



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

Summer 2020

EDSE 503: Language Development and Reading

Section: B01 CRN: 40051

Section: 6V1 CRN: 43773

3 – Credits

Instructor Contact Information	Course Time and Location
Instructor: Dr. Melissa Hughes	Meeting Dates: 06/01/20 – 07/25/20
Phone: 703-303-8562	Meeting Day(s): synchronous (Thursdays) and asynchronous class
E-Mail: mhughesb@gmu.edu	Meeting Time(s): Synchronous meetings are 7:30-8:30 every Thursday
Office Hours: By Appointment	Meeting Location: Online; Synchronous sessions are on Blackboard Collaborate Ultra
Office Location: N/A	Other Phone:

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

Prerequisite(s):

None

Co-requisite(s):

None

Course Description

Identifies literacy skills for typical and atypical students, and describes reading, language, and writing instruction for students with mild disabilities who access the general curriculum. Explores emergent literacy skills, phonemic awareness, vocabulary development, and comprehension. Note: Field experience required.

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 spedad@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. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using an asynchronous format via the 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 June 1, 2020 by noon.)

*** We will also have synchronous sessions on Blackboard Collaborate Ultra every Thursday from 7:30-8:30. The first synchronous session will be Thursday, June 4, 2020. The synchronous sessions will provide an opportunity to ask live questions about the material for the week. We will also use that time to cover some of the weekly material and check for understanding.

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.

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: [Browser support](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: [Tested devices and operating systems](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 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:
 - [Adobe Acrobat Reader](https://get.adobe.com/reader/) (<https://get.adobe.com/reader/>)
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player) (<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>)
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/) (www.apple.com/quicktime/download/)

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Mondays, and finish on Sundays at 11:59 pm. Please pay attention to the class schedule in this syllable to know if each module is one or two weeks long. Our course will begin on June 1, 2020.
- 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. We will have on synchronous session.
- 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

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 (11th Ed.)*. Pearson. ISBN 9780132838092

Recommended Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*.

Required Resources

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*

Additional Readings

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2008). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Upper Saddle River, NJ: Pearson.

- Chapter 2: Getting Started: The Assessment of Orthographic Development

Beirne-Smith, M., & Riley, T. F (2009). Spelling assessment of students with disabilities. *Assessment for Effective Intervention*, 34, 170-177.

Hasbrouk, J., & Tindal, G.A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*, 59, 636-644.

Polloway, E.A., Patton, J.R., & Serna, L. (2008). *Strategies for teaching learners with special needs*.

- Chapter 5: Spoken Language

Course Performance Evaluation

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

Tk20 Performance-Based Assessment Submission Requirement

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

For EDSE 503, the required PBA is Informal Reading Assessment & Educational Assessment Report Assignment. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments and/or Examinations

Performance-based Assessment (Tk20 submission required)

***Informal Reading Assessment Administration and Educational Assessment Report

The Informal Reading Report is the 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. This project should be submitted by 5:00 pm on the due date. **BOTH** an electronic copy (posted to blackboard) **AND** a hard copy of the project should be submitted including the testing protocols. Specific directions and evaluation rubric will be provided by the instructor.

Please note that due to barriers with accessing field experience placements in Summer 2020 as a result of COVID-19, there will be changes to this performance-based assessment (TK20 submission) process in this course. The alternate assignments are marked with three asterisks () in the *Other Assignments* section of this Syllabus.

College Wide Common Assessment (TK20 submission required)

N/A

Performance-based Common Assignments (No Tk20 submission required)

Phonics Self-Study

In order to effectively teach reading and language, teachers must be proficient in phonics. You will need to independently complete the Fox phonics self-study text. You are expected to complete in writing each of the self-paced exercises in the text.

On the syllabus I have paced the Fox self-guide to assist you in completing this in time for the Mid-Term, which is an assessment of the information you learned from the Fox self-guided workbook. The Mid-term is a timed assessment that you will take online.

Mid-Term (10 points)

The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study. You will have 30 minutes to take this assessment.

Final Exam (10 points)

The final exam will include multiple-choice and short-essay questions that cover assigned readings and class lectures. The format of the exam will be modeled from the Reading for Virginia Educators (RVE) test that is required by the state of Virginia for licensure. Study guide and practice items can be found at: <http://www.ets.org/s/praxis/pdf/5306.pdf> You will have 2.5 hours to complete this assessment.

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016).

