



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

Summer 2024

EDSE 503: Language Development and Reading

Section: D01; CRN: 43070

Section: 686; CRN: 43557

3 – Credits

Instructor: Dr. Tiffany Brocious	Meeting Dates: 5/15/24 – 7/17/24
Phone: 540-539-4910	Instructional Method: Mix of online synchronous and asynchronous online instruction. See the synchronous online video meeting dates below. The synchronous online video meetings will be supplemented by asynchronous online coursework.
E-Mail: tbrocio2@gmu.edu	Meeting Day/Dates & Time: Wednesday (5/15; 6/12; 7/10 only). 5 pm – 7:30 pm
Office Location: NA	Meeting Location: N/A; Google Link https://meet.google.com/yks-sfcm-qxi?pli=1

Note:

- 1. 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 for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip

Students in graduate programs must maintain a 3.00 GPA (B average), and grades of B- or better are required for all education coursework for licensure.

Course Delivery Method: Online

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using synchronous and/or asynchronous instruction via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 8, 2024 @ 5:00 PM.

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

Technical Requirements

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

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: [Browser support \(https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support\)](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - [Adobe Acrobat Reader](https://get.adobe.com/reader/): <https://get.adobe.com/reader/>
 - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player): <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - [Apple Quick Time Player](http://www.apple.com/quicktime/download/): www.apple.com/quicktime/download/

Expectations

- **Course Week:**
Because asynchronous courses do not have a “fixed” meeting day, our week will start on May 15, 2024, and finish on July 17, 2024. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- **Log-in Frequency:**
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 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 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 Service.

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 promising and emerging practices in 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 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

Course Blackboard Site: Blackboard (Bb) is used to post important information for this course. Resources often are posted in between class sessions. You are responsible for accessing the materials needed for assignments.

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/SLL (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, In TASC or another 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 give directions on uploading the PBA to VIA/SLL.

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

Assignments and/or Examinations

Performance-based Assessment (VIA submission required)

Informal Reading Assessment Administration and Educational Assessment Report (35 Points) This assignment is referred to in the syllabus and course materials by the above name, the acronym IRAA-EAR, and the informal reading report. It serves as the primary performance-based assessment for the course. The assignment requires you to select a student with a disability with whom you will implement a comprehensive sequence of tasks representing excellent practices in reading assessment and intervention. Additional information about this assignment is provided later in this syllabus. Specific directions and the assessment rubric for this section, EDSE 503-671, will be provided by the instructor. BOTH an electronic copy (posted to blackboard) AND a hard/printed copy of the project, including the testing protocols and other relevant appendices, must be submitted by 5:00 p.m. on the due date to be eligible to receive full credit.

Here are some general expectations to guide your planning:

The duration of 'a meeting session' with your student varies. That is, if you can extend beyond 20-30 minutes with an individual to complete the tasks, the number of sessions may be fewer. We anticipate that with effective planning, preparation, and materials you will be able to complete the tasks for this project's field placement activities in 4-6 sessions lasting 20-30 minutes per session. (A copy of the student's IEP is NOT required for this assignment. You may request information about the student's abilities and areas of need verbally from the parent/teacher/ or service provider.)

1st meeting- Collect information about your student.

2nd and 3rd meetings- Conduct IRI

4th and 5th meetings- Collect information using additional skills assessments you have selected.

College Wide Common Assessment (VIA submission required)

Field Experience Requirement

Field experience is a part of this course. 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 form, regardless of whether you need assistance in locating a field experience placement or not. 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 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 to be arranged, you will receive information via your GMU email account 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 will give you access to field experience documentation forms to document 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 on important features of your field experience placement.

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

Assignment Summary

IRAA-EAR	35 points
Fox Text	20 points
Weekly Quiz Work	20 points
Class Participation	20 points
Final Exam	5 points
Total Points	100 points

Student Evaluations of Teaching:

The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at <https://oiep.gmu.edu/set/>

Course Policies and Expectations

Attendance/Participation

Course participants register for cohort classes with an understanding that:

1. The semester occurs within a compacted time frame;
2. The time allocation for class sessions is extensive; and
3. All work is to be completed within the cohort semester.

Course participants also register for cohort classes with the understanding that these are graduate level courses, not school division professional development, and appropriate standards and rigor Brocius – EDSE 503 671: Spring 2022 7 are applied to the course requirements. Teacher candidates/students unable to attend class and complete course requirements within the cohort semester are advised to discuss options with their academic advisors.

Teacher candidates (course participants), as adult learners and graduate students, are expected to:

1. Be fully in attendance at each face-to-face class session;
2. Exhibit professional dispositions always; and
3. Appropriately participate in collaborative assignments and class discussions.

