

*George Mason University
College of Education and Human Development (CEHD)
Literacy Program Area*

***EDRD 633: LITERACY ASSESSMENTS AND INTERVENTIONS FOR INDIVIDUALS
EDRD 637: SUPERVISED LITERACY PRACTICUM
Spring 2010***

Instructors Information:

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I. COURSE DESCRIPTION:

These courses are a required portion of the literacy specialization in the Advanced Studies in Teaching and Learning (ASTL) program. Additionally, these courses address required Virginia Department of Education (VDOE) and International Reading Association (IRA) competencies for K-12 Reading Specialists. The courses provide an advanced, research-based study of literacy for experienced teachers seeking master's degrees.

EDRD 633 provides instruction related to literacy assessments and interventions for individuals. The course includes the study of diagnosis and remediation for learners who find reading and writing difficult.

EDRD 637 is a supervised literacy practicum that requires students to conduct assessments of, and provide instruction to, struggling readers.

II. OUTCOMES AND RELATED STANDARDS

EDRD 633

1. Students will read and discuss professional literature and research related to reading/writing processes, assessment, and instruction for struggling readers. This will include information related to the “unique needs of students with language differences and delays” (**Virginia State Standards, 2d**).
2. Students will apply diagnostic principles, procedures, and techniques for assessing and evaluating the literacy needs of individual learners. They will “use a wide range of assessments, including technology based assessment tools.” They also will “place students along a continuum and identify students’ proficiencies and difficulties.” (**NCATE/IRA Standards 3.1 & 3.2**). *The NCATE Performance-Based Assessment for this standard is the Diagnostic Report, which students must post to TaskStream.*

3. Students will communicate results of assessments to specific individuals (in this case, students, parents/family, and colleagues) (**NCATE/IRA Standard 3.4**). *The NCATE Performance-Based Assessment for this standard is Final Summary Report, which students must post to TaskStream.*

EDRD 637

1. Over one semester, students will tutor an individual student for approximately 20 clock hours. During this tutoring, students will address the following IRA/NCATE standards
 - a. 3.3...”use assessment information to plan, evaluate, and revise effective instruction that meets the needs of students, including those at different developmental stages and those from diverse cultural and linguistic backgrounds.”
 - b. 3.4...motivate learners to be life-long learners.
2. Students will also address the following Virginia Department of Education standards:
 - a. 2a. Demonstrate expertise in the knowledge, skills, and processes necessary for teaching oral language (including speaking and listening)
 - b. 3c. Demonstrate expertise in strategies to increase vocabulary.
 - c. 3f. Demonstrate expertise in the ability to teach strategies in literal, interpretive, critical, and evaluative comprehension.
 - d. 4c. Demonstrate expertise to teach the writing process: plan draft, revise, edit, and share in the narrative, descriptive, and explanative modes.
 - e. 6a. Demonstrate an understanding of child psychology, including personality and learning behaviors.

*Performance-based assessments for EDRD 637 include lesson plans/weekly reflection as well as a final reflection. Items to be posted to TaskStream are as follows: (a) **Two** complete lesson plans/reflections that illustrate attention to the above standards; (b) **The final tutoring reflection**, including a reflection on the tutoring as well as the parent/family contact and communication.*

EDRD 633 and EDRD 637 embody the five Core Values of the College of Education and Human Development:

- Collaboration
- Ethical Leadership
- Innovation
- Research-based Practices
- Social Justice

III. REQUIRED BOOKS

1. Johnson, P. (2006). *One child at a time: Making the most of your time with struggling readers, K-6*. Portland, ME: Stenhouse.
2. Woods, M. L., & Moe, A. J. (2007). *Analytical Reading Inventory: Comprehensive standards-based assessment for all students, including gifted and remedial (8th Edition)*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Recommended Books

Opitz, M. F., & Raskinski, T. (1998). *Good-bye robin: Twenty-five effective oral reading strategies*. Portsmouth, NH: Heinemann.

Also refer to texts used in previous courses for strategies relevant to your tutoring.

IV. ADDITIONAL RESOURCES

1. Recommended Journals

- a. The Reading Teacher
- b. Language Arts
- c. Journal of Adolescent and Adult Literacy
- d. Journal of Literacy Research
- e. Reading Research and Instruction
- f. Reading Research Quarterly
- g. Reading and Writing Quarterly

2. **Organizations:** It is highly recommended that students join the International Reading Association at www.reading.org.