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

***Please note that due to barriers with accessing field experience placements in Summer 2020 as a result of COVID-19, there will be changes to the field experience process in this course. Students will be notified well in advance with changes and provided with alternative options. Check your Mason email regularly for important information regarding your field experience.**

Other Assignments

***Background Information and Oral Language Development Report Writing Assignment (20 points)

You will read the background of a mock student and identify the important points as they relate to reading development. You will write a 1-1.5 page write-up of the

student's background as it would be written in a Reading Assessment Report. You will include the following:

Background Information

- i. Home life including cultural background
- ii. School experience
- iii. Development including physical, social and emotional
- iv. Reading, writing, and language development background including special interventions and/or programs that have been tried previously

Oral Language Development

- v. Describe the student's oral language development from infancy through toddler years (and beyond if applicable) and the implications that these issues might have on the child's reading and/or writing.
- vi. Describe the student's expressive and receptive language skills (both oral and written) and the implications that these issues might have on the child's reading and/or writing.
- vii. More information will be provided in the module for this assignment.

Oral Language Development Assignment (Virginia TTAC)(20 points)

You will complete 3 online modules on the TTAC website and a follow-up assignment to assess your understanding of the content. The link for the modules is provided below and in the required textbook section of the syllabus. For successful completion of this assignment, a certificate of completion should be printed after each module is finished. Additionally, you should write a 3-5 page reflective paper addressing the following components on both modules collectively:

- Identify at least 2 new learning points that you gained from each module presentation and explain why you think this is important information for a teacher of language and reading. (6 points)
- Make 3 connections with the class reading in the text book (Chapter4, Oral Language Development) (6 points)
- Give at least 2 specific examples of how you could see yourself using your learning from the module in your current or future professional practice. (4 points)
- What were some questions or ideas that were raised about language for you as you were completing these modules? (2 points)
- Identify 2 specific areas in language development that you would like to explore further in the future and why they are of interest to you. (2 points)

Full credit is earned when evidence of completion of all assigned parts are submitted on time. No partial credit will be given. *Specific directions will be provided by the instructor.*

The link for the Modules is as follows:

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*

***Fluency Assignment (20 points)

You will conduct a fluency assessment on a mock student, analyze the results of the assessment and make instructional recommendations based on the results of the assessment. You will write this up as though you were included it in a report. You will need to include information on the student's reading rate and prosody. More information will be provided in the class module related to fluency.

***IRI Assessment Assignment (30 points)

You will administer an IRI to a mock (online) student. You will score the assessment and interpret the assessment results. Then you will write up the results in a report format. The write up will include a general description of the IRI report, a description of the student's strengths and needs as they relate to decoding, fluency, and comprehension, a minimum of 3 evidence-based instructional recommendations and 3 recommendations for what the home practice (what the parent can do to assist the child at home). More information as well as a rubric will be provided in the class module.

***Developmental Spelling Assessment (DSA) Assignment (20 points)

You will administer a DSA to a mock (online) student and score the DSA. You will interpret the results and provide instructional recommendations based on these results in a report format. The write-up should include a description of the DSA assessment. More information, including a rubric will be provided in the class module.

Reading Checks (3 at 10 points each/30 points)

You will complete three reading checks in this course (during Modules 2, 3, and 4). These reading checks assess your understanding and recall of the assigned chapters in the textbooks. You may use the textbooks and your notes to help you complete these checks, and there is no time limit. You may take each reading check twice, and your higher grade will be counted.

Apply the Concept (4 at 10 points each/40 points)

You will complete four "apply the concept activity" during this course. These assignments check your understanding of the content and your ability to apply these concepts to various scenarios. You may use the textbooks and your notes to help you complete these checks.

Online EDSE 503 Students Self-Manage for Calculating Course Grade Based on Points Earned on Performance-Based Summative Evaluations		
Assignment	Points earned by EDSE 503 student	Total points available
• Background Information and Oral Language Development Report Writing Assignment		20 points
• Oral Language Development Assignment		20 points
• Fluency Assignment		20 points
• IRI Assessment Assignment		30 points
• Development Spelling Assessment (DSA) Assignment		20 points
• Apply the Concept Activity (4 @ 10 points each)		40 points
• Reading Checks (3 reading checks @ 10 points each)		30 points
• Midterm (Based on Fox Phonics book)		10 points
• Final Exam		10 points
TOTAL	Your total...	... / 200 points
Students can calculate their points earned / total points available at any date in the semester to determine what their grade-to-date is. This is particularly important for students to self-evaluate their performance prior to key dates in the George Mason University schedule, such as withdrawal dates with varying tuition penalties and mid-term progress self-evaluation.		

Course Policies and Expectations

Attendance/Participation

Almost all course work will be online in an Asynchronous format. Optional Blackboard Collaborate sessions may be planned during the semester on an as-needed basis. There will be no face-to-face meetings.

