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

Fall 2017
EDSE 567 640: Practicum II for Specialized Reading Instruction for Students with Specific Learning Disabilities
CRN: 82788, 2 – Credits

Instructor: Dr. Judith Fontana and Dr. Katherine Nutt	**Meeting Dates**: Sept. 23 Distance and on-site monitoring 30 hours of direct in-class instruction 09/23/17 – 11/10/17
Phone: 703.993.4496	**Meeting Day(s)**: NA
E-Mail: knutt@gmu.edu/jfontan1@gmu.edu	**Meeting Time(s)**: Sept. 23, 2017, LCPS Admin Building, rooms 102 9 am to 12 noon TBD- individualized
Office Hours: By appointment	**Meeting Location**: Sept. 23, 2017, LCPS Admin Building, rooms 102 TBD- individualized
Office Location: Krug Hall Suite 213	**Other Phone**: NA

*Note: This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Prerequisite(s) None
Co-requisite(s) EDSE 565

Course Description
Demonstrate competencies for implementing intensive, data-based interventions to students with specific learning disabilities who have severe deficits in reading and writing. Administer and analyze assessments and design interventions for vocabulary, text comprehension, and written expression. Monitor student progress and modify instruction as needed. Offered by Graduate School of Education. May not be repeated for credit.
Recommended Corequisite: EDSE 565.
Registration Restrictions:
Enrollment limited to students with a class of Advanced to Candidacy, Graduate, Non Degree or Senior Plus.
Enrollment is limited to Graduate, Non-Degree or Undergraduate level students.

Students in a Non-Degree Undergraduate degree may not enroll.
Schedule Type: Internship

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate teacher candidates/students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/students should refer to their faculty advisor.

Course Delivery Method
Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Video and other media supports

Learner Outcomes
(Student outcomes are aligned with International Dyslexia Society Knowledge and Practice Standards for Teachers of Reading)
Upon completion of the course, teacher candidates/students will be able to:
1. Administer screenings and progress monitoring assessments.
2. Administer educational diagnostic assessments using standardized procedures.
3. Teach word meanings directly using contextual examples, structural analysis, antonyms and synonyms, definitions, connotations, multiple meanings, and semantic feature analysis.
4. Use teaching strategies that are appropriate for before, during, and after reading and that promote reflective reading.
5. Teach research-based writing strategies such as those for planning, revising, and editing text.

Course Relationship to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), intensive program in Reading Disabilities. This program complies with the standards for teachers of reading established by the International Dyslexia Association. The standards addressed in this course include those related to A: Foundation Concepts about Oral and Written learning and B: Knowledge of the Structure of Language.

Required Textbooks
From Co-requisite EDSE 565:

Klinger, J.K., Vaughn, S., & Boardman, A. (2015). Teaching reading comprehension to students with learning difficulties (2nd ed). New York: Guilford.

Recommended Textbooks

From Co-requisite EDSE 565:

www.edu.gov.on.ca/eng/studentsuccess/thinkliteracy/files/Reading.pdf
   THINK LITERACY: Cross-Curricular Approaches, Grades 7-12. Reading Strategies. Online no cost

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

Required Resources
Blackboard: This course will be delivered face to face and on GMU's Blackboard platform. In addition, required readings are posted on the course Blackboard site. Students are required to have reliable access to Blackboard.

Additional Technology
Students are required to have reliable access to telecommunication systems, and the ability to produce audio-visual recordings of instruction

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

Tk20 Performance-Based Assessment Submission Requirement

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

For EDSE 567, the required PBA is Student Analysis and Instructional Implementation Project. Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations
 Performance-based Assessment (Tk20 submission required)
 Student Analysis and Instructional Implementation Project

Using assessment data from the administration of formal and informal assessments to a student (or students) with a specific learning disability in reading, the candidate will interpret findings, design and implement targeted instruction, and monitor student progress.

