

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION
Syllabus for EDSE 503 5S1: Language Development and Reading

Fall 2005

Tuesday, 4:30 to 7:10

Irving Middle School, Room 138

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COURSE DESCRIPTION:

Prerequisites: none

Course description from university catalog: Provides in-depth coverage of reading instruction for students with special needs. Topics include language development and emergent literacy skills, reading sub-skills including auditory discrimination and phonemic awareness, decoding and word reading, reading comprehension, and use of technological advances in the teaching of reading.

Objectives/Competencies

This course is designed to enable students to:

- Describe language development and emergent literacy skills.
- Describe the theories and stages of normal language development.
- Describe the nature, function, and rules of language.
- Describe disorders and deviations in language and related areas.
- Demonstrate an understanding of components of literacy acquisition, including sound/symbol relationships, explicit phonics instruction, syllables, phonemes, and morphemes.
- Demonstrate an understanding of how syntax and semantics interact in the construction of meaning in literacy and its relationship to reading comprehension.
- Demonstrate an understanding of the relationship of on-going assessment and the planning of reading instruction.
- Describe the elements of balanced reading instruction.
- Demonstrate knowledge of best practices and strategies in reading instruction for students with learning and emotional disabilities.

PROFESSIONAL STANDARDS

Course's Relationship to Program Goals and Professional Organization

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 Emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for language development and emerging literacy for individuals with emotional disturbances and learning disabilities.

The CEC Standards are listed on the following web site:

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

The CEC standards that will be addressed in this class include some of the following:

CEC Standard 4 - Instructional Strategies

Skills:

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

CEC Standard 6 - Language

Knowledge:

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

Skills:

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

NATURE OF COURSE DELIVERY

Learning activities include the following:

- Instructor lecture, to include explicit instruction using demonstration and modeling, and implicit instruction by setting up learning experiences that build on graduate students' background knowledge and skills.
- Student participation (e.g., discussion, demonstration, inquiry) in small group and cooperative learning activities, including analysis of students with language and reading deficits as depicted in scenarios (e.g., review of cases).
- Review and expansion of material read in preparation for course sessions.
- Student self-assessment of progress throughout the course.
- Access and analyze materials and resources using a variety of medium, including Blackboard, web-based resources, and professional journals.
- Examine curricular materials and analyze student learning deficits, patterns, and strategies (such as review of reading programs, viewing video scenarios).
- Instructor-student dialogue and interactions during and outside of class sessions that bring relevance and heightened skills and knowledge to graduate students and insights to the Instructor toward strengthening the pedagogical skills for teaching reading to students with disabilities.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS

All graduate students must abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Required Texts:

Fox, B. (2005). *Phonics for the teacher of reading* (9th ed.). Columbus, OH: Merrill Prentice Hall.

Polloway, E. A., Smith, T. C., & Miller, L. A., (2004). *Language instruction for students with disabilities* (3rd ed.). Denver: Love.

** Chapters 1-3 only; available on Blackboard**

Richek, M. A., Caldwell, J. S., Jennings, J. H., & Lerner, J. W. (2002). *Reading problems: Assessment and teaching strategies*. Boston: Allyn & Bacon.

Required Peer-Reviewed Journal Readings: To be determined and selected by graduate students throughout the semester for the Journal Summary and Case Study summative evaluations. (Journal articles may also be used for the VRA Binder formative evaluation.)

**** Required Access to Course Blackboard Site:** GSE Blackboard will be used to post important information for this course (and others) and in completing some course assignments. Materials, resources, dialogues, notes, and other types of information will be housed on this course's Blackboard web site.

First, please subscribe to the special education list serve. Send an email to listproc@gmu.edu and type the following in the message of the text: Subscribe (special-education-program) (your full name). After you send the email message and you will receive an email confirmation of your subscription to the list. This will allow you to receive notices from GMU/GSE's special education program.

Second, your Instructor will email you as soon as your email address is entered in the Blackboard system. The following is how you will access the Blackboard-GSE Login Page:

Enter the URL <http://blackboard.gmu.edu> into your browser location field.

Click on the Login button.

