7 points	Pts.
Leading Table Points are not awarded; however, omission will result in deduction of points.		Y/N
<p>Reason for Referral and Student Background Gives basic demographic information in a leading table (template provided). States the reason the student is being assessed. Introduces the student. Notes special needs identification(s) and program placements. Describes only background information that is significant to reading and writing development. Includes, when appropriate, the effects of the student’s cultural and linguistic background on literacy development.</p>		1
<p>Current Oral Language Functioning Discusses the student’s: receptive oral language abilities and how s/he compares to peers/typical development; expressive oral language abilities and how s/he compares to peers/typical development; and influences of oral language on the student’s performance in reading, spelling, and writing.</p>		3
<p>Present Levels of Academic Performance States, for each area noted below, the student’s current academic performance as a grade level equivalent and/or as a developmental stage that compare the student to typically developing peers. When possible, include specific skills mastered as of the current semester. Notes the sources for the data (e.g., teacher interview; teacher observation; classwork; specific informal or formal testing prior to the assessments conducted for this report) and current time frames for the data (e.g., September 2019; Fall 2019 semester).</p> <ul style="list-style-type: none"> • Decoding (as appropriate, include: phonological awareness; phonics skills) • Spelling (as appropriate, include application of phonics skills and structural analysis applied to spelling) • Fluency (oral reading within passage word recognition accuracy; prosody) • Comprehension (include comprehension for both oral and silent reading, for both narrative and informational text, for both literal and inferential questions, and use of strategies for comprehending) • Vocabulary (Note: oral language receptive and expressive vocabulary are discussed in the above section on current oral language functioning; focuses on the relationship to reading comprehension, use in writing, and as appropriate, includes context and structural analysis for figuring out word meaning) • Written language expression (include abilities in steps in the writing process, level of expressive written vocabulary, and skills in editing/mechanics). 		3

Phase 2	13 points	Pts.
Behavioral Observations During Testing Discusses the student’s behaviors during testing sessions (actions and statements that provide insights into the student’s approach to the testing). Notes observations about the testing environment (e.g., 1:1 interaction) that may influence the student’s behavior during testing.		1
Required Assessments: Administration and Scoring To receive credit, the candidate adheres to the guidelines for student subject selection. Legible copies of all administered assessments must be submitted in appendices and labeled as described in the “Check Yourself: What to Include” guidelines to receive credit. Failure to submit testing documents will result in deduction of up to 5 points per missing testing item. Administers correctly and scores and writes accurately and legibly on testing forms the results of the following assessments: <ul style="list-style-type: none"> • The Developmental Spelling Assessment (DSA); includes screening inventory and administering all appropriate stages as per DSA guidelines • The Jennings Informal Reading Assessment (JIRA); includes for all appropriate levels per JIRA guidelines for: word recognition accuracy in isolation; word recognition accuracy in context; running records (notations, correct words per minute [CWPM] oral reading rates, prosody notes); oral passage background information checks; oral passage comprehension responses; silent passage background information checks; silent passage reading rates; silent passage comprehension checks. (Note: The retell portion of the JIRA is not required for this project.) Administers all subtests to identify, as possible, the independent, instructional, and frustration levels for all individual components of the JIRA. 		Y/N
		4
		8

Phase 3	21 points	Pts.
Reading and Writing Development Assessments: Descriptions, Results, and Analyses Developmental Spelling Assessment: <ul style="list-style-type: none"> ▪ Provides a general description of the DSA. This includes what the assessment measures, what type information can be obtained, and terminology related to understanding the assessment. Note: Points will be deducted if the report description provides specific steps of administration and/or specific test items are disclosed. ▪ States the results for each subtest administered and provides the required data tables with accurate displays of the results from the DSA administration. ▪ Analyzes the results, focusing on the specific strengths and difficulties for the student. For stages and associated features administered, the analysis includes discussing levels of mastery and implications for instruction. The student’s spelling development is compared to that of typically developing peers. Jennings Informal Reading Assessment: <ul style="list-style-type: none"> ▪ Provides a general description of the JIRA. This includes what the assessment measures, what type information can be obtained, and terminology related to understanding the assessment. Note: Points will be deducted if the report description provides specific steps of administration and/or specific test items are disclosed. 		3
		1
		4
		3
		1