1. Correctly administer, accurately score, and appropriately interpret formal and/or informal assessments in vocabulary, text comprehension, and written expression, to describe a student's patterns of strengths and weaknesses and instructional needs.

2. Present data and provide an overall summary of the student's performance based on assessments provided. Provide a comparison to expectations (SOL) for grade level for each area assessed, and then elaborate on any strengths and/or particular weaknesses the student may have.

3. Make recommendations for intensive individualized instruction based on each area of weakness identified from the assessments. Instructional recommendations should be evidence-based. Consider student identified interests, learning environments, and any cultural and linguistic factors when making your recommendations.

    a. Identify one goal for each of the areas, as appropriate (i.e., if a student is progressing on grade level in fluency, no goal is needed.)

4. Instruction: Design and implement a series of lessons based upon your recommendations. for vocabulary, reading comprehension and written expression Using the goals for individualized instruction as your guide, describe a general plan for individualized instruction for the student. Include who would provide the instruction, where the instruction would be provided, and the frequency of lessons.

    a. Design and implement 3-5 complete lesson plans to address the goals, using information from the course.

5. Progress monitoring

    a. Describe how you would use informal assessment measures (based on repeated, curriculum-based measures) to monitor the progress of the student toward the goals you identified.
    b. Describe the probes and procedures (in brief form) that you would like to use.
    c. Identify the frequency of your assessment and how you would use the information gathered.
    d. Identify how you would make decisions about instruction based upon the data gathered.
    e. Collect data during instruction with the targeted student.
    f. Present the data as a visual/graph and use it to guide instruction.

Performance-based Common Assignments (No Tk20 submission required.)
None

Other Assignments: None

Course Policies and Expectations
Attendance/Participation
EDSE 567 is a practicum course in which candidates work with individual K-12 students with instructor supervision. Therefore, students are required to document 30 hours of direct instruction over 7 weeks of school (Sept 25- Nov.10, 2017). The instructor reserves the right to make alternative arrangements with the possibility of an Incomplete (IN) for a candidate if an emergency arises.

Late Work: N/A

Grading Scale: Satisfactory/Unsatisfactory

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

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

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

- September 23, 2017: Orientation to EDSE 567
- Individual telecommunications and observations will be scheduled with the instructors.

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

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

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

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

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The 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/).

- The 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/).) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to

http://ssac.gmu.edu/make-a-referral/.

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

Appendix
Assessment Rubric(s)

	EXCEEDS EXPECTATION 3	MEETS EXPECTATION 2	DOES NOT MEET EXPECTATION 1
Administer educational diagnostic assessments using standardized procedures (IDA D:4)	• Candidate correctly administers and accurately scores results from technically sound formal and informal reading assessments.	• Candidate correctly administers and accurately scores results from technically sound formal and informal reading assessments. Minor errors that do not change interpretation of the assessment results may be present.	• Candidate inaccurately administers and/or scores the results from technically sound formal and informal reading assessments to the extent that interpretation of the assessment results is impacted.
Provide an overall summary of the student's performance based on assessments provided. Provide a comparison to expectations for grade level for each area assessed, and then elaborate on any strengths and/or particular weaknesses the student may have. (IDA D5)	Candidate writes report that clearly and accurately summarizes a student's current skills in all areas of reading AND includes educational implications of current performance.	Candidate writes report that clearly and accurately summarizes a student's current skills in all areas of reading.	Candidate writes report that is NOT ACCURATE in summarizing student's current skills OR does not include any one or more areas of reading.
Make recommendations for individualized instruction based on each area of weakness identified from the assessments. (IDA D6)	Candidate writes appropriate, specific recommendations for instruction and educational programming based on assessment data Candidate provides data-based rationale for each recommendation.	Candidate writes appropriate, specific recommendations for instruction and educational programming based on assessment data.	Candidate writes inappropriate OR irrelevant OR general recommendations for instruction and educational programming based on assessment data.

