



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

Spring 2022

EDSE 503: Language Development and Reading

Section: 001 CRN: 19332

Section: 6V1 CRN: 24396

3 – Credits

<b>Instructor:</b> Dr. Joy Banks	<b>Meeting Dates:</b> 1/24/22 – 5/18/22
<b>Phone:</b> 703- 993-6588	<b>Meeting Day(s):</b> Thursday
<b>E-Mail:</b> jbanks21@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm – 7:10 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax; KH 14
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**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 [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**

Did you know there are scholarship opportunities for graduate students in CEHD? For more information, visit <https://cehd.gmu.edu/students/funding/scholarships>.

## **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

## **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] and the 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 EDSE 503 001 6V1

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 Texts**

Berkeley, S., & Ray, S., (2019). *Reading Fundamentals for Students with Learning Difficulties: Instruction for Diverse K-12 Classrooms (1st Ed.)*. Routledge. ISBN9780815352914

Delpit, L., & Dowdy, J.K. (2013). *Skin that we speak: Thoughts on language and culture in the classroom*. The New Press.

Fox (2016). *Phonics & Word Study for the Teacher of Reading (11th Ed.)*. Pearson. ISBN 9780132838092

### **Recommended Texts**

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Leslie, L., & Caldwell, J. (2017). *Qualitative Reading Inventory (7th Ed.)*. Pearson. ISBN: 0137560877

### **Required Resources**

#### 1.) Access to Course Blackboard Site

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

#### 2.) Language Modules Website

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

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*

- 3.) A free version of the Jennings Informal Reading Inventory (IRI) is at:  
[https://wps.ablongman.com/wps/media/objects/2688/2753469/Richek\\_AppD.pdf](https://wps.ablongman.com/wps/media/objects/2688/2753469/Richek_AppD.pdf)  
You need to print this IRI to complete the performance-based assessment.

### **Additional Readings [Posted on Blackboard]**

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2002). *Words their way: Word study for phonics, vocabulary, and spelling instruction*. Pearson.

- Chapter 2: Getting Started: The assessment of orthographic development

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

Moats, L. (2020). Teaching reading is rocket science: What expert teachers of reading should know and be able to do. <https://www.aft.org/sites/default/files/moats.pdf>

### **Recommended Readings**

Alliance for Excellent Education (2004). Reading Next: A vision for action and research in middle and high school literacy. <https://lincs.ed.gov/professional-development/resource-collections/profile-392>

Comprehensible Classroom (2020). Becoming an Anti-Racist Educator: Where to Begin? <https://comprehensibleclassroom.com/2020/07/02/becoming-anti-racist-educator-where-to-begin/>

National Reading Panel (2020). Teaching children to read: Evidence-based assessment of the scientific research literature on reading and implication for reading instruction. <https://www.nichd.nih.gov/publications/pubs/nrp/smallbook>

Rosetta Stone (2020). Unpacking implicit bias in the English Learner Classroom <https://educationblog.rosettastone.com/2020/08/unpacking-implicit-bias-in-the-english-learner-classroom/>

### **Course Performance Evaluation**

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

### **VIA 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 VIA (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 VIA.

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

## *Assignments and/or Examinations*

### **Performance-based Assessment (VIA submission required)**

Informal Reading Assessment Administration and Educational Assessment Report (EDSE 503: Language Development and Reading)

#### GUIDELINES FOR THE INFORMAL READING ASSESSMENT ADMINISTRATION AND EDUCATIONAL ASSESSMENT REPORT ASSIGNMENT

This assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in assessment and data-based decision making for instruction. You will be required to demonstrate that you understand how exceptionalities may interact with development and learning, and that you have knowledge of evidence based instructional strategies for advancing the learning of individuals with exceptionalities.

#### DIRECTIONS

You will use information from class lectures and assigned course text and readings to learn sound measurement principles and practices for administering and interpreting assessment results. You will then write an educational report of these findings along with instructional recommendations.

