George Mason University
College of Education and Human Development
Graduate School of Education
Program: Elementary Education – Licensure –Yearlong Cohort

EDCI 555 A04: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part I
3 credits, Summer 2018
M,T,W,R,F 9:00-3:30* May 14 – June 21
Daniels Run Elementary School and Krug Hall room 253

*Course taught in conjunction with EDCI 545

Faculty:

Name:	Dr. Lois Groth (co-taught with Kelly Usher)
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Prerequisites/Corequisites
Admission into Elementary Education graduate program; must be taken in programmatic sequence.

University Catalog Course Description
Provides research-based introduction to literacy teaching and learning for younger children. Emphasizes language development; reading and writing processes; emergent literacy; culture, families, and literacy; and literacy integration in the curriculum.

Course Overview
This course examines balanced literacy instruction. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course will build closely upon themes taught in the first two elementary program courses and will integrate ideas from other elementary methods courses.

Course Delivery Method
This face-to-face course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Some of our course meeting time will occur in an elementary school setting. **This course also requires field experience.** These field hours will be completed at the elementary school where class is held. A detailed schedule will be provided in class.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:
1. Students will demonstrate an understanding of reading as a cognitive, sociocultural, psychological, and linguistic process.
2. Students will reflect on their own literacy learning histories and connect these to current theories of reading instruction.
3. Students will observe and assess the reading development and needs of elementary learners.

4. Students will plan literacy lessons that demonstrate an understanding of connections between phonemic awareness, word recognition, fluency and comprehension strategies and proficient reading.
5. Students will plan literacy lessons that promote creative and critical thinking.
6. Students will plan lessons that facilitate reading fluency, reading comprehension and vocabulary development across content areas.
7. Students will plan lessons using strategies in literal, interpretive, critical, and evaluative comprehension.
8. Students will survey technological tools, print materials, and other resources for teaching reading.
9. Students will describe the literacy needs of diverse learners, including English Language Learners and students with other special needs, and they will adapt lesson plans to meet these needs.
10. Students will explore and explain the role of families, communities, and schools in children's literacy learning.
11. Students will understand the importance of promoting independent reading and reading reflectively by selecting quality literature, including fiction and non-fiction, at appropriate reading levels.
12. Students will demonstrate the ability to assess individual and group reading needs in a classroom situation and organize classroom instruction to facilitate the literacy development of all learners.

Professional Standards

This course addresses priorities in the GSE master plan including literacy, technology, and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades PK-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education, (ISTE); and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals. This course builds closely upon themes taught in the foundations courses and integrates ideas from other elementary methods courses.

Upon completion of this course, students will have met the following professional standards:

Standards: INTASC   (*http://www.dpi.state.nc.us/pbl/pblintasc.html*)

INTASC	Assignments
1. Learner Development	Read Aloud Lesson; Guided Reading; Student Assessment
2. Learning Differences	Field, Read Aloud Lesson; Guided Reading; Student Assessment
3. Learning Environments	Field
4. Content Knowledge	Field; Children's Literature; Interactive Read Aloud; Guided Reading; Book club
5. Application of Content	Field; Interactive Read Aloud; Guided Reading; Children's Literature; Book club
6. Assessment	Field; Interactive Read Aloud; Guided Reading; Student Assessment
7. Planning	Field; Interactive Read Aloud; Guided Reading; Children's Literature
8. Instructional Strategies	Field; Children's Literature; Guided Reading; Interactive Read Aloud
9. Professional Learning and Ethical Practice	Field; Book club
10. Leadership and Collaboration	Field; Student Assessment; Guided Reading; Children's Literature; Book club

Standards: ISTE NETS   (*http://cnets.iste.org/teachstand.html*)

ISTE NETS	Assignments
1. Learner Development	Field; Children's Literature
2. Learning Differences	Field; Children's Literature
3. Learning Environments	Field; Children's Literature
4. Content Knowledge	Field; Children's Literature

Standards: IRA   (http://www.reading.org/resources/issues/reports/professional_standards.html)

IRA	Assignments
1. Foundational Knowledge	Field; Children's Literature; Read Aloud Lesson; Book Club; Guided Reading
2. Instructional Strategies and Curriculum Materials	Field; Children's Literature; Read Aloud Lesson; Guided Reading
3. Assessment, Diagnosis, Evaluation	Field; Read Aloud Lesson; Guided Reading; Student Assessment
4 Creating a Literate Environment	Field; Children's Literature; Read Aloud Lesson; Book Club; Guided Reading

Standards: ACEI
(http://acei.org/images/stories/documents/ACEIElementaryStandardsSupportingExplanation.5.07.pdf)

ACEI	Assignments
2.1 Reading, Writing, Oral Language	Read Aloud Lesson; Student Assessment; Guided Reading
3.1 Integrating and applying knowledge for instruction	Children's Literature; Read Aloud Lesson; Student Assessment; Guided Reading
4.0 Assessment	Read Aloud Lesson; Student Assessment; Guided Reading

Required Texts

Johnston, P.H. *Opening minds: Using language to change lives.* Portland, ME: Stenhouse Publishers.

