



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

Spring 2020

EDSE 503 660: Language Development and Reading

CRN: 21887; 3 Credits

Table with 2 columns: Instructor/Phone/E-Mail/Office Hours/Office Location and Meeting Dates/Meeting Day(s)/Meeting Time(s)/Meeting Location/Other Phone.

Notes:

- This syllabus may change according to class needs, George Mason University policies and guidelines, and cohort school division decisions.
➤ The professor does not respond to email, phone calls, or texts after 3:00 p.m. on class days due to travel and class preparation time.

“The beautiful thing about learning is that no one can take it away from you.” -B.B. King
“I have always imagined that paradise will be a kind of library.” -Jorge Luis Borges
“Once you have learned to read, you will be forever free.” -Frederick Douglass
“Oh, magic hour, when a child first knows she can read printed words!” -Betty Smith, A Tree Grows in Brooklyn
“Never trust anyone who has not brought a book with them.” -Lemony Snicket
“There is more treasure in books than in all the pirate’s loot in Treasure Island.” -Walt Disney
“You don’t have to burn books to destroy a culture. Just get people to stop reading them.” -Ray Bradbury
“I would be most content if my children grew up to be the kind of people who think decorating consists mostly of building enough bookshelves.” -Anna Quindlen
“To read without reflecting is like eating without digesting.” -Edmund Burke
“If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people.” -Chinese proverb
“It is not good enough to have a good mind; the main thing is to use it well.” -Rene Descartes
“Outside of a dog, a book is man's best friend. Inside of a dog it's too dark to read.” -Groucho Marx
“Learning to read is probably the most difficult and revolutionary thing that happens to the human brain and if you don't believe that, watch an illiterate adult try to do it.” -John Steinbeck
“A reader lives a thousand lives before he dies.... The man who never reads lives only one.” -George R.R. Martin
“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.” -Dr. Seuss
Docendo discimus. (Latin proverb: “By teaching, we learn.”)

**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.

### **Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or [speced@gmu.edu](mailto:speced@gmu.edu) for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

### **Advising Tip**

Do you know what tests are needed for your program? Tests should be taken as early as possible since most scores must be on file when students apply for internship. Check your program plan or talk with your advisor.

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Large group, small group, and individual activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Using assessments to guide learning
7. Self-guided tutorial
8. Electronic supplements and activities via Blackboard (Bb)
9. Reflection
10. Self-assessment.

### **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**

Council for Exceptional Children (CEC), Interstate Teacher Assessment and Support Consortium (InTASC). Upon completion of this course, students will have met the following professional standards: 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**

Berkeley, S. & Ray, S., (2019). *Reading Fundamentals for Students with Learning Difficulties: Instruction for Diverse K-12 Classrooms (1st Ed.)*. Routledge.

ISBN 9780815352914

Fox (2016). *Phonics & Word Study for the Teacher of Reading (11<sup>th</sup> Ed.)*. Pearson.

ISBN 9780132838092

### **Recommended Textbooks**

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author.

### **Required Resources and Readings**

- Course Blackboard Site: Blackboard (Bb) is used to post important information for this course. Resources often are posted in between class sessions. You are responsible for accessing the materials needed for assignments and to post assignments to course drop boxes. Access Blackboard through at <https://mymasonportal.gmu.edu/webapps/portal/frameset.jspu>.

Your Bb login username and password are the same as those used for your George Mason email account.

- TTAC Modules: *Region 4 Training & Technical Assistance Webshops*  
<http://ttaonline.org/online-training-webshops>
  - *Oral Language Development: Language Foundations, Part I*
  - *Oral Language Development: Typical Development, Part II*
  - *Oral Language Development: Developing Speech & Language Skills in the Classroom, Part III*
- “The Developmental Spelling Assessment”, a guide developed by the professor and posted on Bb (Course Content -> Additional Resources -> Developmental Spelling Assessment).
- The “Jennings Informal Reading Assessment”, posted on Bb (Course Content → Additional Resources 503 → Jennings Informal Reading Assessment) and retrievable at [http://wps.ablongman.com/wps/media/objects/2688/2753469/Richek\\_AppD.pdf](http://wps.ablongman.com/wps/media/objects/2688/2753469/Richek_AppD.pdf).
- UVA HotSheet 2 on phonological awareness, “Effective Practices for Phonological Awareness”, posted on Bb and retrievable from [http://www.teachingld.org/hot\\_sheets](http://www.teachingld.org/hot_sheets).
- “Developmental Word Knowledge”, posted on Bb (Course Content → Additional Resources 503 → Word Study) and retrievable from <http://ptgmedia.pearsoncmg.com/images/9780137035106/downloads/ch01.pdf>.
- “Developmental Writing Continuum”, posted on Bb (Course Content → Additional Resources 503 → Writing) and retrievable from <http://www.slcschools.org/departments/assessment-and-evaluation/documents/Writing-Continuum.pdf>
- For information on preparing presentations, see on Bb the guide, “Tips for Conducting Professional Development Presentations Asen and Glassnagel December 2015” (Course Content → Additional Resources 503 → Effective Presentations).
- The professor may assign additional required readings.

### **Additional Resources and Readings**

A collection of recommended resources, including additional readings, is available on the course Blackboard site (Course Content → Additional Resources 503).

### **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 standards 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 Administration and Educational Assessment Report*

This assignment is referred to in the syllabus and course materials by the above name, the acronym IRAA-EAR, and also as the informal reading report. It serves as the primary performance-based assessment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. Additional information about this assignment is provided later in this syllabus. Specific directions and the assessment rubric for this section, EDSE 503-660, will be provided by the instructor. **BOTH** an electronic copy (posted to blackboard) **AND** a hard/printed copy of the project, including the testing protocols and other relevant appendices, must be submitted by 5:00 p.m. on the due date to be eligible to receive full credit.

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

#### **Performance-based Common Assignments (No Tk20 submission required)**

The following are assignments required in all sections of EDSE 503.

##### *Oral Language Modules (Virginia TTAC)*

This assignment requires completion of 3 online modules, related readings, and a follow-up assignment to apply understanding of the content. The link for the modules is provided on Bb (Assignments → Oral Language Development Assignment) and is in the syllabus under the section “Required Resources and Readings”. Specific directions will be provided by the instructor.

Credit is earned upon completion of all assignment components, submitted on time. No partial credit will be given.

##### *Phonics Self-Study*

This assignment has the following components.

- Completion of the phonics text (“Fox book”) pretest and correlation/tally sheet.
- Completion of the *self-directed*, programmed learning “fill in the blank” written response activities in the Fox book.

**Note:** There is a folder on the course Bb site that supports the use of the Fox book, including information on programmed learning, why writing notes by hand assists learnings, and resources for further exploration of content in the Fox book. (On Bb: Course Content → Additional Resources → Fox Book)

- Completion of the in-class posttest.

Credit is awarded based on:

- On-time completion of all components in each section of the Fox book, including corresponding reviews. This includes bringing to class, per the course calendar, your Fox

book for verification of assignment completion. No partial credit will be given for incomplete assignments.

- Degree of mastery as measured by the phonics posttest.

Failure to take the phonics posttest by end of the last class session of the course will result in a deduction of 5 points from the final course grade. If a candidate does not take the phonics posttest by the last week of classes in the current semester, a grade of Incomplete (IN) will be assigned and the candidate must take the posttest for the IN grade to be changed to the earned letter grade.

