



School of Education
Master of Science in Education
Course Requirements (Syllabus)

Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED Number EDAM 5062		Course Title Vocabulary and Comprehension Development	
Section/Semester	Location Online	Meeting Times	

Instructor/Facilitator Contact Information

Instructor/Facilitator Name		Office Hours (if applicable)	
Phone Number	E-mail	Best time(s) to be contacted	

Course Description from Graduate Bulletin:

This course focuses on using research-based strategies to develop vocabulary and comprehension in all learners. Learners will be introduced to the vocabulary-comprehension connection and how recognizing genre and literary and informational elements of text improves comprehension. During this course, the learner will practice implementing and evaluating text comprehension instruction.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx>. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Academic Integrity Policy

All learners must sign and submit the policy form to your facilitator as soon as possible. The form can be downloaded from the Course Materials screen.

Important Note about Assessment Document File Sizes

It is highly recommended that you reduce the file size of assessment documents before you upload them into the course, if they include photos or scans of lesson handouts. Each student is allocated 2MB of document space per course. Once you max out the space you won’t be able to upload any more documents in the course and will have to use Dropbox to submit the documents to your facilitator instead. Anything you submit through Dropbox must also be emailed to the National Institute’s Admissions Representative to keep on file. You can send the documents to your facilitator and the Admissions Representative while in Dropbox. Instructions for using Dropbox and compressing file sizes are located at the end of this document

Required Textbook(s) & Readings:

Blachowicz, Camille & Fisher, Peter J. (2015). *Teaching vocabulary in all classrooms* (5th edition). Boston, MA: Pearson Education.

Harvey, S. & Goudvis, A. (2017). *Strategies that work: Teaching comprehension for engagement, understanding and building knowledge* (3rd ed.). Portland, ME: Stenhouse Publishers.

Kame'enui, Edward J., & Baumann, James F. (Ed.). (2012). *Vocabulary Instruction: Research to Practice* (2nd edition). New York, NY: The Guilford Press.

Klingner, Janette K., Vaughn, Sharon, & Boardman, Alison. (2015). *Teaching reading comprehension to students with learning difficulties* (2nd edition). New York, NY: The Guilford Press.

Tompkins, G. (2016). *Literacy for the 21st Century: A balanced approach* (7th edition). Boston, MA: Pearson. (This was a requirement for EDAM5060. If you have the 6th edition from EDAM5060, you may use that in place of the 7th edition. After completing this course, you should continue to keep this text through the remainder of your program.)

Required Reference:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Websites:

The Pennsylvania Department of Education Standards-Aligned System Website
<http://www.pdesas.org/>

International Literacy Association
www.reading.org

Course Pre-requisites:

[EDAM 5060]: Foundations of Language and Literacy Acquisition

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes

Reading Specialist Program Outcomes (RSPO)

1. The student will demonstrate knowledge of the fundamental concepts of reading and competence in teaching K-12 students reading including: historical perspectives, methodologies, systems of language, and theories of language and reading acquisition and development.
2. The student will promote literacy at all levels and across all content areas through the selection of classic and contemporary literature, textbooks, and curriculum materials that are appropriate for various age levels and mediums.
3. The student will create and manage a safe physical environment that fosters growth in all aspects of literacy and communicates high expectations for all learners.
4. The student will plan, implement, and adapt instruction in collaboration with other professionals using effective teaching strategies, curriculum resources, and technologies that address the diverse needs of learners at a variety of instructional levels.
5. The student will select, develop, administer, and record a variety of assessments that provide for multiple indicators of students' progress.
6. The student will demonstrate knowledge and competencies that foster professionalism in school and community settings.

Student Learning Objectives & Evidence of Student Learning

The students will:	Alignment to Outcomes	PDE Certification Guidelines or Competencies	Evidence of Learning
Compare and contrast different approaches to vocabulary instruction identifying appropriate uses for each approach and how each can be integrated into classroom instruction to support vocabulary development	SELO 1, 2, 5 GEPO 1-3 RSPO 1	IA-1 IIB-4 IIB-5	Essay
Administer different vocabulary assessments and identify the strengths and appropriate use for each type	SELO 1, 2, 5, GEPO 1-3 RSPO 1, 5	IIB-4 IID-1	Assessment reflection paper
Compare and contrast the comprehension strategies included in a K-3 and a 4-12 grade level reading curriculum	SELO 1, 2, 5 GEPO 1-3 RSPO 1	IA-1 IIB-2 IIB-4	Curriculum investigation report

