

**George Mason University
College of Education & Human Development — Graduate School of Education
Advanced Studies in Teaching & Learning — Master of Education Program**

**EDRD 632-6P1, “Literacy Assessments & Interventions for Groups” (3 Credits)
Spring 2013**

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Class meetings

Tuesdays, 4:30- 7:10 pm, Prince William Campus

Individual and small group meeting times and/or discussion online may be required.

Course Overview

Course Description

Provides literacy assessments and interventions for groups of learners. Includes exploration of assessment tools for classrooms and large populations. Class members conduct related practice in their own classrooms or specified field settings

Prerequisites

EDRD 630, 631; admission to literacy emphasis or permission of program coordinator.

Rationale

As a required portion (course III) of the literacy specialization in the Advanced Studies in Teaching and Learning (ASTL) program, this course addresses required Virginia Department of Education and International Reading Association competencies for K-12 Reading Specialists. This course also provides an advanced, research-based study of literacy for teachers seeking master’s degrees.

Nature of Course Delivery

This course uses a seminar format based on discussion of class topics and readings as well as related experiences and assignments from the classroom-based practicum. Students are expected to complete all class readings prior to each session and to be prepared to engage in active dialogue and sharing of ideas. Activities will include small group discussions, presentations, whole class sharing, and reflection.

Please note that ASTL/Literacy students must re-take any course in which they receive a grade of C or lower, in order to be eligible for licensure (Please note that the grade of B- is not given). Incompletes must also be cleared before moving to any course for which the course is a prerequisite. (Note that EDRD 632 is a prerequisite for EDRD 633/637, 634, & 635).

IRA Standards:

International Reading Association (IRA) 2010 Standards

- 2.1 Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.
- 2.2 Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.
- 3.1 Candidates understand types of assessments and their purposes, strengths, and limitations.
- 3.2 Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.
- 3.3 Candidates use assessment information to plan and evaluate instruction.
- 3.4 Candidates communicate assessment results and implications to a variety of audiences.
- 5.4 Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.

Virginia State Standards addressed in this course

- 6c Demonstrate an understanding of the significance of cultural contexts upon language
- 6g Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers
- 6h Demonstrate the ability to organize and supervise the reading program within the classroom, school, or division

NCATE/IRA Standards and Performance-Based Assessments

Satisfactory completion of each PBA as well as posting to TaskStream is required before moving to the next course. The Taskstream assessment system can be found at <https://www.taskstream.com/pub/>. Students are required to submit the designated PBA to each course instructor so that the assignment can be evaluated when the assignment is due. Only assignments/PBAs posted to TaskStream will be assessed. No final grades for courses will be posted until ALL required PBAs are posted to TaskStream.

Required State Licensure Assessment

Reading for Virginia Educators: Reading Specialist (RVE for Reading Specialists)
Taking this test is a program requirement for students in the K-12 Reading Specialist Concentration, and achieving a passing score is a state licensure requirement for reading specialists. Students must scan their score sheet and post it to TaskStream by the last session of EDRD 635.

This is a new version of the test (changes take place July 1, 2011. (If a student has taken it earlier the score on the old test will be accepted (Virginia Reading Assessment for Reading Specialists). The Virginia Board of Education is expected to set passing scores for the RVE assessments in late spring 2011. Registration information for the new tests is available on the ETS Web site <http://www.ets.org/praxis/register>. Information on the test can be found at <http://www.va.nesinc.com/>.

General Requirements

Readings and participation

The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities pertaining to literacy leadership activities, it is important to keep up with the readings and to participate in class. It is your responsibility to come to class with insights, questions, comments, and concerns from the readings; you will keep a reading log that includes both notes on and reactions to each reading. Class participation is a required component of your grade.

Class attendance

If, due to an emergency, you will not be in class, please contact me prior to class time. You are expected to email assignments to me regardless of your class attendance on the day that the assignment is due. Students are responsible for obtaining information given during class discussions despite attendance. Attendance will influence your grade.