### Final Exam

The final exam addresses assigned readings and class activities, including professor and peer presentations. The format of the exam will be modeled from the Reading for Virginia Educators (RVE) test that is required for licensure by the Commonwealth of Virginia. Study guide and practice materials are on Bb (Course Content → RVE Practice Materials). An additional assignment, described later in this syllabus, helps candidates prepare for the EDSE 503 final exam and RVE.

Failure to take the final exam by end of the last class session of the course will result in a deduction of 5 points from the final course grade. The course final exam must be taken for the course to be considered completed. If a candidate does not take the final exam by the last week of classes in the current semester, a grade of Incomplete (IN) will be assigned and the candidate must take the final exam for the IN grade to be changed to the earned letter grade.

For additional information on course assignments, see the syllabus section below, “Other Assignments, Requirements, Expectations, and Policies”.

### **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 teacher candidates/students 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](mailto: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.** During 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 or the Field Experience Office online form 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.

**5. Students must be able to perform the essential functions of the practicum site assigned with or with without an accommodation.** Contact Disability Services ([ods@gmu.edu](mailto:ods@gmu.edu)) for questions related to accommodations.

Notes:

- It is highly recommended that a candidate does not select as the student subject a relative or child of a close friend.
- In EDSE 503-660:
  - Viewing the Field Experience Office (FEO) video and signing the online form are out of class assignments due by the 2<sup>nd</sup> class session.
  - Responding to the FEO directions and following through on FEO requirements are out of class responsibilities that are due per email communications from the FEO and/or in this syllabus.
- Forms are on the EDSE 503-660 course Bb site (Assignments → Field Experience).
- Failure to submit by stated due dates all field experience documentation, including verification of having watched the required video and completing surveys and logs, will result in:
  - A deduction of 2 points from the accumulated course points for each week of delinquency for each requirement and
  - A grade of “Incomplete” if FEO requirements are not completed by the start of the last class session or by the date indicated in email communication from the FEO. In this case,

the EDSE 503 course participant must obtain from the Field Experience Office and submit in writing to the professor acknowledgement that field experience requirements have been met before the professor will change the grade of Incomplete to a final grade.

### **Other Assignments, Requirements, Expectations, and Policies**

Individual assignments are described in a later section of this syllabus. The following delineates policies and guidelines for all course assignments.

#### **For all course assignments:**

- Assignment descriptions, directions, and rubrics posted on Blackboard are considered appendices to (and, therefore, part of) this syllabus.
- If the candidate wishes to receive accommodations, the candidate must work through and follow the procedures of the office of Disability Services (DS)--see the subsequent section in this syllabus, "GMU Policies and Resources for Students". Accommodations cannot be provided without documentation from DS. Accommodations begin from the date of receipt by the professor of the documentation from DS.
- A candidate must demonstrate integrity and adherence to the honor code to earn points for course assignments. Violations result in at least a grade of zero (0) for the entire assignment and possible filing with the Office of Academic Integrity (OAI). If the violation is especially egregious, the professor will submit to the OAI as part of the honor code violation process a request to assign a grade of "F" for the course as a sanction.
- A candidate may not use projects, data, or material generated in or for and/or submitted for credit in another course or another section of EDSE 503. Violations result in a grade of zero (0) for the entire assignment and are considered in violation of the honor code.
- A candidate may not use projects, data, or material generated by another individual. This includes failure to appropriately cite resources used in course assignments. Violations result in a grade of zero (0) for the entire assignment and are considered in violation of the honor code.
- Teacher candidates/students at the graduate level are expected to write and speak with accuracy (grammar, spelling, other mechanics, form, structure, logical organization and flow, etc.) and at a conceptual level commensurate with advanced degree study. Assignment points are not awarded for meeting this requirement; however, points will be deducted from *any* assignment that does not reflect appropriate communication (oral and/or written)—that is, that fails to meet these expectations. The number of points deducted (up to 10 points per assignment) is per professor discretion and is based on the types and degrees of issues and errors demonstrated/observed. George Mason University provides writing assistance to teacher candidates/students through The Writing Center (<https://writingcenter.gmu.edu>).
- Use "person-first language" in class discussions and written assignments *except for the Informal Reading Assessment Administration and Educational Assessment Report (IRAA-EAR)*, which is written in third person, and unless otherwise noted/directed.
- In accordance with terminology choices in the disability community, strive to replace formerly used terms with currently preferred forms in oral and written communication. For example, use: "Intellectual Disabilities"; "Emotional Disabilities"; "student with disabilities" (SWD) rather than a "disabled student".
- Use guidelines for language in APA journals for reducing bias: <https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/general-principles>.



- APA format guidelines must be used for the presentation references. Answers to frequently asked questions about APA format guidelines may be found at <http://www.apastyle.org>.
- APA format guidelines are not used in educational reports and, therefore, are not applied to the IRAA-EAR assignment. The professor, however, may request citation verification for any assignment submission and failure to provide such documentation may result in points deducted from the grade.
- All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted in the class schedule. Assignment submission includes posting all assignment components to Blackboard and, when required, bringing a print or electronically accessible (if appropriate) copy of the assignment to class on the due date.
  - When an assignment is to be brought to class (usually flagged on the class schedule by the phrase “bring to class”), whether or not points are awarded for that assignment, if the candidate does not have the assignment available in hard copy or in print, 5 points will be deducted for each occurrence.
  - When an assignment is to be handed in at a class session, that assignment must be submitted to the professor in print/hard copy for the assignment parameters to be considered met. Work must be posted to Blackboard no later than 5:00 p.m. the day it is due to be considered “on time”. Please see the section on “Late Work” for additional information.
- Blackboard, in addition to providing resources and verifying the date and time of assignment submission, serves as a repository of candidate work.
- Only the file formats listed below are accepted for assignments.
  - Microsoft Office suite (e.g., Word; PowerPoint; Excel)
  - PDF
  - JPG/JPEG, GIF, or PNG
  - Macintosh supported video formats—those that can be imported into and viewed via QuickTime (e.g., .mov, MPEG files [.mp4, .m4v, .m4a, .mp3, .mpg], some WAV files)
- Do not submit .pub, SmartBoard, or Google Docs files. Convert these files to PDF. For consideration of other formats, please contact the professor.
- Assignments must be composed on a computer (“typewritten”—which allows for ease of reading the submission). Exceptions include work samples created by the IRAA-EAR student subject, notes scribed by the teacher candidate/student during assessment administration, work in the Fox book, and in-class writing assignments (such as reflections).
- Name files as per the following protocols, unless otherwise specified in assignment directions.
  - Always start a file name with your surname. Capitalize only the first letter (e.g., for the candidate Rocket Raccoon, the file name begins with Raccoon).
  - If another candidate in the course section has the same last name, add your first initial (capitalized) following your surname (e.g., RaccoonR or Raccoon R).
  - If another candidate in the course section has the same last name and his/her first name begins with the same letter, add your first name (beginning with a capital letter) after your last name (e.g., RaccoonRocket or Raccoon Rocket).
  - You may alter the remaining words in the file name to shorten it BUT the file name must clearly identify the assignment, distinguishing it from any other assignment.
- Multiple instances of not following the file naming protocol may result in one (1) point deducted from the candidate’s final course points total for each incident of not adhering to

the stated format.

- Note that graduate courses at the master's level typically may require a time commitment for out of class work per week that equates to 3-4 hours per class session meeting hour (i.e., for EDSE 503-660, 13.5 - 18 hours per week). The time factor will fluctuate from week to week, depending on assignments. See the first two bullets in the section that immediately follows.

