

COURSE SYLLABUS

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SPECIAL EDUCATION**

**EDSE 428/628
Elementary Strategies for ED/LD/MR
Fall 2004
4:30-7:10/Tuesdays**

Section 5S1 – room A46

Contact information:

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Section 5S2 – room A48

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Course Description

This course applies research on teacher effectiveness, teacher accountability, instructional approaches, and advances in technology at the elementary level for individuals with mild disabilities. Course content includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies, and social skills; cognitive strategies in self-regulation, study skills, attention, memory, and motivation; and peer-mediated instruction including cooperative learning and peer tutoring. Prerequisites: Enrollment in teaching licensure or in a graduate degree program in education.

Student Outcomes

Upon completion of this course, students will be able to:

- describe elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
- describe and implement elementary level research-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;
- describe and implement elementary level research-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;
- describe and implement elementary level research-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
- develop and implement strategies in curriculum and strategies to correspond with the Virginia Standards of Learning.

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Mental Retardation. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such, the learning objectives for this course cover many of the competencies for elementary curriculum and strategies for teaching individuals with emotional disturbances, learning disabilities, and mild mental retardation.

The CEC Standards are listed on the following web site:

http://www.cec.sped.org/ps/perf_based_stds/common_core_4-21-01.html

CEC standards that will be addressed in this class include some of the following:

Standard 4 - Instructional Strategies

Skills:

- Use strategies to facilitate integration into various settings.
- Teach individuals to use self-assessment, problem solving, and other cognitive strategies to meet their needs.
- Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs.
- Use strategies to facilitate maintenance and generalization of skills across learning environments.
- Use procedures to increase the individual's self-awareness, self-management, self-control, self-reliance, and self-esteem.
- Use strategies that promote successful transitions for individuals with exceptional learning needs.

Standard 5 - Learning Environments and Social Interactions

Knowledge:

- Demands of learning environments.
- Basic classroom management theories and strategies for individuals with exceptional learning needs.
- Effective management of teaching and learning.
- Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs.
- Social skills needed for educational and other environments.
- Strategies for crisis prevention and intervention.
- Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- Ways to create learning environments that allow individuals to retain and appreciate their own and each others' respective language and cultural heritage.
- Ways specific cultures are negatively stereotyped.

- Strategies used by diverse populations to cope with a legacy of former and continuing racism.

Skills:

- Create a safe, equitable, positive, and supportive learning environment in which diversities are valued.
- Identify realistic expectations for personal and social behavior in various settings.
- Identify supports needed for integration into various program placements.
- Design learning environments that encourage active participation in individual and group activities.
- Modify the learning environment to manage behaviors.
- Use performance data and information from all stakeholders to make or suggest modifications in learning environments.
- Establish and maintain rapport with individuals with and without exceptional learning needs.
- Teach self-advocacy.
- Create an environment that encourages self-advocacy and increased independence.
- Use effective and varied behavior management strategies.
- Use the least intensive behavior management strategy consistent with the needs of the individual with exceptional learning needs.
- Design and manage daily routines.
- Organize, develop, and sustain learning environments that support positive intracultural and intercultural experiences.
- Mediate controversial intercultural issues among students within the learning environment in ways that enhance any culture, group, or person.
- Structure, direct, and support the activities of paraeducators, volunteers, and tutors.
- Use universal precautions.

Standard 7 - Instructional Planning

Knowledge:

- Theories and research that form the basis of curriculum development and instructional practice.
- Scope and sequences of general and special curricula.
- National, state or provincial, and local curricula standards.
- Technology for planning and managing the teaching and learning environment.
- Roles and responsibilities of the paraeducator related to instruction, intervention, and direct service

Nature of Course Delivery

Learning activities include the following:

1. Class lecture, discussion, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. Applications with relevant hardware and software.

5. Application activities, including in class evaluation of intervention research and materials.
6. Class presentations of strategy and application papers.
7. Written strategy, application and/or research papers using the American Psychological Association format on relevant intervention research or application activity project subject to prior approval by the instructor.