3. **Articles on <http://gmu.edu> e-reserves Class: EDRD 633, Instructor – Hardy, Shanon (password:reading)**

- a. Baker, L. (2003). The role of parents in motivating struggling readers. *Reading & Writing Quarterly*, 19, 87-106.
- b. Balajthy, E. (2007). Technology and current reading/literacy assessment strategies. *The Reading Teacher*, 61(3), 240-247.
- c. Denton, C.A., Vaughn, S., Fletcher, J.M. (2001). Bringing research-based practice to scale. *Learning Disabilities Research & Practice*, 15, 74-94.
- d. Dreher, M.J. (2003). Motivating struggling readers by tapping the potential of information books. *Reading & Writing Quarterly*, 19, 25-38.
- e. Duffy, A.M. (2001). Balance, literacy acceleration, and responsive teaching in a summer school literacy program for elementary school struggling readers. *Reading Research and Instruction*, 40, 67-100.
- f. Furr, D. (2003). Struggling readers get hooked on writing. *The Reading Teacher*, 56, 518-539.
- g. Ganske, K., Monroe, J.K., Strickland, D.S. (2003). Questions teachers ask about struggling readers and writers. *The Reading Teacher*, 57, 118-128.
- h. Guthrie, J.T., & Davis, M.H. (2003). Motivating struggling readers in middle school through an engagement model of classroom practice. *Reading & Writing Quarterly*, 19, 59-85.
- i. Irvin, J. (2001). Assisting struggling readers in building vocabulary and background knowledge. *Voices from the Middle*, 84, 37-43.
- j. Ivey, G. (1999). Reflections on teaching struggling middle school readers. *Journal of Adolescent And Adult Literacy*, 42, 372-381.
- k. Mallette M., Readence, J., McKinney, M., & Smith, M. (2000). A critical analysis of two preservice teachers' knowledge of struggling readers: Raced, classed and gendered? *Reading Research and Instruction*, 39, 222-234.

- l. McCabe, P.P., & Margolis, H. (2001). Enhancing the self-efficacy of struggling readers. *Clearing House*, 75, 45-50.
- m. Pikulski, J. J., & Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58, 510-519.
- n. Miller, S.D. (2003). Partners-in-reading: Using classroom assistants to provide tutorial assistance to struggling first-grade readers. *Journal Of Education For Students Placed At Risk*, 8, 333-349.
- o. Primeaux, J. (2000). Shifting perspectives on struggling readers. *Language Arts*, 77, 537-542.

V: MODE OF COURSE DELIVERY

EDRD 633/637 will be taught in an integrated format. Students must register for both classes. Students are expected to plan and conduct weekly diagnostic and tutorial lessons for an individual student under the direct supervision of the 637 instructor. Students are also expected to complete all class readings prior to each session in order to engage in active dialogue and sharing of ideas. Activities will include lecture, strategy demonstrations, assessments and teaching practice experiences and analysis, report writing, small group discussions and presentations, whole class sharing, critical reflection, and individual technical assistance.

VI: GSE SYLLABUS STATEMENTS OF EXPECTATIONS

The Graduate School of Education (GSE) expects that all students will exhibit professional behavior and dispositions.

VII: HONOR CODE

As stated per the GMU web site: “Please familiarize yourself with the Honor System and Code, as stated in the George Mason University Catalog. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions.” 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://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.

VIII: STUDENTS WITH SPECIAL NEEDS

Students who require any special accommodations or those with disabilities that may affect their ability to participate fully in the course are encouraged to work with the instructor to ensure their successful participation. Students with disabilities who seek accommodations in a course must be registered with the MGU 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.

IX: COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

EDRD 633

Assignments	Due Dates (see agenda)	% of Grade
Complete assigned readings and participate fully in all classes. Discuss assigned article in class; develop guiding questions for class discussion.	On going	15
Conduct and score practice assessments in case examples (given in class)		5
Diagnostic Report * Copy to EDRD 637 Instructor also	Variable – after 3 weeks of tutoring – no later than March 18	50
Participation in online Blackboard/WIKI discussions/assignments on schedule	See schedule	10
Summary Report* (will be submitted both to EDRD 637 and ERD 633 instructors).	Draft two weeks before final parent/family meeting	20
	TOTAL	100

GRADING SCALE – PERCENTAGE OF TOTAL POSSIBLE POINTS

A	94-100
A-	90-93
B+	87-89
B	80-86
C	70-79

EDRD 637 (supervisor will provide more details)

Assignments	Explanation
Instructional Plans for each tutoring session based on initial and on-going assessment including reflections	Turn in and revise as necessary according to schedule developed by supervisor. Written work should be up to graduate level writing.
Tutoring for 20 hours demonstrating knowledge of child or adolescent development, appropriate strategies, and effective motivational practices.	Be present for all sessions. In case of child absences arrange make-up as necessary with parents/family. NOTE: make up tutoring will take place in a public area such as a school or library.
Evidence of parent/family communication	Log of hours re. family communication. Attendance at meetings with parents/family arranged by the project.