Attendance includes:

1. Promptness—getting back from breaks on time;
2. Class sessions start promptly at 4:30 p.m. and end at 9:00 p.m. or as per the professor;
3. Being present for the full duration of class and, as appropriate, other areas of course activity.
4. Participation, which implies demonstration of being psychologically and socially available to learn and coming to class prepared (having completed the required assignments). Participation considers the teacher candidate's/student's professional dispositions and level of engagement in class activities and includes, but is not limited to:
 - Being always respectful to others;

- Preparing in advance for the session by completing assigned work on time (see the section below on “Late Work”);
- having on hand/in class all materials required for the class session as per the course assignments/class schedule and professor communications;
- Contributing thoughtfully and fully to class activities and discussions;
- Listening to and being respectful of the ideas of others;
- Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influence class dynamics)
- Facilitating group work;
- Self-assessing course work; and
- Using technology/electronics only to assist in current class tasks.

The College of Education and Human Development expects teacher candidates/students to exhibit professional dispositions (<https://cehd.gmu.edu/teacher/professionaldisposition>) and that teacher candidate/student demonstration of professional dispositions is part of the assessment process.

Per professor judgment, use of electronics for activities not directly and/or appropriately applicable to the current class focus/activity is considered unprofessional behavior and a violation of the requirement to demonstrate professional dispositions. Unless approved by the professor (e.g., for resources used during a team presentation), devices are not to be used in class for viewing or sending email, viewing or sending texts, for accessing the Internet, or for conducting conversations.

For each instance of behavior that is not in keeping with professional participation behaviors and attitudes, including completing and bringing to class homework assignments and inappropriate use of electronics, 5 points will be deducted from the total points accumulated in the course.

Per the College of Education and Human Development attendance policy, “Students are expected to attend all classes, arrive on time, and stay until the end of class.” It is crucial to your mastery of course content to be present for class instruction (discussion, activities, presentations, etc.). By registering for the course, you are committing to being present at all classes for each session’s full duration. If you are not able to commit to course attendance expectations, please discuss options with the professor and your academic advisor.

Please do not request permission to miss a class—you must make your own decision.

Course participants who are absent or who miss partial class time are responsible for the material covered, including assignment discussions, clarifications, and explanations. The professor is not responsible for providing substitute instruction for material presented in class sessions. If a teacher candidate/student is not present for part or all of a class session, assignments remain due as if in attendance and as outlined in the course syllabus. It is the teacher candidate’s/student’s responsibility to arrange with a colleague, not with the professor, for collection of materials and to promptly obtain from colleagues and discuss with them class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

If a candidate misses 15 minutes or more per class session in 2 classes, 5 points per occurrence will be deducted from the final point accumulation, starting with the 2nd infraction. Additionally, if a candidate is absent from the class session for 15 or more minutes (whether that person is late, early, or leaves class activities then returns) in 3 or more sessions, 10 points additionally are deducted from the total course grade for each subsequent partial or full absence

There may be extenuating circumstances—those that involve a critical situation (self; immediate family member or other being for whose care the candidate is responsible) or job responsibilities of a serious nature that impact attendance. Within 4 days of the full or partial absence related to those circumstances that truly are extenuating, please discuss the situation with the professor (to include impact on course mastery and assignments, including due dates and date of course completion). Document your attempts to inform the professor. The professor will require confirmation from a health care provider, assistive agency professional, and/or job supervisor and/or GMU academic advisor and/or the school division contact person and/or other authority or source (per the professor's choice, regarding verification).

Late Work

An assignment is considered late if it is not submitted as outlined below:

1. All assignments are required to be completed and submitted on time as per descriptions in the syllabus and timelines posted in the class schedule;
2. Assignment submission includes posting to Blackboard. Work must be posted to Blackboard no later than 5:00 p.m. the day it is due to be considered “on time;”
3. Submitting an assignment late does not alter the due dates of the other assignments. 4. The professor does not provide feedback on late assignments. Strive to keep up with the assignment schedule to allow for appropriate formative evaluation and feedback from your professor and peers across the semester and to assist understanding of content addressed in class.
5. For the course to be considered completed, the Informal Reading Assessment Administration and Educational Assessment Report assignment must be submitted to Bb (Assessments VIA). Bb may contain additional notations or similar notations that indicate the repository for the VIA assignment for EDSE 503 (determined by the CAEP Assessment administrators).
6. For late submissions of assignments:
 - An assignment will not be considered completed until the work is posted to Blackboard;
 - the maximum extension is 7 days, after which the assignment is not awarded any points;
 - A candidate who verifies extenuating circumstances must arrange, through the professor, for a grade of “Incomplete” and specifics on course completion no later than 24 hours prior to the start of the last class session. The teacher candidate must sign a GMU Incomplete Grade Contract, as provided by the professor, by the conclusion of the last class session.