Fountas, I.C. & Pinnell, G.S. (2017) *The Fountas & Pinnell literacy continuum: A tool for assessment, Planning, and teaching* (Expanded ed.). Portsmouth, NH: Heinemann.

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment.* Columbus, OH: Pearson.

**Additional selected readings will be posted on Blackboard.

Related Texts: (excellent resources)

Allington, R.L. (2011) *What really matters for struggling readers: Designing research-based programs* (3rd ed.). New York, NY: Allyn & Bacon.

Beck, I.L., McKeown, M.G., & Kucan, L. (2013) *Bringing words to life: Robust vocabulary instruction* (2nd ed.) . New York, NY: Guilford.

Burkins, J. & Yaris, K. (2016). *Who's doing the work?* Portland, ME: Stenhouse.

Clay, M. M. (1993). *An observation survey of early literacy achievement.* NH: Heinemann.

Cunningham, P.M., & Allington, R.L. (2015). *Classrooms that work: They can all read and write* (6th ed.). Boston, MA: Pearson.

Fields, M.V., Groth, L.A., & Spangler, K.L. (2007). *Let's begin reading right* (6th edition). New York: Pearson.

Fountas, I.C. & Pinnell, G.S. (1996). *Guided reading: Good first teaching for all children.* NH: Heinemann.

Harvey, S., & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for understanding and engagement* (3rd ed.). Portland, ME: Stenhouse.

Morrow, L.M., & Gambrell, L.B. (2014). *Best practices in literacy instruction* (5th ed.). New York, NY: Guilford.

Course Performance Evaluation

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. Please note the Performance-Based Assessment for this class is the Strategic Read Aloud Lesson.

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 6th Edition APA manual, the OWL at Purdue is an excellent resource. http://owl.english.purdue.edu/owl/resource/560/01/

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Participation/Field Work	15%	**DUE throughout class**
**Children's Literature	15%	**DUE 5/29/18 Tuesday**
**Strategic Read Aloud Lesson (PBA)	20%	**DUE 6/1/18 Friday**
**Student Assessment	20%	**DUE 6/8/18 Friday**
**Guided Reading	20%	**DUE 6/14/18 Thursday**
Book Club	10%	**DUE 5/24; 5/31; 6/7**

**Shared assignment with EDCI 545 Differentiation and Assessment

Assignments and/or Examinations:

1. Participation and Fieldwork (15%)

It is expected that you attend all scheduled classes and field work outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. This is particularly important given our work with a school partner.

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

Evaluation

Participation and fieldwork will be assessed based on readiness and contributions. (15%)

EDCI 555 Attendance/Participation Rubric

Expectations (3 pts. per class meeting)
Weekly participation is evaluated using the scale below:

	Unsatisfactory (0 pts)	Basic (1 pts)	Proficient (2 pts)	Distinguished (3 pts)
Participation/ Attendance	The student is absent from class.	The student is significantly late and/or is not prepared for class. The student does not actively participate in discussions.	The student is on time and generally prepared for class discussions. The student participates to an extent in group and class discussions.	The student is punctual and prepared for class. The student actively participates and supports the members of the learning group and the members of the class.

2. Children's Literature Annotated Bibliography (15%)   DUE: Tuesday, June 29th
***Shared with EDCI 545**

Students will begin a resource file of children's literature including annotations and discussion questions for three texts. Title, author, date of publication, the genre, annotations (brief summary of the text with evaluative commentary), close reading questions (Shanahan – What did the text say? How did the text work? What did the text mean?), discussion questions [What are you thinking? Imagine, feel, believe, wonder, want, like, need, know questions (see Johnston page 76) and Bloom's Taxonomy] and think alouds (e.g., I am thinking…because…). Additional information will be provided in class.
Outcomes: 1, 4, 8, 10, 11

Evaluation
Children's literature study will be evaluated for completion, accuracy, and depth of discussion questions as well as coherence of writing and mechanics. (15%)

