

# John H. Lounsbury College of Education Course Syllabus

**EDRD 6001:W1M Course Syllabus**

**D2L Website Link**

https://gcsu.view.usg.edu/d2l/home/1016274

**Department:** Professional Learning & Innovation

**Course Title:** Reading Assessment

# Semester Hours: 3

**Course Information**

**Instructor:**

**Office Hours:**

**Office: Telephone:**

**Email:**

# Class Meetings

**Days: Times:**

**Location:**

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**Course Prerequisite and Description**

Prerequisite: EDRD 6000 or permission of instructor. This course is aligned with state and local goals for assessment strategies and focuses on classroom approaches to reading diagnosis and assessment. Includes study of informal and formal measures, K-12.

# Course Function

 This course is a core course in the MEd In Reading, Literacy & Language and is one of the three required courses in the reading endorsement. EDRD 6001 will examine various assessment policy issues, practices, and procedures appropriate for monitoring student progress in classroom literacy programs and selecting instructional methods for assisting readers in continuing reading and writing development. Response to Intervention (RtI) and meeting the

instructional needs of diverse learners will be central themes throughout the course content. This course includes study of informal and formal measures, K-12, and is aligned with national, state and local standards for reading assessment, including the International Reading Association (2010) Standards for Reading Professionals and *Response to Intervention: Guiding principles for educators*, and the Georgia Standards of Excellence.

# Expected Course Outcomes

Through the learning opportunities in this course, you will:

* Demonstrate knowledge of psychological, sociological, and linguistic foundations of reading and writing process and instruction.
* Demonstrate knowledge of the major components of fluent reading (phonemic awareness, word identification, phonics, vocabulary, background knowledge, fluency, comprehension strategies, and motivation).
* Understand types of assessments and their purposes, strengths, and limitations.
* Select, develop, administer, analyze, and interpret assessment results, both traditional print and electronic, for specific purposes.
* Determine learners’ placements along a developmental continuum, identify learners’ proficiencies and difficulties, and initiate appropriate interventions.
* Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all learners, including those at different developmental stages and those from diverse cultural and linguistic backgrounds.
* Communicate assessment results and implications in different formats to a variety of audiences.
* Use assessment data to plan and evaluate instruction and interventions to support continuing literacy development.
* Use learners’ interests, reading abilities and backgrounds as foundations for reading and writing interventions.
* Use a variety of high quality materials, including, but not limited to, technology-based information, non-print materials, books, and periodicals. These materials will represent multiple levels, broad interests, and varied cultural and linguistic backgrounds.
* Display positive dispositions related to reading and the teaching of reading.
* Explain processes to ensure social justice in assessing students with linguistic, academic, and cultural experiences.
* Demonstrate how issues of inequity impact assessment for instruction and in evaluating performance and progress.

These outcomes are aligned with both the International Reading Association (IRA) 2010 Standards for Reading Professionals and Georgia Professional Standards Commission Standards for Reading Endorsement Certification.

# IRA 2010 Standards for Reading ProfessionalsThe following standards have been designed to inform the practices of Pre K, elementary, middle and high school teachers:

# Standard 1: Foundational Knowledge

Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2: Curriculum and Instruction

 Candidates use instructional approaches, materials, and an integrated, comprehensive,

 balanced curriculum to support student learning in reading and writing.

Standard 3: Assessment and Evaluation

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

## Standard 4: Diversity

Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

## Standard 5: Literate Environment

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

## Standard 6: Professional Learning and Leadership

Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

# Required Text, References, and Materials

**Course Required Texts**

DeVries, B.A. (2011). *Literacy assessment & intervention for classroom teachers (4th ed.).*

Scottsdale, AZ: Holcomb Hathaway, Publishers

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2015). *Words their way: Word study for phonics, vocabulary, & spelling instruction (6th ed.).* New York: Pearson.

