

**George Mason University**  
**College of Education and Human Development**  
**Program: Elementary Education**

**ELED 556-004: Literacy Teaching and Learning in Diverse Elementary Classrooms, Part II**  
**3 credits** Fall 2020  
Wednesday, 12:45-3:25pm, online

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#### **Prerequisites/Corequisites**

Admission to Elementary Education program; must be taken in programmatic sequence.

#### **University Catalog Course Description**

Provides research-based introduction to literacy teaching and learning for PK-6 learners. Emphasizes literacy and language processes and development; connections among cultures, families, and literacy; and literacy integration in curriculum. Note: School-based field experience required.

#### **Course Overview**

This course addresses priorities in the SOED master plan including literacy, technology, and diversity. It is designed as an integral component of the Elementary Program for teachers of grades PK-6, and meets state and national guidelines and standards. This course will build closely upon themes taught in the first literacy course and will integrate ideas from other elementary methods courses. It addresses standards from the following professional organizations: Interstate New Teacher Assessment and Support Consortium (INTASC); International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS); the Virginia State Technology Standards for Instructional Personnel; and International Reading Association (IRA) Standards for Literacy Professionals and Paraprofessionals.

#### **Course Delivery Method**

This course will be delivered online (76% or more) using [select either a synchronous or an asynchronous] format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on [Wednesday, August 26].

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

**This course also requires 15 hours of field experience.**

#### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

#### *Expectations*

- **Course Week:**  
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [3] times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- **Participation:**  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:**  
Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:**  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:**

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

**Learner Outcomes:**

This course is designed to enable students to do the following:

1. Demonstrate an understanding of the linguistic, sociological, cultural, cognitive and psychological bases of writing processes.
2. Understand the stages of spelling development, promoting the generalization of spelling study to writing, and be proficient in systematic spelling instruction, including awareness of the purpose and limitations of "invented spelling."
3. Be proficient in explicit and systematic phonics instruction, including an understanding of sound and symbol relationships, syllables, phonemes, morphemes, word analysis, and decoding skills
4. Demonstrate the ability to assess individual and group literacy needs in a classroom situation, and incorporate writing instruction that demonstrates an understanding of children’s writing development.
5. Describe the literacy needs of diverse learners, including English Language Learners and students with other unique needs, and adapt writing instruction to meet those needs.
6. Explore and explain the role of families, communities, and schools on writing instruction.
7. Demonstrate an understanding of the knowledge, skills, and various diverse processes necessary for teaching writing, including attention to form, purpose, audience, voice, process, grammar, punctuation, and spelling.
8. Be proficient in, understand and be able to facilitate oral language development, including speaking, listening, and learning of “standard English” by speakers of other languages and dialects.
9. Demonstrate an understanding of the structure of the English language.
10. Demonstrate an understanding of the unique needs of students who have special needs in the area of literacy and language development.
11. Demonstrate the ability to promote creative thinking and expression, as through writing, storytelling, drama.
12. Demonstrate the ability to observe and assess individual and group literacy development and needs in a classroom situation, and organize classroom instruction to facilitate the literacy development of all learners.
13. Be proficient in the knowledge, skills, and processes necessary for teaching writing, including the domains of composing and written expression, usage and mechanics and the writing process of planning, drafting, revising, editing, and publishing.
14. Survey technological tools, print materials, and other resources for teaching writing and demonstrate understanding of appropriate classroom use.
15. Demonstrate the ability to facilitate student research and related skills such as accessing information, evaluating the validity of sources, citing sources, and synthesizing information.
16. Demonstrate the ability to teach students to identify the characteristics of and apply critical thinking to media messages and to facilitate students' proficiency in using various forms of media to collaborate and communicate
17. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners’ achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, and computer technology.

