

George Mason University
College of Education and Human Development Literacy Program

EDRD 633.6L1 – Literacy Assessments and Interventions for Individuals
3 credits, Summer 2022 Session E

Tuesdays in person (GMU Arlington Campus Van Metre Hall 312) 5:00-7:10 PM
Thursdays synchronous online (Zoom) 5:00-8:00PM, and
Saturdays asynchronous online (Blackboard)

Faculty

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Prerequisites/Corequisites: EDRD 630 and EDRD 631; EDRD 637 is a corequisite

University Catalog Course Description: Builds candidates' abilities to select and administer appropriate literacy assessments, analyze assessment data, and design individualized instructional interventions for students who experience difficulty with reading and writing. **Note:** This course requires students to conduct related practice in their own schools or specified field settings.

Course Overview: Not Applicable

Course Delivery Method: This course will be delivered using a hybrid (25-75% online) format.

At Mason, one credit hour represents one hour in the classroom and a minimum of two hours of out-of-class work per week throughout a 15-week semester (see Academic Policy 2.3 in the University Catalog). Thus, this 3-credit course requires a minimum of 3 hours of classroom instruction (or the equivalent work for asynchronous learning activities) and 6 hours of out-of-class work each week. Please schedule your time accordingly.

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. Students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. See [List of Blackboard's Supported Browsers](#); See also [List of Supported Operation Systems](#) on different devices.
- 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](#); [Windows Media Player](#); [Apple Quick Time Player](#)

Expectations. Students in this course are expected to meet the following expectations:

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

Learner Outcomes or Objectives: This course is designed to enable students to do the following:

1. Analyze assessments to determine their purposes, attributes, formats, strengths/limitations, and appropriate use in a comprehensive literacy assessment system.
2. Apply diagnostic principles, procedures, and techniques for assessing and evaluating the literacy needs of individual learners.
3. Communicate and collaborate effectively with learners and families.
4. Communicate assessment results and implications to a variety of audiences.

Professional Standards (aligned with standards from the International Literacy Association)

Upon completion of this course, students will have met the following Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

- 3.1 Candidates understand the purposes, attributes, formats, strengths/limitations (including validity, reliability, inherent language, dialect, and cultural bias), and influences of various types of tools in a

- comprehensive literacy and language assessment system and apply that knowledge to using assessment tools.
- 3.2 Candidates collaborate with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual and groups of students.
 - 3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians.
 - 5.1 Candidates, in consultation with families and colleagues, meet the developmental needs of all learners (e.g., English learners, those with difficulties learning to read, the gifted), taking into consideration physical, social, emotional, cultural, and intellectual factors.

Virginia Standards for Reading Specialist Programs addressed in the course:

- 1a. Demonstrate expertise in the use of formal and informal screening, diagnostic, and progress monitoring assessment for language proficiency, concepts of print, phonemic awareness, letter recognition, decoding, fluency, vocabulary, reading levels, and comprehension.
- 6e. Demonstrate expertise with educational measurement and evaluation, including validity, reliability, and normative comparisons in test design and selections.
- 6f. Demonstrate expertise to interpret grade equivalents, percentile ranks, normal curve equivalents, and standards scores.
- 6g. Demonstrate the ability to instruct and advise teachers in the skills necessary to differentiate reading instruction for both low and high achieving readers.
- 6j. Demonstrate effective communication skills in working with a variety of groups, including parents, teachers, administrators, community leaders.
- 6l. Understanding of and proficiency in grammar, usage, and mechanics and their integration in writing.
- 6m. Understanding of and proficiency in pedagogy to incorporate writing as an instructional and assessment tool for candidates to generate, gather, plan, organize, and present ideas in writing to communicate for a variety of purposes.

Professional Dispositions: See <https://cehd.gmu.edu/students/policies-procedures/>.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

Required Texts

- Leslie, L, & Caldwell, J. S. (2021). *Qualitative reading inventory – 7*. Pearson.
- McAndrews, S. L. (2020). *Literacy assessment and metacognitive strategies: A resource to inform instruction, PreK-12*. The Guilford Press.
- Additional readings will be made available on Blackboard and through GMU Library databases.

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).

