George Mason University
Graduate School of Education
EDSE 628: Elementary Reading, Curriculum, and Strategies for Students with Disabilities Who Access the General Education Curriculum
LN7 Section 660

Professor: Sheryl Asen, Ph.D.
Office Hours: By appointment
Phone: 703-993-5250; voice mail is checked at least once per day, M – F
E-mail: sasen@gmu.edu; e-mail is check at least twice per day, M – F
Course Dates: Wednesdays, September 15 – November 17, 2010 (10 sessions)
Location: Stone Bridge HS, room 514, Loudoun County Public Schools
Course Time: 4:30p – 8:30p

NOTE: This syllabus is dynamic—it may change according to emerging needs, formative evaluation of the course, and unpredicted opportunities….

"Teaching is the highest form of understanding." -Aristotle

"It's not what is poured into a student that counts, but what is planted." -Linda Conway

"Setting an example is not the main means of influencing another, it is the only means." -Albert Einstein

"When the uncapped potential of a student meets the liberating art of a teacher, a miracle unfolds" -Mary Hatwood Futrell

Course Description

EDSE 628 applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing the general education curricula. It includes curriculum/instructional strategies in reading, language arts, mathematics science, social studies, study skills, attention/ memory and peer mediated instruction.

This course incorporates the evidence-based practices (EBPs) relevant to elementary curriculum learning strategies, constructing effective lessons, and literacy supports. These EBPs are indicated with an asterisk (*) in this syllabus. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks, which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Course Student Outcomes

Upon completion of this course, students are able to:
- Describe and apply to their pedagogical philosophies and practices frameworks for organizing instruction and implementing effective teaching practices;
- Investigate instructional intervention research and associated issues as applied to elementary students with mild disabilities and apply the research to practice;
- Describe and implement learning strategies for teaching age appropriate curriculum (reading, writing, language arts, math, science, social studies, and social skills) to elementary students with mild disabilities;
- Describe and implement with elementary students with mild disabilities research-based cognitive strategies for self-regulation, metacognition, thinking skills, study skills, attention, memory, organization, and encouraging motivation;
- Describe and implement with elementary students with mild disabilities research-based strategies for peer mediation, including peer tutoring and cooperative learning, for elementary students with mild disabilities;
- Implement instructional strategies to support instruction of the Virginia Standards of Learning (SOL) for elementary students with mild disabilities.

Relationship of Courses to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Emotional Disturbance and Learning Disabilities, and Intellectual Disabilities. 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 intellectual disabilities.

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 are addressed in this class include 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: (selected competencies)
- 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.
   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.

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.

The Graduate School of Education (GSE) Expectations

GSE Syllabus Statements 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 Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning
of the semester. See http://www2.gmu.edu/dpt/unilife/ods/ or call 703-993-2474 to access the
ODS.

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, which is used in your portfolio classes and
documents your satisfactory progress through the GSE program and the CEC
performance based standards.

Course Expectations

❖ Students are expected to (a) attend all classes during the course, (b) arrive on
  time, including back from break(s), (c) stay for the duration of the class time, (d)
  participate in all class activities and Blackboard discussions, and (e) complete all
  assignments on time. Attendance and professionally relevant, active participation
  is expected in class sessions for a grade of B or better. Attendance at all
  sessions is very important. Many of the activities in class that contribute to
  building and revising conceptual models and personal orientations are planned in
  such a way that they cannot necessarily be recreated outside of the class
  session. Information, activities, guest speakers, and role plays will be presented
  in class that are not a part of the text and can only be experienced in the class
  sessions. Many course handouts and slide presentations will be posted on
  Blackboard. Students are responsible for accessing these materials, having
  materials available for each class, and electronically submitting materials to
  share in student conducted class activities to the instructor prior to use in class.

❖ In-depth reading, study, and work on course requirements require outside class
  time. Students are expected to allot approximately two hours per course meeting
  hour (or ~8 hours per week for this course) for class session preparation
  (reading, study, planning, etc.). This is in addition to time devoted to completing
  course projects.