**Professional Standards:**

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

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

INTASC	Assignments
1. Learner Development	Spelling inventory; Sort introduction; Literacy Analysis; Writing Lesson
2. Learning Differences	Spelling inventory; Sort introduction; Writing Lesson; Writing Presentation; Literacy Analysis
3. Learning Environments	Sort introduction; Writing Lesson
4. Content Knowledge	Spelling inventory; Sort introduction; Literacy Analysis; Writing Lesson; Writing Presentation
5. Application of Content	Spelling inventory; Sort introduction; Writing Lesson; Writing Presentation
6. Assessment	Spelling inventory; Literacy Analysis; Writing Presentation
7. Planning	Spelling inventory; Sort introduction; Literacy Analysis; Writing Lesson; Writing Presentation
8. Instructional Strategies	Spelling inventory; Sort introduction; Writing Lesson
9. Professional Learning and Ethical Practice	Writing Presentation; Literacy Analysis
10. Leadership and Collaboration	Spelling inventory; Writing Presentation; Literacy Analyses

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

ISTE NETS	ASSIGNMENTS
I. Technology Operations and Concepts	Writing Lesson
II. Planning and Designing Learning Environments and Experiences	Literacy Analysis
III. Teaching Learning and the Curriculum	Writing Lesson
VI. Social, Ethical, Legal, and Human Issues	Writing Lesson

**Standards: ILA**

I. Foundational Knowledge	Spelling inventory; Sorts; Writing Lesson; Writing Presentations; Literacy Analysis
II. Instructional Strategies and Curriculum Materials	Spelling inventory; Sorts; Writing Lesson; Writing Presentations; Reading, Writing, Spelling Analysis
III. Assessment, Diagnosis and Evaluation	Spelling inventory; Literacy Analysis
IV. Creating a Literate Environment	Spelling inventory; Sorts; Writing Lesson; Writing Presentation

**Required Texts:**

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

Bear, D. R., Invernizzi, M., Templeton, S., Johnston, F. (2015). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. (6th edition). Upper Saddle River, NJ: Merrill.

Routman, R. (2005). *Writing essentials: Raising expectations and results while simplifying teaching*. Portsmouth, NH: Heinemann.

Zarillo, J. (2007). *Are you prepared to teach reading? A practical tool for self-assessment*. Columbus, OH: Pearson. \*from 555

**\*\*Choice text** – see book club assignment

**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).

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. Please note the performance based assessment for this class is the Reading, Writing, Spelling Analysis.

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

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

Participation	10%
Classroom Spelling Inventory	15%
Sorts Introduction	20%
Writing Book Club and presentation	10%
Interactive Writing Lesson	20%
Reading, Writing, Spelling Analysis	25%

Grade	GRADING	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

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

### **Participation 10%**

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

Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

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

### **Evaluation**

Participation will be evaluated based on readiness and contribution. (10%)

### **Classroom Spelling Inventory 15%**

Spelling inventories are informative assessments that are easy to implement. They provide the teacher important information about students’ language development. For this assignment, you will analyze a spelling inventory conducted in an elementary classroom. With the students’ spelling inventories, you will complete a **Feature Guide** for each student, a **Spelling-by-Stage Classroom Organization Chart**, and a **Classroom Composite**. Using this information, you will put students in word study groups, explaining the primary need of each group and the instruction you would use to meet this need. You will turn in the feature guide, the classroom organization chart, the classroom composite, and the groups with explanations of your grouping and instructional decisions. We will explain and model all of these in class.

### **Sort Introduction 20%**

Using your graded spelling inventory assignment, select one of your student groups and identify a sort that meets their targeted needs. Plan an explicit sort introduction using techniques shared in class, including sound, pattern, and position explanations as well as declarative, procedural, and conditional knowledge. Then video-record yourself modeling your sort introduction and post your video on Blackboard. Write a justification of your sort choices and a reflection of your modeling. We will explain and model all of this in class.

