



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

Spring 2022

EDSE 503: Language Development and Reading

Section: 673 CRN: 24286

3 – Credits

<b>Instructor:</b> Dr. Sharon Ray	<b>Meeting Dates:</b> 1/12/22 – 3/9/22
<b>Phone:</b> 703-993-5247	<b>Meeting Day(s):</b> Wednesday
<b>E-Mail:</b> <a href="mailto:sray4@gmu.edu">sray4@gmu.edu</a>	<b>Meeting Time(s):</b> 4:30 pm – 9 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> N/A; Off-campus
<b>Office Location:</b> Finley 205B	<b>Other Phone:</b> (703) 673-8540 Dr. Ray cell

**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 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. ISBN 9780815352914

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>

## **Required Resources**

### **1.) Required 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; weekly 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.

**\*\*Starting the week of January 16<sup>th</sup>, be sure to attend class prepared with the week's handouts electronically downloaded or as hard copies (whichever works best for you)!\*\***

### **2.) Language Modules Website**

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

TTAC Modules: Region 4 Training & Technical Assistance Webshops, <http://ttaconline.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**

National Institute for Literacy. (2001). *Put Reading First: The Research Building Blocks for Teaching Children to Read. Kindergarten through Grade 3*. Retrieved August 12, 2016, from <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>

*The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)*  
<http://dibels.uoregon.edu/>

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

### **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 – Due February 16<sup>th</sup> (30 points)**

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. \*If you will have any difficulty accessing a student for this assignment, you will need to let the professor know the first night of class. Within this report, 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 and rubric are in the Appendix of this syllabus.

**College Wide Common Assessment  
(VIA submission required)**

None.

***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***

#### **Attendance and Participation - Weekly [1 point per class for a total of 9 points]**

In general terms, attendance points are earned based on the Attendance Policy described in the Policies section of this syllabus. More specifically, points for class attendance and participation are positively impacted by:

- a. attending class and being psychologically available to learn whether attending virtually or in person,
- b. completing and submitting weekly synchronous class activities,
- c. participating in class discussions/activities throughout the semester,
- d. thoughtfully contributing to class discussions,
- e. listening to the ideas of other peers, respectively, and
- f. demonstrating an enthusiasm for learning,
- g. successfully facilitating assigned group work activities, which may include guided questioning and problem solving roles,
- h. and taking initiative and leadership in class discussions, which may include leading class discussions on assigned sections of specific content.

Points are negatively affected by being late to class whether virtually or in person, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), failure to guide your group's collaborative work or take leadership roles on assigned content, and/or absences. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class PowerPoints/materials and for other academic course purposes. **Additionally, the use of electronic devices that produce sound or otherwise interfere with the learning of others (i.e., cell phones, pagers, etc.) is prohibited during class. Please turn these devices off or to vibrate before the start of class.**

*Specific Attendance Points: Each class (9 sessions): .5 = psychologically invested, prepared, and present; .25 = participation, thoughtful contributions, completed in-class assignments, and .25 = actively guiding group discussions towards thoughtful work completion and presenting assigned content in a knowledgeable and reflective manner.*

#### **Early Language Development Application Paper – Due February 2<sup>nd</sup> (15 points)**

An understanding of the key terminology and concepts underlying language development is essential for an educator's foundation for teaching language and reading in the classroom. To this end, students will first complete three online language modules that

can be accessed through <http://ttaonline.org> . The titles of the three modules are: *Oral Language Development, Language Foundations Part I; Oral Language Development, Typical Development Part II; and Oral Language Development: Developing Speech & Language Skills in the Classroom Part III*. A screencast will be shared to assist students in understanding how to access the modules digitally. In cases of technology issues, students will have the option to read two language development chapters posted on the class website in lieu of viewing the modules. Second, students will pick a language development topic of interest from one of the modules to conduct further research by using the GMU digital library to find one research study on the selected topic. Finally, students will write a 3-5 page application paper where:

- the topic of interest is clearly identified and connections to early language development are clearly developed;
- key ideas from the selected study and its relevance to the topic are highlighted (key ideas would include highlighting the study's purpose, basic research process, results, and connections to language development); and
- finally using both modules and study information to help synthesize the student's application ideas for practice in his/her own classroom or future classroom/practice.