3. Strategic Read Aloud Lesson   PBA (20%)   (GoReact)   DUE: Friday, June 1st
***Shared with EDCI 545**

Reading aloud is a staple of every elementary classroom and should occur daily. Conducting a strategic read aloud is an effective way for showing students how readers think while they read. Therefore, strategic read-alouds are at the heart of comprehension instruction. You will conduct a strategic read aloud in an elementary class, explicitly explaining to students a comprehension strategy and then modeling the strategy to students by thinking aloud as you read the book. You will video record your read aloud and upload it to GoReact. After conducting the read aloud you will reflect on the lesson on GoReact. *I will explain and model a strategic read aloud in class.*
Outcomes: 1, 3, 4, 5, 6, 7, 8, 11, 12

Evaluation

EDCI 555 Read Aloud Rubric

	0 Does Not Meet Standard	1-2 Approaches Standard	3-4 Meets Standard	5 Exceeds Standard
Lesson Plan InTASC Standards: 1, 4, 5, 7, 8	Candidate does not turn in a lesson plan for their read aloud	Candidate writes a lesson plan that demonstrates understanding of a	Candidate writes a lesson plan that shows understanding of a read aloud and uses	Candidate writes a lesson plan that demonstrates exceptional

ACEI Standards: 1.0, 2.1, 3.1		read aloud but it lacks accuracy, clarity, or specificity	the lesson plan in their instruction	understanding of a read aloud
Comprehension Strategy Instruction InTASC Standards: 1, 3, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1	Candidate does not instruct students on a given comprehension strategy	Candidate attempts to explain to students a comprehension strategy but the explanation lacks accuracy, clarity, or specificity	Candidate explicitly explains to students what the identified comprehension strategy is	Candidate explicitly explains to students what the identified comprehension strategy is and explains why it is important
Modeling Strategy InTASC Standards: 1, 3, 4, 5, 7, 8 ACEI Standards: 1.0, 2.1, 3.1	Candidate does not use a think aloud to model the comprehension strategy	Candidate attempts to model the comprehension strategy using a think aloud but it lacks accuracy, clarity, or specificity	Candidate models the comprehension strategy using a think aloud during the lesson	Candidate models the comprehension strategy using a think aloud and checks for understanding
Edthena Reflection InTASC Standards: 1, 5, 7, 8 ACEI Standards: 1.0, 2.1, 5.1	Candidate does not attempt to make comments on their Edthena video	Candidate comments on their lesson but the comments lack thoughtful, informed reflection	Candidate comments on their lesson by making thoughtful, informed reflections	Candidate comments on their lesson by making thoughtful, informed reflections that exceptionally integrate knowledge from class
				Final Score_____/20

4. Student Assessment   Due: Friday, June 8th
**Shared with EDCI 545

Students will hold reading conferences with the members of a guided reading group in the fieldwork classroom. The purpose of these conferences will be assessment and one-on-one instruction. You will present a reflection that summarizes what you did; what you learned about the reader; what you learned about conferring. Additional information will be provided in class. Outcomes: 1, 2, 3, 4, 8, 9, 10, 11, 12

Evaluation
Conference summaries will be evaluated based on consistency with instructional methods taught in the program; appropriate rationale provided; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics.   (20%)

5. Guided Reading   (GoReact)   Due: Thursday, June 14th
Students will plan and implement a guided reading lesson and videotape it. GoReact clips and reflections on before, during, and after reading instructional strategies will be prepared. Additional information will be provided in class.   Outcomes: 1, 3, 4, 5, 6, 7, 8, 11, 12

Evaluation
Guided reading lessons will be evaluated based upon thoroughness and ability to apply knowledge gained in readings and in class. Written plans account for one quarter of the grade. Post implementation critical reflections account for the other three quarters. Reflections will be evaluated for ability to apply knowledge gained in readings and in class, coherence of writing, and mechanics.   (20%)

6. Book club   **Due: June May 24, 31 June 7**

Students will participate in a book club to discuss course readings. This assignment will require meetings during class.   Outcomes: 1, 2, 9, 10, 11, 12

Evaluation

Book club comments will be evaluated for depth of reflection and inclusion of new understanding about the text/course content.   (10%)

Other Requirements

Participation

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to all class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls. Field work is required for this class. You will be assigned a classroom at a PDS site.

