GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DIVISON OF ELEMENTARY, LITERACY & SECONDARY EDUCATION

EDPD502.6R4: Reading Recovery/Lessons in Literacy
6 Credits, Fall 2014 & Spring 2015
Mondays 1:30 to 4:30 or 4:30 to 7:00
Ellis Elementary School
Reading Recovery Room
10400 Kim Graham Lane, Manassas, VA 20109

PROFESSOR(S):
Name: *Todd N. Hartman*
Office hours: *By Appointment*
Office location: *Ellis Elementary School, Reading Recovery Room*
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Name: *Katherine Sherman*
Office hours: *By Appointment*
Office location: *Rosa Parks Elementary School, Reading Recovery Room*
Office phone: *703.580.1751*
Email address: *ShermaKE@pwcs.edu*

COURSE DESCRIPTION:
A. Prerequisites/Corequisites
None

B. University Catalog Course Description

This course is designed to develop an in-depth understanding of Dr. Marie Clay's theory of literacy processing that informs the teaching of young children with reading difficulties. During weekly clinical sessions at Ellis Elementary professional development room or school-based sites, participants will observe colleagues working with K-3 students having reading difficulties.

C. Expanded Course Description
Participants will further develop their skills in the systematic observation and analysis of children's literacy behaviors and will develop understanding of the reading and writing process. Other topics include oral language development, procedures for developing phonemic awareness and sound-letter links, analyzing and interpreting running records of oral reading behavior, fostering self-monitoring and self-correcting behaviors, teaching for fluent reading, and building on children's strengths in planning lessons. Participants are required to tutor two of the lowest-achieving K-3 students daily.

LEARNER OUTCOMES or OBJECTIVES:

Course goals and expected student learning outcomes	Sample Assignments / Assessments/ Artifacts	IRA	RRCNA
1. Develop an understanding of the development of cognitive processes involved in early reading and writing acquisition.	Select the children with the lowest reading achievement for Reading Recovery lessons. Tutor four RR children following school calendar.	1.1, 1.2, 1.3	4.11 4.17
2. Analyze and interpret observations as the basis for diagnosis and teaching decisions within the framework of Reading Recovery lessons and Clay's theory of literacy development.	Collect and analyze daily running records, anecdotal notes, and writing samples to monitor each child's daily academic progress.	3.2, 3.3, 3.4	4.11 4.23 4.19
3. Develop understanding of the Reading Recovery teaching procedures, instructional materials and specific adaptations for individual learners.	Develop individual daily lesson plans and analyzed each child's response to intervention instruction. Turn in weekly updated progress monitoring tools/ charts for each of four children.	2.1, 2.2, 2.3	4.17 4.19 4.25
4. Learn how to scaffold instruction for diverse learners related to strategic activity that can accelerate an individual child's learning rate and serve to sustain continued learning in the absence of daily Reading Recovery lessons.	Audio tape 30-minute lesson, transcribe, analyze teaching interactions, and write a refection paper Receive at least 4 coaching visits from instructor.	4.1, 4.3	4.17 4.18
5. Practice analyzing and discussing teaching decisions with colleagues in order to explore a variety of alternate instructional paths to common student outcomes.	Give live demonstration lessons for teacher groups; give and receive constructive feedback in collaboration with collegial peers	5.1, 5.2, 5.3, 5.4	4.22

PROFESSIONAL STANDARDS
International Reading Association (IRA) Standards
IRA Standard 1: Candidates have knowledge of the foundations of reading and writing processes and instruction.
1.1 Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing processes and instruction.
1.2 Demonstrate knowledge of reading research and histories of reading.
1.3 Demonstrate knowledge of language development and reading recognition and the variations related to cultural and linguistic diversity.

IRA Standard 2: Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
2.1 Use instructional grouping options (individual, small-group, whole-class, and computer-based) as appropriate for accomplishing given purposes.
2.2 Use a wide range of instructional practices, approaches and methods, including technology-based practices, for learners at different stages of development and from differing cultural and linguistic backgrounds.
2.3 Use a wide range of curriculum materials in effective reading instruction for learners at different stages of reading and writing development and from different cultural and linguistic backgrounds.

IRA Standard 3: Candidates use a variety of assessment tools and practices to plan and evaluate effective
3.2 Place students along a developmental continuum and identify students' proficiencies and difficulties.
3.3 Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from differing cultural and linguistic backgrounds.
3.4 Communicate results of assessments to specific individuals (students, parents, caregivers, colleagues, administrators, policymakers, policy officials, community, etc.).