providing a rationale for the differences in focus			
Evaluate a classroom library's effectiveness in representing a wide variety of genre and offer recommendations for improvement	SELO 1, 2, 5 GEPO 1-3 RSPO 1, 2	IIB-4 IIC-1 IIC-4	Classroom library investigation report
Develop a lesson focusing on the monitoring comprehension or activating and connecting to background knowledge comprehension strategy identifying challenges during the implementation	SELO 1, 2, 5, 6 GEPO 1-3 RSPO 1, 4	IIB-4 SPED III-A-4 SPED III-H SPED IV-D SPED IV-G SPED IV-I SPED IV-N SPED V-A SPED V-B SPED V-C SPED V-F SPED V-G SPED V-I SPED V-J SPED V-L	Lesson plan #1
Develop a lesson focusing on the questioning, visualizing, or inferring comprehension strategy identifying challenges during the implementation	SELO 1, 2, 5, 6 GEPO 1-3 RSPO 1, 4	IIB-4 SPED III-A-4 SPED III-H SPED IV-D SPED IV-G SPED IV-I SPED IV-N SPED V-A SPED V-B SPED V-C SPED V-F SPED V-G SPED V-I SPED V-J SPED V-L	Lesson plan #2
Develop a lesson focusing on the determining importance or summarizing and synthesizing information comprehension strategy identifying challenges during the implementation	SELO 1, 2, 5, 6 GEPO 1-3 RSPO 1, 4	IIB-4 SPED III-A-4 SPED III-H SPED IV-D SPED IV-G SPED IV-I SPED IV-N SPED V-A SPED V-B SPED V-C SPED V-F SPED V-G SPED V-I SPED V-J	Lesson plan #3

		SPED V-L	
Expand resource sections in their Comprehension Strategy Notebook for two comprehension strategies addressed in this course.	SELO 1, 2, 3, 4, 5 GEPO 1-4 RSPO 1, 2, 4	IIB-4 SPED IV-D	Comprehension strategy notebook

Related PA State Guidelines (Correlated to course objectives)

Reading Specialist Standards

I- Knowing the Content: The professional education program provides evidence that Reading Specialist certification candidates complete a program of studies in reading the same as the academic content area courses and required electives of a major in a bachelor's or master's degree. The program requires certification candidates to demonstrate knowledge of the fundamental concepts of reading and competence in teaching K-12 students reading including:

IA- Historical perspective, methodologies and theories of language and reading acquisition and development including:

IA-1: Literacy at all levels, preschool through adults, and across all content areas

II- Performances: The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. (Candidates that possess an initial Instructional certificate shall be required to participate in an internship for a minimum of 100 hours in lieu of student teaching.) The program also provides evidence that the criteria and competencies for exit from the Reading Specialist program are assessed during the field experiences and student teaching and require the candidates to demonstrate their knowledge and competence in fostering student learning through:

IIB- Planning of instruction in collaboration with other professionals at a variety of instructional levels based upon:

IIB-2: Addressing reading as the process of constructing meaning through the interaction of the reader's existing knowledge, the information suggested by the written language, and the content of the reading situation

IIB-4: Techniques, strategies for vocabulary acquisition and comprehension, including self-monitoring

IIB-5: Word identification and definition through the use of syntactic, semantic, and graphophonemic cues and context

IIC- Selecting, implementing and adapting effective instructional strategies, curriculum resources and technologies in collaboration with other educators to meet the needs of diverse learners including:

IIC-1: Identifying a variety of genres to motivate students to appreciate reading/literature

IIC-4: Providing opportunities for learners to select from a variety of written materials, to read for many purposes and to read extended texts

IID- Selecting, developing and administering assessments that involve multiple indicators of students progress and maintain records of information including:

IID-1: Norm-references tests, criterion-referenced tests, formal and information inventories, constructed response measures, portfolio-based assessments, student self-evaluations, work/performance samples, observations, anecdotal records, journals, and other indicators of student progress

Special Education Standards

III. Assessments

IIIA. Identify, administer, interpret, and plan instruction based on each of the following assessment components in a standards aligned system:

IIIA-4. Formative- Pennsylvania defines formative assessments as classroom based assessments that allow teachers to monitor and adjust their instructional practice in order to meet the individual needs of their students. Formative assessments can consist of formal instruments that allow teachers to monitor and adjust their instructional practice in order to meet the individual needs of their students. Formative assessments can consist of formal instruments or informal observations. The key is how the results are used. Results should be used to shape teaching and learning.