**Additional References: Professional Reading Journals** *Assessing Writing*

*American Educational Research Journal Contemporary Educational Psychology Educational Researcher*

*Elementary School Journal The English Teacher*

*Journal of Adolescent & Adult Literacy Journal of Educational Psychology Journal of Learning Disabilities Journal of Literacy Research Language Arts*

*Language Assessment Quarterly*

*Learning Disabilities Research & Practice Reading Research and Instruction Reading Research Quarterly*

*Review of Educational Research The Reading Teacher*

*Voices from the Middle*

# Websites

All About Adolescent Literacy: <http://www.adlit.org/>

Center for the Improvement of Early Reading Achievement: <http://www.ciera.org/>Comprehensive Reading Solutions: <http://www.comprehensivereadingsolutions.com/> Florida Center for Reading Research: <http://www.fcrr.org/index.shtml>

International Reading Association: <http://www.reading.org/>Literacy Research Association: [www.literacyresearchassociation.org/](http://www.literacyresearchassociation.org/)

National Reading Panel Report: <http://www.nationalreadingpanel.org/>

*Reading Online:* <http://www.readingonline.org/>

Reading Rockets: <http://www.readingrockets.org/article/14510/>SEDL: <http://www.sedl.org/>

Teachers College Reading and Writing Project: <http://readingandwritingproject.com/about/overview>Teaching Channel: https://[www.teachingchannel.org/](http://www.teachingchannel.org/) What Works Clearing House: <http://ies.ed.gov/ncee/wwc/>

**Georgia Department of Education: GeorgiaStandards.Org.** Accessed at: https://[www.georgiastandards.org/Standards/pages/BrowseStandards/ELAStandards.aspx](http://www.georgiastandards.org/Standards/pages/BrowseStandards/ELAStandards.aspx)

# Common Core Georgia Performance Standards

https://[www.georgiastandards.org/Common-Core/Pages/default.aspx](http://www.georgiastandards.org/Common-Core/Pages/default.aspx)

# Common Core State Standards Initiative

<http://www.corestandards.org/>

# LiveText

The JHL COE has adopted LiveText to manage our teacher education assessment system. Each student in every degree program will be required to purchase an account with LiveText and use it in various courses throughout the program. Particularly, your work in LiveText will culminate in your Professional Portfolio, a unit-wide decision point. In this course, LiveText will be used to submit and receive feedback in major assignments of this course (i.e., literacy engagements and inquiry project).

# Course Expectations

**Attendance Policy:**

Attendance is an essential requirement of this course, both face-to-face presence and online. You are expected to attend each seminar meeting, to be prepared by reading the assigned material, and to actively participate in class discussion and online blogging. You must attend at least two of the three seminar sessions to receive credit for this course. Please see further information about awarding credit for attendance and participation in the ASSESSMENT AND EVALUATION section below.

# Assignments

All assignments should be submitted on time by the posted due date and presented as a WORD document with 1” margins, 12 pt. font, and single or 1.5 spaced. Please spell-check and proofread for conventional mechanics and grammar. All assignments should be thoughtful

reflections of your learning and demonstrate the high standards of professional educators and

graduate students. Points will be awarded based on these standards.

While I appreciate that all of you are balancing many program and personal demands, submitting assignments on time is a priority in this course. Due to the nature of school scheduling, you may find yourself needing extra time for an assignment. *Late assignments will not be accepted unless you contact me prior to the due date and make arrangements for a submission on an alternate date.* This alternate date should be within a week of the posted due date, and you should include the new due date in your request for an extension.

If you *do* make alternate arrangements, you should email me when the assignment is submitted, so I may review it and provide you with feedback. To receive full credit, *all* assignments must be posted to the designated online assignment link (i.e., D2L or Live Text) by the due date. Submission links for assignments are clearly listed in the OUTLINE OF COURSE CONTENT below. Please do not send assignments to me by email unless you have made prior arrangements for a late assignment.

*Assignments that are excessively late or late assignments without prior arrangements will be subject to deductions and may not be accepted for credit at all*. I will follow the following guidelines in point deduction from final grade for late assignments (without prior arrangement).