Final reflection and portfolio presentation to peers.	May 13, 2010
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LATE ASSIGNMENT POLICY:

All assignments are to be completed and delivered on their due dates. Any late assignments will have points automatically deducted. This policy will be rigorously applied to Instructional Plans.

CLASS SCHEDULE: EDRD 633

DATE	TOPICS	ASSIGNMENT DUE
<p>Class 1 – January 14 4:30 – 8:30</p> <p>Meet in Westgate Elementary Library for all classes</p>	<p>Course Introduction</p> <p>Considering best practices in assessment and instruction for struggling readers.</p>	<p>Please do the following: Check your registration on Patriot Web and sign onto Blackboard and Taskstream to test passwords. If you are new to the program, ask for guidance.</p>
<p>Class 2 – January 21 4:30 – 8:30</p>	<p>Selecting assessments for individuals Administering the ARI</p>	<p>DUE:</p> <ol style="list-style-type: none"> 1. Read chapters 1-3 (Johnson) 2. Review ARI 3. Article: Denton, Vaughan, Fletcher (Bringing research-based practice to scale) 4. Article: Primeaux (Shirting perspectives on struggling readers)
<p>Class 3 - January 28 4:30 – 8:30</p>	<p>Fluency & Self-monitoring, Administering the ARI Conducting practice assessments (miscue analysis)</p>	<p>DUE:</p> <ol style="list-style-type: none"> 1. Continue reading ARI 2. Read Chapter 4 (Johnson) 3. Article: Pikulski & Chard (Fluency: Bridge between decoding and comprehension. 4. Article: McCabe & Margolis (Enhancing the self-efficacy of struggling readers) 5. Article: Guthrie & Davis (motivating struggling readers in middle school through an engagement model of classroom practice.
<p>Class 4 – February 4 4:30 – 8:30</p>	<p>Need of ELL’s Struggling Readers Comprehension</p> <p>Tracking and recording assessments with technology</p>	<p>DUE:</p> <ol style="list-style-type: none"> 1. Read Chapters 5-7 (Johnson) 2. Article: Balajthy (Technology and current reading/literacy

		<p>assessment strategies.</p> <p>3. Article: Furr (Struggling readers get hooked on writing)</p> <p>4. Article: Ganske, Monroe & Strickland (Questions teachers ask about struggling readers and writers.)</p>
<p>Class 5 – February 11 4:30 – 8:30</p>	<p>Parents and Families Collaboration with Others</p>	<p>DUE:</p> <p>1. Turn in practice assessment (will be completed primarily in class, Jan. 28 and Feb. 4)</p> <p>2. Read chapters 8-9 (Johnson)</p> <p>3. Article: Miller (Partners-in-reading)</p> <p>4. Article: Baker (Role of parents)</p> <p>5. Article: Mallette, Readence, McKinney, & Smith (A critical analysis of two preservice...readers)</p>
<p>Class 6 – ONLINE COURSE</p>		<p>Turn in Diagnostic Report by March 11 – send by email</p>
<p>Class 7 – ONLINE COURSE</p>		
<p>Class 8 – May 6 JOINT CLASS 633/637 4:30 – 10:00</p>	<p>Individual tutoring: Family Share Evening Discussion/reflection on use of teaching strategies in your tutoring.</p>	<p>Work on final reflection and portfolio.</p>
<p>Class 9 – May 13</p>	<p>Final Portfolio Presentations</p>	