IIIH. Analyze and interpret formative assessment (e.g., curriculum based assessment, CBA).

IV. Literacy Development and Instruction in Core and Intervention Areas

IVD. Identify evidence-based instructional practices to be used with students with disabilities in the area of literacy.

IVG. Clearly articulate and model the use of explicit and systematic instruction in the teaching of literacy (reading and writing) for students with disabilities across all reading levels.

IVI. Demonstrate instructional strategies to enhance comprehension of material.

IVN. Establish and maintain progress monitoring practices aligned with the identified needs of each student to adjust instruction and provide rigor in the area of literacy for students with disabilities.

V. Effective Instructional Strategies for Students with Disabilities in Inclusive Settings

VA. Identify effective instructional strategies to address areas of need.

VB. Scaffold instruction to maximize instructional access to all students.

VC. Monitor student progress to provide mediated scaffolding and increase academic rigor when appropriate.

VF. Identify and implement instructional adaptations based on evidence-based practices (demonstrated to be effective with students with disabilities) to provide curriculum content using a variety of methods without compromising curriculum intent.

VG. Analyze performance of all learners and make appropriate modifications.

VI. Use research supported methods for academic and non-academic instruction for students with disabilities.

VJ. Develop and implement universally designed instruction.

VL. Demonstrate efficient differentiated instruction and an understanding of efficient planning, coordination and delivery for effective instruction required for inclusive settings.

Course Requirements & Assessments

Each assessment within the course is aligned with one of the eight course objectives (learning goals) or learning log entries and discussion posts. Each set of assessments will be averaged and weighted according to the distribution below to determine the final score earned in the course.

Learning Log/Wiki Entries:

Throughout the course, learners will complete a number of activities that require them to reflect on course concepts in their Learning Log or collaborate with their study group members in the wiki environment. Learning logs and wiki entries are viewed and scored by the instructor/facilitator. Note: if a wiki requires collaboration across the span of a unit, the instructor/facilitator will not score multiple wiki entries for the same wiki. Instead, a cumulative score will be given for the wiki participation.

Online Discussions:

Throughout the course, learners will engage in an online discussion with their course colleagues in which they discuss their opinions and experiences around a course topic. Discussions can be viewed by all learners in the course and they are scored by the instructor/facilitator.

Essay:

The learner will compare and contrast different approaches to vocabulary instruction identifying appropriate uses for each approach and how each can be integrated into classroom instruction to support vocabulary development in an essay.

Assessment reflection paper:

The learner will administer different vocabulary assessments and identify the strengths and appropriate use for each type in an assessment reflection paper.

Curriculum investigation report:

The learner will review and analyze a K-3 and a 4-12 grade level reading curriculum and complete a curriculum investigation report, comparing and contrasting the comprehension strategies addressed in the two curricula and providing a rationale for the differences in focus.

Classroom library investigation report:

The learner will complete a classroom library investigation report evaluating a classroom library's effectiveness in representing a wide variety of genre and offering recommendations for improvement.

Lesson plan #1:

The learner will develop a lesson focusing on the monitoring comprehension or activating and connecting to background knowledge comprehension strategy.

Lesson plan #2:

The learner will develop a lesson focusing on the questioning, visualizing, or inferring comprehension strategy.

Lesson plan #3:

The learner will develop and implement a lesson focusing on the determining importance or summarizing and synthesizing information comprehension strategy.

Additions to comprehension strategy notebook:

The learner will expand resource sections in their Comprehension Strategy Notebook for two comprehension strategies addressed in this course.

Course Rubrics

Learning Log/Wiki Entries:

Scoring Level	Learning Log/Wiki Entries Scoring Criteria
	<ul style="list-style-type: none"> • Completeness • Understanding of Course Content • Application of Course Content
4	<ul style="list-style-type: none"> • Completes all aspects of the activity with reflective responses • Entry demonstrates a strong understanding of course concepts • Entry demonstrates definite and appropriate application of course concepts
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<ul style="list-style-type: none"> • Completes all aspects of the activity with reflective responses • Entry demonstrates a strong understanding of course concepts • Entry demonstrates clear application of course concepts
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<ul style="list-style-type: none"> • Completes some aspects of the activity • Entry demonstrates a limited understanding or misunderstanding of course concepts • Entry demonstrates limited evidence of application of course concepts
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, <ul style="list-style-type: none"> • Completes all aspects of the activity with reflective responses • Entry demonstrates a clear understanding of course concepts • Entry demonstrates clear application of course concepts
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Online Discussions

Learners are expected to provide a substantive and insightful initial post and responses to at least three colleague’s postings that indicate depth of knowledge and understanding of the content and engagement in the topic.