* 1. day late: 10% deduction or 1 grade level
	2. days late: 15% deduction or 2 grade levels
	3. days late: 20% deduction or 3 grade levels

After 3 days late (without prior arrangement), I will not accept the assignment for credit.

*If you regularly fall behind in your assignments, you will not benefit fully from this course*. Blog posts and responses will not be accepted late. Blogging is one way that we continue to participate in this online course, create a community of learners, and share our ideas and experiences. Please see the sections below on Blogs and Learning Modules for further explanation.

I attempt to provide feedback on assignments in a timely manner. Routine assignments, such as blog posts, are graded a week from the due date. Due to the feedback required of several assignments (i.e., assessment portfolio assignments, etc.), it may take longer than a week to return to you. In such cases, I will inform you of the date that you can expect feedback from me. If you submit a late assignment, it will take longer for you to receive feedback, which is another reason for submitting your assignments on time*. AT ANY TIME*, if you are concerned about an assignment, please contact me to make arrangements to discuss you concerns.

# Technology Use

Computers are important learning tools in this course. I encourage you to bring your computers or iPads to class. These electronic devices are helpful in small group activities. During whole class discussions or presentations, however, personal use of computers (i.e., checking email, completing assignments, web-surfing, FACEBOOK, etc.) demonstrates a lack of participation and may be distracting to other colleagues.Please see the rubric for participation in the following ASSESSMENT AND EVALUATION below.

# Course Support

1. Whenever possible, I will post announcements, information, assignments, and materials and/or send email notification. Please do your part by checking D2L and your GCSU email regularly for course announcements and instructor email communication. Please respond to emails in a timely manner.
2. Your questions and concerns are important to me. I consider emails a communication medium for direct messages, not extended conversation. If your question involves considerable discussion about an assignment or grading, please email me to arrange a time to meet. Please understand that I consider your questions and concerns important. I have learned, however, that ongoing email messages are not always the most effective, clear, and expedient way to communicate or to receive the support you may need from me in this course.
3. I am available for conferences by arrangement at Macon Center and the Milledgeville campus; whichever location is more convenient for you. Please contact me by email to schedule a conference time. Phone conversations, Face Time, and chat are options. I encourage you to contact with me *at any point in the semester*, if you have questions about your assignments or your academic standing in this course.
4. I understand that as an adult and a graduate student, you may find yourself balancing a number of personal and career demands. Please contact me without delay, if at any point you are experiencing concerns or situations that affect the performance of your assignments and responsibilities in this course.

# Course Etiquette

Please keep in mind that respect should be given to colleagues during class meetings and online. For instance, side conversations during class discussions and surfing the Internet with personal computers are disrespectful to those who are speaking and contrary to professional learning discussions. Please join the class conversation and engage in our course learning community.

Please be considerate to colleagues during class discussion and during online communications. I encourage comments, questions, and related experiences. In addition to sharing your experiences and opinions, please elicit the same from colleagues in our course. Please review the expectations for online etiquette posted on D2L in the blog folder.

# Plagiarism Policy

Plagiarism involves representing the academic scholarship of another as your own work and will not be tolerated in this course. If instances of plagiarism are noted, the instructor will determine if this case is the first incident of plagiarism by consulting the university database on plagiarism. If it is, the student will be listed on the university database for plagiarism. The student may also receive a grade of zero for the assignment and an “F” as the final grade for the course, depending on the severity of the violation. In addition, the professor may move to

adjudicate through the university honor code policy. *Plagiarism is a serious academic offense and an honor code violation.*

Turnitin: This course (or section) uses plagiarism prevention technology. Students have the option of submitting papers online through a plagiarism prevention service or allowing the instructor to submit hard copies of these papers. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

**Honor Code:** All students are expected to abide by the requirements of the Georgia College & State University Honor Code as it applies to all academic work at the University. Failure to abide by the Honor Code will result in serious penalties. The Honor Code may be found at: [http://www.gcsu.edu/studentaffairs/codeofconduct.](http://www.gcsu.edu/studentaffairs/codeofconduct)