Assignments

All assignments should be turned in on the due date indicated in the schedule below via paper copy OR email attachment (by 4:30pm, whether or not you are in class that evening). Save all electronic files with your last name and assignment title (ex: DrakePatrick_EDRD632_ProfDevProposal.docx). All assignments must be typed, in 12-point Times New Roman font, and double-spaced with one-inch margins. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

General

Please see me with questions and concerns about assignments, expectations, or class activities. I am happy to clarify and lend assistance on projects and assignments, but please come to me within a reasonable timeframe. I will be available for the 15 minutes following class, by appointment, and by e-mail. I look forward to collaborating with each of you as you work toward your goals.

Blackboard

Our course website (still under development at <http://www.mymasonportal.gmu.edu/>) will include information and resources important to your successful completion of the course. These will include the course syllabus, an announcement page, notes and class presentations, assignment descriptions and rubrics, and a bibliography of course readings and web resources. We will also hold discussions via Blackboard and may engage in online modules.

George Mason University Policies and Services

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

TASKSTREAM REQUIREMENTS

Every student registered for any ASTL Literacy course with a required performance-based assessment is required to submit this assessment, Assessment/Intervention for Groups Project, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

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

Other university policies:

The University Catalog, <http://catalog.gmu.edu>, is the central resource for university policies affecting student, faculty, and staff conduct in university academic affairs. Other

policies are available at <http://universitypolicy.gmu.edu/>. All members of the university community are responsible for knowing and following established policies.

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

Our Class Structure

The class will be structured around discussion and small group activities. It is critical for you to keep up with the readings and to participate in class. Instructor- and student-generated questions related to course readings and assignments/projects will often be the focus of group discussions. Be prepared to discuss the content of the required reading and its relation to your teaching experiences, course assignments and projects, and to ask questions for clarification, exploration, or to promote discussion. In general, we will engage in three types of activities:

1. Mini-lectures, activities, and discussions related to literacy assessment & instructional activities
2. Discussions of the week's readings
3. Pair and small group meetings in which you will provide feedback and support for each other's literacy assessment activities

Required Texts

LeSaux, N.K. & Sky, M.H. (2012). *Making assessment matter: Using test results to differentiate reading instruction*. New York, NY: Guilford.

Morrow, L.M. & Gambrell, L.B. (Eds.) (2011). *Best practices in literacy instruction (4th ed.)*. New York, NY: Guilford.

Additional readings will be made available on-line or on electronic reserve.

Course Requirements and Evaluative Criteria

Class Participation (10%)

Daily attendance and consistent, thoughtful participation will earn you the full 10 points for class participation. For each session you are (unexcused) absent, 5 points will be deducted from your class participation points up to the total of 10 points. Attendance will be taken beginning on the first class session. Two tardies are equivalent to one absence, and missing 30% or more of our class sessions will result in automatic failure of the class.

Assessment/Intervention for Groups Project

Term Project A: State & Schoolwide Focus (30%).

1. You will download reading and writing assessment data *for your school* from your state website (Virginia, D.C., or Maryland) (School Report Card). In class, as an individual, with a partner, and with your teacher colleagues, discuss the measurements used, AYP and AMO criteria, and groups "at risk." Also discuss your state's testing framework.
2. Prepare a handout or 15 minute PowerPoint for colleagues at your school that summarizes the information learned in #1. Then meet with a small group of school colleagues (such

as your school team), share this handout/PowerPoint, and lead a discussion about the meaning/potential importance of the information as well as “next steps” (how to apply this information to instruction). Lead your colleagues in analyzing portions of the test data to discover implications for their own teaching.

3. Write a 4-5 page reflection/analysis that describes the quantitative and qualitative data you obtained from the School Report Card as well as what you learned about the role of the reading specialist/literacy coach from sharing this information with your school and class colleagues. In addition, discuss how your state’s testing program is consistent or inconsistent with the *IRA Position Statement on High Stakes Assessment in Reading* as well as at least two other sources related to appropriate/inappropriate uses of assessments. In your view, what should be modified and/or what should remain the same in your state’s assessment system? (Include your handout/PowerPoint as an appendix to the paper).