<ul style="list-style-type: none"> ▪ States the results of each individual component of the JIRA and of the overall functioning, which are needed to identify the independent, instructional, and frustration levels. Provides the required data tables with accurate displays of the results from the JIRA administration. ▪ Analyzes the results, focusing on the specific strengths and difficulties for the student and includes a statement regarding the degree of area of concern. Analysis includes strengths and weaknesses in decoding (incorporating miscue analyses), oral reading fluency, and oral and silent reading comprehension. The student’s development in all components assessed is compared to that of typically developing peers. Implications for instruction are discussed. 	8	
<p>Summary</p> <p>Writes a concise summary statement based upon the assessments administered that succinctly, notes for each assessment, the student’s performance and how the measures compare to peer/age/grade level expectations, the overall strengths of the student per the assessment results, and the overall areas of need per the assessment results.</p>	1	
Phase 4	9 points	Pts.
Recommendations of Specific Evidence-Based Strategies and Practices for Instruction		
<ul style="list-style-type: none"> ▪ States, based on the results of the assessments conducted for this report, if accommodations are recommended. If so, notes specific accommodations for specific areas of need and/or tasks and provides justification that is based on the results of the assessments administered. 	1	
<ul style="list-style-type: none"> ▪ Discusses explicit instruction by explaining what it is and its importance to the instructional plan. 	1	
<ul style="list-style-type: none"> ▪ Recommends at least 5 specific instructional (not behavioral) strategies for classroom implementation. Each instructional strategy/practice is correctly and specifically correlated to one or more of the areas of need and all areas of need identified in the report are addressed among the recommendations. Each recommendation is: evidence-based; grade/age appropriate; when possible and appropriate addresses the student’s cultural and/or interests. Note: Do <i>not</i> identify educational setting <i>placements</i> or specific reading/language arts <i>programs and materials</i> that a school would need to purchase. Such references will result in deduction of points. ▪ Extra credit may be earned by recommending additional, appropriate instructional strategies. 	5	
Supplemental Assessments Recommendations		
<ul style="list-style-type: none"> ▪ Identifies 2 specific areas of literacy development where additional assessment would assist in further understanding this student’s current functioning. Provides a rationale for selecting each area, which includes the type of information the assessment would provide and the relevance to the student subject. Note: Do <i>not</i> identify a specific assessment; instead, describe the focus and purpose of the assessment. ▪ Extra credit may be earned by recommending additional, appropriate areas for further assessment with rationales. 	2	
Signature and Disclaimer		
<p>Note: Points are not awarded; however, omission of the signature, date, and disclaimer will result in deduction of points.</p> <ul style="list-style-type: none"> ▪ Signs and dates the report. ▪ Includes the disclaimer, “This report is to be used for course requirements only. It should not be placed in a student’s official file nor used to make decisions about a student’s educational services.” 	Y/N	

Appendix: EDSE 503 CAEP/Tk20 Rubric

EDSE 503 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Student Background and Oral Language Development CEC/IGC Standard 1 Candidate understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate omits OR provides a partial description of the student’s demographic and background information making it difficult to understand the characteristics of the learner’s exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student inclusive of the educational implications of the characteristics of the learner’s exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences on growth and development. • Candidate discusses the student’s oral language development relative to typical language development. 	<ul style="list-style-type: none"> • Candidate discusses the demographic and background information related to the target student and directly links the educational implications of the characteristics of the learner’s exceptionalities and other language issues significant to reading, writing and language development and the effects of cultural and linguistic differences to growth and development. • Candidate discusses the student’s oral language development and present levels of performance relative to typical language development.
<p>Reading and Writing Development CEC/IGC Standard 4 Candidate uses multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate incorrectly administers and/or scores the results of the informal reading inventory OR an informal spelling assessment. • Candidate fails to select/develop, modify, and/or implement a curriculum-based assessment in an area of student weakness. 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores the results of the informal reading inventory and an informal spelling assessment. • Candidate selects/develops, modifies, and implements a curriculum-based assessment in an area of student weakness. 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores the results of the informal reading inventory and an informal spelling assessment. • Candidate develops and implements an appropriate curriculum-based assessment in an area of student weakness. Candidate accurately interprets results relative to typical student development.