**Course Activities**

Teaching strategies for this course include lecture, class discussion, cooperative group learning, a practice-based approach to professional learning, blogging, guest speakers, class presentations, and online learning modules, including readings, multimedia, and online resources.

|  |
| --- |
| **Schedule of Course Content** |
| **Module** | **Dates** | **Topics** | ***Assignments Due*** |
| **1** | 1/11 -1/23 | Introductions, Overview & D2L TutorialReview Reading Approaches & Best Practices for Literacy Assessment and Instruction | *Readings:*1. *Literacy Assessment & Intervention (LAI), Chs. 1 & 2*
2. *Journal articles in LM1:*

*Johnston, Principles for literacy assessment Valencia, Behind test scores**Wixon & Valencia, Assessment in RTI Assignments:*1. *Blog 1 posting on Schoology*
2. *Read the course syllabus and highlight questions*

3. Literacy Assessment Portfolio (LAP) on LiveText: School Literacy Assessment Inventory and Self-Assessment of Classroom Assessment Practices (see LAP folder) |
|  | 1/23 | *Seminar 1: Macon Center 8:00 am - Noon**Assessment Overview, Miscue Analysis & Running Records* |
| **2** | 1/25 –2/06 | Assessment & Phonemic Awareness | *Readings:**LAI, Chs. 3 & 4**Words Their Way (WTW), Ch. 1&2 Assignments:*1. *LAP on LiveText: (1) Reading Interest Inventory, (2) Reading Interview, (3) Phonemic Awareness*
2. *Blog 2 posting and Blog 1 responses on Schoology*
 |
| **3** | 2/08 –2/20 | Phonics & Word Recognition | *Readings:**LAI, Chs. 5 & 6**WTW, Ch. 3**Assignments:*1. *LAP on LiveText: (4) Phonics, (5) Word Recognition,*
2. *Blog 3 posting and Blog 2 responses on Schoology*
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|  |  |  | *3. Intervention 1: Due on Livetext (see Intervention folder on D2L)* |
|  | 2/20 | *Seminar 2: Macon Center 8:00 am - Noon**Learning to Read (Miscue Analysis, Running Record) & QSI (Spelling Inventory)* |
| **4** | 2/22 –3/05 | Vocabulary & Fluency | *Readings:**LAI, Chs. 7 & 10**WTW, Word Study Stage Assignments:*1. *LAP on LiveText: (6) Miscue Analysis (7) Vocabulary,*

*(8) Fluency*1. *Blog 4 posting and Blog 3 responses on Schoology*
2. *Intervention 2: Due on Livetext*
 |
| **5** | 3/07 – | Comprehension of Narrative & | *Readings:**LAI, Chs. 8 & 9**WTW, Word Study Stage Assignments:*1. *LAP on LiveText: (9) Comprehension of Narrative Text, (10) Comprehension of Informational Text, (11) Running record with retell*
2. *Blog 5 posting and Blog 4 responses on Schoology*
3. *Intervention 3: Due on Livetext*
 |
|  | 3/26 | Informational Text |
|  |  | Additional Week includes |
|  |  | Georgia College Spring Break: |
|  |  | March 21 through March 26 |
| **6** | 3/28 – | Writing & Spelling | *Readings:**LAI, Chs. 11 & 12**WTW, Word Study Stage**Assignments:*1. *LAP on LiveText: (12) QSI, (13) Writing*
2. *Blog 6 posting and Blog 5 responses on Schoology*
3. *Intervention 4: Due on Livetext*
 |
|  | 4/09 |  |
| **7** | 4/11 – | Tutoring & Community | *Readings:**LAI, Chs 13 & 14**Assignments:*1. *LAP: Assessment Portfolio Project presentations at seminar on April 25*
2. *Blog 6 responses on Schoology*
 |
|  | 4/23 | Engagement |
|  | 4/16 | *Seminar 3: Room 320 Macon Center 8:00 a.m. – Noon**Assessment Portfolio Presentations* |
| **8** | 4/25 – | Course Synthesis & Closure | *Assignments:* |
|  | 5/02 |  | *LAP: Final reflection on Livetext due 5/02.* |