#### Assessment Administration

First, you will correctly administer, accurately score, and appropriately interpret a thorough literacy assessment in the following areas:

1. Student background significant to reading and writing development (including language, culture and family background as appropriate)
2. Oral language development (including how receptive and expressive language development may impact student performance in reading and/or writing)
3. Present levels of performance in reading and writing in the following areas:
  - a. Decoding
  - b. Fluency
  - c. Comprehension
  - d. Spelling

#### Assessment Report

Next, you will write a 4-5 page educational report that documents the findings from the assessments. This report should be written as if it were a formal document for school record (*not an academic paper*). That means that, it must be written with an audience of both educators AND parents in mind.

You should include the following sections in your report:

1. Student Demographic Information  
Present basic information about student (name, grade, age, disability)

2. **Student Background Information**  
Present a narrative description of the student's demographic and background information significant to reading and writing development (including language, culture and family background as appropriate).
3. **Oral Language Development**  
Present a narrative description of the student's oral language development and compare to typical language development for the respective grade. Consider how the student's expressive and receptive language (both oral and written) may be impacting the student's performance in reading and/or writing (including spelling).
4. **Assessment Information**  
Provide a general description of each assessment (Informal Reading Inventory and Developmental Spelling Assessment) including what kind of information can be obtained from the assessment and definition of related terminology.
5. **Informal Reading Inventory (IRI) Results**  
Present the results of each assessment area of the IRI. This should include: (a) a reporting of the results for each area within the assessment, and (b) an indication of whether this area of reading is an area of concern. For each assessment area (decoding, fluency, comprehension) provide a narrative error analysis of student strengths and weaknesses on the assessments given. All completed assessment protocols must be attached to the final report.
6. **Developmental Spelling Assessment (DSA) Results**  
Present results from the DSA. This should include a description of the identified spelling stage compared to typical development, and an error analysis of spelling features within that stage.
7. **Supplemental Assessment Results (or Recommendations)**  
Identify an area of literacy development where additional assessment may be needed to further understand an area of weakness found, or suspected, from the reading and spelling assessments administered.
8. **Assessment Summary**  
Provide an overall summary of the student's performance based on everything you have learned from all of the assessments. Provide a comparison to expectations for grade level for each area assessed, and then elaborate on any strengths and/or particular weaknesses the student may have.
9. **Recommendations for Accommodation**  
Consider the assessment results and make a judgement about whether the student is in need of accommodations to access and/or have positive learning results in general and special curricula.
10. **Recommendations for Instruction**

Make recommendations for instruction based on each area of weakness identified from the assessments. Instructional recommendations should be evidence based and grade/age appropriate, and include adaptations to instruction if appropriate. Consider student identified interests, learning environments, and any cultural and linguistic factors when making your recommendations.

11. Signature

Sign and date your report.

12. Disclaimer

Your report should include the following disclaimer: “This report is to be used for course requirements only. It should not be placed in a student’s official file nor used to make decisions about a student’s educational services.”

**College Wide Common Assessment**

None

**Performance-based Common Assignments (No Via submission required)**

*TTAC Language Modules*

You will complete three online modules for this assignment. The link for the modules is provided in the required textbook section of the syllabus. You will bring a hardcopy of your certificates of completion to class on the assigned date. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

*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. Plan to turn in the Fox text at the beginning of the class session on the due date (you will receive the book back at the end of class). Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given.

*Mid-Term*

The midterm exam will include multiple-choice and application items that cover the content of the Fox phonics self-study.

*Final Exam*

The final exams 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>

### ***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 teach. 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 required form, as this information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

- If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.
- If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. 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. Note that you may NOT arrange your own field experience placement.