Assignments and/or Examinations

1. Course Engagement (15%)

Being engaged in this course is essential to the teaching-learning process. Engagement involves attendance, timeliness, and active participation. Class attendance (in person and via Zoom) is both important and required (see Academic Policy 1.6 in the GMU Catalog), and I expect that you fully engage in all course activities. It is critical to keep up with the readings, course presentations, and activities. It is expected that you are fully prepared for each class, complete work in a timely manner, offer critical insights to discussions, ask in-depth, thoughtful questions, and provide thoughtful, responsive feedback to your peers.

Course attendance and participation accounts for 5% of our course grade and will be evaluated using the following rubric:

| Criteria for Evaluation | Excellent | Satisfactory | Minimal | Unacceptable |
|--|---|--|--|---|
| | 5 points | 4.5 points | 4 points | 0 points |
| IN PERSON/ SYNC Class Attendance & Participation | <p><i>Missed no face-to-face or synchronous class session.</i></p> <p>AND</p> <p>Arrived late or left class early <i>no more than 2 times.</i></p> | <p><i>Missed 1 face-to-face or synchronous class sessions.</i></p> <p>OR</p> <p>Arrived late or left class early <i>3 times.</i></p> | <p><i>Missed 2 face-to-face or synchronous class sessions.</i></p> <p>OR</p> <p>Arrived late or left class early <i>4 times.</i></p> | <p><i>Missed more than 3 face-to-face or synchronous class sessions.</i></p> <p>OR</p> <p>Arrived late or left class early <i>5 or more times.</i></p> |
| | <p><i>Actively participated in small group activities and class discussions and demonstrated <i>in-depth</i> understanding of the course content.</i></p> | <p><i>Actively participated in small group activities and class discussions and demonstrated <i>basic</i> understanding of the course content.</i></p> | <p><i>Rarely participated in small group activities and class discussions.</i></p> <p>OR</p> <p><i>Demonstrated a <i>limited</i> understanding of course content.</i></p> | <p><i>Never participated in small group activities and class discussions.</i></p> |

As part of your course engagement, you will also complete asynchronous online assignments that involve an array of activities that will encourage you to think deeply about the materials you read/view as you critically analyze, synthesize, and reflect on the course content while applying your new understanding. While your current knowledge as an educator forms a connection to your understanding, you must also be able to demonstrate how engagement with course content expands your knowledge and skills as a reflective practitioner in order to earn full credit for each online module. Specific instructions and evaluation criteria will be provided for all activities in **Blackboard: Class Activities and Assignments**. Asynchronous online assignments account for **10% of your course engagement** and must be submitted by 11:59 PM on the date indicated in the class schedule. Work submitted more than one week after the due date will not be accepted for credit.

2. Assessment Analysis (15%)

In this assignment, you will review a published assessment tool (e.g., DRA, PALS). With a partner or in threes, (1) choose an assessment to evaluate: locate and read publishers' information on technical aspects of the assessment, including reliability/validity and (2) prepare a **handout** (2 pages, single-spaced) **and** a short **presentation for your peers** (about 10 minutes long) to present your findings. Include (a) bibliographic information in APA; (b) a description of the purpose and content of the assessment tool; (c) target audience; (d) administration procedures; (e) scoring procedures; (f) technical adequacy; (g) usability; and (h) links to intervention.

| Criteria for Evaluation | Exemplary analysis handouts and presentations will |
|-------------------------|--|
| Handout (10 points) | <ul style="list-style-type: none"> ○ Include all 8 required elements in well-designed format and correct, original (paraphrased and summarized) prose. ○ Offer specific descriptions and data (where appropriate), including the kind of assessment (e.g. criterion or norm-referenced), which constructs the tool measures, and how the tool is administered and scored so that any peer can easily understand the tool and how to use it. ○ Provide detailed information on the tool’s validity and reliability with data (where available), and/or provides an explanation of any missing information and how it impacts the tool’s technical adequacy. Explanations demonstrate strong understanding of terminology. ○ Analyze the tool’s usability in terms of both strengths and weaknesses, providing specifics that would be useful for a peer in determining whether or not the tool is a good choice for a particular context and draws well-reasoned conclusions about the tool’s links to literacy interventions. |
| Presentation (5 points) | <ul style="list-style-type: none"> ○ Cover all 7 topics concisely, demonstrating strong understanding of concepts (e.g. validity, reliability, criterion-referenced, norm-referenced, etc.) and of the tool itself (i.e. its purpose, audience, administration, etc.). ○ Demonstrate an abundance of preparation and teamwork, resulting in a productive learning experience for peers. |

3. Performance-Based Assessment: Diagnostic Report (50%)

You will conduct a comprehensive assessment of a learner’s literacy-related strengths and needs. You will then create a Diagnostic Report sharing background information, general observations, and results from the assessment you conducted. You will also provide an analysis of these data and identify goals for future instruction and other instructional implications. A detailed description of this assignment and its rubric are included on pp. 6-7 in this syllabus and on Bb.