### **Group Presentations – *Varying Weeks by Presentation Topic (15 points)***

On the second night of class, we will form small groups and each group will be matched with an area of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) to focus on throughout the semester. Each group will select 3 specific evidenced-based practices to present as activities targeting their area of reading, with one of the activities being digital, such as an App. Your group will be responsible for delivering an engaging 20-25-minute presentation to the class on an assigned night, which will align with and supplement the topic of that evening's class. Although you will be given time in class to work on these presentations, time outside of class may also be needed.

Your presentation should be **active and engaging**. Consider your presentation as a model for effective teaching strategies, such as **engaging your peers in a dynamic way and/or in a hands-on manner**. Elements that should be included are:

- At least one type of visual support (e.g., PowerPoint, Prezi, Nearpod, Poster etc.) to highlight the major components of your presentation. If utilizing a digital platform, one group member should submit an electronic copy of the presentation including the names of all group members. This visual support should be done thoughtfully, as a medium for engaging your peers.
- A definition of the chosen area of reading (phonemic awareness, phonics, vocabulary, fluency, comprehension) from the National Reading Panel's 2000 report and all terminology surrounding this area.
- Identification of the skills addressed within the chosen area of reading and how such skills aid to the success of reading.

- A description (or visual) of three activities, one of which is digital, which can be used to target this area of reading. Each activity must incorporate at least **one evidence-based practice** pertinent to that area of reading instruction, and **its use must be explicitly discussed and demonstrated**. There must also be a brief explanation of how the digital product pertains to the chosen area of reading and, if any, potential drawbacks or shortcomings.
  - o **Active demonstration/engagement of peers with at least two of the three activities is required. Consider presenting your activities to your peers in a similar manner to how you might instruct students in your class (e.g., innovative use of typical classroom materials, centers, incorporation of technology, etc.).**
- A handout for the class containing the most vital information on your chosen area of reading. If applicable, be sure to include all necessary citations. Although it is acceptable to pull information and activities from other sources, you may NOT “cut and paste.” \*Note- the handout may NOT be a copy of your PowerPoint slides (if you’re using PowerPoint as your visual support).
- A reference list (APA format) with at least four references. Reference list should include at least one textbook (it can be our class text) and the reference for your digital tool/App. You may also consider a peer-reviewed journal article. If using PowerPoint, references can be listed on the last slide of your presentation.

### **Reading Assessment Lesson Follow Up – Due March 2<sup>nd</sup> (14 points)**

Following the Reading Assessment Report, students will complete the lesson assignment, which includes a lesson plan designed for the target student of the Reading Assessment Report. Students will be asked to select the most significant area of reading need for their target K-12 student as determined through the assessment report, and select an evidence-based reading practice for application in a lesson with this student. A lesson plan will be completed using the lesson plan template provided by the instructor.

### **Self-Paced Completion of Fox Text/Fox Post-test – Due March 9<sup>th</sup> (12 points)**

To teach reading and language effectively, teachers must be proficient in phonics themselves. The Fox text is a tool that will familiarize you (if you were originally taught to read using a whole language approach) or refamiliarize you (if you were originally taught to read using a phonics approach) with many of the core phonics and structural analysis rules. While a portion of each class will be dedicated to phonics-based skills for emphasis and review, you will need to independently complete the Fox (2013) self-instruction textbook outside of class. We will complete the pretest in class, and then you will work on the self-paced exercises in the text. Due to Covid concerns, there are two options for Fox text grading. First, students can submit the physical text with Parts I-VI completed to earn up to the 12 allotted assignment points (up to 2 points per section); or second, students can opt to have the points derived from the Fox Post-test score (regardless of which grading option students choose, all students will complete the Fox Post-test in class – those who opt for the physical text grading option will not have their Post-test score tied to course grading). Students who choose the Post-test grading option will receive the full 12 points of this assignment for achieving a 10% gain in score from



pretest to post-test or by maintaining an 80% or higher, if that high of a score was originally achieved on the pre-test (a percentage of the 12 points will be earned if a 10% gain is not made or 80% or higher overall score is not maintained). Students will be expected to complete Parts I-VI within the text before they complete the post-test for learning core phonics content (even if the physical text is not chosen for grading). A half point (.5 pts.) extra credit will be given for submission of sections VII and VIII of the Fox text together or a quarter point (.25 pt.) for each of these individual sections.