Grading

Attendance, preparation, and professionally relevant, active participation that demonstrates proper educator and graduate candidate dispositions and behaviors are expected in all class sessions and interactions for a grade of B or better. The professor may award + or – qualifiers based on work quality, effort, and bonus points accumulated/demonstrated throughout the

semester. These qualifiers are considered in the final grade. Additional assignments are not created or offered by the professor in order to provide teacher candidates/ students with opportunities to earn additional course points.

- 90 – 100 points = A
- 86 – 89 points = B+
- 80 – 85 points = B
- 70 – 79 points = C
- < 70 points = F

***Note:** The George Mason University Honor Code will be strictly enforced. See [Academic Integrity Site](https://oai.gmu.edu/) (<https://oai.gmu.edu/>) and [Honor Code and System](https://catalog.gmu.edu/policies/honor-code-system/) (<https://catalog.gmu.edu/policies/honor-code-system/>). Students are responsible for reading and understanding the Code. “To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.” Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions

Students must always exhibit professional behaviors and dispositions. See [Policies and Procedures](https://cehd.gmu.edu/students/policies-procedures/) (<https://cehd.gmu.edu/students/policies-procedures/>). 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.

Class Schedule

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

DATE	TOPIC	DUE FOR NEXT SESSION
5/15/24 Online 5-7:30 PM https://meet.google.com/yks-sfcm-qxi?pli=1	<ol style="list-style-type: none"> 1. Introduction 2. Overview of Course Syllabus 3. RVE 4. Discuss Final Project Template 5. Discuss Student Inventories for Information 	<ol style="list-style-type: none"> 1. Read Chapters 1-3 Berkeley & Ray 2. Complete Pretest and pp. 11-28 of Fox Text 3. Find Student to Test for Project

		4. Fill in Student Background and Oral Language Development on Informal Reading Report
5/22/24	<ol style="list-style-type: none"> 1. Quiz Berkeley & Ray Chapters 1-3 2. Print Ganske Spelling Inventory under Assignments on Blackboard. 3. Watch Video on Explanation of Spelling Inventory under Assignments on Blackboard 4. Complete Class Participation Question on Blackboard. 	<ol style="list-style-type: none"> 1. Read Chapters 4, 5, and 13 Berkeley & Ray 2. Complete pp. 29-70 of Fox Text 3. Give identified student the <i>Ganske Screening Spelling Inventory</i>. 4. Determine Ganske Feature Inventory to be given. Give identified student the Ganske Feature Inventory; Form A.
5/29/24	<ol style="list-style-type: none"> 1. Quiz Berkeley & Ray Chapters 4, 5, and 13 2. Print IRI Assessment under Inventory under Assignments on Blackboard. 3. Watch IRI Video under Assignments on Blackboard. 4. Complete Class Participation Question on Blackboard. 	<ol style="list-style-type: none"> 1. Read Chapters 6 and 7 Berkeley & Ray 2. Complete pp. 71-117 of Fox Text 3. Give identified student the <i>IRI Sight Word List</i> to Identify Reading Level to Test.
6/5/24	<ol style="list-style-type: none"> 1. Quiz Berkeley & Ray Chapters 6 and 7. 2. Rewatch the Explanation of Spelling Inventory and IRI Video. Take notes on Description of how to give assessments. 3. Write Assessment Information on Informal Reading Report for both IRI Description and Spelling Inventory Assessment. 4. Complete Class Participation Question on Blackboard. 	<ol style="list-style-type: none"> 1. Give identified student the Reading and Comprehension Passages identified from the Sight Word List. If a student does not meet the instructional level on any category, retest the next level below. 2. Complete pp. 118-156 in Fox Text
6/12/24 Online 5-7:30 PM https://meet.google.com/yks-sfcm-qxi?pli=1	<ol style="list-style-type: none"> 1. Assessments: <ul style="list-style-type: none"> • Core Assessment • OG Assessment • QRI 2. Oral Language: <ul style="list-style-type: none"> • Stages • Heggerty • Phonics vs. Phonemic Awareness 	<ol style="list-style-type: none"> 1. Chapters 8 and 9 Berkeley & Ray. 2. Sign up for a time to meet virtually with Dr. Brocious to check in on final assignment. There will be sign-up sheets for 6/19 and 6/26. 3. Fox Text pages 157-220