4. Summary Report (20%)

At the end of the practicum, you will write a brief report summarizing your assessment findings and your instructional plans. You will provide recommendations for the learner’s teachers and parents/guardians. You will conduct a meeting with the parent/guardian (if possible) and student to discuss progress made in the practicum and recommendations for continued literacy development in both home and school. A detailed description of this assignment and its rubric are included elsewhere in the syllabus and on Bb.

Other Requirements

Assignment Guidelines: All assignments and online tasks are due by 11:59 p.m. on the date listed in the class schedule. Unless arrangements have been made beforehand with your instructor, 10% of the total points will be deducted from the assignment for *each* day the assignment is late.

Assignments should follow current APA formatting. Writing quality (including mechanics, organization, and content) is figured into the overall score for each assignment, so proofread carefully and use formal, academic writing. Be sure to use APA format when providing citations for relevant research. See Blackboard for resources.

Graduate level writing is expected for all assignments in this course. If you find that you need support, the University Writing Center (<https://writingcenter.gmu.edu/>) is available to you. They offer one-to-one consultations at any stage of the writing process. You can schedule in-person or video appointments with writing tutors on Mason's Fairfax and Arlington campuses. You can also use their Online Writing Lab (OWL) to receive written feedback on drafts of your writing if you aren't able to meet during the Center's hours of operation.

The performance-based assessment (PBA) is designed to provide evidence that program candidates meet required program completion standards. Students may have one opportunity to revise PBA assignments in order to demonstrate proficiency with each of the associated professional standards. Successful completion of the performance-based assessment is required to move to the next course in your degree program. If you are concerned that you may be having difficulty meeting these requirements, please speak to your course instructor and your advisor

Communication: Email is my preferred form of communication, so please check your GMU email account daily, as that will be the account I use to contact you. I am always available via email, but please allow a 24-hour response time for replies during the week, and 48 hours during weekends and holidays. If you have not heard from me within 48 hours, please email me again. The class schedule may need to be modified during the semester. If this occurs, notice of changes will be by announcement in class, by email, and/or by changes to this syllabus posted on Blackboard.

Advising: Advising information is located on Blackboard, including timeline, program of study tracking, course sequencing, RVE registration information, graduation information, and program updates. To access, (a) login to Blackboard, (b) click the Organizations option in the main menu, and (c) go to the Literacy Program Advising and Information Organization to find all documents. You are responsible for regularly checking the advising organization to maintain your program of study and desired program completion timeline.

Grading

Literacy students must re-take any course in which they receive a grade of C or lower in order to be eligible for licensure (please note that the grade of B- is not given). Incompletes must be cleared before moving to any course for which the course is a prerequisite.

Grading Scale

| | |
|----|-------------|
| A | = 94 – 100% |
| A- | = 90 – 93% |
| B+ | = 87 – 89% |
| B | = 80 – 86% |
| C | = 75 – 79% |
| F | = below 75% |

Performance Based Assessment: Diagnostic Report

This performance-based assessment (PBA) is required during EDRD 633/637. These courses are integrated, and you must take them concurrently. As part of your practicum requirements for EDRD 637, you must work with an individual learner who has instructional needs in literacy for at least 20 contact hours while being supervised by a faculty member.

During the first tutoring sessions for EDRD 637, you will focus on becoming acquainted with your student and conducting preliminary assessments that will inform decisions made when developing instructional plans. You should also gather any information that you can from the child's family to assist you in getting to know the learner and understand their literacy strengths and needs.