Part A Rubric

IRA Standard/Element	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
3.2b Collaborate with and provide support to teachers in the analysis of data, using the assessment results of all students.	The paper provides very strong evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	The paper provides strong evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	The paper provides some evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	The paper provides little or no evidence of collaboration with and support of teachers in the analysis of data, using the assessment results of all students.	
3.1a Demonstrates an understanding of the literature and research related to assessments and their uses and misuses.	The paper provides an excellent synthesis of literature related to assessment and the appropriate uses and misuses of assessments	The paper provides a good synthesis of the literature related to assessment and the appropriate uses and misuses of assessments	The paper provides a partial synthesis of the literature related to assessment and the appropriate uses and misuses of assessments	The paper provides a weak or non-existent synthesis of the literature related to assessment and the appropriate uses and misuses assessments	
3.4 a	In the paper and	In the paper and	In the paper and	In the paper	

Analyze and report assessment results to a variety of appropriate audiences for relevant implications, instructional purposes, and accountability	handout or PowerPoint, there is strong evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	handout/PowerPoint, there is moderate evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	handout/PowerPoint, there is limited evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	and handout/PowerPoint, there is little to no evidence that candidate has analyzed and reported assessment results to a variety of colleagues and classmates for relevant implications, instructional purposes, and accountability	
3.1d Explain district and state assessment frameworks, proficiency standards, and student benchmarks.	In the paper and handout/PowerPoint, the candidate very effectively explains assessment frameworks, standards, and benchmarks	In the paper and handout/PowerPoint, the candidate effectively explains assessment frameworks, standards, and benchmarks	In the paper and handout/PowerPoint, the candidate partially explains assessment frameworks, standards, and benchmarks	In the paper and handout/PowerPoint, the candidate ineffectively or does not explain assessment frameworks, standards, and benchmarks	

Term Project B: Class Focus (60%).

These are course PBAs. You must post to Taskstream at the end of the semester. Your grade in the course will not be posted until the document is available to the instructor on Taskstream.

In this assignment, you will have the opportunity both to serve as a classmate’s literacy coach and to be coached yourself. Complete the following steps together, with partners taking turns assuming the roles of the literacy coach and teacher.

1. First, create a spreadsheet showing the most recent *reading and writing* scores for all students in your class on at least three assessments. Include formal (e.g., Virginia SOL, DRA, PALS) and informal (e.g., Running Record), if available. If you are not currently teaching, you will complete this in a field assignment.
2. With a small group in your class, locate and read publishers’ information on technical aspects of all of the assessments identified by group members, including reliability/validity. Prepare a handout on this information (one page per assessment) and share with your classmates (within your class, the goal is to analyze as many assessments as possible). Include a description of the purpose of the assessment (e.g., screening, progress monitoring, measuring outcomes).
3. Compare your student assessment results with other existing data sources, such as homework and class assignment performance, to analyze individual student performance. Add relevant notes to your spreadsheet. Then make notes on the spreadsheet related to each student’s instructional needs in reading and writing. Share and discuss with your partner.
4. Then, acting as your partner’s literacy coach, lead your partner to use the data to make instructional decisions, including flexible grouping arrangements for a specific unit or series of lessons he or she plans to teach in the future. Coach your partner in creating two specific lesson plans for his/her class in which students will be reading and/or writing. Within these plans, specify how students will be grouped for instruction, using (across the two plans) at least two formats (e.g., small group, large group, individual). Also be sure to specify how you will assess student learning during each lesson. You may use the lesson plan format that is standard in your school.
5. Implement your (two) lessons. Make a video of at least 15 minutes of one lesson. Watch this video closely and choose 2 episodes to share with your coaching partner. Between the lessons, make adjustments as needed to improve outcomes for all students, with special attention to struggling readers. In class, on the designated day, you will watch segments of your video and talk with your coaching partner in order to discuss each other’s results and offer insight into the instruction (this will also be videotaped for your own reflection purposes).
6. Finally, write a 3-4-page reflection on what you learned about grouping and what helped your partner learn. Be specific about the suggestions you made to each other and whether these were implemented. Also, clearly indicate how you and your partner helped each other create grouping plans linked to the assessment information.