### **Final Exam – On March 9<sup>th</sup> (5 points)**

The final exam will include multiple-choice and application items and short-essay questions that cover assigned readings and class lectures. In addition, the final exam will include items related to the Fox self-study for the entire semester AND the Reading for Virginia Educators (RVE) assessment.

### **Course Requirements**

Requirements of this course include readings, from your textbooks and professional journal articles, and activities, which include in-class individual and group work, as well as independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about teaching reading and language to students with disabilities.

The required Performance-based Assessment (PBA) for this course is the reading assessment report that will assist you in learning and understanding the implementation of a comprehensive informal reading assessment program with a student with a disability. You will need to submit this assignment to VIA. There are several other forms of assessment implemented in this class, including both formative and summative evaluation measures. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students *earn* based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

Every assignment will be submitted in digital format this semester via the Assignments tab on the course BlackBoard site. All assignments should be submitted by the start of class on the due date (4:30PM). Assignments should not be submitted by GMU email unless there is an emergency technical issue with Blackboard. In the case of an emergency, submit your assignment to the Instructor's Blackboard email account. Assignments that are not submitted at the appropriate time *are late*. The reading assessment report must also then be submitted to VIA. Assignments not submitted at the beginning of class *are late*. Late assignments will be accepted with a point deduction. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

### **Assignment Labeling Guidelines**

**Submitted assignments should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. I will return graded assignments to you via Blackboard. It is suggested that you download and save all returned**

assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of required assignments:

SRayLangDev – Early Language Development Application Paper (Blackboard)

SRayGrpPres – Group Presentation PowerPoint (Blackboard)

SRayReadRep – Reading Assessment Report (BlackBoard & VIA)

SRayLessFoll – Lesson Follow Up (Blackboard)

### *Assignment Summary*

Course Requirements Evaluation Assignment	Points Earned/Total Points
<b>1. Attendance &amp; Participation (1 pt. per class meeting)</b>	<b>/9</b>
<b>3. Self-Paced Completion of Fox Text/Fox Post-Test</b>	<b>/12</b>
<b>4. Early Language Development Application Paper</b>	<b>/15</b>
<b>5. Group Presentation</b>	<b>/15</b>
<b>*6. Reading Assessment Report</b>	<b>/30</b>
<b>7. Reading Assessment Lesson Follow Up</b>	<b>/14</b>
<b>8. Final Exam</b>	<b>/5</b>
Total # of points earned	/100

### **Course Policies and Expectations**

#### *Attendance/Participation*

Class attendance and participation are an important part of this class because of the technical nature of the information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions and activities, and stay until the end of class.

Attendance will be maintained through the artifacts students produce and digitally submit during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session virtually, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructors by phone or e-mail **before** the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, **as long as the instructors are notified before the class session.** In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and

lecture details from another student. *Attendance points missed for more than one absence or any absence without instructor contact before class will be considered on an individual and case by case basis based on appropriate student documentation!* Two or more unexcused absences may result in no credit for this course.

### **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 for the Early Language Development Application Paper and the Reading Assessment Report** (Note: No late work will be accepted for the Group Assignment, Fox Text, Reading Assessment Lesson Plan Follow Up, or Final Exam):

- ☒ 5% point deduction – up to 1 week late
- ☒ 10% point deduction – 1-2 weeks late
- ☒ 25% point deduction – 2 weeks late up through last class before exam