❖ Absences: There may be an instance when you are not able to attend class. If
  this unlikely event should occur, it is your responsibility to: (a) notify the instructor
  in advance via e-mail and voice mail (both are checked daily and up to 2 hours
  before class starting time), (b) notify all presentation teammates sufficiently in
  advance if you are part of a team with a presentation due on the day you cannot
  attend, and (c) arrange for collection and promptly obtain notes, handouts, and
  lecture details from another student. Students who are absent are held

responsible for the material covered and assignments due as if in attendance. Class attendance is crucial to course competence. Please do not request permission to miss a class--you must make your own decision.

❖ Use of Computers, Cell Phones, PDAs, iPads, and other electronic devices: The use of computing/electronic devices during class is permitted only for educational purposes relevant to the class. Checking e-mail, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counter productive unless the instructor in advance acknowledges an explicit, specific need for the access of information or other uses (e.g., to collate and organize information into a graphic tool). Students engaging in such conduct during class time will not be permitted use of devices in class and the breach will be considered in assessing class participation. Please use cell phones during class only for emergency purposes and place cell phones on vibrate or mute the ring tone to avoid class disruption.

❖ Use APA guidelines for all course assignments.
http://www.psywww.com/resource/apacrib.htm
http://www.apastyle.org/apa-style-help.aspx

❖ Please use person-first language in class discussions and written assignments. Please refer to "Guidelines for Non-Handicapping Language in APA Journals".
http://www.apastyle.org/disabilities.html

❖ Your GMU e-mail address and the instructor's GMU e-mail address are the only e-mail addresses that will be used for communication in this course. Please make sure your GMU e-mail is activated and checked regularly for communications from the instructor as well as university announcements. It is possible to forward your GMU e-mail to another account; however, please send outgoing e-mail messages to the instructor and class members only through your @gmu.edu account.

❖ Please set up your class Blackboard e-mail account so it forwards to your GMU e-mail account (and to any other account of your choice). This permits communications sent via Blackboard to be received in accounts outside the Blackboard system. The instructor will not reply to e-mail that is sent from the Blackboard account nor will the instructor with any regularity check e-mail in her Blackboard account.

❖ Please subscribe to the GMU/GSE Special Education list serve if you do not already receive list serve announcements. Please subscribe to the GMU/GSE Special Education list serve to receive important program updates and announcements. You can subscribe or unsubscribe the listserv via e-mail:
  • Address an e-mail message to listserv@listserv.gmu.edu
  • Put the following in the body of the message: subscribe SPECIAL-EDUCATION-PROGRAM-L yourfirstname yourlastname

A confirmation message will be sent to your e-mail address asking you to confirm your subscription request. You must reply to this message with ok in the body of the message. Leave the subject unchanged.

❖ GMU's Blackboard site will be used to post important information for this course. It also will be used for you to respond to discussions and assignments. Your e-mail address should be entered in the Blackboard system. The following is how you will access the Blackboard-GSE Login Page:
  • Enter the URL http://courses.gmu.edu into your browser location field.
  • Click on the Login button.
  • Enter the username and password that were assigned to you. Most likely, but not always, your username will be your first initial of your first name and your entire last name (for example: ejohnson).
  • Click **Login**.
Many course materials, including student created resources, will be posted on Blackboard throughout the semester.

❖ The Blackboard Cohort Site for Special Education Outreach is:
http://gmucommunity.blackboard.com/webapps/portal/frameset.jsp
Username: cohort
Password: cohort
This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Terry Warner (twarner@gmu.edu).

❖ All student work may be shared in future sections of EDSE taught by Dr. Sheryl Asen. Author credit explicitly will be given to the student authors for their work.