Submit the final spreadsheet (#1, 3 above), the handout you created (#2), both lesson plans (#4), your video (#5) and your final reflection (#5) to your instructor via Taskstream.**

***If your school’s privacy policies prevent you from uploading your video to Taskstream, you may turn it in to your instructor. It will be viewed and returned to you.*

Part B Rubric

IRA Standard/	Exemplary (3)	Proficient (2)	Developing (1)	Not Met (0)	Score
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Element					
2.1 Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum	2.1b Candidate develops very strong lessons based on foundational knowledge to meet the needs of learners.	2.1b Candidate develops strong lessons based on foundational knowledge to meet the needs of learners.	2.1b Candidate develops lessons that show a developing understanding of foundational knowledge to meet the needs of learners.	2.1b Candidate develops very weak or no lessons based on foundational knowledge to meet the needs of learners.	
2.2 c Support classroom teachers to implement instructional approaches for all learners.	Candidate provides very strong support to partner in developing, implementing, and analyzing lessons for all learners.	Candidate provides strong support to partner in developing, implementing, and analyzing lessons for all learners.	Candidate provides moderate support to partner in developing, implementing, and analyzing lessons for all learners.	Candidate provides limited or no support to partner in developing, implementing, and analyzing lessons for all learners.	
3.1b Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a strong understanding through preparation of the assessment handout.	Candidate demonstrates a basic understanding through preparation of the assessment handout.	Candidate does not demonstrate understanding.	
3.1c Recognize the basic technical adequacy of assessments	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	Candidate demonstrates a very strong understanding through preparation of the assessment handout.	

<p>3.2a Interpret appropriate assessments for students, especially those who struggle with reading and writing.</p>	<p>Candidate prepares a very detailed and thoughtful spreadsheet showing assessment results and students' needs.</p>	<p>Candidate prepares a detailed and thoughtful spreadsheet showing assessment results and students' needs.</p>	<p>Candidate prepares a somewhat detailed and thoughtful spreadsheet showing assessment results and students' needs.</p>	<p>Candidate does not prepare a spreadsheet or it is not detailed/thoughtful.</p>	
<p>3.3a Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention</p>	<p>Lesson plans are very clearly connected to assessment data for individual readers</p>	<p>Lesson plans are clearly connected to assessment data for individual readers</p>	<p>Lesson plans are somewhat connected to assessment data for individual readers.</p>	<p>Lesson plans are not connected to assessment data for individual readers.</p>	
<p>3.3c. Lead teachers in analyzing and using classroom, individual, grade-level, or school wide assessment data to make instructional decisions.</p>	<p>Final reflection clearly indicates ways in which the candidate led another teacher to use data in making instructional decisions</p>	<p>Final reflection somewhat clearly indicates ways in which the candidate led another teacher to use data in making instructional decisions</p>	<p>Final reflection provides only general statements about ways in which the candidate led another teacher to use data in making instructional decisions</p>	<p>Final reflection does not indicate ways in which the candidate led another teacher to use data in making instructional decisions</p>	
<p>5.4 a & b Use evidence-based grouping practices to meet the needs of all students, especially those who struggle with reading and writing. Support teachers in doing the same for all students.</p>	<p>Lesson plans, lesson, and reflection show very strong evidence of grouping to meet the needs of all learners and supporting another teacher.</p>	<p>Lesson plans, lesson, and reflection show strong evidence of grouping to meet the needs of all learners and supporting another teacher.</p>	<p>Lesson plans, lesson, and reflection show moderate evidence of grouping to meet the needs of all learners and supporting another teacher.</p>	<p>Lesson plans, lesson, and reflection are not completed and/or do not show evidence of grouping to meet the needs of all learners and supporting another teacher.</p>	