	EXCEEDS EXPECTATION 3	**MEETS EXPECTATION 2**	**DOES NOT MEET EXPECTATION 1**
Design six complete lesson plans (phonology) (E-1:1-4)	Candidate designs a lesson that includes: • Explicitly stated goal for the activity with link to data • Activities that match a student's developmental level of phonological skill with justification. • Activities that identify, match, blend, segment, substitute, and delete sounds. • Activities to teach articulatory features of phonemes and words with link to data. • Choices of minimally contrasting pairs of sounds and words • Manipulative materials and movement. • Adapts to student response with previously prepared materials.	Candidate designs AND IMPLEMENTS a lesson that includes: • Explicitly stated goal for the activity • Activities that match a student's developmental level of phonological skill. • Activities that identify, match, blend, segment, substitute, and delete sounds. • Activities to teach articulatory features of phonemes and words • Choices of minimally contrasting pairs of sounds and words • Manipulative materials and movement • Adapts to student response with pace, content, or strategy.	Candidate designs AND IMPLEMENTS a lesson that includes: • NO Explicitly stated goal for the activity • Activities that DO NOT match a student's developmental level of phonological skill OR are incorrectly implemented. • Activities that identify, match, blend, segment, substitute, OR delete sounds. • NO Activities OR activities that are unclear to teach articulatory features of phonemes and words • Choices of contrasting pairs of sounds and words • NO Manipulative materials and movement • NO adaptation to student response.
Design six complete lesson plans (phonics and word recognition) (IDA E-2: 2-4)	Candidate designs AND IMPLEMENTS a lesson that includes: • Explicitly and effectively teaching concepts of word recognition and phonics AND links to student data • Simultaneous use of two or three learning modalities • All steps in a decoding lesson, including single-word reading and connected text AND	Candidate designs AND IMPLEMENTS a lesson that includes: • Explicitly and effectively teaching concepts of word recognition and phonics that applies to single words, phrases, and connected text • Simultaneous use of two or three learning modalities • All steps in a decoding lesson, including	Candidate designs AND IMPLEMENTS a lesson that includes any of the following: • DOES NOT Explicitly and effectively teaching concepts of word recognition and phonics that applies to ONLY single words, phrases, OR connected text • Simultaneous use of ONLY ONE learning modality • Incomplete steps in a decoding lesson,

	EXCEEDS EXPECTATION 3	**MEETS EXPECTATION 2**	**DOES NOT MEET EXPECTATION 1**
	describes cumulative progression of skills. • Adapts to student response with previously prepared materials.	single-word reading and connected text • Adapts to student response with pace, content, or strategy. .	including single-word reading and connected text • DOES NOT adapt to student response.
Design six complete lessons (fluency) (IDA E-6: 2)	Candidate designs AND IMPLEMENTS a lesson that • Incorporates fluency-building activities into instruction at sub-word and word levels AND links choices to general curriculum needs. • Uses variety of techniques to build fluency AND justifies choice with student data. • Includes appropriate level of texts for fluency building AND justifies with student data. • Adapts to student response with previously prepared materials.	Candidate designs AND IMPLEMENTS a lesson that • Incorporates fluency-building activities into instruction at sub-word and word levels. • Uses variety of techniques to build fluency. • Includes appropriate level of texts for fluency building • Adapts to student response with pace, content, or strategy	Candidate designs AND IMPLEMENTS a lesson that • Incorporates fluency-building activities into instruction at ONLY the sub-word OR word levels. • Uses ONLY ONE techniques to build fluency OR uses a technique that is NOT research-based. • Includes inappropriate level of texts for fluency building • DOES NOT adapt to student response.
Design six complete lesson plans (vocabulary) (E-4:2)	Lesson plan reflects: • Selection of material for read-alouds and independent reading that will expand student's vocabulary. Materials provided. • Identification of words necessary for direct teaching with description of relevance to curriculum. • Repeated encounters with new words. Each explicitly described. • Repeated unique opportunities to use new words.	Lesson plan reflects: • Selection of material for read-alouds and independent reading that will expand student's vocabulary. • Identification of words necessary for direct teaching. • Repeated encounters with new words. • Repeated opportunities to use new words.	Lesson plan reflects: No specific (or inappropriate) material selected for read-alouds or independent reading OR No words identified for direct teaching. OR Two or fewer encounters with new words. OR Two or fewer opportunities to use new words.