EDSE 503 CAEP Assessment	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Assessment Report with Recommendations</p> <p>CEC/IGC Standards 4 & 5</p> <p>Candidate uses multiple methods of assessment and data sources in making educational decisions. Candidate selects, adapts, and uses a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • Candidate attempts to analyze the results of all informal assessments and present recommendations for individualized literacy instruction based on administered assessments but the evaluation is grounded in opinion not learner data. 	<ul style="list-style-type: none"> • Candidate analyzes the results of all informal assessments and presents recommendations for individualized literacy instruction based on administered assessments and a repertoire of evidence-based instructional strategies to recommend specialized instructional strategies appropriate to the abilities and needs of the learner with an exceptionality. • Candidate uses assessment information to identify supports and adaptations required for the learner with an exceptionality to access the general curriculum and to promote positive learning results in general and special curricula. 	<ul style="list-style-type: none"> • Candidate analyzes the results of all informal assessments and presents recommendations for individualized literacy instruction based on administered assessments and a repertoire of evidence-based practices to recommend specialized instructional strategies appropriate to the abilities and needs of the individual with an exceptionality. • Candidate uses assessment information to identify supports and adaptations required for the learner with exceptional learning needs to access the general curriculum and to promote positive learning results in general and special curricula. • Candidate offers recommendations based on evidence-based practices which have been validated for the specific characteristics of the learner and setting in order to enhance language development, teach communication skills and support and enhance the communication skills (oral and written language) of the learner with an exceptionality.

Appendix: EDSE 503-656 Class schedule

- The course syllabus is dynamic—it may change according to teacher candidate/student needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is cancelled due to school closings, including an optional make-up session; change in assignments; change in due dates).
- Bring your 3 course texts to each class session. Bring DSA and JIRA materials as noted.
- ***For all DSA and JIRA testing, make copies of the original testing papers. Score and submit legible copies—keep the originals, without scoring, as archival copies.***

Class #	Topics for Class This Week	Assignments for the Next Class (Homework)
Class 1 9/11/19	<ul style="list-style-type: none"> • Big ideas about literacy; the braid of literacy • Course Overview / Syllabus, including: <ul style="list-style-type: none"> ○ Assignment details and course assessments ○ Preview of texts and reading assignments ○ Field experience video ○ Topics & Teams • National Reading Panel (NRP), five domains of reading, and reading models • Phonics and Word Study: Why study this? What do I currently know? Fox book assignment. • Introduction to the Developmental Spelling Assessment (DSA) 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> • Read the course syllabus. • Really: read the course syllabus. You are responsible for being familiar with all course expectations and assignments. • Explore the course Blackboard site. Pay particular attention to the Assignments folder. Know where things are! You are responsible for being familiar with information and resources—and where on Bb to find them. • Reading Problems (RP) text: read Chapter 1 Overview of Reading and Reading Problems, pages 11-14 (Key Elements of Teaching Reading) • Maximizing Effectiveness (ME) text: read Chapter 1 What Is Comprehension? pages 1-3 • RP text: <ul style="list-style-type: none"> ○ Read Chapter 1, p. 11-14 (Key Elements of Teaching Reading) • Fox book: <ul style="list-style-type: none"> ○ Take the pretest and complete, then post to Bb, the correlation sheet. Bring to class the two pretest scores. ○ Read and complete pages 11-25. You must write by hand in your Fox book your responses to each prompt on every page. This includes the responses to review 1. Post your review answers to Bb (e.g., a photo; scanned copy). Bring your book to class each week. • Print out (single sided) and place in a 3-ring binder the Developmental Spelling Assessment (DSA) test; Bb under Course Content → Additional Resources 503—the 2nd folder focuses on the DSA; the 1st file is the test). Bring the binder to class. Read the DSA directions. Some of the administration procedures and all of the scoring processes are tricky!!! Come to class knowledgeable about the DSA. • Print out (single sided) and place in a 3-ring binder the Jennings Informal Reading Assessment (JIRA; on Bb under Course Content → Additional Resources 503—the 3rd folder focuses on the JIRA). Preview the assessment. Bring the binder to class. • Print out and preview the Jennings Informal Reading Assessment. • Think about who you will select as your field experience student subject <i>using guidelines in the syllabus</i> and discussed in class. • View the Field Experience video (Assignments → Field Experience). After viewing the video, sign the online form. <i>Due date: 9/18/19 before class.</i>