IRA Standard 4: Creating a Literate Environment
4.1 Use students' interests, reading abilities, and backgrounds as foundations for the reading and writing program.
4.3 Model reading and writing enthusiastically as valued lifelong activities.

IRA Standard 5: Candidates view professional development as a career-long effort and responsibility.
5.1 Display positive dispositions related to reading and the teaching of reading.
5.2 Continue to pursue the development of professional knowledge and dispositions.
5.3 Work with colleagues to observe, evaluate, and provide feedback on each other's practices.
5.4 Participate in, initiate, implement, and evaluate professional development programs.

Reading Recovery Council of North America (RRCNA) Standards
RRCNA Standard 4: Selection and training of Reading Recovery / Descubriendo la Lectura Teachers
Course Work and Professional Development
Standards
4.11. Attend assessment training sessions.

Teaching Children
Standards
4.18. Demonstrate effective teaching of Reading Recovery or Descubriendo la Lectura students.
4.19. Keep complete records on each child as a basis for instruction (Observation Survey and summary, predictions of progress, lesson records, running records, record of writing vocabulary, and record of book level).
4.22. Communicate with parents, first-grade teachers, and other school personnel on a regular basis throughout the year.

Implementation of Reading Recovery/Descubriendo la Lectura
Standards
4.23. Administer Observation Survey or Instrumento de Observación as appropriate throughout the year.
4.25. Submit data to the teacher leader as required.

REQUIRED TEXTS:

Clay, M. (2013). *An observation survey of early literacy achievement (3rd ed.),* Portsmouth, NH: Heinemann.

Clay, M. (2005a). *Literacy lessons designed for individuals, part one*, Portsmouth, NH: Heinemann.

Clay, M. (2005b). *Literacy lessons designed for individuals, part two*, Portsmouth, NH: Heinemann.

Clay, M., et al (2007b). *Record of oral language: Observing changes in the acquisition of language structures*, Portsmouth, NH: Heinemann.

The Ohio State University (1995). *The best of the running record newsletter*. Columbus, OH: The Martha L. King Language and Literacy Center, the Ohio State University.

Johnston, P.H. (2004). *Choice words: How our language affects children's learning*, Portland, ME: Stenhouse.

Lyons, C. (2003). *Teaching struggling readers: How to use brain based research to maximize learning*, Portsmouth, NH: Heinemann.

Morrison, I. (1994a). *Getting it together: Linking reading theory and practice.* Bothell, WA: The Wright Group.

Morrison, I. (1994b). Keeping *it together: Linking reading theory and practice.* Bothell, WA: The Wright Group.

Selected Journal Articles from:
Journal of Reading Recovery
Literacy Teaching and Learning
The Reading Teacher
Reading Research Quarterly

Web Sites
Reading Recovery Council of North America
www.rrcna.org

COURSE ASSIGNMENTS AND EXAMINATIONS:
Major topics:
I. Data Driven Decisions
   A. Lesson Planning based on observational data
   B. Progress monitoring – Weekly data collection
   C. Analyzing Running Records for response patterns
   D. Writing individual predictions of progress goals
II. Reading Recovery Daily Lesson Framework
   A. Reading continuous text, whole stories and information books
   B. Learning to write stories and messages
   C. Learning to look at print
   D. Shaping an individualized series of lessons
   E. Roaming around the known / Moving into instruction
   F. Building the foundation for a self-extending system
   G. Developing effective and generative strategic activities
   H. Selecting appropriate texts
   I. Fast visual processing
III. Learning environment
IV. Observing young readers and writers
V. Oral Language Development
VI. Reflective and responsive teaching practice
VII. Participating in Professional Dialogue

Suggested method(s) for evaluating student performance:
Imbedded within this course are expectations for graduate level students to engage in a high degree of self-reflection, self-evaluation, and professional dialogue. This form of evaluation is part of the constructive learning process and is designed to sustain teachers in their professional roles in subsequent years. An important aspect of this course is ongoing communication with the instructor to request guidance and support as needed to achieve requirements. Satisfactory completion of all assignments is a minimum requirement.