# Online Course Content:

Module 1: Literacy Assessment Philosophy and Literacy Event Module 2: Assessment and Phonemic Awareness

Module 3: Phonics and Word Identification Module 4: Vocabulary Building and Fluency

Module 5: Comprehension of Narrative and Informational Text Module 6: Writing and Spelling

Module 7: Students with Diverse Needs and Community Engagement Module 8: Course Synthesis and Closure

# Assessment and Evaluation of Content

**Description of Assignments:** This section elaborates major assignments and the weight (corresponds to the point total) of each towards your final grade.

# Class Attendance & Participation (10%)

1. **Course Blog (18%)**
2. **Literacy Assessment Portfolio (52%)**
3. **Interventions Informed by Assessment (20%)**
4. **Class Attendance & Participation (10%)**:

Participation in this blended course will be evaluated based on attendance in the scheduled course sessions and online blogging. Since there are only three Saturday sessions scheduled, attendance at all three sessions is required. While emergencies may arise, and there may be valid reasons for an unanticipated absence, I do not make provisions for excused absences. An absence from one of the scheduled class sessions will impact your attendance grade.

*You must attend at least two meeting sessions to receive credit for this course.*

For each face-to-face class that you attend and participate in fully, you will be awarded three

1. credits. Arriving late or an absence will result in decreased attendance and participation credits. An extra value credit will be awarded to students attending and fully participating at all three face-to-face class meetings, resulting in a possible ten (10) points for attendance and participation.

For successful participation in this course, you will need to:

* 1. attend and arrive on time to all class meeting sessions and blog regularly;
	2. participate **actively** during class meetings in whole group and small group discussion and in responding to at least two colleagues' blogs per learning module;
	3. act professionally and respectfully to others, both in class, in the field, and online;
	4. complete the required readings and any other assignments to prepare for class and online interactions;
	5. engage enthusiastically in informed conversation by contributing thoughtful questions, reactions, and new ideas;
	6. bring all assigned materials to class meetings.

Your participation grade will be based on attendance records, in-class and online discussions and assignments, and observations during class meetings and online interactions. It is essential that you keep up with readings and assignments in each learning module. Please reflect on what you read. Class and online interactions will draw from your understanding of the course materials. You are responsible for all the material assigned in the readings and modules, even if we do not specifically discuss every aspect of the readings in our class meetings or in online discussions. Since actual meeting time is very limited, select salient points and topics will be the focus of class presentations and discussions. You will be asked to respond to assigned course material in class, online discussions/blogs, and assignments.

1. **Course Blog (18%):** To incorporate writing, reflection, technology, and continuing professional conversation in this online course, you will blog during each learning module so that we can continue reflection and collegial discussions throughout the course.

I have created a Schoology group for our online discussions. This blog is for our class only. Instructions for joining the Schoology group will be posted in the Blog folder on D2L. You will be awarded two (2) credits for each of seven (7) complete blog posts and for responding to the posts of at least two (2) colleagues. Blogging is included in the assignment schedule and will be listed in learning modules.

Each blog post will reflect your thinking about your reading, your reactions to class topics and discussions, and your teaching experiences, past and present. Your blog post should not be a summary of your readings, but demonstrate how you make sense of and process these ideas about literacy, make connections to what you know and your prior experiences, evaluate these notions, and assimilate new ideas into your own philosophy of teaching.

Sample questions to ask yourself when blogging are:

* How do I see new ideas and concepts playing out in my classroom?
* What experiences can I relate these ideas to so that I better understand them?
* How do I observe the literacies of students?
* What are my critical concerns regarding literacy instruction in my classroom or in my school?