Enter your Username & Password assigned to you. If you are a new user to Blackboard, most likely it will be your first initial of your first name and your entire last name or 7 letters of your last name. For example, Joseph Richperson would be jrichper. Use this as both your username and password. If you are already a participant in blackboard for another course, your username and password should be the same as for the other course.

Click Login.

Find EDSE 503 5S1 and click on it.

Recommended Online Readings:

Armbrustser, B. B., Lehr, F., & Osborn, J. (2003). *Put reading first: The research building blocks for teaching children to read*. Retrieved August 1, 2005, from <http://www.nifl.gov/partnershipforreading/publications/k-3.html>

National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. Retrieved August 1, 2005, from <http://www.nichd.nih.gov/publications/nrp/smallbook.htm>

Recommended Text (available at local and university bookstores): APA Manual, 5th edition. Tip from the Instructor: Some internet sites attempt to distill the APA style down to a few pages. My observation has been that (a) their focus is on the technical aspects of APA, such as how to cite References, (b) there are sometimes APA errors on these sites, and (c) the major or sole focus is on technical APA with little to no information on clear and excellent writing. All assignments for this course are scored according to the APA manual. Caution if you choose to use another source that claims it is providing exemplars of APA, but may not be accurate.

**COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT,
AND EVALUATION CRITERIA**

Course requirements include readings (e.g., texts, online resources, professional journal articles that are independently accessed by graduate students) and activities (both during and between course sessions) that prepare the graduate student to acquire and/or increase their knowledge and skills in teaching reading and language to students with disabilities. A major requirement is implementation of a comprehensive instructional technique with a student with a disability (see the Case Study). Both formative (ungraded) and summative (graded) performance-based assessments (e.g., evaluations, projects, assignments). The graduate students' final course grade is based on the quantity of points students earn through timely submission of high-quality summative performance-based evaluations.

Full earned credit given for assignments turned in on time (4:30 pm on the due date). Five percent of the total assignment points are deducted for each (or portion of) 24-hour period that passes after the 4:30 pm due date.

All assignments must be typed and submitted as hard copy. One assignment (Case Study) must be submitted both as hard copy and electronically to a specific web site ("True Outcome"). Please refer to the course Blackboard site for more detail on this.

The APA format for clear and excellent written language and technical aspects for citations and formatting must be used. Refer to the APA Publication Manual 5th edition.

A final grade of Incomplete will be considered only due to extreme extenuating circumstances; please contact the Instructor. Participation during class (e.g., assigned readings are completed and graduate student is prepared for discussion) and attendance at each class session are required. In the event an emergency occurs and a class session is missed, the graduate student must (a) notify the Instructor immediately and (b) make arrangements to acquire that session's content.

Formative Evaluations (ungraded tasks):

Study card development	ungraded
Feedback course progress	ungraded
CBA probe and graph on reading terms and definitions	ungraded
VRA preparation binder	ungraded

Performance-Based Summative Evaluations (scored to determine points for the final grade):

1. Self-Paced Completion of Fox Text	25 points
2. Article Summary	30 points
3. Midterm Exam	55 points
4. Case Study	95 points
5. Final Exam	80 points
6. Attendance	15 points
TOTAL	300 points

- A = 284 - 300
- A- = 270 - 283.9
- B+ = 260 - 269.9
- B = 244 - 259.9
- B- = 240 - 243.9
- C = 210 - 239.9
- F = < 209.9

Student Self-Management for Calculating Course Grade Based on Points Earned on Performance-Based Summative Evaluations	
Title of Performance-Based Summative Evaluations	Points Earned / Total Points
1. Self-Paced Completion of <i>Phonics for the teacher of reading</i>	/ 25
2. Article Summary	/ 30
3. Midterm Exam	/ 55
4. Case Study	/ 95
5. Final Exam	/ 80
6. Self-assessment for attendance, preparation, and participation	/ 15
Total # of points students can earn throughout this course	/300
<p>Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.</p>	

Description of Formative and Performance-Based Summative Evaluations for this Course

Formative (ungraded tasks)

1 Formative Evaluation: Study Card Development

The first formative evaluation includes student development of study cards (e.g., 5” x 8” index cards) that contain information from readings and class discussions/presentations as appropriate. Students who use a study card format (alternative formats can be used; please confer with and attain approval from Instructor by the third class session) for listing important information from readings and class discussions will have a comprehensive format already developed when they study for summative evaluations, such as exams. Moreover, students who review the study cards throughout the semester may also have a higher retention of course content and experience less stress when preparing for summative tasks. Most important, however, is that retention of course information can increase a person’s capacity for applying course content and readily accessible repertoire of techniques when teaching students with disabilities.