Scoring Level	Online Discussions Scoring Criteria
	Provides a substantive and insightful initial post and responses that indicate depth of knowledge and understanding of the content and engagement in the topic.
4	<p>Initial Post (Knowledge and Understanding of Content): Provides a substantive and insightful initial post that indicates depth of knowledge and understanding of the content and engagement in the topic. If initial post requires citing and referencing information and concepts from the content, the initial post is well-supported.</p> <p>Replies (Contribution to Online Learning Community): Responds appropriately to three or more peers with insightful information that enriches discussion and demonstrates strong engagement with peers</p> <p>Linking Content to Reflective Professional Practice: Establishes strong reflective connections that link content to research-based professional practice</p> <p>Writing Conventions: Demonstrates strong control of grammar, mechanics, spelling, and sentence formation</p> <p>Timeliness: Submits initial post on time and provides responses on time</p> <p>APA format (if required or included voluntarily by student): Citations follow APA guidelines</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>Initial Post (Knowledge and Understanding of Content): Provides a sufficient and insightful initial post that indicates adequate knowledge and understanding of the content and engagement in the topic. If initial post requires citing and referencing information and concepts from the content, the initial post is well-supported.</p> <p>Replies (Contribution to Online Learning Community): Responds appropriately to at least three students with information that adds to the discussion and engages peers</p> <p>Linking Content to Reflective Professional Practice: Establishes reflective connections that link content to research-based professional practice</p> <p>Writing Conventions: Demonstrates sufficient control of grammar, mechanics, spelling, and sentence formation</p> <p>Timeliness: Submits initial post on time and provides responses on time</p>

	<p>APA format (if required or included voluntarily by student): Citations follow APA guidelines</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>Initial Post (Knowledge and Understanding of Content): Provides a limited initial post that lacks knowledge and understanding of the content and/or engagement in the topic. If initial post requires citing and referencing information and concepts from the content, the initial post is insufficiently supported.</p> <p>Replies (Contribution to Online Learning Community): Responds appropriately to three students with information but lacks sufficient insight to engage peers</p> <p>Linking Content to Reflective Professional Practice: Makes reflective comments that do not clearly link content to research-based professional practice</p> <p>Writing Conventions: Demonstrates limited control of grammar, mechanics, spelling, and sentence formation</p> <p>Timeliness: Does not submit initial post on time and/or does not provide responses on time</p> <p>APA format (if required or included voluntarily by student): Some citations do not follow APA guidelines</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help,</p> <p>Initial Post (Knowledge and Understanding of Content): Provides a substantive and insightful initial post that indicates depth of knowledge and understanding of the content and engagement in the topic. If initial post requires citing and referencing information and concepts from the content, the initial post is well-supported.</p> <p>Replies (Contribution to Online Learning Community): Responds appropriately to three or more peers with insightful information that enriches discussion and demonstrates strong engagement with peers</p> <p>Linking Content to Reflective Professional Practice: Establishes strong reflective connections that link content to research-based professional practice</p> <p>Writing Conventions: Demonstrates strong control of grammar, mechanics, spelling, and sentence formation</p> <p>Timeliness: Submits initial post on time and provides responses on time</p> <p>APA format (if required or included voluntarily by student): Citations follow APA guidelines</p>
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated

UNIT 4 ASSESSMENT

Essay Comparing and Contrasting Different Approaches to Vocabulary Instruction

Scoring Level	Essay Comparing and Contrasting Different Approaches to Vocabulary Instruction Scoring Criteria
	<ul style="list-style-type: none"> • A comparison of different approaches to vocabulary instruction including: providing explicit word instruction, fostering word consciousness, and developing word-learning strategies • A description of the appropriate uses for each approach • A discussion of how each approach can be integrated into classroom instruction to support vocabulary development
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner’s essay presents:</p> <ul style="list-style-type: none"> • A comparison of different approaches to vocabulary instruction including: providing explicit word instruction, fostering word consciousness, and developing word-learning strategies • A description of the appropriate uses for each approach • A discussion of how each approach can be integrated into classroom instruction to support vocabulary development
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner’s essay presents:</p> <ul style="list-style-type: none"> • A limited comparison of different approaches to vocabulary instruction including: providing explicit word instruction, fostering word consciousness, and developing word-learning strategies • A description of the appropriate uses for some but not all of the approaches • A discussion of how some but not all of the approaches can be integrated into classroom instruction to support vocabulary development
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner’s essay presents:</p> <ul style="list-style-type: none"> • A comparison of different approaches to vocabulary instruction including: providing explicit word instruction, fostering word consciousness, and developing word-learning strategies • A description of the appropriate uses for each approach • A discussion of how each approach can be integrated into classroom instruction to support vocabulary development
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 5 ASSESSMENT