TaskStream

In addition to submitting the signature assignment required for this course separately to the instructor, the signature assignment must be *submitted electronically* to Mason's NCATE management system, TaskStream: (https://www.taskstream.com) ***by 9:00a the day of the last class meeting.***

Be sure you submit your assignment to the correct course/professor (you must change the designation from your last submission): EDSE 628-660, Dr. Sheryl Asen.

Note: As of the Fall 2007 semester, every student registered for any EDSE course is required to begin submitting signature assignments to TaskStream regardless of whether a course is an elective or part of an undergraduate minor. TaskStream information is available at http://gse.gmu.edu/programs/sped/. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN),

which will turn into an F nine weeks into the following semester if not changed by the instructor. A grade change will be submitted only upon posting the Signature Assignment to TaskStream.

Nature Of Course Delivery

Students:
- Construct knowledge through in class small and large group activities and course assignments, including independent study and research;
- Reflect on practices, personal skills, and orientations;
- Assess their growth related to course content; and
- Provide constructive feedback to peers.

Interactive and teaming strategies are used to facilitate fulfillment of the outcomes established for the course. Instructor and student led class experiences and presentations incorporate a variety of formats, which may include whole and small group activities, discussion, demonstration, guest presenters, use of media/technologies, and lecture. The instructor at times will use Socratic dialog and problem-solving tools and techniques. Students are expected to know and use e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

Required Texts & Materials

- Vaughn, S. & Bos, C. S. (2009). *Strategies for teaching students with learning and behavior problems* (7*th ed.).* Boston, MA: Allyn & Bacon.
- Use of online resource materials, such as those from the IRIS Center: http://iriscenter.com/resources.html.
- Additional readings may be assigned.

Assessment Of Course Requirements

The major portion of your learning in this course will be the result of your personal involvement with and investigation of the materials and topics and of your application of the principles to your own situation. The instructor's role is to facilitate and to provide a favorable environment in which learning can take place. The major responsibility necessarily rests with the student.

All assignments must reflect graduate-level conception, planning, creativity, and execution, including accuracy of spelling, syntax, and grammar.

All written work and other electronic submissions must follow sensible, well-known guidelines. For example, documents created in word processing should be double-

spaced, have at least 1" margins all around, use a common legible type (e.g., Arial; Times New Roman) and a 12 point font size. There are many resources on the web on PowerPoint (or electronic slideshow) guidelines/do's and don'ts—please review and apply these.

Written components for all assignments should: be printed via electronic means (e.g., using word processing); are due on the dates and times indicated; and must be submitted both in print and electronically as noted in this syllabus. Consult with the instructor in advance if there is a problem. In fairness to students who make the successful effort to submit assignments on time, grades will reflect promptness (or degree of delinquency).

If you experience difficulties with the writing process, documentation of your work and efforts with the GMU Writing Center to improve your skills must be submitted to the instructor.

Please retain a copy of each of your assignments in addition to copies submitted.

Course participants wishing to suggest other learning activities and/or other modes of expression may, *with prior instructor approval*, substitute these for a required activity and/or format.

Likewise, input from the student is required for assessment of assignment quality and evaluation of overall growth and mastery; however, final grading is based on the judgment of the instructor.

Grading Scale
90 – 100% = A
80 – 89% =   B
70 – 79% =   C
  < 70% =   F

NOTE: The instructor may award additional points beyond the assignment's weight to the evaluation of a student's work. The instructor may also award plus (**+**) or minus (**-**) components to a grade based on class community and individual effort as evidenced through participation, collaboration, cooperation, contribution, leadership, effort, and other collegial and scholarship factors.

Assignment Assessment Tools
Separate documents specific to assessment of course assignments will be distributed in class session 2 and posted on the course Blackboard site.

Late Work Penalty
Five percent of the available points for the assignment will be deducted for late submissions during the first week after the due date. After one week from the due date, assignments will be penalized an additional 10% of the total available score

for each week they are late. Thus, an assignment that is three weeks late is able to obtain only 75% of the points for the assignment regardless of the quality of the work. After three weeks, the assignment will no longer be accepted and a score of zero will be entered into the grade book for that assignment.