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

3. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

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



## ***Other Assignments***

### ***IRIS Module***

You will complete an online module through the IRIS Center that will help you prepare to assess students for your case study. You will access this online module through Blackboard. Full credit is earned when evidence of completion of all assigned parts is submitted on time. No partial credit will be given. *Specific directions will be provided by the instructor.*

### ***Linguistic Justice Paper***

An understanding of language diversity is essential for teachers in our diverse society. Students will reading a series of texts that address the topic of linguistic justice in the K-12 classroom. Students will then select a topic of interest and explore instructional strategies that would promote equitable reading instruction for diverse learners. Finally, students will submit a 3-5 page paper.

### ***Group Presentation***

A final presentation will choose an evidence based teaching method to review and present in class. The teaching method should selected based on one of the instructional needs identified for the student assessed during your case study assignment in one of the following areas: oral language development, reading (phonemic awareness, decoding, fluency, vocabulary, or comprehension) and writing development (spelling or composition). *Specific directions and evaluation rubric will be provided by the instructor. Due dates will vary.*

## ***Assignment Summary***

<b>Assignments</b>	<b>Points Possible</b>
TTAC Language Modules	5 points
IRIS Module	5 points
Linguistic Justice Application Paper	10 points
Phonemic Awareness Self Study	10 points
Midterm Exam	5 points
Informal Reading Report	40 points
Evidence-Based Instruction Presentation	10 points
Participation and During Class Activities	10 points
Final Exam	5 points
Total Points:	100 points

## **Course Policies and Expectations**

### ***Attendance/Participation***

Students are expected to attend all classes, arrive on time, and stay for the duration of the class time. Three or more absences will result in no credit for this course. As you all lead active lives and circumstances sometimes happen at unfortunate times – so, if you are unable to attend class, it is your responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. Students who are absent are held responsible for the material covered and

assignments given and due. It is also recommended that you notify the instructor about absences in advance or within 24 hours after an absence. Be aware that any points earned for participation in class activities during a time of absence will not be earned and cannot be made up.

### ***Late Work***

All assignments should be submitted on or before the assigned due date via Blackboard. In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments. Late assignments will be accepted in the following manner: 5% point deduction for up to 1 week late; 10% point deduction for 1-2 weeks late; and 25% point deduction for 2 weeks lates. Points will not be provided to assignments that are more than two weeks late.

### ***Grading***

<b>A</b>	<b>=</b>	<b>95-100%</b>
<b>A-</b>	<b>=</b>	<b>90-94%</b>
<b>B+</b>	<b>=</b>	<b>87-89%</b>
<b>B</b>	<b>=</b>	<b>80-86%</b>
<b>C+</b>	<b>=</b>	<b>77-79%</b>
<b>C</b>	<b>=</b>	<b>70-76%</b>
<b>F</b>	<b>=</b>	<b>69% and below</b>

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

**\*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. Professional dispositions are an essential function of a special educator’s job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in at least three points in each student’s program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor’s evaluation during internship. In special education graduate licensure programs, the initial self-evaluation is completed in a designated course (EDSE 501), the mid-point self-evaluation is completed in designated courses (EDSE

627, EDSE 661, and EDSE 616), and the internship evaluation is completed by instructors in EDSE 783, EDSE 784, and EDSE 785. In addition to these three designated evaluation times, instructors may complete instructor-rated disposition assessments other times throughout the program. When dispositions are assessed, it is important that for areas where a positive disposition is rated as “not proficient,” the student takes steps to grow as an educator. See <https://cehd.gmu.edu/epo/candidate-dispositions>.