Assessment: Vocabulary Assessment Reflection Paper

Scoring Level	Vocabulary Assessment Reflection Paper Scoring Criteria
	<ul style="list-style-type: none"> • A description of the assessments administered • A comparison of the strengths of each assessment • A discussion of when it is appropriate to use each assessment. Consider grade levels, content area, and the needs of struggling readers and ELLs • A reflection of the experience including insights gained and how they will prepare the learner for his/her role as Reading Specialist
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner's reflection paper presents:</p> <ul style="list-style-type: none"> • A description of the assessments administered • A comparison of the strengths of each assessment • A discussion of when it is appropriate to use each assessment. Consider grade levels, content area, and the needs of struggling readers and ELLs • A reflection of the experience including insights gained and how they will prepare the learner for his/her role as Reading Specialist
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner's reflection paper presents:</p> <ul style="list-style-type: none"> • A limited description of the assessments administered • A comparison of the strengths of some but not all assessments • A discussion of when it is appropriate to use some but not all assessments. Little to no consideration given to grade levels, content area, and the needs of struggling readers and ELLs • A limited reflection of the experience including insights gained and how they will prepare the learner for his/her role as Reading Specialist
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner's reflection paper presents:</p> <ul style="list-style-type: none"> • A description of the assessments you administered • A comparison of the strengths of each assessment • A discussion of when it is appropriate to use each assessment. Consider grade levels, content area, and the needs of struggling readers and ELLs • A reflection of the experience including insights gained and how they will prepare the learner for his/her role as Reading Specialist
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 6 ASSESSMENTS

Assessment: Curriculum Investigation Report

Scoring Level	Curriculum Investigation Report Scoring Criteria
	<ul style="list-style-type: none"> • A comparison of the comprehension strategies addressed in the two curricula (one from K-2 and one from 4-12) • A rationale for the difference in focus between the curricula • An evaluation of how the curriculum addresses the needs of struggling readers
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	The learner's curriculum investigation report presents: <ul style="list-style-type: none"> • A comparison of the comprehension strategies addressed in the two curricula • A rationale for the difference in focus between the curricula • An evaluation of how the curriculum addresses the needs of struggling readers
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	The learner's curriculum investigation report presents: <ul style="list-style-type: none"> • A limited comparison of the comprehension strategies addressed in the two curricula • An inadequate rationale for the difference in focus between the curricula that shows evidence of misunderstanding • A partial evaluation of how the curriculum addresses the needs of struggling readers
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the learner's curriculum investigation report presents: <ul style="list-style-type: none"> • A comparison of the comprehension strategies addressed in the two curricula • A rationale for the difference in focus between the curricula • An evaluation of how the curriculum addresses the needs of struggling readers
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Assessment: Classroom Library Report

Scoring Level	Classroom Library Report Scoring Criteria
	<ul style="list-style-type: none"> • An evaluation of the library’s effectiveness in representing a wide variety of genre. Considers both the texts available and how the library is organized in relation to the grade level of the classroom. Provides examples to support the evaluation • A discussion of areas that need improvement • Recommendations for improvement including organization, text selection, and how technology could play a role
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner’s classroom library report presents:</p> <ul style="list-style-type: none"> • An evaluation of the library’s effectiveness in representing a wide variety of genre. Consideration is given to the texts available and how the library is organized relative to the grade level. Provided examples support the evaluation • A discussion of areas that need improvement • Recommendations for improvement including organization, text selection, and how technology could play a role
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner’s classroom library report presents:</p> <ul style="list-style-type: none"> • A partial evaluation of the library’s effectiveness in representing a wide variety of genre. Little to no consideration is given to the texts available and/or how the library is organized relative to grade level. Examples, if provided, narrowly support the evaluation • A limited discussion of areas that need improvement • Recommendations for improvement are missing, incomplete, or demonstrate evidence of misunderstanding
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner’s classroom library report presents:</p> <ul style="list-style-type: none"> • An evaluation of the library’s effectiveness in representing a wide variety of genre. Consideration is given to the texts available and how the library is organized relative to the grade level. Provided examples support the evaluation • A discussion of areas that need improvement • Recommendations for improvement including organization, text selection, and how technology could play a role
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Alternative Assessment for Summer Students