Outcomes: 2, 3, 4, 6, 9, 10, 11, 13

### **Evaluation**

Activities will be evaluated based on consistency with instructional methods taught in the course, appropriate developmental design, coherence of writing, and mechanics. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics. (20%)

### **Interactive Writing Lesson 20%**

Interactive writing is an activity that allows you to “share the pen” with students and compose writing together. In this activity, the teacher and the students model writing. A real benefit of this instructional technique is that it allows the teacher to provide immediate feedback and teaching. That is, the instruction you provide is responsive to the students’ actions, so you can provide immediate instruction that is right at their level (what they are “using but confusing”). Lessons should include technology. You will complete (and video record) your interactive writing lesson with a small group of classmates. The lesson should be 10-15 minutes. In addition to sharing your video, you will turn in your lesson plan and a reflection on the process, outlining what you learned from this experience. This will be discussed and modeled in class.

Outcomes: 1, 2, 3, 4, 5, 6, 8, 10, 11, 12, 13

### **Evaluation**

The lesson plan is one quarter of the grade and will be evaluated based on adherence to the Elementary Program lesson plan format; consistency with instructional methods taught in the course; appropriate rationale provided; specification of objectives as related to state and national standards; appropriate match between assessment of learning and learning objectives. The post implementation reflection is the other three quarters. Reflections will be evaluated for ability to apply knowledge gained in readings and in class (references required); coherence of writing; and mechanics.

### **Book Club and Presentation 10%**

Students will form a book club and select a text from the list provided. Read and discuss the text in book club format. The group will select material to be presented to the class using an appropriate presentation format. \*\*Cambridge group will share their experiences for their book club presentation.

Outcomes: 1, 2, 5, 8, 12

### **Selections:**

Anderson, C. (2000). *How’s it going A practical guide to conferring with student writers?* Portsmouth, NH: Heinemann.

Culham, R. (2003). *6 + 1 Traits of writing: The complete guide (Grades 3 and up)*. New York, NY: Scholastic.

Culham, R. (2005). *6 + 1 Traits of writing: The complete guide for the primary grades*. New York, NY: Scholastic.

Fletcher, R. (1996). *A writer’s notebook: Unlocking the writer within you*. New York, NY: HarperCollins.

AND

Fletcher, R. (1996). *Breathing in, breathing out: Keeping a writer’s notebook*. Portsmouth, NH: Heinemann.

Harvey, S. (1998). *Nonfiction matters: Reading, writing, and research in grades 3-8*. Portsmouth, NH: Stenhouse.

Heard, G. & McDonough, J. (2009). *A place for wonder: Reading and writing nonfiction in the primary grades*. . Portsmouth, NH: Stenhouse.

Helman, L. (2012). *Literacy instruction in multilingual classrooms*. NY: Teachers College Press.

Hindley, J. (1996). *In the company of children*. Portsmouth, NH: Stenhouse.

McCarrier, A., Pinnell, G.S., Fountas, I.C. (2000). *Interactive writing: How language and literacy come together, K-2*. Portsmouth, NH: Heinemann.

Wood Ray, K. (2006). *Study driven: A framework for planning units of study in the writing workshop*. Portsmouth, NH: Heinemann.

### Evaluation

The presentation will be evaluated based on content presented and appropriateness of format. (10%)

### Literacy Analysis 25%

This is the programmatic Performance Based Assessment for ELED 555 and ELED 556. Each student should select a child to read with frequently in order to gather data on the child's reading ability, level, strategy use, and comprehension. Written analysis will include instructional decisions, as well as when and how that instruction would be provided.

Each student should also collect at least three writing samples (e.g., one each from September, October, and November) from the target child. Based on these samples, students will prepare an assessment of the child's writing ability, including ideas for further instruction.

Spelling should be evaluated based on writing samples as well as information from the qualitative spelling inventory. Instructional decisions should be outlined, including implementation.

### \*\*due to you

Additional information will be provided in class.

Outcomes: 1, 3, 4, 7, 10, 12, 13

### Evaluation

Accuracy of assigning developmental level and appropriateness of instructional suggestions based on information from class discussions and texts will determine grade. (25%)

#### • Other Requirements

As this class is fully online, participation is expected. Please ensure that your webcam and microphone are in good working order so that you can fully participate in synchronous classes. Video and audio participation is expected.

### Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

### Proposed Class Schedule

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

<u>DATE</u>		<u>ASSIGNMENTS DUE</u>	
Aug 26	Introduction – Syllabus and Assignments Synchrony of Reading, Writing, and Word Knowledge		
Sept. 2	Word Study - Principles and Approaches Developmental approach to word knowledge	WTW chs 1, 2, 3 **Pinnell & Fountas 212-217	
Sept. 9	Understanding and assessing children's letter and word knowledge	WTW chs 4, 5, 6 Zarillo ch 7	
Sept. 16	Word Knowledge Phonological/ phonemic awareness/Phonics	WTW chs 7, 8 Zarillo ch 9	
Sept. 23	Getting to know ourselves as writers Consume, Critique, Produce Writing to, with, by <b>Book Club Presentation – Hindley</b>	RR chs 1, 2, & 3 <b>Classroom Spelling Inventory Analysis due</b>	
Sept 30	Talk before writing Writing Development Assessment <b>Book club presentation – Culham</b>	RR ch 10 Zarillo chs 13 & 14 **Pinnell&Fountas 74-77 & 104-114 <b>Sort Introduction due</b>	
Oct. 7	What is interactive writing? Getting started - Elements of Interactive writing What is shared writing? <b>Book club Presentation – McCarrier, Pinnell, &amp; Fountas</b>	IW articles Shared writing weblink	
Oct. 14	Writing Assessment Rubrics Planning writing lessons <b>Book Club Presentation – Anderson</b>	RR chs 4 & 5 <b>LA Spelling due**</b>	
Oct. 21	The workshop environment Writers' notebooks <b>Book Club Presentation – Fletcher</b>	RR chs 6, 7, & 8	
Oct. 28	Balancing the workshop other writing <b>Book club Presentations – Harvey &amp; Heard</b>	RR chs 11 & 12 <b>LA Writing due**</b>	and
Nov. 4	Writing by Independent writing <b>Cambridge Presentation**</b> <b>Book Club Presentation – Wood Ray</b>	RR ch 9	
Nov. 11	Multilingual learners <b>Book club presentation – Helman</b>	Multilingual writing article <b>Interactive Writing due</b>	
Nov. 18	Conferring Learning to listen <b>Book Club Presentation - Anderson</b>		
Dec. 2	Putting it all together Reviewing a Comprehensive Elementary Literacy Program	<b>LA due</b> Course feedback	

### 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 <http://coursesupport.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/>.**

### 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 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## Guidelines for Literacy Analysis (ELED 556 PBA)

This assignment requires you to apply your knowledge of literacy development and literacy content through an in-depth assessment of one child’s literacy and the instructional program you would implement for that child based on the assessment. This analysis addresses content from both literacy classes (ELED 555 and ELED 556).

**Spelling:** Based on provided writing samples, information from the qualitative spelling inventory, and other provided data, identify the student’s developmental spelling level as well as the word study strategies the student uses. Supporting documents should be attached as appendices and cited in the text. Include a specific, research-based instructional plan.

**Writing:** Analyze three provided writing samples. Based on these samples you will assess the child’s writing ability and growth over time. This will include the developmental level as well as specific examples of their strengths in form, function, and process. Supporting documents should be attached as appendices and cited in the text. Include a research-based instructional plan.

Craft a concluding statement that synthesizes the provided spelling and writing data and justifies your instructional plans. Incorporate provided reading assessment information to access the literacy braid in your discussion.

### **Evaluation**

Depth of analysis, accuracy of developmental levels assigned, and appropriateness of instructional suggestions based on content from class discussions and references will determine grade. See scoring rubric below.