2 Formative Evaluation: Feedback Regarding Course Progress

The second type of formative evaluation relates to feedback from the Instructor regarding progress with course assignments and content. This feedback may occur during classtime (note that limited opportunities during class sessions are available), during individually scheduled conferences with the Instructor (note that this is the best way to receive individual feedback and should be initiated by the student as needed throughout the semester), and through work turned in throughout the semester. Additionally, participation during class discussions and application of concepts to a graduate student's program area (e.g., grade level curriculum; students with disabilities) also indicates progress on summative evaluations.

3 Formative Evaluation: Curriculum-Based Assessment

The third type of formative evaluation focuses on graduate student’s acquisition of and fluency with reading assessment terms and definitions. Teachers who are fluid and fluent with these terms can more quickly and flexibly focus on application (e.g., instruction) and analytical (e.g., diagnostic) skills when teaching students with disabilities. The terms and definitions are derived from several sources, including the National Reading Panel reports, the Virginia Reading Assessment, and course texts. Curriculum-based assessment (CBA) probes with terms and answer keys with the terms’ definitions will be distributed during class, and timings will occur at the beginning of class sessions. Graduate students will partner to conduct the CBAs with each other, and they will graph their results from week-to-week.

4 Formative Evaluation: VRA Resource Binder

The fourth type of formative evaluation is your development and organization of information that facilitates your preparation for success on the Virginia Reading Assessment. A container besides a binder (e.g., a crate, a mixture of posters and other materials, video resources) can be used; be sure to design something that best matches your studying style, and consider including materials on test-taking strategies in the binder as well. A suggested organization structure is to use subject area dividers, subheadings, and a table of contents that correspond to the Blueprint of the VRA (available at www.vra.nesinc.com). Although not required, most likely you will include #s 1 and 3 of the formative evaluations for this course in the binder.

You have the choice of submitting your VRA Resource Binder on two occasions for summative course points. If you would like the VRA Resource Binder to count toward points on your midterm and final exam, you must bring the binder in on those dates (points will be calculated while you are completing the midterm and final exams). In order to receive full credit toward your midterm and final exams, the content and organization must reflect course-content-covered-to-date and clearly align with the VRA domains. If you would prefer to answer all midterm and final exam questions in lieu of bringing in this binder on the midterm and final exam dates, that option is available to you. The midterm and final exam questions that can be omitted in lieu of VRA Binder points will be designated by the Instructor on the exams themselves.

Performance-Based Summative Evaluations (scored to accumulate points for a final grade)

1 Summative Evaluation: Phonics Self-Study == 25 points

In order to effectively teach reading and language, teachers must be proficient in phonics. For this summative evaluation, independently complete the Fox (2005) self-instruction textbook. Complete and score the pretest, then do each of the self-paced exercises in the text. Write in the text. You have the option to accelerate your pace by completing the Parts prior to the Session meeting timeline noted below. Plan to turn in the Fox text at the beginning of the class session, and stay after class for a few minutes so that the Instructor can credit your completion of the specified Parts and Pre/Posttests as noted below. Bring the Fox text to class for the session when you are seeking credit.

Timeline and Points Earned for Completion of the Phonics Self-Instruction Text				
Session 2: Pretest 5 points	Session 4: Parts I and II 5 points	Session 6: Parts III and IV 5 points	Session 8: Parts V and VI 5 points	Session 10: Posttest 5 points

Full earned credit when evidence is submitted on time.