Scoring Level	Classroom Library Report- Alternative Scoring Criteria
	<ul style="list-style-type: none"> • A drawing/sketch of the layout of the proposed classroom library • A description of how the proposed design represents a wide variety of genre. Identify at least one grade-level appropriate text for each genre represented • A description of how the organization of the library will attract students and make it easier for them to select texts • A discussion of how technology could be incorporated
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner’s classroom library report presents:</p> <ul style="list-style-type: none"> • A drawing/sketch of the layout of the proposed classroom library • A description of how the proposed design represents a wide variety of genre. Identify at least one grade-level appropriate text for each genre represented • A description of how the organization of the library will attract students and make it easier for them to select texts • A discussion of how you technology could be incorporated
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner’s classroom library report presents:</p> <ul style="list-style-type: none"> • A drawing/sketch of the layout of the proposed classroom library • A narrow description of how the proposed design represents a wide variety of genre. Texts aren’t identified for each genre or the texts are not grade-level appropriate • A limited or missing description of how the organization of the library will attract students and make it easier for them to select texts. Or, description shows evidence of misunderstanding • A limited or missing discussion of how you technology could be incorporated
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner’s classroom library report presents:</p> <ul style="list-style-type: none"> • A drawing/sketch of the layout of the proposed classroom library • A description of how your proposed design represents a wide variety of genre. Identify at least one grade-level appropriate text for each genre represented • A description of how the organization of the library will attract students and make it easier for them to select texts. • A discussion of how you could incorporate technology
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 8-9 ASSESSMENTS

In Units 8-9, there are three assessments involving the development of lesson plans. Implementing all three lesson plans is preferred as reflection on practice has a strong impact on student success and future lesson development. However, implementing three lesson plans within one semester may not be feasible with some teachers' school curriculum requirements and/or schedules. Therefore, Fall/Spring students have the option of implementing all three lesson plans or at the very least, implementing one lesson plan. Summer students are encouraged, if feasible, but not required to implement their plans. Separate rubrics will be used depending on whether the lesson was implemented or not. **Make sure you use the correct rubric as the requirements are different.** When submitting your lesson plan assessments in this unit, you must inform your facilitator whether the lesson plan has been implemented so he/she will use the appropriate rubric when scoring your assessment. Fall/Spring students: Your facilitator will keep track of your assessments to ensure you have implemented at least one lesson.

Assessment: Lesson Plan #1

Develop a lesson focusing on the monitoring comprehension or the activating/connecting to background knowledge comprehension strategy.

Assessment: Lesson Plan #2

Develop a lesson focusing on the questioning, visualizing, or inferring comprehension strategy.

Assessment: Lesson Plan #3

Develop a lesson focusing on the determining importance or the summarizing/synthesizing information comprehension strategy.

Rubric for assessments that include implementation of the lesson plan:

Scoring Level	Lesson Plan #1, #2, and #3 – for Implemented Plans Scoring Criteria
	<ul style="list-style-type: none"> • A copy of the lesson plan and all student handouts. If this is an anchor lesson, a class or student-created lesson/anchor chart is included • A summary of how the lesson plan addresses the needs of struggling readers and ELLs • An evaluation of the implementation of the lesson plan including strengths and weaknesses. Includes student samples as evidence • Recommendations for improvement of the lesson plan. Specifically addresses how the plan could be modified to address the needs of struggling readers and/or ELLs (This could be based on actual student results from your implementation or struggling readers/ELLs in general)
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner's submission presents:</p> <ul style="list-style-type: none"> • A copy of the lesson plan and all student handouts. If this is an anchor lesson, a • A summary of how the lesson plan addresses the needs of struggling readers and ELLs • An evaluation of the implementation of the lesson plan including strengths and weaknesses. Includes student samples as evidence • Recommendations for improvement of the lesson plan. Specifically addresses how the plan could be modified to address the needs of struggling readers and/or ELLs