### **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>

**\*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>COURSE SCHEDULE</b>		
<b>Date</b>	<b>Topics</b>	<b>Assignments Due</b>
<b>1/12/22</b>	Introductions and Icebreaker  Syllabus and Course Expectations  Field Placement Information  A Historical Perspective <ul style="list-style-type: none"> <li>Scientifically Based Reading Instruction (National Reading Panel, 2000; NCLB; IDEA) &amp; Five Domains of Reading</li> </ul> <b>Fox Pretest</b>	
<b>1/19/22</b>	Language Development <ul style="list-style-type: none"> <li>Rules, Forms, and Functions of Language</li> <li>Birth through the Preschool Years</li> </ul> Language & Literacy in the Beginning School Years <ul style="list-style-type: none"> <li>Selecting/evaluating text for diverse learners; readability</li> <li>Concepts of Print</li> </ul> <b>Presentation Group Formation</b>	<ul style="list-style-type: none"> <li>Berkeley &amp; Ray, Chapter 1 &amp; 2</li> <li>TTAC Modules 1 &amp; 2</li> <li>Read <i>Put Reading First</i> document from <a href="https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf">https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf</a></li> </ul>

<p><b>1/26/22</b></p>	<p>Gathering Background Information</p> <ul style="list-style-type: none"> <li>• Forms &amp; Procedures for Obtaining Student Educational Histories</li> </ul> <p>Collecting Diagnostic Information</p> <ul style="list-style-type: none"> <li>• Informal Assessments</li> <li>• Informal Reading Inventory (IRI)</li> <li>• Running Records; Miscue Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• TTAC Module 3</li> <li>• Berkeley &amp; Ray, Chapters 4 &amp; 5 (concepts of print)</li> </ul>
<p><b>2/2/22</b></p>	<p>Informal Assessment through Progress Monitoring</p> <ul style="list-style-type: none"> <li>• The Assessment Continuum</li> <li>• Reliability</li> <li>• Validity</li> <li>• Criterion-Referenced Assessment</li> <li>• Progress Monitoring in Reading</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due Early Language Development Application Paper</b></li> <li>• Berkeley &amp; Ray, Chapters 3 &amp; 8</li> <li>• Access and Review: <i>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS)</i> <a href="http://dibels.uoregon.edu/">http://dibels.uoregon.edu/</a></li> </ul>
<p><b>2/9/22</b></p>	<p>Writing Instruction in the Inclusive Classroom</p> <ul style="list-style-type: none"> <li>• Nature and Organization of English orthography</li> <li>• Spelling Assessment</li> <li>• Writing Instruction</li> </ul> <p>Systematic and Explicit Reading Instruction</p> <ul style="list-style-type: none"> <li>• Systematic/Explicit Instruction (I do, we do, you do)</li> <li>• Phonemic Awareness Instruction (detect, segment, blend, manipulate phonemes; rhyming; Elkonin boxes)</li> </ul>	<ul style="list-style-type: none"> <li>• Berkeley &amp; Ray, Chapters 13 &amp; 14</li> </ul>
<p><b>2/16/22</b></p>	<p>Factors Affecting Early Literacy</p> <ul style="list-style-type: none"> <li>• The Connection between Early Language Development &amp; Phonemic Awareness/Phonological Awareness</li> </ul> <p><b>Phonemic Awareness Group Presentation</b></p> <p>Advanced Word Reading Strategies</p> <ul style="list-style-type: none"> <li>• Multisyllabic Phonics Strategies (phoneme-grapheme correspondence; word analysis)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Due Reading Assessment Report</b></li> <li>• Berkeley &amp; Ray, Chapter 5 (remaining parts) &amp; 6</li> </ul>

	<b>Phonics Group Presentation</b>	
2/23/22	<p>The Dimensions of Fluency</p> <ul style="list-style-type: none"> <li>• Fluency Instruction (progress monitoring)</li> <li>• Accuracy, speed, and prosody</li> </ul> <p><b>Fluency Group Presentation</b></p> <p>Vocabulary Instruction</p> <ul style="list-style-type: none"> <li>• Mnemonics</li> <li>• Semantic maps</li> <li>• Word meaning sorts</li> </ul> <p><b>Vocabulary Group Presentation</b></p>	<ul style="list-style-type: none"> <li>• Berkeley &amp; Ray, Chapter 7, 9 (remaining parts), &amp; 11</li> </ul>
3/2/22	<p>Comprehension Instruction</p> <ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Questioning strategies</li> <li>• Self monitoring/metacognition</li> <li>• Direct/explicit comprehension instruction – think aloud</li> </ul> <p><b>Comprehension Group Presentation</b></p> <p>Literacy &amp; Diversity</p> <ul style="list-style-type: none"> <li>• First Language Interference in Speech and Writing for English Language Learners</li> </ul> <p><b>Fox Post-test</b></p>	<ul style="list-style-type: none"> <li>• <b>Due Reading Assessment Lesson Follow Up</b></li> <li>• Berkeley &amp; Ray, Chapters 10 &amp; 12</li> </ul>
3/9/22	<b>Final Exam</b>	<ul style="list-style-type: none"> <li>• <b>Due Fox Text</b></li> </ul>