2 Summative Evaluation: Journal Article Summary == 30 points

Select one recent (2003, 2004, 2005) professional-refereed journal article that focuses on techniques you can use to teach students with disabilities. The article must focus on one (most likely a combination) of the following components of reading instruction: phonemic awareness, phonics, fluency, vocabulary, or

comprehension. This project requires you to both summarize the article content and to describe how you plan to implement one aspect (i.e., technique) of the article content with students you are either teaching or plan to teach (if you are not in a classroom now). Recommended but not required is that the article is an original research article (i.e., the research procedures and results are the focus of the article). The journal summary must be formatted according to APA guidelines for clear and excellent written language and technical features (e.g., reference list), and organized according to the subheadings provided next. The journal summary will be scored using the rubric provided in the syllabus.

1. Cover sheet (one page)
2. Main Idea: Main idea of article, rationale for choosing the article [be sure to specify the students' characteristics in your rationale] (two pages maximum)
3. Details: Two details from article (two pages maximum)
4. Implementation and Impact: Expand on one detail from the article (you noted this detail in # 3) and describe how you plan to implement it with students with disabilities you are either currently teaching or plan to teach. Include in this section how you plan to monitor the impact of the technique related to student learning (what evidence will you use to know the technique is working?), and what you anticipate the impact/results will be for you as a teacher if your implementation of the detail goes as you planned (why would you bother to use a new technique if it has no advantages for you?!? be honest and clear about impact/results for you) (two pages maximum)
5. Reference (one page)

Scoring Rubric for Journal Article Summary

1.	Format correct throughout and article choice appropriate	/1.5
2.	Main idea and rationale described clearly with excellent written language	/8
3.	Two details described clearly with excellent written language	/9
4.	Implementation and impact described clearly with excellent written language	/10
5.	Technical aspects of APA accurate throughout	/1.5
TOTAL		/30

Refer to the assignment for more detailed feedback from the Instructor. Full earned credit for assignments turned in on time.

3 Summative Evaluation: Midterm Exam == 55 points

Those of you who are working on your credential licensure are required to take the Virginia Reading Assessment (VRA). The midterm exam includes items that reflect the style and content of this very rigorous test, such as multiple-choice items and short-essay responses to scenarios. Additionally, fill-in-the-blank, true/false, and essay-type questions will be used. You have the choice of submitting formative evaluation # 4 (VRA Binder) in lieu of answering specific midterm exam questions (to be designated by the Instructor on the midterm) worth up to 7 points.

4 Summative Evaluation: Reading Case Study == 95 points

The Reading Case Study requires selection of a student with a disability with whom you implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. You must be able to work with this student over a period of time (e.g., three sessions per week for a month). Some graduate students prefer to select several students for the Case Study to ensure there is one student with sufficient attendance and participation so that they can complete the Case Study on time and with required detail. More detail about point distribution on the Case Study is available on the course Blackboard site. A brief overview follows:

- Prior to working directly with the student, gather sufficient background information so that you are better able to target appropriate informal reading assessments / levels with the student and provide motivating and meaningful instruction via the intervention you select.
- Conduct initial informal reading assessments (e.g., Informal Reading Inventory, curriculum-based assessments) to determine appropriate instructional levels and interventions. Data representing specific strengths and areas of concern are identified at this stage. Some of these data represent the student’s baseline data.
- Using information from this course and at least two peer-reviewed journal articles, design an intervention.
- Implement the intervention.
- Continue to collect data to monitor the student’s performance during the intervention.
- Summarize the impact of the intervention, including your reflection and recommendations.
- Prepare a one-page description of the intervention (to include citations for the source), and make photocopies to distribute to peers in the course.
- On the due date, briefly describe the intervention (with your handout) and the impact of the intervention (including sharing a graph indicating student performance) with peers in the course.

