



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

Summer 2019

EDSE 503 651: Language Development and Reading
CRN: 42711, 3 – Credits

Instructor: Dr. Elizabeth Montanaro	Meeting Dates: 5/23/2019 – 7/25/2019
Phone: 201-320-0405	Meeting Day(s): Thursday
E-Mail: emontana@gmu.edu	Meeting Time(s): 4:30 pm – 9 pm
Office Hours: by appointment	Meeting Location: Brambleton MS Room 638
Office Location: N/A	Other Phone: N/A

****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): None

Course Description

Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

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.

Advising Tip

Have you scheduled your RVE test? Students who need RVE for their program are encouraged to take it after completing the EDSE 503 course. Check your program plan or talk with your advisor to find out if you need RVE for your program.

Course Delivery Method

Learning activities include the following:

1. Class lecture and discussion
2. Application activities, including field placement
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Interactive Online Modules

Learner Outcomes

Upon completion of this course, teacher candidates/students will be able to:

1. Describe emergent literacy skills, including concepts about print, phonemic awareness, phonics, syntactical forms of language, vocabulary, and pragmatics.
2. Describe how stages of language development for typical students and students with learning disabilities, emotional disturbance, and mild intellectual disabilities (high-incidence disabilities) impact reading and writing development of these students.
3. Describe the rules (e.g., spelling patterns, syllables, morphemes) of language, the forms (e.g., syntax, writing, speaking, listening, spelling) of language, and the functions (e.g., pragmatics, semantics) of language and its relationship to reading comprehension.
4. Identify distinctions between language delay/disorders of students with high-incidence disabilities and language differences of students with cultural and linguistic backgrounds.
5. Describe the five components of reading identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency, comprehension), and evidence-based practices for the specialized reading and writing instruction delivered to students with high-incidence disabilities.
6. Describe diagnostic decision making based on assessments (e.g., informal reading inventories, running records, and curriculum-based assessments) which monitor the ongoing progress of students, and the design and delivery of a balanced approach for students' specialized reading and writing instruction.
7. Describe evidence-based practices to effectively differentiate literacy instruction for elementary and secondary students with and without high-incidence disabilities.

Professional Standards

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 1: Learner development and individual learning differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 4: Assessment (InTASC 6) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to the five essential elements of reading, language, and informal literacy assessments. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Required Textbooks

Jennings, J.H., Caldwell, J.S., & Lerner, J.W. (2014). *Reading problems assessment and teaching strategies* (7th ed.). Boston, MA: Pearson.

Berkeley, S. & Barber, A.T. (2015). *Maximizing effectiveness of reading comprehension instruction in diverse classrooms*. Baltimore, MD: Paul H. Brookes Publishing.

Fox, B. (2013). *Phonics and word study for the teacher of reading* (11th ed.). Boston, MA: Pearson.

Note for students: The digital format may not be used for this class - this is a workbook in which the candidate must be able to write. Students should purchase a new (not used) hard copy.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC. ISBN 9781433805615

Required Resources

Blackboard (Bb) Site

Blackboard (Bb) will be used to post important information for this course. Plan to access the Bb site several times per week; announcements and resources are posted on the Bb site in between class sessions. You are responsible for accessing the materials – for printed copies, etc. prior to class. You will use the site: <http://courses.gmu.edu>. Click the Login tab. Your Login and password is the same as your George Mason e-mail login. Once you enter, select the EDSE 503 course. All handouts and additional resources will be available on Bb. Students are responsible for downloading these handouts or printing hard copies for use in class.

Class Companion Website

A free version of the Jennings Informal Inventory (IRI) is at:
http://wps.ablongman.com/wps/media/objects/2688/2753469/Richek_AppD.pdf
You need to print out use this IRI to complete the performance-based assessment.

Language Modules

During the semester, students will be asked to access 3 online language modules through <http://ttaconline.org>. The purpose of these modules is for students to gain a greater understanding of language development through online narrated presentations that guide learners through key concepts in language development.