## **Course Policies and Expectations**

### **Attendance and Participation**

- Course participants register for cohort classes with an understanding that:
  - The semester occurs within a compacted time frame;
  - The time allocation for class sessions is extensive; and
  - All work is to be completed within the cohort semester.
- Course participants also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor are applied to the course requirements. Teacher candidates/students who are unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.
- Teacher candidates (course participants), as adult learners and graduate students, are expected to be fully in attendance at each face-to-face class session (see the next bullet), exhibit professional dispositions at all times, and appropriately participate, which includes writing a class session “take away”. (See the subsequent section “Assignments” for directions on class session participation and “take away” reflective writing requirements.)
- Attendance includes:
  - Promptness—getting to class and back from breaks on time.
  - Class sessions start promptly at 5:00 p.m. and end at 9:30 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 9:30 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.
  - Being present for the full duration of class in the classroom and, as appropriate, other areas of course activity (except for break periods, which equal a total of 20 minutes per class session).
  - Participation, which implies demonstration of being psychologically and socially available to learn as well as coming to class prepared (having completed the required assignments).
- Participation considers the teacher candidate's/student's professional dispositions and level of engagement in class activities and includes, but is not limited to:
  - Being respectful to others at all times.
  - Preparing in advance for the session by completing assigned work on time (see the section below on “Late Work”) and having on hand/in class all materials required for the class session as per the course assignments/class schedule and professor communications.
  - Contributing thoughtfully and fully to class activities and discussions;
  - Listening to and being respectful of the ideas of others;
  - Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence class dynamics);

- Demonstrating enthusiasm for learning;
- Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
- Facilitating group work;
- Self-assessing course work;
- Using technology/electronics *only* to assist in current class tasks (see below).
- The College of Education and Human Development expects teacher candidates/students to exhibit professional dispositions (<https://cehd.gmu.edu/teacher/professional-disposition>) and that teacher candidate/student demonstration of professional dispositions is part of the assessment process.
- Per professor judgment, use of electronics for activities not directly and/or appropriately applicable to the current class focus/activity is considered unprofessional behavior and a violation of the requirement to demonstrate professional dispositions. In particular, unless approved by the professor (e.g., for resources used during a team presentation), devices are not to be used in class for viewing or sending email, viewing or sending texts, for accessing the Internet, or for conducting conversations.
- For each instance of behavior that is not in keeping with professional participation behaviors and attitudes, including completing and bringing to class homework assignments and inappropriate use of electronics, 5 points will be deducted from the total points accumulated in the course.
- Taking the final exam during the last class session is required. Please see the subsequent section on the final exam.

#### **Absences (Partial or Non-attendance):**

- Per the College of Education and Human Development attendance policy (<https://cehd.gmu.edu/pt/adjunct-grading>), “Students are expected to attend all classes, arrive on time, and stay until the end of class.” It is crucial to your mastery of course content to be present for class instruction (discussion, activities, presentations, etc.). By registering for the course, you are making a commitment to be present at all classes for the full duration of each session. If you are not able to commit to course attendance expectations, please discuss options with the professor and your academic advisor.
  - Please do not request permission to miss a class—you must make your own decision.
  - Course participants who are absent or who miss partial class time are responsible for the material covered, including assignment discussions, clarifications, and explanations. It is not the responsibility of the professor to provide substitute instruction for material presented in class sessions. If a teacher candidate/student is not present for part or all of a class session, assignments remain due as if in attendance and as outlined in the course syllabus. It is the teacher candidate’s/student’s responsibility to arrange with a colleague, not with the professor, for collection of materials and to promptly obtain from colleagues and discuss with them class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.
  - If a candidate misses 15 minutes or more per class session in 2 classes, 5 points per occurrence will be deducted from the final point accumulation, starting with the 2<sup>nd</sup> infraction. In circumstances in which a candidate misses an entire class, that class counts as meeting the criterion of not being present for at least 15 or more minutes; therefore, any additional tardiness at or beyond 15 minutes or any additional missed class sessions

or part thereof result in the 5-point penalty described above. Additionally, if a candidate is absent from the class session for 15 or more minutes (whether that person is late, early, or leaves class activities then returns) in 3 or more sessions, 10 points additionally are deducted from the total course grade for each subsequent partial or full absence.

**Note:** If a candidate has a late dismissal bell schedule at a school significantly distant from the course meeting site, that candidate must speak with the professor by the day before the 2<sup>nd</sup> class session to determine what is a reasonable travel time accommodation. The professor will use an online program to calculate the travel distance from the candidate's school to the class location and will take into consideration rush hour travel.

- There may be extenuating circumstances—those that involve a critical situation (self; immediate family member or other being for whose care the candidate is responsible) or job responsibilities of a serious nature that impact attendance. Within 4 days of the full or partial absence related to those circumstances that truly are extenuating, please discuss the situation with the professor (to include impact on course mastery and assignments, including due dates and date of course completion). Document your attempts to inform the professor. The professor will require confirmation from a health care provider, assistive agency professional, and/or job supervisor and/or GMU academic advisor and/or the school division contact person and/or other authority or source (per the professor's choice, regarding verification).

### **Late Work**

An assignment is considered late if it is not submitted as outlined below.

- All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted in the class schedule. Assignment submission includes posting to Blackboard and, when required, bringing a print or electronically accessible (if appropriate) copy of the assignment to class on the due date. Work must be posted to Blackboard no later than 5:00 p.m. the day it is due to be considered "on time".
- Submitting an assignment late does not alter the due dates of the other assignments.
- The professor does not provide feedback on late assignments. Strive to keep up with the assignment schedule to allow for appropriate formative evaluation and feedback from your professor and peers across the semester and to assist understanding of content addressed in class.
- For the course to be considered completed, the Informal Reading Assessment Administration and Educational Assessment Report assignment must be submitted to Bb (Assessments → Tk20 EDSE Informal Reading). Bb may contain additional notations or similar notations that indicate the repository for the Tk20 assignment for EDSE 503 (determined by the CAEP Assessment administrators).
- For late submissions of assignments:
  - An assignment will not be considered completed until the work is posted to Blackboard.
  - As appropriate to the type of assignment, either
    - The late assignment will not be accepted and points will either not be awarded or points will be deducted (per the assignment description) or
    - The late submission at best can earn 50% of the possible points for the assignment (with total points remaining earned per professor evaluation). The maximum extension is 7 days, after which the assignment is not awarded any points toward a

- final grade—that is, if a course participant does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment,
- The earlier date that the assignment was received by the professor in hand as a print copy or posted on Blackboard will be considered the date submitted; however, the professor will read, but will not print out, work posted on Bb and, therefore, will not provide written feedback or grade work that has been submitted only electronically.
  - The final exam must be completed by the end of the last class session to avoid a grade of “Incomplete” (IN). See below for further conditions.
  - The Informal Reading Assessment Administration and Educational Assessment Report (IRAA-EAR) must be submitted by the start of the last class session to avoid a grade of “Incomplete” (IN). See below for further conditions.
  - A candidate who verifies extenuating circumstances must arrange, through the professor, for a grade of “Incomplete” and specifics on course completion no later than 24 hours prior to the start of the last class session. The teacher candidate must sign a GMU Incomplete Grade Contract, as provided by the professor, by the conclusion of the last class session.