Class #	Topics for Class This Week	Assignments for the Next Class
Class 2 9/18/19	<ul style="list-style-type: none"> •What are the differences between speech and language? •Early language and meaningful differences •Getting ready for the TTAC oral language development modules (parts 1, 2, and 3) •More about the National Reading Panel (NRP), five domains of reading, and reading models •Assessment continuum •DSA practice and scoring •Behavioral observations during testing •Introduction to the Jennings Informal Reading Assessment (JIRA) 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> •Complete the TTAC Oral Language Development Modules Assignment (posted on Bb; all 3 modules are required). <i>Notes:</i> <ul style="list-style-type: none"> ○ Read the assignment directions carefully <i>to the end</i>. There are several options to pursue <i>in case you run into technical issues and, if you find these too challenging, there is a solution in the assignment for completing the modules and printing certificates.</i> ○ The modules’ content is repeated in some readings. Complete the TTAC modules assignment first. Then skim the familiar content in the texts for review. •ME text: Chapter 1 <ul style="list-style-type: none"> ○ Skim p. 4-9 and p. 14- 15, including Text Box 1.1 and Text Box 1.4 ○ Read p. 10-13; 15-19 •RP text: <ul style="list-style-type: none"> ○ Skim Chapter 2, p. 30-34 (Language Factors) ○ Read Chapter 14 Literacy Instruction for Diverse Learners p. 369 – 374 •Administer the DSA to your case study student <i>using the testing materials</i>. Take notes on your observations of student behaviors during testing. Make copies of the tests and <i>score the copies</i>—leave the originals “as is”. Upload your legible scored copies to Bb. Bring the “hard” scored copies to class to use in activities and to hand in. •RP text Chapter 5 Administering an Informal Reading Inventory, p. 93-109 (stop at Combining Oral and Silent Levels...). <i>As you read</i>, refer to the Jennings IRA correlated sections and use the JIRA procedures PDF document on Bb that is a companion to the RP text Chapter 5 as a guide. For next class you’ll be reading through information on administering and scoring the word lists and oral reading passages. Bring to the next class a printout of the Jennings IRA in a loose-leaf binder. •Fox book: Read and complete p. 29-62, including reviews 2-6. Post your review responses to Bb. •Complete the Field Experience Office (FEO) requirement of submitting the online form indicating how your field experience will be arranged. The link will be in email from the FEO and is on Bb. Due date: 9/25/19 before class.
Class 3 9/25/19	<ul style="list-style-type: none"> •Oral language rubrics / developmental scales •Phonological awareness, phonemic awareness, and phonics •JIRA testing and scoring: word lists; introduction to oral reading running records, prosody, and rate 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> • Administer the JIRA word lists; write on the word lists the level (IND, INSTR, or FRUS) and on the level where oral passage testing will start. • Read in the RP text: <ul style="list-style-type: none"> ○ Chapter 5 Administering an Informal Reading Inventory, p. 93 – 111 (stop at Using Miscue Analysis.); p. 115 (Determining the Nature of Comprehension) to 120 (top) <li style="padding-left: 40px;"><i>As you read</i>, refer to the Jennings IRA correlated sections and use the procedures PDF document on Bb as a guide through information on administering and scoring the oral reading passages. Bring a printout of the Jennings IRA in a loose-leaf binder. ○ Chapter 9 Improving Word Knowledge: Fluency, p. 201-206 • Read in the RP text: Chapter 7 Early Literacy. •Read the UVA HotSheet “Effective Practices for Phonological Awareness” (on Bb). • Fox book: Read and complete p. 62-91, including recap I and reviews 7-12. Post your review responses to Bb. • Due on Bb and in hard copy, your scored DSA testing, including the data tables. • Due on Bb and in hard copy, your scored JIRA word lists