The point deduction will be made after the grading is complete. For example: In the case of an assignment that earned 9 out of 10 points, the student grade would be a score of 6.5 (9 - 2.5 – 6 points). The points are deducted for each week at the time that the assignment was originally due.

The date that the assignment was received in hand by the instructor will be considered the date submitted. Submitting an assignment late does not alter the due dates of the other assignments and prevents timely feedback regarding their work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

General Directions for Assignments

Please note that for all course related activities, student and family privacy must be protected in all written, visual, and oral communication. Please refrain from including any information that would jeopardize compliance with FERPA regulations (http://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html).

All assignments, as needed, use APA format. Use your APA manual and refer to reputable web sites, such as the following.
http://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html

All final assignments in the learning activities are submitted via the ASSIGNMENTS DROPBOX on the class Blackboard (http://courses.gmu.edu). Assignments that are not in the DROPBOX at the appropriate time are late.

Filename protocols associated with each assignment must be followed (see below). For Microsoft Office files, do NOT use file extensions with an x. Use:
.doc not .docx
.xls not .xlsx
.ppt not .pptx

Major Learning Activities

I. Attendance and Participation (10% of final grade)

Attendance at class and participation in the class are required. Included in attendance are promptness (getting to class and back from breaks on time) and full attendance at each class session. The dynamic for participation and the resulting course credit is

achieved through active, thoughtful, deliberate participation in all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. Participation in online Blackboard discussions and reflections is a part of this expectation. Each class member is required to participate in **all** class online discussions on the course Blackboard site through posting a **substantive** response at least once on each topic (and all are encouraged to post more than one response as appropriate to promote dialog and understanding). The quality and frequency of a respondent's participation in the online discussion will be reflected in the grading of Attendance and Participation.

II. Research Review (20% of final grade)

Each student locates and analyzes 4 articles from peer-reviewed special education journals that summarize research on a given facet of elementary instruction for students with disabilities who access the general curriculum.

Students work in teams of 3 or 4 (number subject to adjustment, depending on course enrollment). Each team member will be responsible for one article in each of 4 topics. Team members must each choose 4 of sixteen topics. The instructor will work with the students to ensure all sixteen topics are addressed among the total class membership and within a team, no topics are duplicated.

Select research articles from professional journals. The focus of the articles must pertain to elementary level research-based strategies for teaching elementary level students with mild disabilities (ED, LD, and/or, ID). For assistance in selecting research articles, contact Ms. Jackie Peterson, KIHD Librarian: jpetersk@gmu.edu, 703-993-3672; GMU Fairfax campus Krug Hall room 110.

Work with those *on other teams* who are responsible for the same topics to ensure that there is no duplication of articles reviewed *within the class*. Teams will meet weekly during class over 4 weeks (one article per week) to orally share research article salient points and findings and conduct peer review of written summary drafts. Topics for strategies investigated are the following.

phonemic awareness	reading comprehension	vocabulary development	science and/or social studies
phonics	reading fluency	oral language skills	mathematics
writing	social skills	self-regulation	metacognition
study skills	attention	memory	executive function

For submission to the instructor, each student prepares a project paper that includes:
- An introduction to his/her investigations;
- A summary, in the student's own words, of each research article that includes:
    - the complete citation;
    - a description of the strategy, the research questions(s), the participants and setting;
    - how the strategy was implemented;

- o findings/results of the implementation; and
- o any conclusions and next steps presented by the researchers.
- For each strategy, provide/create a learning tool or aid that supports applying the strategy or is an example of what a student application of the strategy might look like. (If neither is appropriate for the strategy, discuss this with the instructor.)
- A **concise** conclusion that includes:
  - o Reflection on specific points that the assignment brought into focus for you about strategy instruction;
  - o A brief explanation of what you will apply from this exercise to your professional situation (e.g., classroom teaching; counseling/guidance; etc.); and
  - o A statement about what you further would like to both do and explore related to the specific strategies investigated and/or strategies instruction and/or instructional approaches.