### **Communication**

- Please see the information on file names in the prior section, “Other Assignments, Requirements, Expectations, and Policies”.
- ***Your George Mason University email address and the professor’s George Mason University email address are the only email addresses that will be used for communication in this course, per university policy.*** Failing to check your Mason email does not relieve you of the responsibility to communicate via your George Mason University account. If you send email from an account other than your GMU account, the professor will respond ONLY to your GMU email address.
- Check your GMU email account at least once per day and early enough on class meeting days to allow for appropriate response.
- Any course participant who experiences technical issues that interfere with course participation, receipt of course related email messages, and/or access to Blackboard has the responsibility to:
  - Contact the Information Technology Services (ITS) Support Center directly and immediately at 703-993-8870 and [support@gmu.edu](mailto:support@gmu.edu) and
  - Inform the professor of technical issues and steps you have taken to resolve them and to stay abreast of course information communicated through email and Blackboard.
- When you send email to the professor, always put at the beginning of the subject line your full name or last name and the entire course number, which includes the 3-digit section number/extension (e.g. Subject: Rocket Raccoon 503-660; Raccoon 503-660). If someone in the course has the same last name as you do, please use include your first name.
- When you send a text to the professor or leave a voice message, please state your full name and your course number (include the 3-digit section/extension number); for example, “This is Rocket Raccoon in 503-660.”
- The professor is not able to receive or respond to calls, voice mail, and/or email messages after 3:00 p.m. on class days until after class has ended.
- The professor tries to respond to communications within 24 hours (barring unforeseen events).
- See the previous guidelines stated in this syllabus regarding communicating appropriately.

### Use of Course Participants' Products

- All work by course participants may be shared in current and future courses and professional development led by Dr. Sheryl Asen. Author credit explicitly will be given to teacher candidate/student authors for their work unless an author wishes to remain anonymous.
- Teacher candidates/students may opt out of having their work shared or explicitly/publicly credited (that is, work may be shared but the author identification removed) by sending an email request to the professor's GMU email account ([sasen@gmu.edu](mailto:sasen@gmu.edu); use the subject line "Opt Out [First name Last name] EDSE 503-660"; e.g., "Opt Out Rocket Raccoon EDSE 503-660"). Provide a specific request (e.g., may use work but not state authorship; may use only the reading case study; do not share my course products). Requests to opt out must be received by the last day of the course in which the teacher candidate/student is enrolled.

### Grading Scale and Grade Record Keeping

Attendance, preparation, and professionally relevant, active participation that demonstrate proper educator and graduate candidate dispositions and behaviors are ***expected in all class sessions and interactions for a grade of B or better***. The professor may award + or – qualifiers based on work quality, effort, and bonus points accumulated/demonstrated throughout the semester. These qualifiers are considered in the final grade. Additional assignments are not created or offered by the professor in order to provide teacher candidates/ students with opportunities to earn additional course points.

90 – 100 points = A

86 – 89 points = B+

80 – 85 points = B

70 – 79 points = C

< 70 points = F

Blackboard is used to indicate which assignments were submitted on time. If quizzes are taken on Bb using the "tests" feature, scores are tabulated and displayed by Bb/electronically.

Otherwise, ***Bb is not used to track course grades***. Points earned are updated every week on EDSE 503 assignments record sheet, which is kept in the candidate's course folder. It is the candidate's responsibility to keep track of the accumulated earned points.

\*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/polices-procedures/>. Students are expected to exhibit professional

behaviors and dispositions at all times. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least two points in each student's program – a self-evaluation at the start of their program, and a university supervisor's evaluation during internship. In special education licensure programs, the self-evaluation is an online survey distributed via email upon program entry for graduate students and within initial courses (EDSE 241, EDSE 361, and EDSE 311) for undergraduate students. 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>.

## **Assignments**

Note: Please see the preceding section on attendance and assignment completion, as these components have an impact on total points accumulated toward the final grade.

### **I. Class Session Reflective Writing (8% of final grade)**

At the conclusion of each face-to-face class session each candidate composes a brief but substantive "take away" reflective statement relating something from that class session to professional practice. The reflection starts by noting, in a word or short phrase (~2-5 words), the topic on which you are reflecting (prompt: In class today, this topic caught my attention). The candidate next explains in writing WHY the topic is of personal/professional interest (prompt: This topic is relevant/important to me because). The reflective writing is completed each week before leaving the class session. A model response will be provided by the professor. Points are awarded to only those contributions that respond to both prompts and that go beyond "retell", noting rationale(s) that explain why the candidate selected the topic.

### **II. Assignments with Components to be Used in Class (19% of final grade)**

- Oral Language Development Assignment (5%)
- Educational Report Writing Assignment (2%)
- Developmental Word Knowledge Assignment, part 2 (2%)
- Miscue Assignment (2%)
- IRAA-EAR draft, sections 1 and 2 (2%)
- IRAA-EAR draft, DSA discussions in sections 4, 5, and 6 (2%)
- IRAA-EAR draft, JIRA discussions in section 3, 5, and 6 sections (2%)
- IRAA-EAR draft, section 7 (2%)

For all of the above other than the Oral Language Development Assignment's certificates, which are worth 1 point each, points are allocated as follows:

2 = Meets or exceeds expectations

1 = Attempted but of minimal quality

0 = Not attempted or no evidence or incorrect or has a negative impact

### **III. Quizzes to Review Content (6% of final grade; potential to earn 2 bonus points)**

In preparation for the course final exam and the Reading for Virginia Educators (RVE) Elementary and Special Educators test, teacher candidates/students take six (6) quizzes. The goals of taking the quizzes are to:

- Review content addressed in class and through assignments and
- Practice for the course final and the RVE.

Corrective, informative feedback is built into the quizzes—pay attention to this! These assessments are posted on Blackboard (Assignments → RVE Practice Question Sets). Each quiz is taken on Blackboard. The number of questions varies from quiz to quiz. Course participants receive a point for each quiz for which a score of 80% correct or greater is earned. (Calculate your score by dividing the number of correct responses by the number of total questions on a quiz.)

- Quizzes are made available the morning following the related topic presentation in class (see the class schedule).
- The first attempt must be completed per the due date noted for the assignment.
- Each quiz may be taken multiple times in order to achieve the criterion of 80% or greater that is required to earn one (1) point.
- ***All subsequent attempts, however, must have a lapse of at least 24 hours since the last attempt.*** If an additional attempt is made before the 24-hour lapse in time required, zero points for that quiz will be awarded for any additional attempt(s), regardless of score and/or of subsequently meeting the timeframe criterion.
- Two (2) bonus points are awarded if the 80% criterion is reached on the first attempt on a total of 4 or more of the quizzes.
- For course credit, all quizzes must be completed by the start of the last class session (though access is available for the “life” of the course Bb site).

#### IV. Topic Presentation (20% of final grade)

Each candidate participates in a team presentation focused on topics in the required readings. The team members work as a group to develop and deliver instruction on literacy topics. The purpose of the presentation and its activities is to assist class members in processing, reviewing, applying, and expanding essential course content. The presentations are based on course readings and based on additional resources provided on Blackboard and/or identified by the professor and/or by the team. Team members are expected to respond knowledgeably to classmate questions and comments that arise. The presentation includes sharing a team created study guide on the assigned focus area of literacy development and instruction. Essentially, the presentation is the study guide “come to life”.

The topic presentations emphasize key points for understanding the topic, including:

- Definitions of relevant terms and explanation of fundamental principles and important understandings
- Characteristics of skilled/strategic learners and of unskilled/non-strategic learners (in the context of the topic)
- Instructional methods and instructional supports, including specific strategies that should be used by struggling readers and writers in the area of focus
- Ways to monitor progress and assess student mastery.

All teacher candidates/students in the course are responsible for reading the course materials according to the class schedule. Topic presenters will assume classmates come to their presentation having in-depth exposure to material through course assignments.



Note that a presentation does not imply a required slideshow (but if one is included, please **do not use a Prezi**).