Note: I reserve the right to alter, omit or add any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

Grading Scale

Grade	GRADING	Grade Points	Interpretation
A	94-100	4.00	**Represents mastery of the subject through effort beyond basic requirements**
A-	90-93	3.67	
B+	86-89	3.33	**Reflects an understanding of and the ability to apply theories and principles at a basic level**
B	80-85	3.00	
C*	70-79	2.00	**Denotes an unacceptable level of understanding and application of the basic elements of the course**
F*	<69	0.00	

*Remember: A course grade less than B requires that you retake the course."C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Handbook).

Blackboard Requirements

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit this assessment to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester. **The Read-Aloud Lesson Plan and Reflection assignment described above serves as a performance-based assessment (PBA) for this course. While this is an important assignment for this course, this PBA is not used for accreditation purposes and does not need to be submitted to Tk20.**

Tentative Course Schedule

Monday, May 14, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:30-12:00 **Daniels Run Elementary** *DI/Lit*	Parker	*EQ: What is differentiation and why is it necessary?* • Setting the stage for learning	**Prior to class:** Survey Sousa & Tomlinson, p. 14-16 and Ch. 2 Academic Conversations Bb readings
12:00-1:30 *Lunch/Reading Time*			**During lunch break:** Tomlinson, Ch. 2 & 3 Tomlinson & Moon, Ch. 1 Sousa & Tomlinson, Ch 4 (67-78)
1:30-3:30 **Daniels Run Elementary** *DI*	Parker	*EQ: What is differentiation and why is it necessary?* • Growth mindset and DI • Role of assessment in DI	

Tuesday, May 15, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:30-12:00 **Daniels Run Elementary** *Lit*	Groth	Introduction Teacher Talk IRA – *One Duck Stuck* K-W-L reading instruction	Kohn – *Five Reasons to Stop Saying "Good Job"* RC Teacher Language – the 3 R's The Praise Paradox (Teacher language folder)
12:00-1:00 *Lunch/Reading Time*			
12:30-3:30 **Daniels Run Elementary** *Lit*	Groth	Reading development Reading Processes Cueing systems – M, S, V Cambourne's Model Self-determined learners sort	Zarillo chapters 1 & 3 Reutzel, 2015 (Early Literacy folder)

Wednesday, May 16, 2017

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 **Daniels Run Elementary**		Field Hours (Audra and Holly on-site)	DI: Use checklist to orient yourself to the classroom and your students
12:00-12:30 *Lunch*			
12:30-3:00 **Daniels Run Elementary** *DI* **3:00-3:30** *Workshop*	Parker	*EQs: What is the role of pre-assessment in differentiating instruction?* *What are the six features of differentiated instruction?* *How do I use pre-assessments to understand students; readiness, interests, and learning styles?* • Content, process, product,	**Prior to class:** Tomlinson & Moon (Assess), Ch. 2 and 3 Sousa & Tomlinson (remainder Ch. 4) Tomlinson Ch 9-11 Bb readings

| | | readiness, interest, learning style
 • Types of pre-assessments | |

Thursday, May 17, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 **Daniels Run** **Elementary**		Field Hours	Administer preassessments from DI course (5/16)
12:00-12:30 *Lunch*			
12:30-3:30 **Daniels Run** **Elementary** *Lit*	Groth	Principles of Reading Development Theory of Assistance NCLB 5 Pillars Alphabetics, Phonemic Awareness, Phonics. CAP	Zarillo chapters 2, 4, & 5 Phonemic Awareness – Yopp, 1992 Phonics – Brabham, 2003 (Early Literacy folder)

Friday, May 18, 2018
Reading Day—No class meeting or field hours

Monday, May 21, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 **Daniels Run** **Elementary**		Field Hours	
12:00-12:30 *Lunch*			
12:30-3:00 **Daniels Run** **Elementary** *DI* *3:00-3:30* *Workshop*	Parker	*EQ: How do I pre-assess students' readiness for learning in the content areas?* • Review data samples and pre-assessment strategies • Design pre-assessments	**Prior to class:** Sousa & Tomlinson, Chs. 5, 6, & 7 Bb Readings

Tuesday, May 22, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 **Daniels Run** **Elementary**		Field Hours	
12:00-12:30 *Lunch*			
12:30-3:30 **Daniels Run** **Elementary** *Lit*	Groth	Balanced Literacy Components: Read Aloud and Independent Reading	Zarillo chapters 11 & 12 Lenox, 2013 Giroir, 2015 (Read aloud folder) Kelley, 2009 (Motivation folder) Fountas & Pinnell 12-31

Wednesday, May 23, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 **Daniels Run** **Elementary**		Field Hours (Audra and Holly on-site)	