IRIS Modules

During the semester, students will be asked to access online assessment modules through <https://iris.peabody.vanderbilt.edu/>. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

Reading Rockets Modules

During the semester, students will be asked to access online instruction modules through <http://www.readingrockets.org/teaching/reading101-course/modules/course-modules>. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

Recommended Resources

National Center on Intensive Intervention <https://intensiveintervention.org/>
Center for Early Literacy Learning (CELL) earlyliteracylearning.org/pgpracts.php
CEC Division for Early Childhood. <http://www.dec-sped.org/recommendedpractices>
Center on Instruction: <http://centeroninstruction.org/>
Florida Center for Reading Research www.fcrr.org/
IRIS Website: iris.peabody.vanderbilt.edu/resources.html
Meadows Center for Educational Risk www.meadowscenter.org/library
Reading Rockets Website: www.readingrockets.org/
Text Project <http://www.textproject.org/>
National Center on Special Education Research <https://ies.ed.gov/ncser/>
IES What Works Clearinghouse [Practice Guides](http://www.ies.ed.gov/wwc/)

Journals

- The Reading Teacher*
- Journal of Adolescent & Adult Literacy
- Reading Research Quarterly
- Reading Research and Instruction
- Elementary School Journal
- Journal of Literacy Research
- Scientific Studies of Reading
- Reading Psychology
- Young Exceptional Children*
- The Journal of Learning Disabilities
- Exceptional Children
- Teaching Exceptional Children*
- Learning Disability Quarterly
- The Journal of Special Education
- Review of Educational Research
- Journal of Educational Psychology

***peer-reviewed journals aimed at a practitioner audience**

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 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Assignment. 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)

Informal Reading Assessment Report

This assignment is common to all sections of EDSE 503. This project requires the course participant to select and work with a student subject, conduct literacy assessments (informal reading inventory and spelling inventory), analyze the results in order to make recommendations for further assessment and instruction. A detailed description of this assignment is available on Bb, for Rubric see Appendix A.

College Wide Common Assessment (TK20 submission required) N/A

Performance-based Common Assignments (No Tk20 submission required)

Self-Paced Completion of Fox Text - To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool that will familiarize you (if you were originally taught to read using a whole language approach) or refamiliarize you (if you were originally taught to read using a phonics approach) with many of the core phonics and structural analysis rules. While a portion of each class will be dedicated to phonics-based skills for emphasis and review, you will need to independently complete the Fox (2013) self-instruction textbook outside of class. We will complete the pretest and posttest in class, and then you will work on the self-paced exercises in the text. For a part to be considered complete, you will need to fill-in the blanks of all exercises in that part, as well as the review questions at the end of that part. The within-text exercise completion will reinforce the phonics skills you are learning about in the text as you write while reading. To receive full credit, all sections of Parts I-VI must be completed.

- **Final Exam** –The final exam will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester AND the Reading for Virginia Educators (RVE) assessment. See the [Praxis RVE study companion](#) to assist you in preparing for this examination.

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Document your field experience hours. Your instructor will provide you with

access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

Instructional Strategy Presentation

Students will form small groups, assigned to a specific area of reading. Your group will be responsible for delivering a 20-25 minute presentation to the class on an assigned night, which will coordinate with the topic of that evening's class. The presentation should be engaging and involve your audience actively in some way.

The presentation should include:

- (a) A definition of the reading process and all terminology surrounding this area (consult the National Reading Panel Report, 2000)
- (b) Demonstration of at least 3 instructional activities representing evidence-based teaching strategies for your topic.
- (c) A description of assistive technology device(s) to help with the teaching of this process.
- (d) A handout for your peers that includes the most critical information on this area of reading, complete with citations indicating you consulted multiple sources. Handouts should not simply be a copy of your PowerPoint slides, copy-pasted from another source, or a copy of an existing handout from a website.
- (e) At least one type of visual support (PowerPoint, etc.) to illustrate the major points of your presentation
- (f) A bibliography (APA format) with a minimum of five references.

Topics include: phonemic awareness, alphabet knowledge, phonics/decoding, fluency, vocabulary, grammar, spelling, reading comprehension of narrative texts, reading comprehension of expository texts, and handwriting. You will be given time to work on these presentations in class, but additional time outside of class may also be needed. Scoring Rubric is located in Appendix B.

Course Policies and Expectations

Attendance

The expectation is that you will attend all class sessions. An absence will result in a 10-point grade reduction. If an absence is due to extreme unforeseen circumstances confirmed with appropriate evidence, you may complete alternate activities as negotiated with professor or write a 10-page paper on the missed topic to prevent the grade

deduction. In the event you cannot attend class, please inform me via email/text as soon as possible, so I can adjust group sizes/activities. At the start of the semester identify 2 responsible classmates who will be your contacts in case of absence to obtain notes & other essential information covered in class (i.e., the explanation of upcoming assignments). **You** are responsible to obtaining all missed information.

Participation/Preparation

The expectation is that you will attend all class sessions and actively engage in all discussions and positively contribute in all paired (turn & talk) or small group discussions or activities. Come *prepared* by having completed required readings and with all necessary materials. *If you were assigned to read it, bring it to class with you.* We may refer to the text during class and you may need it to complete in-class activities. If you have an e-text this means that you may bring an electronic device to access the e-text.