Additional questions listed in modules may be helpful to guide your blog postings. Your blog will be your “thinking and sharing space" for this course and a way to delve deeper into assigned readings and other materials.

Responses to colleagues’ blogs should be posted in a timely manner. The purpose of responding is to keep a professional conversation percolating. Please note that the purpose for blogging is to share ideas within this online learning community. Therefore, please make every attempt to visit the blogs of all colleagues, making a good faith effort to visit everyone’s blogs routinely over the course of the semester.

In addition, *late blogs or responses will not receive credit.* If you do not blog regularly during the course and wait until the last week to issue a flurry of late responses posted to colleagues’ blogs, you are not keeping with the spirit and expectations of this assignment. In such cases, credit for posting blogs or responding to colleagues’ blogs *will not* be awarded. Blogging is not merely about posting your ideas; it is about our ongoing collegial conversation in this course.

Blogs are considered as an indicator of your ongoing participation in the course. The schedule for blogging appears in the Outline of Content and a rubric that I will use to award credit is below and in the blog folder on D2L. Please visit this folder for blogging expectations and instructions.

Rubric for Blogging

|  |
| --- |
| Rubric for Blog Post |
| 1 | .5 | 0 |
| Thoughtful processing of assigned readings. Includes references to the text, but goes beyond to construct personal meaning. Responds thoroughly to prompt, if given. | Summarizes readings and includes several key points. May include personal experiences. Addresses prompt, if given. | Brief or inappropriate posting. May give very general response to prompt, if given. |
| Makes rich connections to field- based experiences. Explores the meaning of assigned readings or course experiences for teaching practice and student learning outcomes in content area teaching. | Reports ideas for future teaching. | Makes general or vague connections to experiences. |
| Rubric for Response to Colleagues’ Blog |
| 1 | .5 | 0 |
| Responds to two (2) colleagues’ blogs. Responses are meaningful, appropriate, and supportive. | May respond to only one colleague or may offer very brief, vague or general responses. | Does not respond to colleagues in timely manner – before next discussion posting. |

# Literacy Assessment Portfolio (LAP) (52%)

The purpose of the Assessment Portfolio is to provide **practice-based** experiences in administering assessments, scoring, interpreting, and designing interventions based on assessment results. This assessment-to-intervention focuses on the learner and provides targeted, focused instruction. For many students that need the extra support, assessment-to- intervention will support improved learning outcomes and achievement, motivation, and self- esteem and self-efficacy as a learner. You will begin the assessment portfolio with an inventory of the current assessments at your school and a self-assessment of your classroom assessment practices (3 points). Please see additional information and instructions for assignments in the Literacy Assessment Portfolio folder on D2L.

The following assessment-intervention assignments will comprise the assessment section of your portfolio.

* 1. Reading Interest Inventory
	2. Reading Interview
	3. Language/Phonemic Awareness
	4. Phonics
	5. Word Identification
	6. Miscue Analysis
	7. Vocabulary
	8. Fluency
	9. Comprehension of Narrative Text
	10. Comprehension of Informational Text
	11. Running Record with Retell
	12. Qualitative Spelling Inventory (QSI) from Words Their Way
	13. Writing

Each assessment assignment will be worth 3 points for at total of 39 points toward your final point total. In addition, you will be asked to participate in an individual portfolio presentations (5 pts) during the last seminar of this course and write a final, detailed reflection about this assignment for the synthesis and closure of the course in learning module 8 (5 points). Details of the requirements and rubrics for the artifacts, lessons and reflections, and portfolio presentation will be available in the Assessment Portfolio folder on D2L. The final credit total for the Literacy Assessment Portfolio is 50 points or half of your grade for this course.