CLASS SCHEDULE: EDRD 637

Class 1 - Feb. 18 4:30 – 7:30 Families 6:30 – 7:00	Parent Night at Westgate Elementary 6:30 - 7pm Meet with students and families	Introduction to Syllabus Explanation of Assignments and tutoring roles
Class 2 - Feb. 25 4:30 – 7:30	Tutoring with individual student; Administering ARI	Instructional Plan 1 Include some interests and reflections from parent night and meeting with student.
Class 3 – March 4 4:30 – 7:30	Tutoring with individual student; Continue to administer ARI Discuss interests of students to think about a project they would like to work on for Family Night Wrap-up	Instruction Plan 2 due
Class 4 - March 11 4:30 – 7:30	Tutoring with individual student; interpreting results of the ARI for future instructional plans	Instructional Plan 3 Individual consultation
Class 5 - March 18 4:30 – 7:30	Tutoring with individual student	Instructional Plan 4 Individual consultation
Class 6 - March 25 4:30 – 7:30	Tutoring with individual students	Instructional Plan 5 Individual consultation
Class 7 – April 8 4:30 – 7:30	Tutoring with individual students	Instructional Plan 6 Individual consultation
Class 8 – April 15 4:30 – 7:30	Tutoring with individual students	Instructional Plan 7 Individual consultation
Class 9 - April 22 4:30 – 7:30	Tutoring with individual students	Instructional Plan 8 Individual consultation
Class 10 - April 29 4:30 – 7:30	Tutoring with individual students	Instructional Plan 9 Individual consultation
Class 11 – May 6	Tutoring with individual students; family share evening; Joint class with EDRD 633	Instructional Plan 10 Family Night Share

KEEP LOG OF CONTACT HOURS WITH FAMILY:

DATE	Notations
Feb. 3	Met with.....

INSTRUCTIONAL PLANS (example)

To guide your work with a student and to keep the practicum supervisor informed of your activities and goals, you are required to write instructional plans for each instructional session with your practicum student. You are required to use the following format for your plans.

Date

Session (Session number)

Your Name

Your Student's Name

Reflections

Include 1 - 2 paragraphs summarizing your previous week's work with the student. Provide a statement of your judgment about the relative effectiveness of the strategies and activities you used. Do not simply restate everything you did in the previous session; instead, reflect on what occurred and state (a) what you're learning about your tutee and (b) how your instruction will be crafted and modified based on your tutee's needs. Use 1st person POV. The Reflections section will be blank for the first Instructional Plan.

Example:

Overall, I thought our session went well. "Matt" showed more enthusiasm for the book about baseball, which is one of his favorite pastimes. He also remembered more details from the book than those we've used in the past. Matt is still reluctant to write, though our brainstorming sessions seem to be helping him. When I allowed Matt to draw pictures to accompany his writing, he seemed more motivated.

Matt's decoding skills are excellent, but his word knowledge is limited. I tried using flashcards for new vocabulary, but he wasn't very interested. I went through our textbook and explored other resources for some fun vocabulary strategies that I'm going to use in today's and future sessions.

Instructional Strategies and Rationales

Describe briefly the specific instructional strategies you intend to use that session with your student. Include relevant books and materials needed for and to accompany the strategy. Number each strategy description. Instructional strategies may come from any legitimate source, such as class suggestions, previous reading courses, ideas in the textbook, and your own teaching experience. ***Do not use workbooks.***

Along with each strategy description, include a brief rationale for the use of the strategy. In other words, explain your reason(s) for using each strategy. Rationales are based on what you've learned about the student from previous diagnostic information and/or information you've acquired from your own interactions with the student.

Example:

1. **Story Impressions/Venn Diagram** - I will prepare a list of words from the book *The Magic Spring* and present them to Matt. I will ask Matt to write a short story using the words from the list. We will then read the *Magic Spring* together, trading off reading pages out loud. As we read I will work with Matt to fill in a previously made, blank Venn Diagram sheet. One circle of the diagram he will write pertinent details from his story, the other pertinent details from the actual book, and the overlapping area common details and ideas.

Rationale: Matt has been having difficulty staying focused while reading. This strategy should help him attend to story details because he will be interested in discovering how closely his story impression story matches the actual story.

NOTE: For the first three sessions or so your instructional plans will be based on the initial diagnosis you will be conducting with your practicum student. Therefore, these plans will be modified to accommodate this approach and the information being obtained. For example, the *Reflections* section will summarize diagnostic findings and any other insights into the student's literacy behavior. The next section will be concerned with *Diagnostic Strategies and Rationales*. Here report on the assessments you intend to use and why.

Criteria for Evaluation

Each instructional plan is worth 10 points. Points will be awarded based on how clearly and succinctly you describe your past and ongoing work with the student. Plans should be typed and comprised of no more than 2 single-spaced pages.