The professor will provide guidance to each team. To facilitate this, each team selects a member who serves as the contact person with the professor for presentation directions, answering questions, giving feedback, etc.

Time allocation is determined by the professor, depending on the size of the teams and on the topics. A rough calculation is that the team has a total amount of time equal to the number of members multiplied by 30 minutes.

The presentation includes providing a study guide: a handout that is a succinct, team-created outline of key points that cohort colleagues can use as a reference for review of significant concepts on literacy and for studying for the Reading for Virginia Educators (RVE) exam. Note that a print out of the team's presentation slides, if a slideshow is used, is not a substitute (though a slideshow application, such as PowerPoint, may be used to create the guide). This resource includes: key terms with definitions and, if useful, examples; explanations of important principles in the literacy topic; characteristics of students who struggle with mastering skills in the specific literacy area; evidence-based practices for instruction in the literacy skill area; ways to monitor progress and assess mastery. The professor will provide samples of candidate created study guides to look at in class. All teams may use as a model for components and as a resource for information the "Wisconsin Foundations of Reading Study Guide" on Blackboard (Course Content → RVE Practice Materials).

All materials should adhere to conventions for written language in general and for slideshows and other visuals. See resources cited in this syllabus and on Bb for information on effective presentations, especially the guide "Tips for Conducting Professional Development Presentations" (Bb: Course Content → Additional Resources → Effective Presentations)—be sure to follow the tips for visuals noted on pages 4-5. Source citations, as appropriate, should be noted in the current APA format.

All materials used in the presentation are due, posted to Bb, no later than 9:00 a.m. the day of the presentation. Submit **as separate files**:

- The PowerPoint (.ppt or .pptx), if used. The professor will convert the slideshow to PDF for sharing with classmates. If another slideshow format is used (e.g., Google Docs), **convert the slideshow presentation to a Microsoft PowerPoint for submission**. Be sure all URLs (e.g., for videos) are "live"/active—and if not, include a Word document with a list of all videos and associated URLs.
- The **study guide as a Microsoft Office document, such as Word**. The professor will convert the study guide to PDF for sharing with classmates.
- All other presentation **handouts, collated into one PDF file**. If handouts exceed 5 pages, include a cover sheet and a table of contents.

After the presentation, each team member **individually** evaluates the presentation by assigning points earned on the assessment rubric. The point allocations are reviewed, then confirmed or

assigned otherwise by the professor. Additionally, each candidate on the team individually writes a reflection on that individual's choice of 2 concepts, skills, strategies, practices, etc. from the presentation's focus. For each topic selected for reflection, the candidate explores how that topic was extended or enriched for that individual through participation in this project (1 paragraph per each topic that is included in the reflection is sufficient). The focus is on the content presented, not on the experience of presenting and teaming, though the reflection may be extended to include these (for possible additional point allocation).

The assessment and reflective writing are considered by the professor when assigning grades. All evaluative materials are due in the corresponding Bb drop boxes by noon on the Saturday following the presentation.

#### **V. Phonics Self-Study: Completion of Fox Text and Mastery of Fox Content (12%)**

EDSE 503 teacher candidates/students in all sections of EDSE 503 are required to take the Fox pretest, complete the Fox self-instruction textbook (see below for details), and take the Fox posttest. Points are allocated based on the student's completion of the pretest and correlations (1 point), textbook exercises (up to 6 points), and score on the posttest (up to 5 points).

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a *self-instruction* tool to build and extend knowledge of phonics and structural analysis rules. Course participants must *independently complete all components* of the Fox (2014) self-instruction textbook outside of class and according to (or in advance of) the class schedule.

The pretest will be taken and scored as a homework assignment. Then teacher candidates/students *individually on their own and outside of class* work through the self-paced exercises in the textbook. It is important to *understand the information on p. 15*, "How to Read This Book" and to *follow the directions in the 2<sup>nd</sup> paragraph*.

The within-text exercise completion requires *students to write as they read*, which reinforces the phonics knowledge and skills they are reading about. For any part of the textbook to be considered complete, students must *fill-in the blanks of all exercises (that is, hand write responses) as well as answer, in handwriting, the review and recap prompts within and at the end of sections*.

Bring your book to each class. Post to Bb *only* your review answers (not all pages assigned), with your self-check and corrections, if needed (e.g., a photo; scanned copy). Be sure the posting is legible. Be sure you have self-checked and corrected responses that were in error.

The Fox book fill-in-the-blank exercises, the recaps, and the reviews will be checked by a cohort colleague for completion (including error correction) in class each week a Fox assignment is due. The "checker" will verify on the assignment record sheet whether or not the work either was completed. Colleagues that not do this properly for the peer whose work is being verified will have one (1) point deducted from *their* total accumulation of Fox points.

To receive any credit for Fox book activities, the pretest, all sections of the Fox text (Parts One through Eight) and corresponding exercises (such as reviews and recaps), and the posttest must be completed. Additionally, the review and recap exercise responses must be submitted to the appropriate Bb drop boxes. (Course policies on late work will be applied, if necessary.)

Notes:

- Weekly preparedness includes bringing to class the Fox book with sections completed (including responses to the built-in reviews) per the course calendar. If the assigned sections of the Fox book have not been completed, participation points for that class session may not be awarded per discretion of the professor.
- A candidate who completes the Fox book ahead of the class schedule and who wishes to take the posttest prior class 8 may discuss options for doing so with the professor.
- Points earned based on the Fox posttest will be awarded only after the professor verifies all components of the Fox book have been completed (by looking through the physical copy of your Fox book), which is done in class 8 or at the time the candidate takes the Fox posttest.
- For information on the efficacy of the instructional structure of the Fox exercises as well as on certain concepts in the textbook, on Blackboard go to Course Content → Additional Resources 503 → Fox Book.

VI. **Final Exam:** Reading for Virginia Educators (RVE) “Mock” Assessment (potential to earn 5 bonus points; see points discussion below)

The final exam is a  *requisite in-class exercise*. Teacher candidates/students in all sections of EDSE 503 are required to take the final exam during the last class session whether or not they have taken and passed the RVE. In EDSE 503-660, the final exam is a mock (simulated) RVE exam of 100 multiple-choice questions. The exam is similar in format and content to the RVE multiple-choice component. Teacher candidates/students usually take ~2 hours to complete this exam (time limit: 2.5 hours). The exam is scored in class by the candidate, who creates a record sheet that provides feedback on how the candidate performed on the topics tested (see the list below). The candidate submits the graded exam to the professor.

Final exam topics:

- Phonological and phonemic awareness
- Concepts of print and the alphabetic principles
- Role of phonics in reading development
- Word analysis skills and strategies
- Vocabulary development
- Reading comprehension skills and strategies for narrative/imaginative/literary texts
- Reading comprehension skills and strategies for informational/expository texts
- Formal and informal methods for assessing reading development
- Approaches to reading instruction

Notes:

- Five (5) bonus points are awarded for scores of 80% mastery or higher; points otherwise are not earned for this in class activity that provides teacher candidates/students with information on the level of preparedness for taking the RVE.

- Failure to take the final exam by the end of the course will result in:
  - A deduction of 5 points from the final course grade and
  - A grade of “Incomplete”, as taking the final exam is a course requirement and the course will not be considered completed until the exam is taken.
- The EDSE 503 final exam does not replace/count as the official RVE test.
- An in-class activity (class 9, prior to the final exam) will focus on responding to short answer/open ended prompts, which is a component of the RVE exam. This class activity also serves to activate prior knowledge before sitting for the final exam.