# Interventions Informed by Assessment (20%)

To understand the impact of instruction informed by assessment, you will present interventions for four of your assessments. Each intervention will be designed to address the assessment data. The purpose of these assignments are to foster a diagnostic teaching – or assessment to instruction – approach in administering assessments and using the data that results from them. The course textbook, *Literacy Assessment & Intervention,* includes excellent examples and suggestions for interventions for each major component of literacy assessment explored in this course. Each intervention will be presented to the student or small group of students to whom you administered the assessment. Interventions will include a student outcome measure that you will analyze and interpret in this assignment. Intervention assignments will be worth 5 credits each. The four interventions will focus on the following:

Intervention Choice of Assessment Due Intervention 1 Interest Inventories, Phonics, Word Recognition LM3, 2/20 Intervention 2 Miscue Analysis, Vocabulary, Fluency LM4, 3/05 Intervention 3 Comprehension of Text, Running Record (comprehension) LM5, 3/26 Intervention 4 Writing, Spelling, Conventions LM6, 4/09

Further details, outlines, and templates for this assignment are available in the Interventions folder on D2L.

**Grading:** In evaluating assignments for this course, I will use individual rubrics that are available to you in the course syllabus and also in assignment folders on D2L. Assignments total 100 points for the semester. Grades will be posted in your grade book on D2L. Total grade points will be compared to the grade scale below to determine the final grade in this course.

# Grading Scale for Determining the Final Course Grade:

|  |  |
| --- | --- |
| A | 92-100% |
| B | 84-91% |
| C | 75-83% |
| D | 65-74% |
| F | 64% or less |

**Diversity Concerns**

The College of Education (COE) recognizes that society is a unique mixture of diverse individuals. Diversity encompasses issues of gender, race, age, ethnicity, socioeconomic status, sexual orientation, ability, color, country of origin and more. The COE values and respects the diversity of individuals and seeks to prepare students who will be capable of working effectively with individuals of varying characteristics. The COE will seek to provide learning experiences, both within and outside of the classroom which will foster understanding and appreciation of diversity in our students and will provide strategies to help students work effectively with diverse individuals in professional settings.

# College of Education Conceptual Framework

The faculty of the John H. Lounsbury College of Education believes that our schools must fulfill the educational needs of our populace while emphasizing fairness, democracy, and intellectual curiosity. Amid a climate of change and uncertainty, we inspire educators to create student- centered learning environments as the primary expression of strong pedagogy. We use the Educators as Architects of Change paradigm to guide the development of an inclusive and diverse community of stakeholders, consisting of students, educators, educator candidates, and the public.

Since the inception of Educators as Architects of Change as our guiding principle, the faculty has continually reassessed our programs. Informed by research and reflective analysis, we have continued our intensive cohort model for our undergraduate programs as well as some of our graduate programs. We seek to motivate professional educators to reach out to stakeholders to develop citizens who value formal education, literacy in its many forms, and individual differences.

This framework is designed to produce change agents, based on the following core principles:

* The Liberal Arts and integrated learning
* Professional preparation
* Human relationships and diversity
* Leadership for learning and teaching communities.

In its programs of study, the Georgia College & State University (GCSU) faculty affirms the importance of programs that situate educators as researchers, leaders, and Architects of Change in the schools and the larger community.

For further elaboration of each of the core principles in this conceptual framework, please visit the College of Education website: <http://www.gcsu.edu/education/conceptual.htm>

# University Policies

**Request for Modifications**

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility.

Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements.

For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445- 4233.

# Fire Drills

Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. At Macon Center, assemble across the street from The Thomas Jefferson Building. **Remain there** until you are told to re-enter by the emergency personnel in charge. In case of a fire, DO NOT IMPEDE access of emergency personnel to the area.

For more information on other emergencies, please visit: <http://www.gcsu.edu/emergency/actionplanmain.htm>

# Religious Observance Policy

Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one’s rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

# Student Opinion Surveys

Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential

and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

# Professional Bibliography

Afflerbach, P. (2010). *Essential readings on assessment.* Newark, DE: International Reading Association.

Afflerbach, P. (2011). *Understanding and using reading assessment K-12.* Newark, DE: International Reading Association.

Allington, R.L. (2009). *What really matters in Response to Intervention: Research-based designs.*

New York: Pearson.

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