Class #	Topics for Class This Week	Assignments for the Next Class
Class 4 10/2/19	<ul style="list-style-type: none"> • Early Literacy • JIRA testing and scoring: oral reading comprehension; silent reading comprehension and rate; total combined reading levels (“What else do you know?”) • Using the JIRA for retell and listening comprehension (<i>not required for the IRAA-EAR project</i>) • Starting to write the IRAA-EAR: student background – using RP text chapters 2 & 3 and what you already know about case studies (from EDSE 540) • Educational reporting • Preparing for the RVE 	Readings and assignments by class 5 timeline (10/9/19): <ul style="list-style-type: none"> • Read in the RP text Chapter 5 Administering an Informal Reading Inventory: p. 111 (from Using Miscue Analysis) – p. 115 • Take the RVE Practice Quiz – Question Set 1 • Educational report writing assignment, part 1 • RP text: <ul style="list-style-type: none"> ○ Skim for review: Chapter 2 Factors Associated with Reading Problems ○ Skim for review: Chapter 3 Gathering Data to Develop Students’ Literacy Profiles ○ Skim for review: Chapter 14, p. 376-377 Adolescents with Reading Problems • Due <i>in 2 weeks (10/16/19)</i> on Bb and in hard copy (bring to class), your scored <i>copies</i> of the JIRA oral and silent passage testing and all data tables.
Class 5 10/9/19	<p><i>Class does not meet face-to-face this week.</i> The following are assignments due 10/16/19 (postings to Bb are due by 4:30p). These assignments combine “in class” and “out of class” (homework) assignments. Directions, when needed, are on Blackboard.</p> <ul style="list-style-type: none"> • Educational report writing assignment, part 2 • Oral language assignment, part 2 • Read in RP text: <ul style="list-style-type: none"> ○ Chapter 8 Improving Word Knowledge: Word Recognition ○ Chapter 15, p. 390-396 • Developmental Word Knowledge Assignment (on Bb) • Fox book: Read and complete p. 92-126, including reviews 13-17. Post your review responses to Bb • Fox book: Read and complete p. 126-155, including recap II and reviews 18-20. Post your review responses to Bb. • Due on Bb and bring to class a draft of your IRAA-EAR phase 1 and observation of testing behaviors. • Due on Bb and in hard copy to hand in, your scored JIRA oral and silent passage testing and all data tables. 	
Class 6 10/16/19	<ul style="list-style-type: none"> • Improving Word Knowledge: Word Recognition and Fluency • Developmental Word Knowledge • Miscue analysis • IRAA-EAR project: educational report writing; peer review of draft of phase 1 and testing behavior • Fox: key points and progress check 	Readings and assignments for the next class: <ul style="list-style-type: none"> • Take the RVE Practice Quiz – Question Set 2 • Read in the ME text Chapter 3 Teach Vocabulary • Read in the RP text Chapter 10 Vocabulary Development and Listening Comprehension • Read in the ME text: <ul style="list-style-type: none"> ○ Chapter 2 Basic Reading Skills ○ Chapter 4 Teach to Activate Students’ Prior Knowledge and Help Them Make Connections ○ Chapter 7 Reading Strategically • Read in the RP text: <ul style="list-style-type: none"> ○ Chapter 11 Comprehension of Narrative Text ○ Chapter 5, Administering an Informal Reading Inventory, p. 109-111 (up to Using Miscue Analysis etc.); p. 115 (start at Determining the Nature of Comprehension) - 124 • Fox book: Read and complete p. 157-192, including recap III and reviews 21-23. Post review responses to Bb. • Work on your drafts of IRAA-EAR phase 3 (explaining assessments, reporting data, and analyzing results; summarizing overall strengths and needs per the testing).
Class #	Topics for Class This Week	Assignments for the Next Class