Grading for this course will be based on performance related to specific course requirements that include teaching children, collecting and analyzing assessment data, and participating in professional discussion groups. Performance is considered on a continuum of understanding and practice that will take place across time and will be considered on an individual basis across an academic year. Examples of assignments:

- Develop individual daily lesson plans
- Analyzed Running Records of continuous text
- Turn in weekly updated progress/growth charts for each child being tutored
- Teach two children daily
- Teach live lessons for colleague group at the training center as scheduled

Also, see second column (Sample Assignments / Assessments/ Artifacts) of table above.

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/the-mason-honor-code/**).

b. Students must follow the university policy for Responsible Use of Computing (See **http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See **http://caps.gmu.edu/**).

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester (See **http://ods.gmu.edu/**).

f. Students must follow the university policy stating that all sound emitting devices

shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See **http://writingcenter.gmu.edu/**).

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

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

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

PROPOSED CLASS SCHEDULE:

2014-2015 Lessons in Literacy Training Class Calendar

DATE	TIME	HRS	LOCATION	TYPE
Early Fall				
8/11/2014	9:00-3:00	5.5	Ellis	Day Class
8/12/2014	9:00-3:00	5.5	Ellis	Day Class
8/13/2014	9:00-3:00	5.5	Ellis	Day Class
8/14/2014	9:00-3:00	5.5	Ellis	Day Class
8/15/2014	9:00-3:00	5.5	Ellis	Day Class
Fall				
9/8/2014	4:30-7:00	2.5	Ellis	Night Class
9/15/2014	1:30-4:30	3	Ellis	Day Class
9/22/2014	4:30-7:00	2.5	Ellis	Night Class
9/2214 - 10/3/14	TBD	1.5	Teacher's School	Coaching
10/6/2014	4:30-7:00	2.5	Ellis	Night Class
10/13/2014	1:30-4:30	3	Ellis	Day Class
10/20/2014	4:30-7:00	2.5	Ellis	Night Class
11/10/2014	4:30-7:00	2.5	Ellis	Night Class
11/17/2014	1:30-4:30	3	Ellis	Day Class
11/24/2014	4:30-7:00	2.5	Ellis	Night Class
12/1/2014	4:30-7:00	2.5	Ellis	Night Class
12/1/14 - 12/12/14	TBD	1.5	Teacher's School	Evaluation
12/8/2014	1:30-4:30	3	Ellis	Day Class
12/15/2014	4:30-6:30	2	Ellis	Night Class
12/16/2014	TBD	0	Ellis	TBD
Spring				
During First 15 Lessons of Round 2	TBD	1.5	Teacher's School	Coaching
1/12/15 - 3/27/15	TBD	1.5	Teachers' School	PLC
1/5/2015	4:30-6:30	2	Ellis	Night Class
1/12/2015	1:30-4:30	3	Ellis	Day Class
1/27/2015	TBD	0	Ellis	TBD
2/2/2015	4:30-7:00	2.5	Ellis	Night Class
2/9/2015	1:30-4:30	3	Ellis	Day Class

2/23/2015	TBD	0	Ellis	TBD
3/2/2015	4:30-7:00	2.5	Ellis	Night Class
3/16/2015	1:30-4:30	3	Ellis	Day Class
3/23/2015	TBD	0	Ellis	TBD
4/13/2015	4:30-7:00	2.5	Ellis	Night Class
4/13/15 - 4/30/15	TBD	1.5	Teacher's School	Evaluation
4/20/2014	1:30-4:00	2.5	Ellis	Day Class
5/11/2015	4:30-7:00	2.5	Ellis	Night Class
Total Clock Hrs	**=**	**90**		

ASSESSMENT RUBRIC(S):

Beginning-of-Intervention OS Summary Sheets Rubric

Teacher: _____

Student: _____

Side 1

Name/Date/DoB/Age/School/Recorder/Directional Movement   _____ ___/07

Text Titles/Level/Seen or Unseen/Publisher/Errors & Ratio/Acc & SC   _____ ___/27

Analysis of Errors and SC (MSV Used, Neglected, Added (if appropriate))   _____ ___/30

How the reading sounds (fluency related/stated at bottom of running records)   _____ ___/06

Letter ID (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine)   _____ ___/06

CAP (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine)   _____ ___/06

OWT (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine)   _____ ___/06

WV (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine)   _____ ___/06

HRSW (positive start/factual/concern (below stanine 5)/not judged/raw score/stanine)   _____ ___/06