REQUIRED TEXTS:

Mastropieri, M.A., & Scruggs, T.E. (2002). *The Inclusive Classroom: Strategies for Effective Instruction* (2nd ed.). Columbus, OH: Merrill/Prentice Hall ISBN: 013-1397990

Required website: www.prenhall.com/mastropieri

WEBSITES (That will be helpful):

- <http://www.ccbd.net/index.cfm> (Council for Children with Behavioral Disorders)
- www.TeachingLD.org (Division for Learning Disabilities/CEC)
- www.Interdys.org (International Dyslexia Association)
- www.cldinternational.org (Council for Learning Disabilities)
- <http://dibels.uoregon.edu> (Dynamic indicators of basic early literacy skills)
- www.ed.gov/index.jsp (click on education resources) and follow links for good info.
- <http://www.reading.org/> International Reading Association (IRA)
- http://www.nrrf.org/synthesis_research.htm NICHD reading research (1997)
- <http://www.projectpro.com/ICR/Research/Summary.htm>
- <http://www.nationalreadingpanel.org/> National Reading Panel info site
- <http://www.texasreading.org/utcr/la/products/default.asp> Texas Center for Reading & LA
<http://reading.uoregon.edu/> **Big Ideas in Beginning Reading** focuses on the five **BIG IDEAS** of early literacy: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension. The website includes definitions and descriptions of the research and theories behind each of the big ideas, describes how to assess the big ideas, gives information on how to teach the big ideas including instructional examples, and finally, shows you how to put it all together
http://reading.uoregon.edu/instruction/instruc_guide.php
- http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796 APA Style Essentials
- Information Sheets on Reading word identification, fluency, comprehension, & vocabulary from CLD:
<http://www.cldinternational.org/c/@5TRCI9G3L2sAg/Pages/sheets.html>
- Collaborative Strategic Reading article:
http://www.ldonline.org/ld_indepth/teaching_techniques/collab_reading.html
- The Alerts Series from the Division for Learning Disabilities and the Division for Research of CEC: Class-wide peer tutoring, social skills instruction, mnemonic instruction, Reading Recovery, Formative evaluation, Co-teaching, Direct instruction, High-stakes assessment at: http://www.teachingld.org/ld_resources/alerts/default.htm

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

- **Requirements**

All assignments should be typed and are due on the dates indicated. Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, **points per day will be deducted from your grade for late papers.** Please **retain a copy of your assignments** in addition to the one you submit. All assignments should reflect graduate level spelling, syntax, and grammar. If you are deficient in any of these areas, you will need to document your work with the GMU Writing Center during this course to improve your skills.

The major portion of your learning in this course will be the result of your personal involvement in the materials provided and in your application of the principles to your own situation. My role in your learning is to be a facilitator and to provide a favorable situation in which learning can take place; however, the major responsibility must necessarily remain with you.

- **Performance-Based Assessments**

- **On-line quizzes**

Each week after the chapter readings, you will be required to take the online multiple-choice quiz for the chapter at: www.prenhall.com/mastropieri. Upon completion, please email results to the instructor before the next class meeting.

- **Lesson Plan**

In a group of 3 or 4, prepare a *unit and lesson plan*. The plans should address specific well-defined skills from the Commonwealth of Virginia's Elementary (Grades 1-5) SOLs in any content area (math, science, social studies or language arts). The lesson will be written and demonstrated in class in up to 10 minutes. Include copies of overheads and handouts. Class peers and the instructor will provide written feedback. You may choose to present lessons live in class or you may videotape yourself teaching the lesson. Presentation by all group members is required.

These lessons are to include a variety of activities, teaching strategies, and assessment tools to match the needs of the learners, the topic being taught, and the resources available. In your lesson plans, you should have the students engaged in hands-on activities at least half of the time. Be sure to incorporate career education into your lesson plans.

Step 1.

Obtain a curriculum (POS) from general education at the elementary level.

Locate a SOL

* SOLs can be found on the Virginia Department of Education website:

www.pen.k12.va.us.

Step 2. Integration of Career Development within an Academic Mini-Unit.

Using the general education curriculum (POS) and the SOL objectives, develop a series of lessons so that it integrates career development activities.

Step 3. Mini-Unit Calendar

Develop a calendar that identifies each day’s topic (s) and activities. This should provide an overview of the content to be studied and activities for each day of the unit. Relevant SOL(s) should be indicated.

Step 4. Adaptations & Accommodations

For this unit, demonstrate (in general) how you would adapt the content and/or methods of presentation to meet the needs of students with disabilities, especially those with learning disabilities, mental retardation and emotional disabilities.

Each lesson plan should include a table or bulleted outline (at the end) illustrating how these 3 different types of disabilities will be addressed and accommodated.