### Assessment Rubric for Literacy Analysis ELED 556 Performance Based Assessment

Criteria	Exceeds 90-100% (met)	Meets 80-89% (met)	Approaches 70-79% (unmet)	Falls Below 0-69% (unmet)	Score
The <b>Writing Analysis</b> includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data analyzed by the teacher candidate to identify the student’s writing learning needs are analyzed, referenced, and included in the appendices.	4-4.4 Assessment data analyzed by the teacher candidate to identify the student’s writing learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3.a)
The <b>Writing Analysis</b> includes evidence of the child’s level, strengths in form, function, and process.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner’s progress in level, form, function, and process.	8-8.9 Assessment data includes evidence of learner’s level, strengths in form, function, and process.	7-7.9 Writing analysis is incomplete.	0-6.9 Lacks a writing analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)

The <b>Writing Instructional Plan</b> is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	7-7.9 Instructional plan fails to address child's specific writing needs.	0-6.9 Lacks a writing instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3d)
The <b>Spelling Analysis</b> includes evidence of multiple assessments and cites references and appendices.	4.5-5 Multiple and appropriate types of assessment data analyzed by the teacher candidate to identify the student's spelling learning needs are collected, referenced, and included in the appendices.	4-4.4 Assessment data analyzed by the teacher candidate to identify the student's spelling learning needs are used, referenced, and included in the appendices.	3.5-3.9 Assessment data lacks references or appendices.	0-3.4 Lacks evidence of assessment data.	(Assessment ACEI 4.0 INTASC 6g CAEP 3a)
The <b>Spelling Analysis</b> includes evidence of the child's level and strategy use.	9-10 Assessment data from multiple sources is examined and synthesized to understand the learner's progress in level and strategy use.	8-8.9 Assessment data includes evidence of learner's level and strategy use..	7-7.9 Spelling analysis is incomplete.	0-6.9 Lacks a spelling analysis.	(Development ACEI 1.0 INTASC 6c CAEP 2a)
The <b>Spelling Instructional Plan</b> is developmentally appropriate and pedagogically sound.	9-10 The instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to build strengths and address weaknesses while differentiating instruction for the learner.	8-8.9 Instructional plan outlines how developmentally appropriate strategies, materials, and resources will be used to address weaknesses but neglects to build on the learner's strengths.	7-7.9 Instructional plan fails to address child's specific spelling needs.	0-6.9 Lacks a spelling instructional plan specific to the learner.	(Instruction ACEI 3.1 INTASC 7b CAEP 3d)
<b>Conclusion</b> synthesizing the complete analysis is included. Reading assessment information is incorporated to offer a complete picture of the learner's strengths and needs.	9-10 Conclusion synthesizes analyses with instructional plans. It includes & supports predictions for learner's success.	8-8.9 Conclusion synthesizes analyses with instructional plans.	7-7.9 Conclusion lacks synthesis.	0-6.9 Lacks a conclusion.	(Assessment ACEI 4.0 INTASC 6g CAEP 3a)
<b>Mechanics:</b> The paper is coherent, proofread, well-organized, error free, and adheres to APA format.	4.5-5 Paper is coherent, well-organized, error free and adheres to APA format.	4-4.4 Paper is organized and coherent. Paper contains 1-5 errors in mechanics, usage, or APA.	3.5-3.9 Paper is organized in places and disorganized in others and/or lacks coherence in places. Paper contains 6-9 errors in mechanics, usage, or APA.	0-3.4 Paper is disorganized and/or lacks coherence. Paper contains 10 or more errors in mechanics, usage or APA.	(Content ACEI 2.1)
Total Weighted Score					



## SAFE RETURN TO CAMPUS AND REMOTE LEARNING GUIDANCE FOR STUDENTS ENROLLED IN CEHD COURSES

**Both a Safe Return to Campus and Successful Remote Learning Depend on YOU.**

All students are required to take Safe Return to Campus Training prior to visiting campus: it is, however, recommended for all Mason students. Training is available in [Blackboard](#).

Students are required to follow the university's public health and safety precautions and procedures outlined on the university [Safe Return to Campus webpage](#).

All students in face to face and hybrid courses must also complete the Mason COVID Health Check daily, seven days a week.

- You may not come to class if you receive a Yellow or Red email response to the Mason COVID Health Check.
- You may only come to class if you receive a Green email response to the Mason COVID Health Check.

- If you suspect that you are sick or have been directed to self-isolate, quarantine, or get testing do not go to class.
  - Faculty are allowed to ask you to show them that you have received a Green email and are thereby permitted to be in class.
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**Disability Services:** Students unable to participate in a course in the manner presented, either due to existing disability or COVID comorbidity risk, should seek accommodations through the [Office of Disability Services](#).