For the first 4 weekly activities based on your research, only one summary and its associated learning tool/aid are brought to class for the sharing and peer review. Each team member brings a different article/strategy per week. For the final week review, each team member brings a draft of the full project paper for sharing and peer review.

You may substitute the format for your final submission about your investigations an alternate mode of presentation, such as a slideshow, video, or podcast or other approach; however, any alternative to a written paper must be discussed with and agreed to by the instructor prior to the date on which the last in class peer review of the project occurs and must include all assignment elements.

Filename protocol: (LastF)628RR.doc
Example: AsenS628RR.doc

A printed copy of the assignment self-assessment and reflection is due when the project is submitted.

III. Chapter Presentation (25% of final grade)

All students in the course are responsible for reading the course text chapters according to the course calendar. Additionally, each student participates in a group presentation focused on one chapter in the required text. The purpose of the presentation and its activities is to assist class members in processing and applying the chapter's essential content to elementary level strategies instruction.

The chapter group creates and posts on Blackboard at least two questions to stimulate reflection about the readings and facilitate online discussions. The Blackboard discussion runs from 9:00p on the Wednesday prior to the group presentation to 4:00p on the Tuesday prior to the group presentation.

The chapter team members are responsible for working as a group to develop a one hour presentation that includes participatory activities (e.g., practicing strategy steps; role playing student-teacher interactions; reacting to a case study/scenario) and related artifacts (e.g., a handout summary chart). The presentation should focus on:

- A brief review of any content and concepts in the chapter essential to understanding and implementing the presentation's strategy activities;
- Strategy application activities that assist participants in gaining understanding of and confidence in implementing strategies; and
- Salient points made and questions raised in the chapter Blackboard discussion.

At least 2 days prior to the presentation, a group member submits via e-mail to the instructor (copied to all team members) a list of which team members have responsibility for which components of the assignment. The team is encouraged (but it is not required) to include additional research to supplement information on the topic.

Filename protocol: (LastF)628Ch(#)(Descriptor).(file type NO x)
Example: AsenS628Chap8Overview.ppt
Example: AsenS628Ch8Handout1.doc
Example: AsenS628Ch8MemoryAid.pdf

For information on effective presentations and tips, go to:
http://www.the-eggman.com/writings/keystep1.html
http://go.owu.edu/~dapeople/ggpresnt.html
http://www.auburn.edu/~burnsma/oralpres.html
http://www.presentationmagazine.com/Essential_Presentation_skills.htm
http://www.timetomarket.co.uk/presentation-skills-tips_November.htm

For information on effective use of slideshow/PowerPoint presentations, go to:
http://mason.gmu.edu/~montecin/powerpoint.html
http://my.opera.com/vevola/blog/show.dml/275335
http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm (see related links on this web page)

Recommended books:
Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide.* Norwood, MA: Christopher-Gordon.
Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn.* Alexandria, VA: ASCD.

A printed copy of the assignment self-assessment and reflection is due no later than one week following the presentation.

IV. Signature Assignment: Strategy Application Project (35% of final grade)

The Strategy Application Assignment is the Signature Assignment for this course. As such, students submit their work to their portfolios on TaskStream. The Strategy Application Assignment addresses the following knowledge and skills.

- Possesses a repertoire of research-based instructional strategies for individualized instruction.
- Promotes positive learning results in general and special education curricula.
- Modifies learning environments.
- Emphasizes the development, maintenance, and generalization of knowledge and skills.

To achieve these standards through the Signature Assignment, students:
- Find in a professional publication a **research article** that focuses on implementation of a specific **research-based strategy** with elementary students with mild disabilities;
- Read the article with purpose the purpose of comprehending, then emulating use of the strategy;
- Implement the strategy with (a) student(s) in approximately 4 to 6 instructional sessions of 15-30 minutes each (NOTE: the number of sessions and the amount of time per session varies appropriately according to the strategy); and
- Collect data on student progress and implementation.