Several assignments require participation from individuals and classmates by specific dates or in sufficient time for classmates' responses. **To maximize your preparation and participation, it is recommended that you:**

- Read all the way through each module one time initially. That way you know what you need to focus on and prioritize (i.e., what's coming up soon? Later?).
- Develop a timeline for the assignments (individual and/or group) so you have plenty of time to post, react to peers' posts, gather materials as needed for upcoming assignments, prepare assignment drafts, and refine assignment prior to submission for a grade.
- Pace yourself well; individual and independent online courses do not mean you can wait until the last minutes to get the work done! Peers are dependent on you at times,

and your success is also dependent on your preparation to complete assignments well in advance of due dates.

Late Work

Work is considered on time if it is submitted by 11:59 p.m. on the date that it is due. *Ten percent of the available points* for the assignment will be deducted each day for late submissions during the first week after the due date. **After one week from the due date, assignments will not be accepted.** Thus an assignment that is three days late is able to obtain only 70% of the points for the assignment regardless of the quality of the work. After one week, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The date that the assignment was received by the instructor **via email or Blackboard** will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback to students regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Other Requirements

Communication.

The best way to contact me is through email or text. If you text me, please tell me your name in the text. I will check email at least once a day on weekdays. I will respond to emails within 24 hours, if not sooner, on weekdays. On the weekends, I will check email on Sunday evening only. I am also available to set up telephone meetings.

Grading Scale

95-100% = A
90-94% = A-
87-89% = B+
83-86% = B
80-82% = B-
70-79% = C
<69% = F

***Note:** The George Mason University Honor Code will be strictly enforced (see [Academic Integrity Site](https://oai.gmu.edu/) [https://oai.gmu.edu/] and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) [https://catalog.gmu.edu/policies/honor-code-system/]). 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 new, original work for this course or with proper citations.

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See [Policies and Procedures \(https://cehd.gmu.edu/students/policies-procedures/\)](https://cehd.gmu.edu/students/policies-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>.

Class Schedule

Date	Class Topic	Class Topic	Readings Due Dates	Assignments Due Dates
Opens 6/1 Closes 6/7 at 11:59 PM	Module 1	<ul style="list-style-type: none"> • Course overview • Understanding the Nature of Reading and Schools • Assessment of Reading • Oral Language Development (TTAC online Modules) 	Read Berkeley & Ray: 1, 2,4	<p>DUE: Background Information and Oral Language Report writing assignment</p> <p>DUE: Oral Language Development Assignment (TTAC)</p> <p>DUE: Fox book Parts 1-3</p> <p>All assignments Due on 6/7 by 11:59 PM</p>
Opens 6/8 Closes 6/14 at 11:59 pm	<ul style="list-style-type: none"> • Module 2 	<ul style="list-style-type: none"> • Early Reading Development • Supporting All Students in Early Reading Development 	<ul style="list-style-type: none"> • Berkeley & Ray: 5, 6 	<p>DUE: Reading Check Quiz</p> <p>DUE: Apply the Concept Activity</p> <p>DUE: Fox Book Part 4, 5</p> <p>All Due On 6/14 by 11:59 PM</p>

Date	Class Topic	Class Topic	Readings Due Dates	Assignments Due Dates
Opens 6/15 Closes 6/21 At 11:59 pm	Module 3	<ul style="list-style-type: none"> • Word Identification Skills & Fluency • Intensive Reading Intervention • Supporting All Students in Accessing Text 	<ul style="list-style-type: none"> • Berkeley & Ray: Ch 7, 8, 9 	<p>DUE: Fluency Assignment</p> <p>DUE: Apply the Concept Activity (Supporting all students in Accessing Text)</p> <p>Due: Reading Check Quiz (Intensive Reading Interventions)</p> <p>DUE: Fox Book Part 6</p> <p>All assignment due on 6/21 by 11:59 PM</p>
Opens 6/22 Closes 6/28 At 11:59 pm *** Synchronous class session on Thursday, June 25, 2020 at 7:20 PM in Blackboard Collaborate Ultra	Module 4	<ul style="list-style-type: none"> • Reading Comprehension • Background Knowledge (Including Vocabulary) 	<ul style="list-style-type: none"> • Berkeley & Ray: Ch 10, 11, 12 	<p>DUE: Apply the Concept Activity (Reading Comprehension)</p> <p>DUE: Apply the Concept Activity (Vocabulary)</p> <p>DUE: Reading check quiz</p> <p>DUE: Fox Book Part 8</p> <p>All due on 6/28 by 11:59 pm</p>
Opens 6/29 Closes: 7/12 at 11:59 pm	Module 5	<ul style="list-style-type: none"> • Miscue analysis • Informal Reading Inventories (IRI)-scoring practice 	<ul style="list-style-type: none"> • Berkeley & Ray: 3 	<p>DUE: IRI Assessment Assignment</p> <p>DUE: Phonics Midterm (Based on Fox text; does not include questions on accent patterns)</p>