You will compile the data you gather into a diagnostic report. In your diagnostic report, you should be able to report on the student's word analysis skills, fluency, comprehension (both for narrative and expository text), vocabulary knowledge, and writing development. You'll also need to provide information about the students' interests and/or attitudes towards reading/writing. To facilitate this, you are required to administer (as a minimum):

- a published Reading/Writing Attitude/Interest Inventory/Survey instrument that is appropriate to the age of your student
- a designated informal reading inventory
- a writing sample (create your own rubric or use one prevalent in local schools, such as the 6 Trait Writing rubric, or the Virginia SOL writing analysis format)
- at least 1 other assessment of your choice appropriate for your student.

Please note that in some cases, alternate or additional assessments may be used in place of or in addition to the informal reading inventory, based on consultation with your instructor.

Once you have finished your assessments with your student, you will analyze the data you collected and report on it in the Diagnostic Report. Keep in mind that the analysis is your opportunity to indicate what you think might be happening with the student before, during, and after reading a passage and during the writing process. It allows you to state the conclusions you drew from a close examination of the information across all of the assessments. As you analyze the data, look for *patterns* and make your best guesses based on the data. Use specific examples from the assessments to support any conclusions you draw or any hypotheses you make. Use words like "appears," "seems," and "is evident" to indicate that your statements are not facts, but are conclusions based on the data you collected. When possible, use data from more than one assessment to draw and support your conclusions.

Once your analysis is complete, you will provide recommendations for the student's future instruction. You'll also identify specific goals for your tutoring sessions with the student and potential instructional methods you'll use to address those goals.

Because the Diagnostic Report is a practice experience, you will not be sharing the report with family members or the child's school. Instead, you will be providing a copy of the summary report to the family at the end of the experience that will include essential information from the preliminary assessments as well as from your ongoing diagnostic teaching. However, you should write the report as if it would be shared with the family and/or the school.

Your Diagnostic Report should be no more than 5 single-spaced pages and should follow the format provided in the template on Bb. Please use initials (or a pseudonym) to refer to your student.

Your Diagnostic Report serves as an artifact of your proficiency with standard 3.4 of Standards for Reading/Literacy Specialist Candidates from the International Literacy Association's 2017 *Standards for the Preparation of Literacy Professionals*:

Rubric for Diagnostic Report

| ILA Standard/ Component | Exceeds Expectations (4) | Meets Expectations (3) | Approaching Expectations (2) | Below Expectations (1) |
|--|---|--|---|--|
| 3.4 Candidates, using both written and oral communication, explain assessment results and advocate for appropriate literacy and language practices to a variety of stakeholders, including students, administrators, teachers, other educators, and parents/guardians. | Provides exemplary evidence of explaining assessment results and advocating for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, and parents/guardians. | Provides satisfactory evidence of explaining assessment results and advocating for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, and parents/guardians. | Provides partial evidence of explaining assessment results and advocating for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, and parents/guardians. | Provides little or no evidence of explaining assessment results and advocating for appropriate literacy and language practices to a variety of stakeholders, including administrators, teachers, other educators, and parents/guardians. |

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the [Mason Honor Code](#)
- Students must follow the university policy for [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.
- 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 or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

EDRD 633 Class Schedule

IN PERSON = meet at GMU Arlington Campus Van Metre Hall 312; SYNC = meet synchronously via Zoom; ASYNC = activities completed asynchronously