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**Campus Closure:** If the campus closes or class is canceled due to weather or other concerns, students should check [Blackboard](#), Mason email, or the [Mason website](#) for updates on how to continue learning and information about any changes to events or assignments.

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**Participation and Make-up Work:** CEHD instructors will work with students to find reasonable opportunities to make up class work or assignments missed due to documented illness. Begin by contacting your instructor for guidance. For further assistance, students may contact their program and the CEHD Office of Student and Academic Affairs (cehsaa@gmu.edu).

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#### **Technology Requirements:**

- Activities and assignments in CEHD courses regularly use the [Blackboard](#) learning system. Students are required to have regular, reliable access to a computer with an updated operating system (recommended: Windows 10 or Mac OSX 10.13 or higher) and a stable broadband Internet connection (cable modem, DSL, satellite broadband, etc., with a consistent 1.5 Mbps [megabits per second] download speed or higher).
  - Additionally, CEHD course activities and assignments may regularly use web- conferencing software (Blackboard Collaborate / Zoom). In addition to the requirements above, students are required to have a device with a functional webcam and microphone. In an emergency, students can connect through a telephone call, but video connection is the expected norm.
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#### **Course Materials and Student Privacy:**

- All course materials posted to Blackboard or other course site are private; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.
  - Video recordings of class meetings that include audio or visual information from other students are private and must not be shared.
  - Live Video Conference Meetings (e.g. Collaborate or Zoom) that include audio or visual information from other students must be viewed privately and not shared with others in your household.
  - Some/All of your CEHD synchronous class meetings may be recorded by your instructor to provide necessary information for students in this class. Recordings will be stored on Blackboard [or another secure site] and will only be accessible to students taking this course during this semester.
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### **Testing with LockDown Browser:**

CEHD courses may require the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer (internal webcam) or can be the type of webcam that plugs in with a USB cable (external webcam). [Information on installing and using LockDown Browser may be found here.](#)

#### **You will need the following system requirements for online exams:**

- ◆ Windows: 10, 8, 7
- ◆ Mac: OS X
- ◆ 10.10 or higher
- ◆ iOS: 10.0+ (iPad only)
- ◆ Must have a compatible LMS integration
- ◆ Web camera (internal or external) &
- ◆ microphone A reliable internet connection
- ◆ Prior to your first exam, you must install LockDown Browser following the step-by- step instructions linked above.

#### **To ensure LockDown Browser and the webcam are set up properly, do the following:**

- ◆ Start LockDown Browser, log into Blackboard and select your course.
- ◆ Locate and select the Help Center button on the LockDown Browser toolbar.
- ◆ Run the Webcam Check and, if necessary, resolve any issues or permissions your computer prompts.
- ◆ Run the System & Network Check. If a problem is indicated, see if a solution is provided in the [Knowledge Base](#). Further troubleshooting is available through the [ITS Support Center](#).
- ◆ Exit the Help Center and locate the practice quiz.
- ◆ Upon completing and submitting the practice quiz, exit LockDown Browser.

#### **When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:**

- ◆ Ensure you're in a location where you won't be interrupted.
- ◆ Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach.



- ◆ Clear your desk of all external materials not permitted — books, papers, phones, other devices.
- ◆ Before starting the test, know how much time is available for it, and that you've allotted sufficient time to complete it.
- ◆ Remain at your computer for the duration of the test. Make sure that your computer is plugged into a power source, or that battery is fully-charged.
- ◆ If the computer or networking environment is different than what was used previously with the Webcam Check and System & Network Check in LockDown Browser, run the checks again prior to starting the test.

**To produce a good webcam video, do the following:**

- ◆ Do not wear a baseball cap or hat with a brim that obscures your face.
- ◆ Ensure your computer or tablet is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or any other surface where the device (or you) are likely to move.
- ◆ If using a built-in (internal) webcam, avoid tilting the screen after the webcam setup is complete.
- ◆ Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window.
- ◆ Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.