Side 2

Useful strategic activity on text   _____ ___/10
(does not simply repeat bottom of side 1/cautious facts – no 'needs' assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Problem strategic activity on text   _____ ___/10
(does not simply repeat bottom of side 1/cautious facts – no 'needs' assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Useful strategic activity with words   _____ ___/10
(does not simply repeat bottom of side 1/cautious facts – no 'needs' assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Problem strategic activity with words   _____ ___/10
(does not simply repeat bottom of side 1/cautious facts – no 'needs' assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Useful strategic activity with letters   _____ ___/10

(does not simply repeat bottom of side 1/cautious facts – no 'needs' assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Problem strategic activity with letters _____ ___/10
(does not simply repeat bottom of side 1/cautious facts – no 'needs' assessment given/describes strategic activity/appropriate vocabulary/content is in appropriate section)

Summary (req start, pos reading, concern reading, pos writing, concern writing) _____ ___/10

Attachments
All running records w/3 levels of text, LID, CAP, OWT, WV, HRSW _____ ___/30

_____/200

Predictions of Progress (Initial)

End of Intervention (not required in August/September during training yr) _____ ___/10
    (Should be 3 to 4 long-term goals; integrate student's strengths with weaknesses)

Next Few Weeks (no teaching) _____ ___/10
    (2 short-term goals to carry through RAK)

Extra Work (supports 'next few weeks' during RAK) _____ ___/10

Teacher's Role   (actually describes <u>teac her 's</u> role during _____ ___/10
RAK)

_____ ___/40

Record of Oral Language
(This is optional for any child who begins intervention after September.) _____ ___/30

Lab - Lesson

Teacher: _____

Date: _____

Pre-discussion

    Teacher was on time and prepared.   _____ ___/10

    Teacher demonstrated an understanding of the child's literacy processing.   _____ ___/20
- Teacher able to verbally expand on the comments in questionnaire.
- Teacher able to answer TL questions about the child.
- Teacher able to give specific examples.

    Teacher was self-reflective.   _____ ___/20
- Teacher able to share his/her strengths as an interventionist.
- Teacher able to share his/her goals for self-improvement.
- Teacher able to share personal goals related to the specific child.

Lesson

    Teacher was organized with a natural flow to the lesson.   _____ ___/20
- All materials were handy and ready to go.
- It appears the teacher has a method to keep the lesson moving.
- Smooth transitions between activities

    Teacher followed a typical lesson format or had a valid rationale.   _____ ___/20
- Valid rationales must be shared after the lesson.
- The new book must never be moved within the lesson!

    Teacher completed entire lesson format within 28-33 minutes.   _____ ___/20
- Timer starts when child reads first word of familiar reading.
- Timer stops when child reads last word of new book.

    Teacher followed proper procedures at all times.   _____/100
- Major violations of procedures equal 20 point deduction
  - E.g. prompting during a running record (verbal or facial)
- Minor violations of procedures equal 10 point deduction
  - E.g. inappropriate prompting

Post-discussion

    Teacher identified strengths/successes of the lesson.   _____ ___/20

- Teacher started with the positives.

Teacher identified areas for further improvement.   _____ ___/20
- Teacher is aware of next steps for this child and/or self.

Teacher took written notes and seemed eager to improve.   _____ ___/20

_____/270

Lab - Paperwork

Teacher: Date: _____

Questionnaire _____

    Complete/Accurate/Reflective

                                                                         _____ /76

Attachments

    Running Records

        Conventions _____ /25

        Comments on the reading _____ /25

        MSVs _____ /25

        Analysis of information used and neglected _____ /50

    IDEC Calendar Report

        Complete/Accurate _____ /20

    Writing Vocabulary Chart

        Complete/Accurate _____ /20

    Daily Running Record Tracking Sheet

        Complete/Accurate _____ /20

Total Score _____ **/261**

Term Final

Videotape
      T/C are easily seen   _____/50
      T/C are easily heard   _____/50

Reflection Paper
      Content   _____/100

      Length is 2 full or more pages

      Concentrates on teacher, not child

      Includes past and present

      Typed

            Double-spaced

            1" margins

            Times New Roman

            12 point font   -_____/Deductions

      Predictions of Progress   _____/100

      Follow given format   -_____/Deductions

Total   **_____/300**

Note: Your final paper will be four (4) or more pages long. That's one title page, two or more pages of reflection, and one page containing your personal PoPs.