**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-) (<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)**

#### **Assessment 7 (As required by the SPA): 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. \*Note field experience documentation form must be turned in with your project!

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.”**

## Informal Reading Assessment Administration and Educational Assessment Report

	<b>Does Not Meet Expectations 1</b>	<b>Meets Expectations 2</b>	<b>Exceeds Expectations 3</b>
<p><b>Student Background &amp; Oral Language Development:</b></p> <p><b>CEC/IGC Standard 1</b></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><b>Candidate produces a description of the target student’s background that <u>fails</u> to show a clear understanding of:</b></p> <ul style="list-style-type: none"> <li>• <b>the student’s present level of performance relevant to literacy instruction, and/or</b></li> <li>• <b>the potential impact of the target student’s language proficiency on reading and writing development</b></li> </ul>	<p><b>Candidate produces a description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:</b></p> <ul style="list-style-type: none"> <li>• <b>the student’s present level of performance relevant to literacy instruction, and</b></li> <li>• <b>the relationship between the target student’s language proficiency and typical language development, and</b></li> <li>• <b>the potential impact of the target student’s language proficiency on reading and writing development</b></li> </ul>	<p><b>Candidate produces a detailed description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of:</b></p> <ul style="list-style-type: none"> <li>• <b>the student’s present level of performance relevant to literacy instruction, and</b></li> <li>• <b>the relationship between the target student’s language proficiency and typical language development, and</b></li> <li>• <b>the potential impact of the target student’s language proficiency on reading and writing development</b></li> </ul>
<p><b>Reading &amp; Writing Development:</b></p> <p><b>CEC/IGC Standard 4</b></p> <p>Beginning special education professionals use</p>	<ul style="list-style-type: none"> <li>• <b>Candidate inaccurately administers and/or scores the results from technically sound informal reading and spelling inventories to the extent that interpretation of</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. Minor errors</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories.</b></li> <li>• <b>Candidate appropriately identifies an area of</b></li> </ul>

<p>multiple methods of assessment and data sources in making educational decisions.</p>	<p>the assessment results is impacted.</p> <ul style="list-style-type: none"> <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>	<p>that do not change interpretation of the assessment results may be present.</p> <ul style="list-style-type: none"> <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>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.</p>
<p><b>Reading &amp; Writing Development:</b></p> <p><b>CEC/IGC Standard 4</b></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 fails to use assessment information to identify applicable accommodations needed for the target student to access and/or have positive learning results in general and special curricula. Recommendations may be grounded in opinion rather than assessment data.</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.</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 rationale for these recommendations that is grounded in assessment data.</li> </ul>

<p><b>Instructional Recommendations:</b></p> <p><b>CEC/IGC Standard 5</b></p> <p><b>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</b></p>	<p><b>Candidate makes recommendations for reading and/or writing instruction that are:</b></p> <ul style="list-style-type: none"> <li>• <b>not connected to the assessment results, and/or</b></li> <li>• <b>that are not evidence based for students with exceptionalities.</b></li> </ul>	<p><b>Candidate makes recommendations for reading and/or writing instruction that:</b></p> <ul style="list-style-type: none"> <li>• <b>are appropriate based on the assessment results for the target student, and</b></li> <li>• <b>include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate.</b></li> </ul>	<p><b>Candidate makes recommendations for reading and/or writing instruction that:</b></p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate, and</b></li> <li>• <b>makes a clear connection between the assessment results and the recommended practices</b></li> </ul>
--	---	--	--