Late Work

If an extension for any assignment is necessary, arrangements must be made *ahead of time* with the instructor. Late Assignments without such notice, with the exception of extreme unforeseen circumstances confirmed with appropriate evidence, will be docked 1 point per day.

Note-taking

Power Points and handouts may be available on Blackboard, some essential information will be presented and distributed in class only. You can print out the PPT presentation and bring it to class if you would like a copy. Please note that I may make changes to presentations after I post them. You can make these changes as you take notes in class.

Retakes/Resubmission/Revisions

Assignments may not be revised & resubmitted for a higher grade. It is your responsibility to familiarize yourself with the assignment requirements and grading rubrics prior to turning in an assignment. I am available for office hours and am more than willing to assist you and answer your questions prior to submission.

Grading Scale

Grade	Points Earned in Course	Quality Points	Description
A+	100-97	4.0	Satisfactory/Passing
A	96-95	4.0	Satisfactory/Passing
A-	94-90	3.67	Satisfactory/Passing
B+	89-86	3.33	Satisfactory/Passing
B	85-83	3.0	Satisfactory/Passing
B-	80-82	2.67	Satisfactory/Passing
C	70-79	2.0	Unsatisfactory/Passing
F	69 or less	0.0	Unsatisfactory/Failing

*Although a B- is a satisfactory grade for a course, students must maintain a 3.0 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

Grading

Assignment	Points Allotted
Informal Reading Assessment Report	40
Online Modules	20
Phonics Self-Study (Fox)	20
Instructional Strategy Presentation	10
Final Exam	5
Participation	5
TOTAL	100

*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 <https://catalog.gmu.edu/policies/honor-code-system/>).

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, an instructor’s evaluation in the middle of their program, and a university supervisor’s evaluation during internship. When dispositions are assessed, it is important that for areas where a positive disposition is ‘occasionally evident’ or ‘rarely evident,’ the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>. In special education licensure programs, the mid-point evaluation is completed by instructors in EDSE 628, EDSE 661, and EDSE 616, and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785.

Class Schedule

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

Date	Topic	Readings	Due
5/23	Course Introduction <ul style="list-style-type: none"> • Reading Problems • RTI and Data-Based Individualization 	JCL Ch 1, 2,15	
5/30	Assessment of Literacy <ul style="list-style-type: none"> • IRI Project Overview • Running Records, Miscues • CBM • IRIS Module: Collecting and Analyzing Data for DBI 	JCL Ch 3, 4, 5	Field placement request documentation Binder with DSA and IRI printed
6/6	Early Literacy <ul style="list-style-type: none"> • Oral language development • Print Concepts • Phonological Awareness 	JCL Ch 6 & 7	IRIS Module Assignment
6/13	Word Recognition & Phonics <ul style="list-style-type: none"> • Developmental Spelling Inventory administration and scoring. Group Presentation(s)	JCL Ch 8, 14 Berkeley & Barber Ch 1 & 2	Fox I, II, III
6/20	Fluency Fluency Module	JCL Ch 9 Berkeley & Barber Ch 5	Fluency Module TTAC Modules
6/27	Vocabulary Group Presentation(s)	JCL Ch 10 Berkeley & Barber Ch 3 & 4	
7/4	No Class: 4th of July		
7/11	Reading Comprehension Group Presentation(s)	JCL Ch 11 & 12 Berkeley & Barber Ch 6, 7	Fox IV, V, VI
7/18	Writing Instruction and Assessment <ul style="list-style-type: none"> • SRSD Module 	JCL Ch 13 Berkeley & Barber Ch 8	Informal Reading Assessment Report Tk20 and Bb

			SRSD Module
7/25	Final Exam		

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 silence all sound emitting devices 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/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

Appendices

Assessment Rubric(s)

- A. Informal Reading Assessment Administration and Educational Assessment

- B. Instructional Strategy Presentation
- C. Participation

Appendix A.

**Informal Reading Assessment Administration
and Educational Assessment Report**

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Student Background & Oral Language Development: CEC/IGC Standard 1</p> <p>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Candidate produces a description of the target student's background that <u>fails</u> to show a clear understanding of:</p> <ul style="list-style-type: none"> • the student's present level of performance relevant to literacy instruction, and/or • the potential impact of the target student's language proficiency on reading and writing development 	<p>Candidate produces a description of the target student's background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> • the student's present level of performance relevant to literacy instruction, and • the potential impact of the target student's language proficiency on reading and writing development 	<p>Candidate produces a detailed description of the target student's background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> • the student's present level of performance relevant to literacy instruction, and • the relationship between the target student's language proficiency and typical language development, and • the potential impact of the target student's language proficiency on reading and writing development
<p>Reading & Writing Development: CEC/IGC Standard 4</p> <p>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling inventories to the extent that interpretation of the assessment results is impacted. • Candidate fails to identify an appropriate area of literacy development where additional assessment may be needed to 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. Minor errors that do not change interpretation of the assessment results may be present. • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. • Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum-based assessment to assess this area.