The Case Study will be electronically submitted to a specific web site (more detail on this available on the Blackboard) as well as hard copy directly to the Instructor. In addition to the numeric scoring in the syllabus, the Instructor will assign a corresponding score to the points earned using the following rubric:

1	2	3	4
Does not meet expectations	Emergent Knowledge and Skills	Meets Expectations	Exceeds Expectations
Unsatisfactory	Novice	Proficient	Excellent
<i>I have no idea.</i>	<i>I’m beginning to get it.</i>	<i>I’m doing it very well.</i>	<i>I couldn’t do any better!</i>

5 Summative Evaluation: Final Exam == 80 points

All course competencies will be assessed in this exam. Short answer, essay, multiple choice, matching, fill-in-the blank, and true/false format will be used. The final exam includes items that reflect the style and content of the VRA. You have the choice of submitting formative evaluation # 4 (VRA Binder) in lieu of answering specific midterm exam questions (to be designated by the Instructor on the final exam) worth up to 15 points.

6 Summative Evaluation: Attendance, Preparation, and Participation == 15 points

Graduate students self-assess for this evaluation (see the last page of the syllabus, which should be completed each week by the graduate student and submitted with the final exam on the last course session date). Graduate students must be on time for each course session, stay for entire course sessions, be prepared by doing readings and assignments per session, and exhibit appropriate and professional participation and interpersonal skills (i.e., disposition) during course sessions as well as throughout the semester.

**IMPORTANT NOTE for
Acquiring Electronic Assignments for Your Professional Portfolio and GSE Program Evaluation**

1. Retain electronic copies of all course assignments that have been scored to document your progress through the GSE program. We are in process of requiring a totally electronic professional portfolio from graduate students. Assignments from this class can become part of your individual professional portfolio. Be sure to link the assignments to the CEC performance-based standards.
2. Beginning this semester for specific courses (this is one of those courses!), one specific assignment must be submitted to a specific web site ("True Outcomes") on the same date that it is due to the Instructor. For more details, refer to the course Blackboard site.

Recommended Websites to Explore: NOTE: Internet and web resources are not the same as peer-reviewed professional journal articles. The following sites contain information that your Instructor recommends out of the millions of websites on reading on the internet. Be sure that you distinguish, however, between peer-reviewed professional journals and web resources. More about this distinction (as well as distinguishing professional journals from magazines) will be discussed in class.

<http://www.idea practices.org>

www.readingrockets.com

www.TeachingLD.org

www.Interdys.org

www.cldinternational.org

<http://dibels.uoregon.edu> (Dynamic indicators of early literacy skills)

www.ed.gov/index.jsp (click on education resources)

<http://www.ldonline.org/index.html> follow links for good information

<http://www.reading.org/> International Reading Association (IRA)

<http://www.projectpro.com/ICR/Reasearch/Summary.htm>

<http://www.nationalreadingpanel.org/> National Reading Panel info site

<http://iris.peabody.vanderbilt.edu>

<http://www.reading.org> (International Reading Association)

<http://www.nifl.gov> (National Institute for Literacy)

<http://www.ku-crl.org> (University of Kansas Center for Research on Learning)

<http://www.state.tn.us/education/ci/cistandards2001/1a/cilarstratteachread.htm>

http://darkwing.uoregon.edu/~rhgood/dibels_to_differentiate.pdf

<http://ccvi.wceruw.org/ccvi/Staff/home/beglinger/prf/FluencyBibliography070103.pdf>

<http://darkwing.uoregon.edu/~duesbery/session%20handouts/history%20of%20CBMs/point%20form%20history%20of%20cbms.doc>

www.aimsweb.com/norms/reading_fluency.htm.