12:00-12:30 *Lunch*			
12:30-3:00 Daniels Run Elementary *DI* **3:00-3:30** *Workshop*	Parker	*EQ: How do I differentiate instruction?* • Review data collection • High prep differentiated instructional strategies and frameworks	<u>**Prior to class:**</u> Tomlinson, Chs. 12, 13, 14 Bb Readings

Thursday, May 24, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 Daniels Run Elementary		Field Hours	
12:00-12:30 *Lunch*			
12:30-3:30 Daniels Run Elementary *Lit*	Groth	Choosing literature Evaluating non fiction Close Reading Text Leveling	BOOK CLUB Johnston 1-3 Pick two (Read aloud folder) Close Reading questions Close Reading fastback (Close Reading folder) Zarillo ch 10

Friday, May 25, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 Daniels Run Elementary		Field Hours	

Monday, May 28, 2018
MEMORIAL DAY
Tuesday, May 29, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 Daniels Run Elementary		Field Hours	
12:00-12:30 *Lunch*			
12:30-3:00 Daniels Run Elementary *Lit*	Groth	Shared Reading	**DUE: CHILDREN'S LIT** Fountas & Pinnell pp 103-109 14 Ways to Use Shared Readig Choose: Fisher, Frey & Lapp 2008 OR Kesler, 2010 OR Baker, 2013

Wednesday, May 30, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 Daniels Run Elementary		Field Hours (Audra and Holly on-site)	
12:00-12:30 *Lunch*			
12:30-3:00	Parker	*EQ: How do I differentiate*	<u>**Prior to class:**</u>

Daniels Run Elementary *DI* *3:00-3:30* *Workshop*		*instruction?* • Review data collection • Low prep differentiated instructional strategies and frameworks	Bb Readings (*Cash, Ch. 8)

Thursday, May 31, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 **Daniels Run** **Elementary**		Field Hours	
12:00-12:30 *Lunch*			
12:30-3:00 **Daniels Run** **Elementary** *Lit*	Groth	Guided Reading	BOOK CLUB Johnston 4-6 Fountas & Pinnell pp 400-409 Guided Reading: The Romance and the Reality (Fountas & Pinnell, 2013)

Friday, June 1, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 **Daniels Run** **Elementary**		Field Hours	**DUE: READ ALOUD**

Monday, June 4, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 **Daniels Run** **Elementary**		Field Hours	
12:00-12:30 *Lunch*			
12:30-3:00 **Daniels Run** **Elementary** *DI* *3:00-3:30* *Workshop*	Parker	*EQ: What is formative assessment and how does it inform instruction?* • Instructional design • Readiness • Develop interview protocols	<u>**Prior to class:**</u> Tomlinson & Moon, Ch. 4 Bb Readings

Tuesday, June 5, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 **Daniels Run** **Elementary**		Field Hours	
12:00-12:30 *Lunch*			
12:30-3:00 **Daniels Run** **Elementary** *Lit*	Groth	Guided Reading continued Literature Discussion	Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning (Avalos, 2007)

EDCI 559 Share Session at Dewberry Hall!
Wednesday, June 6, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments

Time/Location		Course Topics	
9:00-12:00 **Daniels Run** **Elementary**		Field Hours	
12:00-12:30 *Lunch*			
12:30-3:00 **Daniels Run** **Elementary** *DI* *3:00-3:30* *Workshop*	Parker	*EQ: What is summative assessment and how does it inform instruction?* • Types of summative assessment	**Prior to class:** Tomlinson & Moon, Ch. 5 & 6 Bb Readings

Thursday, June 7, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 **Daniels Run** **Elementary**		Field Hours	
12:00-12:30 *Lunch*			
12:30-3:00 **Daniels Run** **Elementary** *Lit*	Groth	Assessment Conferences Running Records	BOOK CLUB Johnston 7-9 Clay, 1993 (Running record folder) Making the Most of Reading Conferences (Reading Conferences folder) Fountas & Pinnell, 2001 (Assessment Articles folder)

Friday, June 8, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-12:00 **Daniels Run** **Elementary**		Field Hours (Last day at DRES)	**DUE: STUDENT ASSESSMENT**

Monday, June 11, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:30-12:00 **Mason- Krug 253** *DI*	Parker	*EQ: What are the elements of a quality curriculum?* • Role of differentiated instruction in a quality curriculum	**Prior to class:** Sousa & Tomlinson, Ch. 3 Bb Readings
12:00-1:00 *Lunch/Reading* *Time*			
1:00-3:30 **Mason** *DI*	Parker	*EQ: What are the elements of a quality curriculum?* • Role of differentiated instruction in a quality curriculum	