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
	further understand an area of weakness.	curriculum-based assessment to assess this area.	
<p>Reading & Writing Development: CEC/IGC Standard 4 Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> • Candidate fails to use assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Recommendations may be grounded in opinion rather than assessment data. 	<ul style="list-style-type: none"> • Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. 	<ul style="list-style-type: none"> • Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Candidate provides a clear rationale for these recommendations that is grounded in assessment data.
<p>Instructional Recommendations: CEC/IGC Standard 5 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Candidate makes recommendations for reading and/or writing instruction that are:</p> <ul style="list-style-type: none"> • not connected to the assessment results, and/or • that are not evidence based for students with exceptionalities. 	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> • are appropriate based on the assessment results for the target student, and • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate. 	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> • are appropriate based on the assessment results for the target student, and may also consider student interests, learning environments, and/or cultural and linguistic factors, and • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate, and • makes a clear connection between the assessment results and the recommended practices

Appendix B.

Group Instructional Strategy Presentation	Points
<p>Demonstration</p> <ul style="list-style-type: none"> • The domain and any terminology used are defined and explained clearly/accurately. • Three instructional activities/strategies are clearly explained and demonstrated. • Strategies/activities are evidence-based. • At least 1 assistive technology device(s) used for teaching/learning is explained/modeled. 	<p>___/3</p>
<p>Presentation</p> <ul style="list-style-type: none"> • The information presented is given practical relevance for classroom teachers. • Presentation includes at least one activity which is interactive with the group either to stimulate conversations about the topic and/or to reinforce learning of this topic. • Presentation includes at least one type of visual support in addition to the handout. (PowerPoint, overheads, posters, etc.) • Visual support is easy to read and understand from all areas of the classroom. • Presentation is no longer than 25 minutes. 	<p>___/3</p>
<p>Class Handout</p> <ul style="list-style-type: none"> • At least one clear and applicable handout is distributed to the class, which focuses on the topic area of reading and your recommended strategies. • Information is properly cited. (Author, year). 	<p>___/2</p>
<p>Bibliography</p> <ul style="list-style-type: none"> • A bibliography (APA format) is provided to the instructor with a minimum of five references from reputable sources. 	<p>___/1</p>
<p>Collaborative Efforts</p> <ul style="list-style-type: none"> • All areas of the presentation are cohesive and not disjointed from each other 	<p>___/1</p>

<ul style="list-style-type: none"> Everyone has a clear and important role for the presentation. 	
TOTAL	__/10

Appendix C.

Participation Rubric

5	4	3	2	1
<ul style="list-style-type: none"> ALWAYS Actively supports, engages and listens to peers ALWAYS Arrives fully prepared at every session Always plays an active role in discussions and activities Comments consistently advance the level and depth of the dialogue Group dynamic and level of discussion are consistently better because of the student's presence Attends every session in its entirety. Never arrives late or leaves early. Returns from breaks on time. 	<ul style="list-style-type: none"> Actively supports, engages and listens to peers Arrives fully prepared at almost every session Typically Plays an active role in discussions and activities Comments occasionally advance the level and depth of the dialogue Group dynamic and level of discussion are often better because of the student's presence Attends every session in its entirety. Rarely arrives late or leaves early, Typically returns from breaks on time. 	<ul style="list-style-type: none"> Makes a sincere effort to interact with peers Arrives mostly, if not fully, prepared Sometimes participates constructively in discussions and activities. Makes relevant comments based on the assigned material Group dynamic and level of discussion are occasionally better because of the student's presence Attends most sessions in its entirety. Sometimes arrives late or leaves early. Returns from breaks on time most of the time. 	<ul style="list-style-type: none"> Limited interaction with peers Preparation, and therefore level of participation, are inconsistent When prepared, participates constructively in discussions and makes relevant comments based on the assigned material Group dynamic and level of discussion are not affected by the student's presence On several occasions, arrives late or asks to leave early or frequently arrives late. Inconsistent about returning from breaks at the stated time. 	<ul style="list-style-type: none"> Virtually no interaction with peers Rarely/Never prepared Rarely/Never participates Comments are generally vague or drawn from outside of the assigned material Demonstrates a noticeable lack of interest Group dynamic and level of discussion are harmed by the student's presence Frequently arrives late or leaves early. Typically returns from breaks several minutes after the stated time.

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