The Strategy Application Assignment results in the Signature Assignment artifact, a research paper in which the student:
- Identifies the research article, using APA citation format;
- Summarizes the overall research conducted and key points noted in the article (in his/her own words—the original article abstract is NOT inserted);
- Describes the intervention strategy in detail (e.g., conditions and materials needed; explicit implementation steps that guide the reader through use of the strategy);
- Describes the student subject(s), cites to which VA SOL the strategy is applied; the specific setting/conditions, procedures with timelines, and methods (including any modifications made and rationale) to implement the strategy;
- Analyzes the results and discusses the findings, including how these results compared to expectations based on the research article;
- Evaluates the effectiveness, including consideration of influencing factors;
- Recommends adaptations for different student populations (e.g., age; disability; cultural background);
- Reflects on what you have gained from the strategy application experience; and
- Includes any relevant appendices (e.g., a copy of a graphic tool used/created for the implementation; progress monitoring chart).

Each student orally presents a brief summary of his/her project during the last class session, which includes a succinct description of the strategy, subject(s), conditions, and results. As part of the presentation, the student shares a written overview, which also will be posted by the instructor on the class Blackboard site. The written overview is a 1-2 page handout that cites the research article, presents the student's written summary, and describes the strategy. Any instructional tool/aid created for the application of the strategy is included.

The Signature Assignment is due via posting on TaskStream and the course Blackboard assignment dropbox by 9:00a on the last day the course meets. Any artifacts submitted to TaskStream are to be combined into ONE file.

Strategy Application Assignment
Filename protocol: (LastF)628SA.doc
Example: AsenS628SA.doc
Example: AsenS628SA.pdf

Written Summary Handout for the Oral Presentation
Filename protocol:
(LastF)628SAsum.(file type)
Example: AsenS628SAsum.doc
Example: AsenS628SAsum.ppt
Example: AsenS628SAsum.pdf

IV. Personal Statement (10% of final grade)

Review the GMU CEHD Professional Dispositions at
http://gse.gmu.edu/facultystaffres/profdisp.htm. Then reflect on topics addressed and activities experienced through this course.

Write, record, or represent through visual means a ***clearly related, concise*** statement that defines your personal professional philosophy about learning environments, your roles and responsibilities in providing access by students with disabilities to curriculum and instruction, and how strategies instruction ties into your philosophy.

This personal statement or artifact is due 9:00a the Monday before the final class session. Your personal statement will be used in an activity on the last night of class; therefore, bring a copy to the last class and come prepared to share your thoughts. (For non-written or non-electronically recorded submissions, discuss with the instructor ways to submit the project on time.)

Filename protocol: (LastF)628PS.doc
Example: AsenS628PS.doc

Course Calendar

NOTE: The course syllabus is dynamic—it may change according to students' needs, formative evaluation of course effectiveness, and unpredicted opportunities and events.

Class	Topics	Assignments for Next Class
Class 1 9/15/10	- Introductions - Syllabus - Topics & Teams (research articles and chapter presentations) - Registration & Other Housekeeping - Big Ideas About Teaching & Learning* - Structure of Curriculum* - IRIS, How People Learn (HPL), & the STAR Legacy Model* - Instructional Design (ID) considerations*	- IRIS: Universal Design for Learning (UDL) STAR module; bring to class: - Initial thoughts response - Your Barsch inventory - Assessment responses - Wrap up reflection
Class 2 9/22/10	- Universal Design for Learning* - Goals, objectives, observable behaviors, and their relationships to assessments* - Lesson Structures* - Generative vs. Supplantive Strategies* - Jigsaw activity using IRIS Information Briefs* - Course assessments	- Read text Chapter 2 - Bb discussion (if available by F 9/24; ends 4:00p Tuesday) - Bring to class: draft of summary of research article #1 and tool/aid
Class 3 9/29/10	- Presentations/activities on Chapter 2 "Approaches to Learning and Teaching"* - Active Teaching Model - Within teams, individual presentations on and group discussions about research article #1*; peer review	- Read text Chapter 6 "Assessing and Teaching Oral Language" - Bb discussion (ends 4:00p Tuesday) - Bring to class: draft of summary of research article #2 and tool/aid