http://www.prel.org/products/re_/assessing-fluency.htm

<http://www.nifl.gov/partnershipforreading/adolescent/default.htm>

Course Schedule		
Session / Date	Topics	Preparation and Assignments Due
1. 8/30	<ul style="list-style-type: none"> Facilitate introductions. Overview entire course. Describe syllabus content (please read thoroughly before next week's session). Practice selecting peer-reviewed articles. Prepare for future sessions. 	
2. 9/6	<ul style="list-style-type: none"> Describe typical language development. Describe components of effective reading instruction. 	READ: --Polloway et al., Ch. 1 & 2 DUE: --Fox Pretest --VRA Test Blueprint Self-Assessment
3. 9/13	<ul style="list-style-type: none"> Identify factors that impact typical language development and what is known about effective reading instruction 	READ: --Richek et al., Ch. 1, 2, & 5
4. 9/20	<ul style="list-style-type: none"> Identify factors that impact typical language and reading development may be correlated with reading difficulties, deficits, or disabilities. Discuss knowledge and skills that effective teachers use to promote language and reading skills for students with disabilities and diverse learning needs. 	READ: --Polloway et al., Ch. 3 --Richek et al., Ch. 10 & 13 DUE: --Fox Parts I and II
5. 9/27	<ul style="list-style-type: none"> Describe assessments that enable teachers to target instructional level and methods for reading and language development Analyze assessment results to determine error patterns 	READ: --Richek et al., Ch 3, 6, 16, & Appendix D SELECT CASE STUDY STUDENT
6. 10/4	<ul style="list-style-type: none"> Pulling it all together Share article summaries Prepare for midterm exam 	BEGIN WORK ON CASE STUDY DUE: --Fox Parts III, IV --Article summary (please submit with stamped self-addressed envelope)
10/11	<i>Odd week: We do NOT meet this Tuesday.</i>	
7. 10/18	<p>4:30 to 6:00 Midterm Exam (Bring VRA Binder if you opt for credit on the midterm from this formative evaluation)</p> <p>6:15 to 7:10 – Bring one of the following if you have access to items described in Richek et al., Chapter 12 and Appendices A, B, & C</p> <ul style="list-style-type: none"> Review curricular materials, reading assessments, and commercial reading programs to determine strengths and areas to enhance 	

8. 10/25	<ul style="list-style-type: none"> • Overview effective instruction • Identify methods for improving word recognition accuracy and fluency 	<p>READ: --Richek et al., Ch. 4 & 7</p> <p>DUE: --Fox Parts V, VI</p>
9. 11/1	<ul style="list-style-type: none"> • Identify methods for assessing and improving comprehension of narrative text and expository text 	<p>READ: --Richek et al., Ch. 8 & 9</p>
10. 11/8	<ul style="list-style-type: none"> • Identify correlates of reading disabilities, characteristics of students with severe reading disabilities, and instructional methods responsive to the needs of students with reading disabilities 	<p>READ: --Richek et al., Ch. 14 & 15</p> <p>DUE: --Fox Posttest</p>
11. 11/15	<ul style="list-style-type: none"> • Analyze student scenarios and develop comprehensive and systematic intervention plans that include a monitoring component 	
12. 11/22	<ul style="list-style-type: none"> • Compare and contrast instructional approaches matched to students with specific deficits and disabilities, and describe how to analyze students' responses to interventions 	
13. 11/29	<ul style="list-style-type: none"> ■ Share data-based instruction results ■ Synthesize interventions used in case studies and methods for monitoring students' responses to interventions 	<p>DUE: --Case Study</p>
14. 12/6	<ul style="list-style-type: none"> • Continue synthesis of course topics • Review for final exam 	
15. 12/13	<p>Final Exam (Bring VRA Binder if you opt for credit on the exam from this formative evaluation)</p>	<p>Submit stamped self-addressed envelope so the Final Exam can be mailed to you.</p>

Self-Evaluation of Course Attendance, Preparation, and Participation			
To be completed each course session by the graduate student. Submit with the final exam.			
Session	Timely arrival and departure	Appropriate preparation and participation	Points earned / total points possible
1	/ .5 +	/ .5 =	/1
2	/ .5 +	/ .5 =	/1
3	/ .5 +	/ .5 =	/1
4	/ .5 +	/ .5 =	/1
5	/ .5 +	/ .5 =	/1
6	/ .5 +	/ .5 =	/1
7	/ .5 +	/ .5 =	/1
8	/ .5 +	/ .5 =	/1
9	/ .5 +	/ .5 =	/1
10	/ .5 +	/ .5 =	/1
11	/ .5 +	/ .5 =	/1
12	/ .5 +	/ .5 =	/1
13	/ .5 +	/ .5 =	/1
14	/ .5 +	/ .5 =	/1
15	/ .5 +	/ .5 =	/1
TOTAL			/15