| Date | | Topic | Assignment DUE Readings (Complete by the beginning of class.) |
|--------|--|--|---|
| Week 1 | Class 1: Tues., May 24 IN PERSON | <ul style="list-style-type: none"> - Literacy, Assessment & Learners - Assessment Analysis Assignment (Brief Intro) | <ul style="list-style-type: none"> - McAndrews – Ch. 1 & 2 |
| | Class 2: Thurs., May 26 SYNC | <ul style="list-style-type: none"> - Analyzing & Evaluating Literacy Assessments - Assessment Analysis Practice | DUE by 5:00 PM: Assessment Tools Matrix Contribution <ul style="list-style-type: none"> - Language of Classroom Assessment (Frey, 2014, Ch. 2) - <i>QRI-7</i> – sections 1-4 & 13 |
| | Class 3: Sat., May 28 ASYNC | Running Records | DUE by 11:59 PM: Running Records Practice <ul style="list-style-type: none"> - Running Records (Stahl et al., 2020, excerpt from Ch. 3) “Running Records Revisited” (Barone et al., 2019) |
| Week 2 | Class 4: Tues., May 31 IN PERSON | <ul style="list-style-type: none"> - PBA—Diagnostic Report (Brief Intro) - Assessing & Planning Instruction for Language Development & Word Analysis | <ul style="list-style-type: none"> - McAndrews, Ch. 3 & 4 - <i>QRI-7</i>, Section 5 |
| | Class 5: Thurs., June 2 SYNC | Assessing & Planning Instruction for Oral Reading Fluency and Comprehension | DUE by 5:00 PM: Assessment Tools Matrix Contributions <ul style="list-style-type: none"> - McAndrews – Ch. 5 & 6 - <i>QRI-7</i>, Sections 6, 7 & 11 |
| | Class 6: Sat., June 4 ASYNC | Understanding and Using <i>QRI-7</i> | DUE by 11:59 PM: QRI-7 Cheat Sheet <ul style="list-style-type: none"> - <i>QRI-7</i>, Sections 4-8 & 11 |
| Week 3 | Class 7: Tues., June 7 IN PERSON | Assessing & Planning Instruction for Writing and Using Technology to Support Literacy | <ul style="list-style-type: none"> - McAndrews, Ch. 7 - “The DigiLit Framework” (Baxa & Christ, 2017) |
| | Class 8: Thurs. June 9 SYNC | Practice Administering and Scoring the <i>QRI-7</i> | DUE by 5:00PM: Assessment Tools Matrix Contributions <ul style="list-style-type: none"> - <i>QRI-7</i>, Section 9 Print: Blank Student Summary Form; Roberto Blank Word List for Scoring (A.1); Roberto Blank Passages for Scoring (A.2) |
| | Class 9: Sat., June 11 ASYNC | Work on Assessment Analysis BOLO—EDRD 637 Online Modules | DUE by 11:59 PM: Final Assessment Analysis Handout |

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|-----------|--|---|---|
| Week 4 | Class 10: Tues., June 14 IN PERSON | <ul style="list-style-type: none"> - Analyzing & Reporting Diagnostic Data - Writing the PBA—Diagnostic Report - Case Study: Jacob | – “Patterns of Reading Difficulty” (Caldwell & Leslie, 2013) |
| | Class 11: Thurs., June 16 SYNC | <ul style="list-style-type: none"> - Analyzing & Reporting Diagnostic Data - Presentations: Assessment Analysis Assignment | DUE by 5:00 PM: Final Contributions to the Assessment Tools Matrix |
| | Class 12: Sat., June 18 ASYNC | Think-Aloud Analysis | DUE by 11:59 PM: Think-Aloud Response—Steps One and Two |

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|-----------|---|--|--|
| Week 5 | Class 13: Tues., June 21 IN PERSON | Designing Interventions & Data-Based Instructional Plans | “Matching Interventions to Reading Needs: A Case for Differentiation” (Jones et al., 2016) |
| | Class 14: Thurs., June 23 SYNC | <ul style="list-style-type: none"> - Engaging Students & Families in Assessment - Writing the Summary Report | <ul style="list-style-type: none"> - “Organizing and Implementing a Parent-Literacy Specialist Conference” (Garas-York, 2019) - McAndrews, Ch. 2 |
| | Sat., June 25 ASYNC | Prepare for EDRD 637 | |
| Week 6 | EDRD 637 – Diagnostic & Instructional Practicum Sessions Church for All Nations—8526 Amanda Pl., Vienna, VA 22180 Monday, June 27-Thursday, June 30th | | |
| | Sat., July 2 ASYNC | Work on Diagnostic Report | |
| Week 7 | EDRD 637 – Diagnostic & Instructional Practicum Sessions Church for All Nations—8526 Amanda Pl., Vienna, VA 22180 Tuesday, July 5th-Friday, July 8th | | |
| | Tues., July 5 ASYNC | Work on Diagnostic Report | DUE: PBA--Diagnostic Report to VIA in Bb by 11:59 PM |
| Week 8 | EDRD 637 – Diagnostic & Instructional Practicum Sessions Church for All Nations—8526 Amanda Pl., Vienna, VA 22180 Monday, July 11th-Thursday, July 14th | | |
| | Sat., July 16 ASYNC | Work on Summary Report | DUE: Summary Report to Bb by 11:59 PM |
| Week 9 | Tues., July 19 ASYNC | *As needed/assigned | DUE: Final Revisions for PBA – Diagnostic Report |

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