## VII. CAEP Assessment Assignment: Informal Reading Assessment Administration and Educational Assessment Report (IRAA-EAR) (35% of final grade)

The EDSE 503 candidate implements a comprehensive sequence of tasks representing exemplary practices in reading assessment.

An introductory description is provided in the preceding section, “Assignments and/or Examinations, Performance-based Assessment (Tk20 submission required)”. The full CAEP Assessment assignment guidelines, directions, support materials, Tk20 rubric, and course assessment rubric for earning points for this assignment are posted on the course Bb site (Assignments → CAEP Assessment Assignment: Informal Reading Case Study). The course rubric and report outline, as well as the Tk20 rubric, are in this document under Appendices.

Through this project, teacher candidates/students acquire and practice literacy informal assessment skills and apply knowledge about literacy development (assessment administration and analysis) to educational report writing. It is not written as an academic paper and, therefore, does not include reference citations or a reference list. As an educational report, the IRAA-EAR is written in third person and is single spaced. It is written as a formal document for school records and as such, the audience includes both family members and educators.

The project requires the course participant to select and work with a student subject. For candidate success in meeting learning targets, the professor *requires that the candidate choose a student subject:*

- who is *in grade 2 through grade 12*
- who has a *reading difficulty, disorder, or delay*
- who *currently is reading connected text:*
  - at a *minimum* at the *instructional level of the beginning of 2<sup>nd</sup> grade* (e.g., DRA 18; guided reading level J; SRI 300) *or,*
  - to the best of the candidate’s knowledge based on consultation with the reading/English teacher, reads *no higher than* at the *instructional level of grade 7.*

These parameters are set to ensure the candidate will be able to administer all components of the required assessments. It is possible that *failure to select an appropriate student subject may result in a grade of Incomplete and the selection and testing of a different student.*

Note: It is highly recommended that a candidate does not select as the student subject a relative or child of a close friend.

The Informal Reading Assessment Administration and Educational Assessment Report (IRAA-EAR) assignment product is a report composed by the EDSE 503 candidate. The IRAA-EAR is discussed and skills practiced in several class sessions.

The processes include:

- Collecting and summarizing student demographic information, background information relevant to literacy functioning, oral language development, and present levels of performance that are significant to reading and writing development.
- Administering, summarizing results, and analyzing implications of 2 informal assessments:
  - The Jennings Informal Reading Assessment (JIRA), the following components for which administration, scoring, and analysis required:
    - Word recognition accuracy of words in isolation on grade level lists
    - Oral reading probes of narrative text to yield
      - In context word recognition accuracy measures, fluency rates, and prosody data
      - Literal and inferential comprehension data
    - Silent reading probes of narrative grade level text (literal and inferential comprehension)
  - The Developmental Spelling Assessment (DSA), which identifies stage(s) of orthographic understandings (the conventions of spelling).
- Recommending instruction in *all* identified areas of concern that include and consider:
  - Specific age-appropriate, evidence-based practices and strategies (not named/identified programs, such as LANGUAGE! Live – Literacy Intervention Program, READ 180, Foundations), with rationales based on the findings of the JIRA and DSA assessments.
  - Sound suggestions for evaluating student progress for decision making about the efficacy of the instruction.
  - Student identified interests, learning environments, and cultural and linguistic factors.

Notes:

- Examples of the report are not posted on Blackboard; however, project reports that serve as models are brought to class each week. These models remain with the professor. They are not to be taken home and are not lent out nor may they be photographed. If any sample reports are found to be missing from the collection of models, the professor will discontinue bringing examples to class.
- Components of this project in draft form have varying due dates, outlined in the class schedule. Drafts are brought to class for peer review and feedback.
- The professor provides individualized instructive feedback on assessment administration and scoring. The professor does not review and provide feedback on written components of the report. Teacher candidates/students have access to the project rubric, and extensive and detailed “check yourself” checklist, and the George Mason University Writing Center (<https://writingcenter.gmu.edu>).
- The final version of the report compiles all components into a final single document or as two documents—the body of the report and a document of appendices. Appendices *must* include legible copies of *all* testing. The project is submitted:
  - In print copy (report and appendices, including all testing documents) at the last class session
  - Electronically on Blackboard

- To Tk20, under Assessments
- To the project drop box, under Assignments

### **Class Schedule**

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

The weekly class schedule is presented at the end of this document, after the rubric for the EDSE 503 CAEP Assessment Assignment: Informal Reading Assessment Administration and Educational Assessment Report. The course syllabus is dynamic—the syllabus and/or class schedule may change according to teacher candidate/student needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is cancelled due to school closings, including an optional make-up session; change in assignments; change in due dates). The professor reserves the right to alter the schedule as necessary, with notification to teacher candidates/students.

### **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 <https://ds.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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>.
- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see

<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

- On the course Blackboard site, under Course Content → Additional Resources, the first folder is “GMU Resources for Students”.

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

- As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at [703-380-1434](tel:703-380-1434) or Counseling and Psychological Services (CAPS) at [703-993-2380](tel:703-993-2380). You may also seek assistance from Mason’s Title IX Coordinator by calling [703-993-8730](tel:703-993-8730), or emailing [titleix@gmu.edu](mailto:titleix@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 <http://cehd.gmu.edu/>.

**Appendix: Assessment Rubrics**

The EDSE 503 CAEP Assessment Assignment: Informal Reading Assessment Administration and Educational Assessment Report rubric (used for Tk20) is presented on the following pages. All other assignment rubrics are provided on Blackboard (Assignments → Course Rubrics) and are considered appendices to this syllabus. Please see assignment folders for other supports (e.g., guidance for the informal reading report).

**EDSE 503 CAEP Assessment Assignment Rubric:  
Informal Reading Assessment Administration and Educational Assessment Report  
v. 01March2020**

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
Student Background & Oral Language Development <b>CEC/IGC Standard 1</b> <u>Beginning special education professionals understand how exceptionalities may interact with development and learning</u> and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.	Candidate produces a description of the target student’s background <b>that fails to meet all required components</b> for proficient understanding <b>OR</b> displays <b>limited understanding</b> of aspects of a student’s background that may influence reading and writing development.	Candidate produces a description of the target student’s background that shows a <b>proficient understanding</b> of aspects of a student’s background that may influence reading and writing development. At a minimum, this description must include: <ul style="list-style-type: none"> <li>• a description of concerns about the student’s reading or writing that warrants assessment</li> <li>• a description of student perceptions of reading (motivation, attitudes, past experiences)</li> <li>• candidate observations related to student’s language development (including language acquisition when appropriate) compared to typical language development for the target student’s grade/age.</li> </ul>	Candidate produces a description of the target student’s background that <b>exceeds all required components</b> for proficient understanding by displaying <b>advanced understanding</b> of aspects of a student’s background that may influence reading and writing development.
Reading & Writing Development: <b>CEC/IGC Standard 4</b> <u>Beginning special education professionals use multiple methods of assessment and data sources</u> in making educational decisions.	Candidate produces an educational report that <b>fails to meet all required components</b> of a proficient report. This can include multiple errors in administration, scoring, and/or interpretation of assessment results.	Candidate uses multiple methods to assess a student’s literacy performance and writes a sound educational report. At a minimum, a <b>proficient report</b> must include: <ul style="list-style-type: none"> <li>• evidence of accurate administration and scoring of informal reading and spelling inventories (minor errors may be present that do not change the assessment results)</li> <li>• accurate interpretation and explanation of assessment results in the areas of decoding, fluency, comprehension, and spelling (minor interpretation errors may be present).</li> </ul>	Candidate produces an educational report that <b>exceeds all required components</b> by displaying advanced understanding of error analysis and interpretation <b>OR</b> demonstrating advanced ability to clearly communicate findings to a range of stakeholders (including parents).
Reading & Writing Development: <b>CEC/IGC Standard 4</b> Beginning special education professionals use multiple methods of assessment and data sources <u>in making educational decisions.</u>	Candidate produces an educational report that <b>fails to meet all required components</b> of a proficient report. This can include multiple recommendations that are inconsistent with the assessment findings.	Candidate uses literacy assessment report findings to make educational decisions. At a minimum, a <b>proficient report</b> must include recommendations that are predominantly grounded in the assessment data. At a minimum, a proficient report must include recommendations for: <ul style="list-style-type: none"> <li>• instruction for all areas of concern including level of reading materials and intensity of instruction needed</li> <li>• evaluating student progress to ensure the student is responding to instruction.</li> </ul>	Candidate produces an educational report that <b>exceeds all required components</b> by displaying advanced understanding of instructional and ongoing evaluation practices that are consistent with assessment findings <b>OR</b> by clearly communicating the level of reading materials that should be assigned for homework (for older students, the could be strategies for the student the promote self-regulation).