2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner's submission presents:</p> <ul style="list-style-type: none"> • Missing or incomplete documents • A limited summary of how the lesson plan addresses the needs of struggling readers and ELLs. Or, the summary demonstrates a misunderstanding • A partial evaluation of the implementation of the lesson plan including strengths and weaknesses. Student samples are not provided or do not support the evaluation • Recommendations for improvement of the lesson plan are limited or demonstrate a misunderstanding. A discussion of meeting the needs of struggling readers and/or ELLs is missing or insufficient
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner's submission presents:</p> <ul style="list-style-type: none"> • A copy of the lesson plan and all student handouts. If this is an anchor lesson, a class or student-created lesson/anchor chart is included • A summary of how the lesson plan addresses the needs of struggling readers and ELLs • An evaluation of the implementation of the lesson plan including strengths and weaknesses. Includes student samples as evidence • Recommendations for improvement of the lesson plan. Specifically addresses how the plan could be modified to address the needs of struggling readers and/or ELLs
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Rubric for assessments that **do not include implementation** of the lesson plan:

Scoring Level	Lesson Plan #1, #2, and #3 – No Implementation Scoring Criteria
	<ul style="list-style-type: none"> • A copy of the lesson plan and all student handouts. • A description of how the SAS website was utilized to develop the lesson plan • A summary of how the lesson plan addresses the needs of struggling readers and ELLs • An identification of potential challenges a struggling reader might face during implementation of the lesson and plans for overcoming the challenges. (This could be based on struggling readers in your classroom or struggling readers in general) • An identification of potential challenges an ELL might face during implementation of the lesson and plans for overcoming the challenges. (This could be based on ELL students in your classroom or the needs of ELLs in general)
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner’s submission presents:</p> <ul style="list-style-type: none"> • A copy of the lesson plan and all student handouts. • A description of how the SAS website was utilized to develop the lesson plan • An identification of potential challenges a struggling reader might face during implementation of the lesson and plans for overcoming the challenges • An identification of potential challenges an ELL might face during implementation of the lesson and plans for overcoming the challenges
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner’s submission presents:</p> <ul style="list-style-type: none"> • Incomplete documents. Or, some documents are missing • A partial description of how the SAS website was utilized to develop the lesson plan. Or, a description is not included • A narrow identification of potential challenges a struggling reader might face during implementation of the lesson and/or inadequate plans for overcoming the challenges • A narrow identification of potential challenges an ELL might face during implementation of the lesson and/or inadequate plans for overcoming the challenges
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner’s submission presents:</p> <ul style="list-style-type: none"> • A copy of the lesson plan and all student handouts. • A description of how the SAS website was utilized to develop the lesson plan • An identification of potential challenges a struggling reader might face during implementation of the lesson and plans for overcoming the challenges • An identification of potential challenges an ELL might face during implementation of the lesson and plans for overcoming the challenges
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

UNIT 10 ASSESSMENT

Assessment: Comprehension Strategy Notebook

Scoring Level	Comprehension Strategy Notebook Scoring Criteria
	<p>For each of the two instructional strategies/approaches:</p> <ul style="list-style-type: none"> • At least two new instructional strategies/approaches for developing students’ use of the comprehension strategy with a focus on instructional strategies that are most effective for struggling readers and/or ELLs • Steps/procedures for using the instructional strategy/approach identifying when to use it before, during, and/or after instruction (B-D-A) • Potential challenges with implementation • Adaptations/modifications needed to assist struggling readers and/or ELLs • Grouping options • Resources that will be needed including texts, organizers, technology, etc.
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrates in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner’s resource sections for additional instructional strategies/approaches present:</p> <ul style="list-style-type: none"> • At least two new instructional strategies/approaches for developing students’ use of the comprehension strategy with a focus on instructional strategies that are most effective for struggling readers and/or ELLs • Steps/procedures for using the instructional strategy/approach identifying when to use it before, during, and/or after instruction (B-D-A) • Potential challenges with implementation • Adaptations/modifications needed to assist struggling readers and/or ELLs • Grouping options • Resources that will be needed including texts, organizers, technology, etc.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2	<p>The learner’s resource sections for additional instructional strategies/approaches present:</p> <ul style="list-style-type: none"> • At least two new instructional strategies/approaches for developing students’ use of the comprehension strategy but no explanation of how the instructional strategies/approaches are suitable for struggling readers and/or ELLs • Steps/procedures for using the instructional strategy/approach are incomplete, unclear, or don’t address when to use the instructional strategy/approach: before, during, and/or after instruction (B-D-A) • Potential challenges with implementation are mentioned but not discussed • Adaptations/modifications needed to assist struggling readers and/or ELLs are unclear or demonstrate a misunderstanding • Grouping options are missing for some or all of the instructional strategies/approaches • Resources that will be needed including texts, organizers, technology, etc. are missing or minimally referenced
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content