	EXCEEDS EXPECTATION 3	MEETS EXPECTATION 2	DOES NOT MEET EXPECTATION 1
Design six complete lesson plans (text comprehension) (IDA E-5: 1)	Candidate designs a lesson that includes: • Stated purpose for reading • Provides background knowledge • Explores key vocabulary • Queries during text reading • Use of organizers, note-taking strategies, retelling and summarizing, or cross-text comparisons. Lesson addresses surface code, text base, and mental model. Candidate describes potential confusions for students AND addresses those explicitly.	Candidate designs a lesson that includes: • Stated purpose for reading • Provides background knowledge • Explores key vocabulary • Queries during text reading • Use of organizers, note-taking strategies, retelling and summarizing, or cross-text comparisons. Lesson addresses surface code, text base, and mental model.	Candidate designs a lesson that FAILS to include any of the following: • Stated purpose for reading • Provides background knowledge • Explores key vocabulary • Queries during text reading • Use of organizers, note-taking strategies, retelling and summarizing, or cross-text comparisons. Lesson addresses only ONE or fewer of: surface code, text base, or mental model.
Design six complete lessons (written expression) (IDA E-6: 2)	Candidate designs a lesson that Includes activities to teach mechanics/conventions AND/OR composition AND/OR revision and editing processes. Candidate teaches a research-based writing strategy for planning, revising, or editing text within the lesson. Candidate includes instruction on generalization of the writing strategy in instruction.	Candidate designs a lesson that Includes activities to teach mechanics/conventions OR composition OR revision and editing processes. Candidate teaches a research-based writing strategy for planning, revising, or editing text within the lesson.	Candidate designs a lesson that Includes activities that are not directly related to mechanics/conventions OR composition OR revision and editing processes. Candidate DOES NOT teach strategies OR teaches writing strategies that are not research-based.
Describe use of informal assessment measures to monitor the	Candidate describes a progress monitoring plan that includes: • Description and examples of probes	Candidate describes a progress monitoring plan that includes: • Description of probes	Candidate describes a progress monitoring plan that either DOES NOT include any of the following

	EXCEEDS EXPECTATION 3	MEETS EXPECTATION 2	DOES NOT MEET EXPECTATION 1
progress of the student.	• Description of procedures • Identification of frequency of assessment • Identification of how would make instructional decisions based on data • Rationale for decision making rules	• Description of procedures • Identification of frequency of assessment • Identification of how would make instructional decisions based on data.	OR items are not linked to instructional objectives: • Description of probes • Description of procedures • Identification of frequency of assessment • Identification of how would make instructional decisions based on data
Administer progress monitoring assessments (IDA D:1)	Candidate administers progress monitoring probes in consistent and systematic fashion at baseline and through at least 7 data points. Candidate provides rationale for progress monitoring to student. Candidate articulates need for consistency in data collection to student.	Candidate administers progress monitoring probes in consistent and systematic fashion at baseline and through at least 7 data points.	Candidate administers progress monitoring probes in an inconsistent and non-systematic fashion at baseline OR at any data point. OR candidate does not administer progress monitoring probes at baseline OR at least 7 data points.
Display progress-monitoring data in graphs that are understandable to students and parents (IDA D:3)	Candidate accurately displays collected data in graph form AND reviews data with student at each data point. Candidate accurately describes progress to student. Candidate accurately uses data display to describe progress to parents or other education professionals.	Candidate accurately displays collected data in graph form AND reviews data with student at each data point. Candidate accurately describes progress to student.	Candidate inaccurately displays collected data in graph form OR DOES NOT review data with student at each data point. Candidate inaccurately describes progress to student.