## Appendix: EDSE 503-660 Class Schedule

- **The course syllabus is dynamic.** It may change according to candidate needs, formative evaluation of course effectiveness, and unpredicted opportunities/circumstances (e.g., adjustments in case a face-to-face class is cancelled due to school closings, including an optional make-up session; change in assignments; change in due dates).
- **Bring to each class session your course text, the Fox book, and your binder(s)** with the DSA, JIRA, and Developmental Writing Continuum (DWC).
- For all DSA and JIRA testing, make copies of the original testing papers. **Score and submit legible copies**—keep the originals, without scoring, as archival copies.

Class #	Topics for Class	Assignments for the <u>Next</u> Class (Homework)
Class 1 3/10/20	<ul style="list-style-type: none"> <li>• Big ideas about literacy; the braid of literacy</li> <li>• What are the differences between speech and language?</li> <li>• National Reading Panel (NRP), five domains of reading</li> <li>• Phonics and Word Study: Why study this? What do I currently know? Fox book assignment.</li> <li>• Course Overview / Syllabus, including:               <ul style="list-style-type: none"> <li>○ Assignment details and course assessments</li> <li>○ Preview of texts and reading assignments</li> <li>○ Field experience video</li> <li>○ Topics &amp; Teams</li> </ul> </li> </ul>	<p>Readings and assignments <b>due by the start of class 2:</b></p> <ul style="list-style-type: none"> <li>• Read the course syllabus. <i>Read the course syllabus. <b>Really: read the course syllabus. You are responsible for being familiar with all course expectations and assignments.</b></i></li> <li>• Explore the course Blackboard site. Pay particular attention to the Assignments folder. Know where things are! <b><i>You are responsible for being familiar with information and resources—and where on Bb to find them.</i></b></li> <li>• Reading Fundamentals (RF) text: read Section 1 Introduction (p. 1); Chapter 1 Understanding the Nature of Reading and Schools; Chapter 2 Assessment of Reading</li> <li>• Educational report writing assignment</li> <li>• Fox book:           <ul style="list-style-type: none"> <li>○ Take the pretest in the book (p. 1-9) and complete, then post to Bb, the correlation sheet. Bring to class your two pretest scores: # correct out of 75 items; # correct out of 50 items.</li> <li>○ Read p. x (in the Preface), “How is This Book Organized?” and p. 15, “How to Read This Book”</li> <li>○ Read and complete Part One (p. 11-25 and Part Two (p. 36-69).               <ul style="list-style-type: none"> <li>▪ Bring your Fox book to class each week. A cohort colleague will verify whether or not <b>all</b> responses for assigned pages were written in the book.</li> </ul> </li> </ul> </li> <li>• View the Field Experience video (Assignments → Field Experience). After viewing the video, sign the online form. <b>Due date: 3/17/2020 @ 5:00 p.m. Contact <a href="mailto:edsefld@gmu.edu">edsefld@gmu.edu</a> by the due date and time if you need an extension.</b></li> <li>• Think about who you will select as your field experience student subject <b>using guidelines in the syllabus</b> and discussed in class.</li> </ul> <p><b>**For the next 3 bullets, you may use one large binder or separate binders.**</b>  <b>**Bring all of these printed out materials to the next class**</b></p> <ul style="list-style-type: none"> <li>• Print out (single sided) and place in a 3-ring binder the Developmental Spelling Assessment (DSA) test; Bb under Course Content → Additional Resources 503—the 2<sup>nd</sup> folder focuses on the DSA; the 1<sup>st</sup> file is the test). <b>Read the DSA directions.</b> Some procedures and all of the scoring processes are tricky!!! Come to class 2 knowledgeable about the DSA.</li> <li>• Print out (single sided) and place in a 3-ring binder the Jennings Informal Reading Assessment (JIRA); on Bb under Course Content → Additional Resources 503—the 3<sup>rd</sup> folder focuses on the JIRA). Also print out and include each of the ten (10) word lists (levels Pre-Primer through grade 8; 2 pages per level) in the JIRA Word List folder that follows the assessment (above).</li> <li>• Print out (single or double sided) and place in a 3-ring binder the Developmental Writing Continuum (Additional Resources → Writing).</li> </ul>

Class #	Topics for Class This Week	Assignments for the Next Class
Class 2 3/17/20	<ul style="list-style-type: none"> <li>•Early language and meaningful differences</li> <li>•Oral language rubrics and developmental scales</li> <li>•The five domains of reading and reading models</li> <li>•Proficient and struggling readers; the Matthew Effect</li> <li>•Reading interest inventories</li> <li>•DSA introduction, practice and scoring</li> <li>•Educational report writing</li> <li>•Behavioral observations during testing</li> <li>•Fox check</li> </ul>	<p>Readings and assignments <i>due by the start of class 3</i>:</p> <ul style="list-style-type: none"> <li>•Complete the Oral Language Development Modules assignment. <ul style="list-style-type: none"> <li>○ Read the assignment directions carefully to the end before you begin activities. Go through the assignment steps in order.</li> <li>○ The directions for the TTAC modules are separate from the overall assignment directions. There are several options to pursue in case you run into technical issues on the TTAC site and, if you find these too challenging, there is a solution in the assignment for completing the modules and printing certificates.</li> <li>○ This assignment includes reading in the RF text Section II intro (p. 53); Chapter 4 Oral Language.</li> </ul> </li> <li>•Developmental Word Knowledge (DWK) assignment, part 1</li> <li>•Read RF text (understanding students who struggle). Read with your project student and the IRAA-EAR sections 1 and 2 in mind. We will use this content in a class 2 exercise—come prepared, having read all sections below. <ul style="list-style-type: none"> <li>○ Chapter 6 Supporting Early Reading Development, p. 90 – 93</li> <li>○ Chapter 9 Supporting All Students in Accessing Text, p. 141 – 145 (top)</li> <li>○ Chapter 12 Supporting All Students in Understanding Text p. 193 – 195 (top), section on students who struggle with reading comprehension</li> <li>○ Chapter 13 The Development of Writing and Spelling, section on the development spelling stages, p. 212 – 220</li> <li>○ Chapter 14 Supporting All Students in Writing and Spelling, p. 229 – 235 (top)</li> </ul> </li> <li>•Read in the RF text p. 40, Procedures for Administering Word Lists</li> <li>•Administer the DSA to your case study student <i>using the testing materials and the scoring procedures taught in class</i>. Take notes on your observations of student behaviors during testing. Make copies of the tests and <i>score the copies</i>—leave the originals “as is”. Upload your legible scored copies to Bb. Bring the “hard” scored copies to class to use in activities and to hand in.</li> <li>•Draft: IRAA-EAR sections 1 and 2; bring your draft to class for peer review</li> <li>•Fox book: Read and complete Part Three (p. 71 – 91 including recap I and reviews 8-12. Post your review responses to Bb.</li> <li>•Complete the Field Experience Office (FEO) requirement of submitting the online form indicating how your field experience will be arranged. The link will be in email from the FEO and is on Bb. <b><i>Due date: 3/24/2020 @ 5:00 p.m. Contact <a href="mailto:edsefld@gmu.edu">edsefld@gmu.edu</a> by the due date and time if you need an extension.</i></b></li> </ul>
Class 3 3/24/20	<ul style="list-style-type: none"> <li>•Tree map(s) for supporting students</li> <li>•Peer review: draft IRAA-EAR sections 1 and 2</li> <li>•Developmental word knowledge, reading, and writing connections (DWC)</li> <li>•DSA analysis</li> <li>•JIRA word lists</li> <li>•Fox review check</li> </ul>	<p>Readings and assignments <i>due by the start of class 4</i>:</p> <ul style="list-style-type: none"> <li>•Read RF text: <ul style="list-style-type: none"> <li>○ Chapter 3 Informal Reading Inventories; stop at p. 45, Error Analysis;</li> <li>○ Chapter 9 Supporting Accessing Text p. 145 (leveled word list) -148</li> <li>○ Chapter 12 Supporting All Students in Understanding Text p.195 – 198 (through the top box on prosody)</li> </ul> </li> <li>•Administer the JIRA word lists; write on the word lists under <b>Notes</b> the level: IND, INSTR, or FRUS. Add an extra note only on the level at which oral passage testing will start: “Start oral passage reading here.” Upload the word lists to Bb and bring <i>legible copies</i> to class.</li> <li>•Fox book: Read and complete Part Four, p. 94-141, including recap II and reviews 13-20. Post your review responses to Bb.</li> </ul>