Step 5. The Lesson Plan (to be done individually)

In the lesson plan write up the following should be included:

- a. Grade level, content area
- b. SOL objective
- c. Goal/objective of lesson stated in measurable terms
- d. Goal/objective re-written to include a career education concept that is also measurable
- e. Materials needed to complete the lesson
- f. Opening statement or activity that is interesting and attention-getting. What will you say or do?
- g. Step-by-step activity
- h. Closing for the lesson
- i. Student evaluation—This should relate directly to your measurable objectives: Does it? How do you know the student “got it”?
- j. Follow up activities

Step 6. Assessment Plan for the Lessons/Mini Unit

You will develop at least two forms of assessments (formal and informal)

Lesson Plan Rubric (20 pts)	(each section worth 2 points)
Identification of grade level, content area	
SOL indicated	
Objective/goal stated in measurable terms	
Goal/objective re-written to include a career education concept that is also measurable	
Materials are listed	

Opening statement or activity is interesting and engages the students.	
Steps taken to teach the lesson (bullet style is fine)	
Closing for the lesson	
Student evaluation—How do you know that the student understood the concept being taught? Teacher evaluation—how do you know your objective was met?	
Follow-up activities? (Homework, project)	

Unit and Lesson Plan presentation (10 points)
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	Comments
Organization & preparation Within 10 minute limit & all group members presented (3 points)	
Knowledge & clarity of key concepts Use of examples (4 points)	
Effectively presented (voice, pace, visual aids, enthusiasm, resourceful, engaged audience) (3 points)	

- **Strategy Intervention Project**

This is a two part assignment to be done individually.

The first part is the written component and the second part is the presentation component. Select a *research article from a professional journal* (e.g., Learning Disabilities Research and Practice, Behavioral Disorders, Education and Treatment of Mental Retardation and Developmental Disabilities). Bring in the article, or email the complete article citation and a brief description for approval by the instructor no later than the third class meeting. The focus of the article must include support for an elementary level research-based strategy (ies) for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities; *or* the focus must be on cognitive strategies in self-regulation and metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities.

Option 1

Part I: Written Component. Prepare a written summary of the research article, including the complete citation, with a special emphasis on the participants, strategies, materials, and findings. Do not simply copy the abstract, but attempt to rewrite in your own words what was undertaken in the study and the results. **Implement this intervention in your own class and describe the results.** In addition to the summary noted above, your paper should describe what was done in your classroom. Describe the *participants* (students), *method* (including *materials* and *procedures*), and *results* (e.g., results of pre-post testing and student opinion survey). You need not replicate exactly the conditions of the article, but include both the article and copies of the materials you designed to implement the project. Paper should be 5-10 pages in length. The following may be helpful:

a. Participants:

DO NOT use any student names, however, provide a brief description of the class, school, and students. For example: This project was undertaken in a fourth grade social studies classroom consisting of 28 students from an average socio-economic background. Three of the students were identified by school personnel as having learning disabilities and one of the students was identified as having mild mental retardation.

b. Method:

Materials: Carefully describe all of the instructional materials that were used in your intervention. Attach copies of the materials used, including any teacher materials and student materials.

Procedures: Carefully describe in a step-by-step fashion what you did during your intervention, including testing. Carefully describe all of the testing materials that were used. Include copies of the pretest, and all posttests. Append copies of the students' completed measures. Describe how the tests were administered and scored. For example, were directions read aloud to the class and students worked independently, or were students given the exams individually, etc. If tests consisted of multiple-choice items, scoring is usually straight forward, however, if short answer items were used, then what was the scoring criteria? Was partial credit given, if so, explain how those decisions were made. Also, if you were attempting to score an active participation score during instruction, how was that assessed?

c. Results and Discussion:

Describe all of the testing results. You can present individual scores and then compute a column average (include all individual scores) and report ranges. Provide a discussion of your findings. The first few sentences can provide summary accounts of the findings. For example, the addition of a self-monitoring sheet for increasing attention improved dramatically the attention and academic performance of my students with MR and LD during math, but not during reading. For another example, the activity-approach appeared to work best with students classified as LD and SED, but not those with mental retardation. Provide some insights as to why you might have obtained the findings. Provide a summary paragraph

describing what you learned from the application project and how you could implement projects like this in your teaching to determine which methods work best with your students.

Option 2

Choose a curriculum and strategies area relevant to elementary level and write a paper describing interventions involving students with learning or behavioral disorders. The paper must include 15 references, 10 of which must provide original empirical data. The paper should include *Introduction, Description of Studies, Summary, Conclusions, and Implications for Practice*. Paper should be 10-15 pages in length.

Scoring Criteria for written component of Strategy Intervention Project:

*****Points will be taken off for assignments turned in late*****

Exemplary paper (19-20 points): Appropriate topic, identifies focus of the research study, strategies, and findings. Describes how the strategy was implemented in your own or colleague's classroom (participants, setting, materials, procedures, and results); appropriate discussion of findings, and discussion of implications of this intervention for students and how this intervention may be used for future students. Paper is reflective and demonstrates a thorough understanding of the research supported intervention strategy. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format. For APA style essentials, go to:

http://www.vanguard.edu/faculty/ddegelman/index.cfm?doc_id=796

Adequate paper (16-18 points): Good overall paper, lacking in one or two of the criteria. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal paper (13-15): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

Inadequate paper (1-12): Paper with substantial problems in important areas such as writing, description of interventions, overall thoughtfulness.