Tuesday, June 12, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments

9:30-12:00 Mason – Krug 253 *Lit*	Groth	Assessment Running Records and miscue analysis	Risko & Dahlhouse, 2010 Roskos & Neuman, 2012 (Assessment Articles folder)
12:00-1:00 *Lunch/Reading Time*			
1:00-3:30 Mason *Lit*	Groth	Comprehension Fluency	Zarillo ch. 8 McLaughlin, 2012 (Comprehension folder) Zarillo ch 6 1 choice article (Fluency folder)

Wednesday, June 13, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:30-12:00 Mason – Krug 253 *DI*	Parker	*What does grading look like in a differentiated classroom?*	DUE: Impact on Student Learning Assignment
12:00-1:00 *Lunch/Reading Time*			
1:00-3:30 Mason *DI*	Parker	*How do I explain differentiated instruction to parents?*	<u>Prior to class:</u> Tomlinson, Ch. 8 Tomlinson, Ch. 15

Thursday, June 14, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:30-12:00 Mason – Krug 253 *Lit*	Groth	Motivation Vocabulary	ACCESS article and 1 choice article (Motivation folder) Flood, Fast, Furious article Kucan article (vocab folder) Zarillo ch 9
12:00-1:00 *Lunch/Reading Time*			
1:00-3:30 Mason *Lit*	Groth	Reading workshop Environment Focus Lessons	Big Ideas Behind Daily 5 and CAFÉ (Boushey & Mosher, 2012) Principles of the Language Arts Workshop (Frey & Fisher) (Instructional Formats folder) Planning Effective Minilessons and Conferences (Fountas & Pinnell, 2001) (reading conferences folder) Zarillo, ch 15

Friday, June 15, 2018

Reading Day—No class meeting or field hours

Monday, June 18, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:30-12:00 **Mason – Krug 253** *DI*	Parker	***Showing what we know*** • Using student data to design instruction--a performance based assessment	DUE: Performance based assessment (in class)
12:00-1:00 *Lunch/Reading Time*			
1:00-3:30 **Mason** *DI*	Parker	***How do I manage instruction in a differentiated classroom?*** • Techniques and considerations	<u>**Prior to class:**</u> Sousa & Tomlinson, Ch. 8 Tomlinson, Ch. 6-7

Tuesday, June 19, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:30-12:00 **Mason – Krug 253** *Lit*	Groth	Putting it all together Course review Looking ahead to EDCI 556	

Wednesday, June 20, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
9:30-12:00 **Mason – Krug 253** *DI*	Parker	**EQ: What are my beliefs about differentiated instruction and assessment?** • Teacher and intern panel	

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 silenced 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 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/).

GEORGE MASON UNIVERSITY

College of Education and Human Development
Accreditation and Program Improvement
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Phone: (703) 993-5290
Fax: (703) 993-5701

- 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/.

Memo:
To: all CEHD students seeking student teaching internships in spring 2018 and forward
From: Jeff Davis, Director of Educator Preparation, CEHD
Re: Internship application requirements

Date: May 1, 2017

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications**.

Student Clinical Practice: Internship Application Requirements

TESTING

Since 2015, internship applications must include **all** official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a **minimum** of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st**.

Required tests:

1. Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
2. VCLA
3. RVE (specific programs only…see link below)
4. ACTFL (Foreign Language only…unofficial scores are acceptable *for this test only*)
5. Praxis II (content knowledge exam in your specific endorsement area)

For details, please check http://cehd.gmu.edu/teacher/test/

ENDORSEMENTS

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid – **NEW hands-on training required for licensure!**

Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that "hands-on" First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing "hands-on" training. After June 30, 2017, the online training will no longer be accepted.

Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at http://cehd.gmu.edu/teacher/emergency-first-aid to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!

Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at
http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html.

Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING

All local school systems require students to complete a criminal background check through their

human resources office (<u>not</u> through George Mason University) **prior to beginning the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

<u>PLEASE NOTE</u>:

Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

<u>APPLICATION</u>

The internship application can be downloaded at http://cehd.gmu.edu/teacher/internships-field-experience

<u>DEADLINES</u>

<u>Spring 2018 internship application deadline:</u>

* Traditional Internship: *September 15, 2017*

* On-the Job Internship: *November 1, 2017*

If you have any questions about the above requirements, **<u>don't wait</u>** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.