1	<p>With help, the learner’s resource sections for additional instructional strategies/approaches present:</p> <ul style="list-style-type: none"> • At least two new instructional strategies/approaches for developing students’ use of the comprehension strategy with a focus on instructional strategies that are most effective for struggling readers and/or ELLs • Steps/procedures for using the instructional strategy/approach identifying when to use it before, during, and/or after instruction (B-D-A) • Potential challenges with implementation • Adaptations/modifications needed to assist struggling readers and/or ELLs • Grouping options • Resources that will be needed including texts, organizers, technology, etc.
.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no understanding or skill demonstrated
Note: This will be used as a holistic rubric.	

Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective 1: Essay	0-4	10%
Objective 2: Assessment reflection paper	0-4	10%
Objective 3: Curriculum investigation report	0-4	5%
Objective 4: Classroom library investigation report	0-4	5%
Objective 5: Lesson plan #1	0-4	15%
Objective 6: Lesson plan #2	0-4	15%
Objective 7: Lesson plan #3	0-4	15%
Objective 8: Comprehension strategy notebook	0-4	5%
Learning Logs/Wikis	0-4	10%
Discussions	0-4	10%

Graduate Education Grading Scale (MS Level):

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor/facilitator in the form of a written statement and submitted to the Registrar.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx>

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor/facilitator must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the

instructor/facilitator as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor/facilitator.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussion deadlines are set by the instructor/facilitator. **Late discussions are not accepted for partial credit after the dates set for each discussion.**

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor's/facilitator's policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor/facilitator before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor/facilitator.

Penalties levied by the instructor/facilitator in accordance with this policy are not subject to grievance by the students.

Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

Reference Text:

American Psychological Association. (2009). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author.

APA Online References: <http://apastyle.apa.org/> <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn. the National Institute for Professional Practice uses its own proprietary learning management system.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University's eLearning Technical Support Pages.

Required Software: Please consult Wilkes University's eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following

software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to <http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx> or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at <http://www.wilkes.edu/library>. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at <http://wilkes.beta.libguides.com/library/databases>

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is <http://wilkes.libguides.com/gradeducation>

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without “@wilkes.edu”) and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

Writing: The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at <http://www.wilkes.edu/resources/writing>

Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors/facilitators and possibly other personnel. Both the student’s needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

Wilkes Graduate Education Program

Identity Authentication: The university and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students’ Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes

cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university's IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation: Wilkes University Graduate Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor/facilitator at the beginning of each course.

Act 48 or Act 45: Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: <https://www.perms.ed.state.pa.us/>

Class Schedule for the Semester

An activity time breakdown is located in the Learning Guide document available with course access. The course instructor/facilitator will send learners a schedule for completing assignments once the course begins.

Dear Parent/Guardian:

I am currently pursuing my Masters of Science in Education (MSEd) for Reading with a Pennsylvania Reading Specialist Certificate offered by the National Institute for Professional Practice and Wilkes University. One of the primary purposes of this program is to provide graduate candidates with practice in assessing students' literacy skills.

All candidates in this program are required to administer, evaluate, and interpret a variety of literacy assessments. Although your child's performance will be evaluated, his/her name will not appear on any material that may be submitted. For research and instructional purposes, the assessment results will only be shared with the faculty and staff at The National Institute for Professional Practice and Wilkes University. The enclosed form will be used to document your permission for these activities.

Sincerely, _____
(Candidate Signature)

STUDENT RELEASE FORM

Student Name: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding allowing my child to participate in literacy assessments. I understand that my child's performance on the assessments will be evaluated for course purposes; however, my child's name will not appear on any material that may be submitted. I understand my child's assessments will be shared with the faculty and staff at The National Institute for Professional Practice and Wilkes University.

(Please check the appropriate box below)

- I DO** give permission for my child to participate in literacy assessments
 I DO NOT give permission for my child to participate in literacy assessments

Name of Parent/Legal Guardian: _____
Print)

Signature of Parent/Legal Guardian: _____
(Signature)

Date: _____