Date	Class Topic	Class Topic	Readings Due Dates	Assignments Due Dates
				All due on 7/12 by 11:59 pm
Opens: 7/13 Closes 7/19 at 11:59 PM	Module 6	<ul style="list-style-type: none"> Spelling & Writing Informal Spelling Inventories- DSA administration practice 	<ul style="list-style-type: none"> Berkeley & Ray: Ch 13, 14 	DUE: Developmental Spelling Assessment (DSA) Assignment DUE: Apply the Concept Activity All due on 7/19 by 11:59 pm
Opens 7/20 Closes 7/26 At 11:59 PM		Final Exam		DUE: Final Exam Exam closes on 7/26 at 11:59 pm

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: See [Core Values](http://cehd.gmu.edu/values/) (<http://cehd.gmu.edu/values/>)

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) [<https://catalog.gmu.edu/policies/honor-code-system/>]).
- Students must follow the university policy for Responsible Use of Computing (see [Responsible Use of Computing](http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/) [<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 [Disability Services](https://ds.gmu.edu/) [<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 [Tk20 Help \(tk20help@gmu.edu\)](mailto:tk20help@gmu.edu) or CEHD’s [Online Assessment System \(https://cehd.gmu.edu/aero/tk20\)](https://cehd.gmu.edu/aero/tk20). Questions or concerns regarding use of Blackboard should be directed to [Blackboard Instructional Technology Support for Students \(https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/\)](https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-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 the [Title IX Coordinator \(titleix@gmu.edu\)](mailto:titleix@gmu.edu).
- For information on student support resources on campus, see [Student Support Resources on Campus \(https://ctfe.gmu.edu/teaching/student-support-resources-on-campus\)](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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).

Appendix Assessment Rubric(s)

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Background & Oral Language Development: CEC/IGC Standard 1 <u>Beginning special education professionals understand how exceptionalities may interact with development and</u>	Candidate produces a description of the target student’s background that fails to meet all required components for proficient understanding OR displays limited understanding 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 proficient understanding of aspects of a students’ background that may influence reading and writing development. At a minimum, this description must include: <ul style="list-style-type: none"> • a description of concerns about the student’s 	Candidate produces a description of the target student’s background that exceeds all required components for proficient understanding by displaying advanced understanding of aspects of a student’s background that may influence reading and writing development.

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<p><u>learning</u> and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>		<p>reading or writing that warrants assessment</p> <ul style="list-style-type: none"> • a description of student perceptions of reading (motivation, attitudes, past experiences) • 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. 	
<p>Reading & Writing Development:</p> <p>CEC/IGC Standard 4</p> <p><u>Beginning special education professionals use multiple methods of assessment and data sources</u> in making educational decisions.</p>	<p>Candidate produces an educational report that fails to meet all required components of a proficient report. This can include multiple errors in administration, scoring, and/or interpretation of assessment results.</p>	<p>Candidate uses multiple methods to assess a student’s literacy performance and writes a sound educational report. At a minimum, a proficient report must include:</p> <ul style="list-style-type: none"> • evidence of accurate administration and scoring of informal reading and spelling inventories (minor errors may be present that do not change the assessment results) • accurate interpretation and explanation of assessment results in the areas of decoding, fluency, comprehension, and spelling (minor interpretation errors may be present) 	<p>Candidate produces an educational report that exceeds all required components by displaying advanced understanding of error analysis and interpretation OR demonstrating advanced ability to clearly communicate findings to a range of stakeholders (including parents).</p>

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<p>Reading & Writing Development:</p> <p>CEC/IGC Standard 4</p> <p>Beginning special education professionals use multiple methods of assessment and data sources <u>in making educational decisions</u>.</p>	<p>Candidate produces an educational report that fails to meet all required components of a proficient report. This can include multiple recommendations that are inconsistent with the assessment findings.</p>	<p>Candidate uses literacy assessment report findings to make educational decisions. At a minimum, a proficient report must include recommendations that are predominantly grounded in the assessment data. At a minimum, a proficient report must include recommendations for:</p> <ul style="list-style-type: none"> • instruction for all areas of concern including level of reading materials and intensity of instruction needed • evaluating student progress to ensure the student is responding to instruction 	<p>Candidate produces an educational report that exceeds all required components by displaying advanced understanding of instructional and ongoing evaluation practices that are consistent with assessment findings OR by clearly communicating the level of reading materials that should be assigned for homework and suggestions for how parents can assist student practice at home (for older students, this could be strategies for the student that promote self-regulation).</p>