Unacceptable/no paper: (0 points): Paper not relevant to the assignment or no paper turned in at all. May describe an article of no value or relevance, or that was not approved for this assignment.

Scoring:

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	Unacceptable/no paper
19-20	16-18	13-16	1-12	0

Part II: Presentation. Present your intervention project succinctly in a 10-minute presentation so that class members could implement something similar in their classrooms. Prepare overheads or posters; explain clearly what you did (you may want to use overheads for each of the major parts of your project to help demonstrate your work and findings to the class). Prepare a one-page summary for class participants. Turn in one copy of your presentation materials (overheads, handouts, and summaries). Evaluation will be based on content, organization, use of overheads and other media, and presentation style. Presentation by all group members required.

Scoring Criteria for Presentation:

Exemplary response: (20 points): Keeps within the time limits; Demonstrates knowledge of researched strategy and is able to effectively convey information to audience; reflects poise, clarity, knowledge and enthusiasm; effective use of handouts, overheads, prepared materials; keeps the audience engaged

Adequate presentation: (18-19 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less prepared or somewhat unclear in understanding of topic.

Marginal presentation (16-17 points): Presentation provides relevant information, but demonstrates a limited understanding of topic or project. Style, handouts, or visual may be less than adequate.

Inadequate presentation (1-15 points): Weak overall presentation that reflects very little knowledge of topic or project. Appears poorly prepared or has not followed directions. Handouts or visual aids are lacking.

Unacceptable: (0 points): No presentation or completely unsatisfactory presentation with no relevance to assignment.

Exemplary presentation	Adequate presentation	Marginal presentation	Inadequate presentation	Unacceptable/no presentation
20	18-19	16-17	1-15	0

• **Criteria for evaluation**

In-class & group participation	10 points (must be present)
Weekly quizzes	20 points
Written Lesson Plan & presentation	30 points (½ written, ½ presentation)
Strategy Intervention Project	40 points (½ written, ½ presentation)

Total points = 100

- **Points will be deducted for work submitted late.**

Grading criteria

95 – 100%	= A
90 – 94%	= A-
80 – 89%	= B
70 – 79%	= C
< 70%	= F

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

NOTE:

This syllabus may change according to class needs.

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, **please call and/or make an appointment with instructor as soon as possible.**

It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

COURSE TOPICS/AGENDA

Week 1	8/31	Introduction: Assignments; overview; effective instruction	
Week 2	9/7	Inclusive Teaching & Professionalism & Parent Communication: Collaborating with colleagues, dealing with parents	Readings (& online) due: None
Week 3	9/14	Learning Styles: How do children learn?; learning theories; language learning theories	Readings (& online) due: Chapters 1 & 2
Week 4	9/21	Early Literacy: Phonemic/phonological awareness; phonics; grammar; spelling	Readings (& online) due: Chapters 3, 4, & 5
Week 5	9/28	Reading: The “Reading Continuum”; strategies; motivation and affect	Readings (& online) due: Chapter 13
Week 6	10/5	Reading: Fluency; Comprehension	Readings (& online) due: Chapter 6
Week 7	10/12	NO CLASS!	
Week 8	10/19	Writing: The “Writing Continuum”; strategies	Readings (& online) due: Chapter 7
Week 9	10/26	Math: Supporting math; literacy & math; <i>Unit & Lesson Plan Due & Presentations</i>	Readings (& online) due: Chapter 8
Week 10	11/2	Content Areas: Science & Social Studies resources, study skills for content-area textbooks and other materials;	Readings (& online) due: Chapter 14
Week 11	11/9	Attention & Memory: Attention; attentional characteristics; focusing and self-monitoring of attention; memory; memory processes; strategies for improving memory	Readings (& online) due: Chapters 15 & 16
Week 12	11/16	Study Skills & Instructional Strategies: Study skills; organization; peer tutoring; cooperative learning strategies; graphic organizers	Readings (& online) due: Chapters 9 & 10
Week 13	11/23	Assessment, Planning for Instruction & Reading Programs: Authentic assessment; test-taking strategies (for teacher-made and standardized tests); how to use assessments to effectively plan instruction; a look at a variety of programs and resources	Readings (& online) due: Chapter 11 & 12
Week 14	11/30	More Strategy Sharing Centers/Work Stations; <i>Strategy Intervention Project - Sharing</i>	Readings (& online) due: None
Week 15	12/7	Final Thoughts: Course Evaluations; <i>Strategy Intervention Project - Sharing</i>	Readings (& online) due: None