Class #	Topics for Class This Week	Assignments for the Next Class
Class 4 3/31/20	<ul style="list-style-type: none"> <li>•JIRA oral reading fluency (ORF) running records, prosody, and rate: oral reading comprehension; silent reading comprehension (“What else do you know?”)</li> <li>•Phonological awareness graphic representations</li> <li>•Fox check</li> </ul>	<p>Readings and assignments <i>due by the start of class 5:</i></p> <ul style="list-style-type: none"> <li>•Draft: IRAA-EAR, DSA discussions for sections 3 and 5; summary points for section 6. Bring your draft to the next class.</li> <li>•Administer the JIRA to your student. ORF and oral and silent reading comprehension components, including data tables, are due 4/21/20.</li> <li>•Fox book: Read and complete Part Five, p. 143-155 and Part Six, p.137-165, including review 21. Post your review responses to Bb. Study for the Fox midterm.</li> <li>• Read in the RF text: <ul style="list-style-type: none"> <li>○ Chapter 5 Early Reading</li> <li>○ Chapter 6 Supporting Early Reading Development</li> </ul> </li> <li>•Read the UVA HotSheet “Effective Practices for Phonological Awareness” (on Bb). Use the graphics shared in class as a reference</li> </ul>
<i>Spring break: No class on April 7<sup>th</sup></i>		
Class 5 4/14/20	<ul style="list-style-type: none"> <li>•JIRA word lists</li> <li>•Cuing systems and miscue analysis</li> <li>•Early Reading</li> <li>•Reading Comprehension</li> <li>•Peer review: draft IRAA-EAR, sections 3, 5, and 6 for the DSA</li> <li>•Explicit instruction</li> <li>•DWC check</li> <li>•Fox check</li> </ul>	<p>Readings and assignments <i>due by the start of class 6:</i></p> <ul style="list-style-type: none"> <li>•Miscue Analysis assignment</li> <li>•Take the RVE Practice Quiz – Question Set 1 (opens 6 a.m. on 4/15/20)</li> <li>•Read in the RF text: <ul style="list-style-type: none"> <li>○ Chapter 7 Word Identification and Fluency</li> <li>○ Chapter 8 Intensive Reading Instruction</li> <li>○ Chapter 9 Supporting All Students in Accessing Text</li> <li>○ Chapter 10 Reading Comprehension</li> </ul> </li> <li>•Administer the JIRA to your student. ORF and oral and silent reading comprehension components, including data tables, are due 4/21/20.</li> <li>•Fox book: Read and complete Part Seven, p. 168-192, including reviews 22-23 and recap III. Post your review responses to Bb.</li> </ul>
Class 6 4/21/20	<ul style="list-style-type: none"> <li>•Peer review: miscue analysis</li> <li>•Team presentation: Word Identification Skills and Fluency</li> <li>•Team presentation: Reading comprehension</li> <li>•DWC check</li> <li>•Fox check</li> </ul>	<p>Readings and assignments <i>due by the start of class 7:</i></p> <ul style="list-style-type: none"> <li>•Draft: IRAA-EAR, JIRA discussion for sections 3, 4, and summary points for section 6. Bring your draft to the next class.</li> <li>•Take the RVE Practice Quizzes – Question Sets 2, 4, 5 (opens 6 a.m. on 4/22/20)</li> <li>•Read in the RF text: <ul style="list-style-type: none"> <li>○ Chapter 11 Background Knowledge</li> <li>○ Chapter 12 Supporting Students in Understanding Text (skim for new information)</li> <li>○ Chapter 13 The Development of Writing and Spelling</li> </ul> </li> <li>•Fox book: Read and complete Part Eight, p. 193-220, including reviews 24-26 and recap IV. Post your review responses to Bb.</li> </ul>
Class 7 4/28/20	<ul style="list-style-type: none"> <li>•Peer review: draft IRAA-EAR, sections 3, 4, and 6 for the JIRA</li> <li>•Team presentation: Background Knowledge</li> <li>•Team presentation: Writing and Spelling</li> </ul>	<p>Readings and assignments <i>due by the start of class 8:</i></p> <ul style="list-style-type: none"> <li>•Draft: IRAA-EAR, section 7, recommendations for instruction</li> <li>•Take the RVE Practice Quizzes – Question Sets 3 and 6</li> </ul>

Class #	Topics for Class This Week	Assignments for the Next Class
Class 8 5/5/20	<ul style="list-style-type: none"> <li>•Fox posttest and self-check</li> <li>•Peer review: draft IRAA-EAR, section 7</li> <li>•RVE practice: open response/short answer questions</li> <li>•Loose ends</li> </ul>	<p>Readings and assignments <i>due by the start of class 9:</i></p> <ul style="list-style-type: none"> <li>•Study for the final exam.</li> <li>•Bring to class a printed copy of the final version of the full IRAA-EAR (all components in one document with testing in appendices)</li> <li>•By the start of class 9 (5:00 p.m., 5/12/20) the IRAA-EAR must be posted to the Tk20 folder (Assessments) and in the Bb drop box (Assignments).</li> <li>•Bring to class to read aloud a selection (a quote or poem or short passage) that is personally meaningful.</li> </ul>
Class 9 5/12/20	<ul style="list-style-type: none"> <li>•More loose ends</li> <li>•Parting thoughts (including the course evaluation)</li> <li>•Final exam with self-check and RVE study plan</li> <li>•Celebrate your growth! Wahoo! Yay, you!</li> </ul>	