	<ul style="list-style-type: none"> • Orthographic Mapping <ol style="list-style-type: none"> 3. Word Identification and Fluency <ul style="list-style-type: none"> • Types of Text • Sight Words • Decodable Words • Progress Monitoring 	
6/19/24	<ol style="list-style-type: none"> 1. Quiz Chapters 8 and 9 Berkley & Ray. 2. Complete Class Participation Question on Blackboard. 3. Meet virtually with Dr. Brocius if you scheduled for this week. 4. Work on Writing Final Assignment. 	<ol style="list-style-type: none"> 1. Chapters 10, 11, and 12 Berkeley & Ray
6/26/24	<ol style="list-style-type: none"> 1. Quiz Chapters 10, 11, and 12 Berkley & Ray. 2. Complete Class Participation Question on Blackboard. 3. Meet virtually with Dr. Brocius if you scheduled for this week. 4. Work on Writing Final Assignment. 	<ol style="list-style-type: none"> 1. Fox Post-test 2. Read Chapter 14 in Berkeley & Ray
7/3/24	<ol style="list-style-type: none"> 1. Quiz Chapters 14 Berkley & Ray. 2. Complete Class Participation Question on Blackboard. 3. Work on Writing Final Assignment. 	<ol style="list-style-type: none"> 1. Finish Final Assignment and upload all documents to VIA by 4:00 PM on 7/10/24.
7/10/24 Online 5-7:30 PM https://meet.google.com/yks-sfcm-qxi?pli=1	<ol style="list-style-type: none"> 1. Intensive Reading Intervention <ul style="list-style-type: none"> • Reading Mastery • SPIRE • Orton-Gillingham 2. Reading Comprehension & Building Background Knowledge <ul style="list-style-type: none"> • 7 Keys to Comprehension-Cemetery Path • Vocabulary Building • Visualizing and Verbalizing 3. Accessing Text in Digital Formats 	<ol style="list-style-type: none"> 1. Review for Practice RVE on Blackboard.

	4. Writing <ul style="list-style-type: none"> • Color-coded Writing Format 	
7/17/24	1. Online RVE Assessment.	

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 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/>).
- [Learning Services](mailto:learningservices@gmu.edu) (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources.

Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

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 the [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 [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 (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 the assessments. Compare expectations for grade level for each area assessed and then elaborate on any strengths and/or weaknesses the student may have.

9. Recommendations for Accommodation: Consider the assessment results and judge whether the student needs accommodation 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

	Does Not Meet Expectations 1	Meets Expectations 2	Exceeds Expectations 3
Student Background & Oral Language Development: CEC/IGC Standard 1 Beginning special education professionals understand how	Candidate produces a description of the target student’s background that fails to show a clear understanding of: <ul style="list-style-type: none"> • the student’s present level of performance relevant to literacy instruction, and/or 	Candidate produces a description of the target student’s background (including language, culture, and/or family background) that shows a clear understanding of: <ul style="list-style-type: none"> • the student’s present level of 	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>exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p>	<ul style="list-style-type: none"> • the potential impact of the target student’s language proficiency on reading and writing development 	<p>performance relevant to literacy instruction, and</p> <ul style="list-style-type: none"> • the potential impact of the target student’s language proficiency on reading and writing development 	<ul style="list-style-type: none"> • the student’s present level of performance relevant to literacy instruction, and • the relationship between the target student’s language proficiency and typical language development, and • the potential impact of the target student’s language proficiency on reading and writing development
<p>Reading & 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>	<p>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.</p> <ul style="list-style-type: none"> • Candidate fails to identify an appropriate area of literacy development where additional assessment may be needed to further understand an area of weakness. 	<ul style="list-style-type: none"> • 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. • 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, 	<ul style="list-style-type: none"> • Candidate correctly administers and accurately scores results from technically sound informal reading and spelling inventories. • 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

		implement, and/or modify an appropriate curriculum-based assessment to assess this area.	assessment to assess this area.
<p>Reading & 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"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Instructional Recommendations:</p> <p>CEC/IGC Standard 5</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"> • not connected to the assessment results, and/or • that are not evidence based for students with exceptionalities. 	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> • are appropriate based on the assessment results for the target student, and • include evidence based instructional strategies appropriate for students with exceptionalities, including adaptations to instruction when appropriate. 	<p>Candidate makes recommendations for reading and/or writing instruction that:</p> <ul style="list-style-type: none"> • 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 • include evidence based instructional strategies

			<p>appropriate for students with exceptionalities, including adaptations to instruction when appropriate, and</p> <ul style="list-style-type: none">• makes a clear connection between the assessment results and the recommended practices.
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