<p>Class 7 10/23/19</p>	<ul style="list-style-type: none"> •Vocabulary Development, Teaching Vocabulary, and Listening Comprehension •Reading Strategically; Comprehension of Narrative Text; Activating Prior Knowledge/Making Connections •Fox: key points and progress check 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> •Read in RP text: <ul style="list-style-type: none"> ○ Chapter 12 Comprehension of Informational Text ○ Review Chapter 5, p. 119-120 Levels of Questions ○ Review Chapter 5, p. 121-124 Combining IRI Assessment with Think-Alouds •Read in ME text <ul style="list-style-type: none"> ○ Chapter 5 Ask and Answer Questions ○ Chapter 6 Recognize Text Structures ○ Chapter 8 Motivation and the Struggling Reader •Take the RVE Practice Quiz – Question Set 3 •Take the RVE Practice Quiz – Question Set 4 •Fox book: Read and complete p. 193-220, including recap IV and reviews 24-26. Post your review responses to Bb. •Work on your draft of IRAA-EAR phase 3 (explaining assessments, reporting data, and analyzing results; summarizing overall strengths and needs per the testing). Post your draft to Bb and bring a printed copy to class to share with a colleague.
<p>Class 8 10/30/19</p>	<ul style="list-style-type: none"> •Comprehension of Informational Text; Ask and Answer Questions; Recognizing Text Structures •Peer share/review: IRAA-EAR phase 3 •Discussion: IRAA-EAR phase 4 •Reluctant and struggling readers •Fox: <ul style="list-style-type: none"> ○ Key points and progress check ○ Preparing for the posttest 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> •Chapter 5, Administering an Informal Reading Inventory, p. 121-124 •Take the RVE Practice Quiz – Question Set 5 •Fox book: Study for the in-class posttest. Review the Fox book. Practice for the test by taking the Fox posttest in the book. Use the correlations of questions to the pages on which the content is presented to review topics as necessary. The in-class posttest will not include the Fox book posttest sections II and VI. •Review the Fox book. Use the correlations of questions to the pages on which the content is presented to review topics as necessary. Practice for the test in class 8 by taking the Fox posttest in the book. The in-class posttest will not include the Fox book posttest sections II and VI. •Work on your draft of IRAA-EAR phase 4 (accommodations; explicit instruction recommendation; recommendations for specific instructional strategies tied to DSA and JIRA testing results; recommendations for further literacy testing). Post your draft to Bb and bring a printed copy to class to share with a colleague.
<p>Class 9 11/6/19</p>	<ul style="list-style-type: none"> •Presentation: Integrating Reading and Writing •RVE practice – open response questions •Peer share/review: IRAA-EAR phase 4 •Fox posttest and self-check 	<p>Readings and assignments for the next class:</p> <ul style="list-style-type: none"> •Take the RVE Practice Quiz – Question Set 6 •Study for the final exam. •Bring to class a printed copy of the final version of the full IRAA-EAR (all components in one document with testing in appendices) •By the start of class 10 (4:30 p.m. on 11/13/19) the IRAA-EAR must be posted to the Tk20 folder (Assessments) and in the Bb drop box. •FEO requirements: <ul style="list-style-type: none"> ○ Respond to the survey per the email from the FEO. ○ Submit the field experience log on Bb •Bring to class to read aloud a selection (a quote or poem or short passage) that is personally meaningful.
<p>Class 20 11/13/19</p>	<ul style="list-style-type: none"> •Parting thoughts (including the course evaluation) •Final exam •Celebrate your growth! Wahoo! Yay, you! 	