### Class Schedule

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

<b>Dates</b>	<b>Course Topics</b>	<b>Assignments and Readings</b>
January 27	Overview of course and assignments; Definition of literacy	
February 3	Oral Language and the Reading Process—What is it? Why Do We Need It?	Chapter 4 <u>or</u> Moats
February 10	Phonological Awareness – What is it? Why Do We Need It? and Instruction and Reading Motivation for Struggling Readers	Chapter 5 Delpit – Selected Chapters Reflection Due
February 17	Online Class: TTAC Oral Language Modules	
February 24	Assessment of Reading Difficulties	Chapter 2 Online Modules Due
March 3	Letter-sound Association, Concepts About Print, and Alphabetic Knowledge	Chapter 5 Delpit – Selected Chapters
March 10	Word Identification and Fluency, and Assessment of Reading Difficulties	Chapter 7 and Chapter 8 Hasbrouk & Tindal
March 17	Spring Break	
March 24	Midterm Exam and Review of Informal Reading Inventory	Chapters 3 and 9
March 31	Vocabulary and Morpheme Analysis	Chapter 11
April 7	Comprehension and Concept Development	Chapter 10
April 14	Development of Writing and Spelling	Chapter 13 and 14
April 21	IRIS Module	Online Module Due
April 28	Reading Instruction and Culturally and Linguistically Diverse Students; Working with Families	Linguistic Justice Application Paper Due

May 5	Presentations	Informal Reading Report Due Phonemic Awareness Self-Study Due
May 17	Final Exam	

### **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: 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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- 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 “Non-confidential 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 [College of Education and Human Development \(http://cehd.gmu.edu/\)](http://cehd.gmu.edu/).**

**Appendix**

**Assessment Rubric(s)**

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

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Student Background &amp; Oral Language Development: CEC/IGC Standard 1</p> <p>Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<p>Candidate produces a description of the target student’s background that <u>fails</u> to show a clear understanding of:</p> <ul style="list-style-type: none"> <li>the student’s present level of performance relevant to literacy instruction, and/or</li> <li>the potential impact of the target student’s language proficiency on reading and writing development</li> </ul>	<p>Candidate produces a description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> <li>the student’s present level of performance relevant to literacy instruction, and</li> <li>the potential impact of the target student’s language proficiency on reading and writing development</li> </ul>	<p>Candidate produces a detailed description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:</p> <ul style="list-style-type: none"> <li>the student’s present level of performance relevant to literacy instruction, and</li> <li>the relationship between the target student’s language proficiency and typical language development, and</li> <li>the potential impact of the target student’s language proficiency on reading and writing development</li> </ul>

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
<p>Reading &amp; Writing Development:</p> <p>CEC/IGC Standard 4</p> <p>Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.</p>	<ul style="list-style-type: none"> <li>• Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling inventories to the extent that interpretation of the assessment results is impacted.</li> <li>• Candidate fails to identify an appropriate area of literacy development where additional assessment may be needed to further understand an area of weakness.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. Minor errors that do not change interpretation of the assessment results may be present.</li> <li>• Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories.</li> <li>• Candidate appropriately identifies an area of literacy development where additional assessment may be needed to further understand an area of weakness. Candidate may identify, develop, implement, and/or modify an appropriate curriculum based assessment to assess this area.</li> </ul>
<p>Reading &amp; Writing Development:</p> <p>CEC/IGC Standard 4</p> <p>Beginning special education professionals use multiple methods of assessment and data</p>	<ul style="list-style-type: none"> <li>• Candidate fails to use assessment information to identify applicable accommodations needed for the target student to access and/or have positive</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general</li> </ul>	<ul style="list-style-type: none"> <li>• Candidate uses assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Candidate provides a clear</li> </ul>

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
sources in making educational decisions.	learning results in general and special curricula. Recommendations may be grounded in opinion rather than assessment data.	and special curricula.	rationale for these recommendations that is grounded in assessment data.
<p><b>Instructional Recommendations:</b></p> <p><b>CEC/IGC Standard 5</b></p> <p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Candidate makes recommendations for reading and/or writing instruction that are:</p> <ul style="list-style-type: none"> <li>• not connected to the assessment results, and/or</li> <li>• that are not evidence based for students with exceptionalities.</li> </ul>	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> <li>• are appropriate based on the assessment results for the target student, and</li> <li>• include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate.</li> </ul>	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> <li>• are appropriate based on the assessment results for the target student, and may also consider student interests, learning environments, and/or cultural and linguistic factors, and</li> <li>• include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate, and</li> <li>• makes a clear connection between the assessment results and the recommended practices</li> </ul>