Grading Scale

A = 94%-100%
 A- = 90%-93%
 B+ = 87%-89%

B = 80%-86%
 C = 75%-79

Assignment	Due Date	Possible Points
Term Project A: State & School wide Focus		30
Data gathering	1/29	10
Summary handout/PPT (for feedback)	2/12	
Reflection & Analysis	3/5	10
+ summary handout/ PPT		10
Term Project B: Class Focus		60
Analyzing assessments handout	3/19	10
Spreadsheet with notes	4/1	10
Lesson plans	4/23	15
Lesson video	4/23	10
Coaching feedback	4/23	5
Final reflection	4/23	10
Class Participation	ongoing	10

Resources

- McKenna, M. & Walpole, S. (2009) *The literacy coaching challenge*. New York: Guilford.
- Toll, C. (2005). *The literacy coach's survival guide: Essential questions and practical answers*. International Reading Association: www.reading.org/publications/bbv/books/bk565/
- Walpole, S. & McKenna, M. (2005). *The literacy coach's handbook: A guide to research-based practice*. New York: Guilford.

Coaching Website

- <http://www.literacycoachingonline.org> (NCTE/IRA literacy coaching resource site)

Professional Organizations

1. Greater Washington Reading Council: www.gwrc.net
2. Virginia State Reading Association: www.vsra.org
3. International Reading Association (IRA) (organization for educators/ and researchers) www.reading.org
4. Literacy Research Association (LRA) (an international literacy research organization): www.nrconline.org
5. National Council of Teachers of English (NCTE): www.ncte.org

Tentative Schedule

Date	Topic	Assignment due	Reading
Jan 22	Syllabus overview Reflect on past assessment experiences The role of the reading specialist in data analysis		
Jan 29	Types of assessment	<ul style="list-style-type: none"> • Obtain principal permission for Literacy Assessment Project • Obtain school wide assessment data (Part A) 	Lesaux & Marietta Ch. 1, 2, 3
Feb 5	The assessment battery School literacy plans	<ul style="list-style-type: none"> • In-class data analysis activities 	Lesaux & Marietta Ch. 4 & 5 McKenna & Walpole 2005 (assessment drives instruction)
Feb 12	Improving instruction I Spelling Inventories	<ul style="list-style-type: none"> • In-class data analysis activities Part A: Summary Handout/PowerPoint for peer feedback	Lesaux & Marietta Ch. 6 Walpole & McKenna (IRIs and Word Knowledge) Invernizzi
Feb 19	Improving instruction II		Lesaux & Marietta Ch. 7 & 8 Dennis 2009/10
Feb 26	Summarizing School Data-sharing		TBA

Mar 5	Moving from school level (macro) to class level (meso) data collection & analysis	Part A: Reflection & Analysis, final Summary Handout/PowerPoint	1 Morrow & Gambrell Ch. 1&2
Mar 12	No class- GMU spring break		
Mar 19	Evaluating literacy assessments for validity, reliability, and missing information	Analyzing Assessments handout	1. Morrow & Gambrell Ch. 13 & 17 2. Nilsson 2008 3. Paris & Carpenter 2003
Mar 26	TBA	Work on lesson plans- get feedback on 2 from peer coaching partner. Teach unit between now and 4/23 including videotaping of one lesson	
Apr 2	Analyzing class data Prescriptive instruction	Class data spreadsheet + instructional needs	1. McKenna & Picard 2006 2. Morrow & Gambrell Ch. 4 3. Your choice of Ch. 3, 5, or 6
Apr 9	Serving as a literacy coach and providing data analysis assistance		1. Peterson, Taylor, Burnham, & Schock (2009). Reflective Coaching Conversations 2. McKenna & Walpole (2008) chapter 1 3. Hasbrouck & Denton (2007) Student-focused coaching
Apr 16	Progress Monitoring & Continuous improvement	Be prepared to discuss progress and needs within unit	TBA
Apr 23	Video sharing & coaching	Lesson plans & coaching conversations (lesson video due)	TBA
Apr 30	Video Sharing of coaching Self analysis	TBA	
May 7	Project debrief Course evaluation	Final reflection	None