Class	Topics	Assignments for Next Class
Class 4 **10/6/10**	• Presentations/activities on Chapter 6 "Assessing and Teaching Oral Language"* • Within teams, individual presentations on and group discussions about research article #2*; peer review • Continue strategies investigations*	• Read text Chapter 7 "Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition" • Bb discussion (ends 4:00p Tuesday) • Bring to class: draft of summary of research article #3 and tool/aid
Class 5 **10/13/10**	• Presentations/activities on Chapter 7 "Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition" • Within teams, individual presentations on and group discussions about research article #3*; peer review • Continue strategies investigations	• Read text Chapter 8 "Assessing and Teaching Reading: Fluency and Comprehension" • Bb discussion (ends 4:00p Tuesday) • Bring to class: draft of summaries of research article #4 and tool/aid • Reading/assignment TBA
Class 6 **10/20/10**	• Presentations/activities on Chapter 8 "Assessing and Teaching Reading: Fluency and Comprehension" • Within teams, individual presentations on and group discussions about research article #4; peer review • Continue strategies investigations	• Read text Chapter 9 "Assessing and Teaching Writing and Spelling" • Bb discussion (ends 4:00p Tuesday) • Bring to class: draft of full research articles project (one copy per group member) • Reading/assignment TBA
Class 7 **10/27/10**	• Presentations/activities on Chapter 9 "Assessing and Teaching Writing and Spelling" • Within teams, individual presentations on and group discussions about conclusion section of Research Articles Project; peer review • Continue strategies investigations	• Chapter 10 "Assessing and Teaching Content Area Learning and Vocabulary Instruction" • Bb discussion (ends 4:00p Tuesday) • Research Articles Project Due (bring paper copy to class and post on Bb) • Draft due of Strategy Project, phase 1; bring copies to class (one per team member) • Reading/assignment TBA

Class	Topics	Assignments for Next Class
Class 8 11/3/10	• Chapter 10 "Assessing and Teaching Content Area Learning and Vocabulary Instruction" • Peer review of Strategy Project, phase 1 • Higher Order Thinking Skills & Metacognition*	• Read text Chapter 11 "Assessing and Teaching Mathematics" • Bb discussion (ends 4:00p Tuesday) • Draft due of Strategy Project, phase 2; bring copies to class (one per team member) • Reading/assignment TBA
Class 9 11/10/10	• Presentations/activities on Chapter 11 "Assessing and Teaching Mathematics" • Peer review of Strategy Project, phase 2 • Teacher Expectations and Student Achievement (TESA)*	• Strategy Project/Signature Assignment due • Personal Statement due Monday 11/16/10 @ 9:00a • Summative Self-Assessment due • Summative Evaluation of Course due
Class 10 11/17/10	• Strategy Project Presentations* • We Believe…. • Next Investigations • Assessments & Evaluations	Rest and Relaxation!!! YEA YOU!!!

Course Assignments
Criterion Reference Assessments & Reflections

NAME:

Attendance and Participation (10%)	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
Conducts oneself professionally and treats others respectfully.			
Attends class (unless ill or excused), genuinely attempting to arrive on time (both to class and from breaks) and remains for the duration of class.			
Contributes to/participates actively and thoughtfully in class and online activities (exercises, discussions, etc.), demonstrating deliberation and thoughtfulness.			
Communicates with clarity, precision, and engagement, including acknowledging the contributions of others.			
Includes rationales for statements, indicating depth of reflection and range of linkages to other course materials, personal experiences, and expertise.			
Responds substantively to prompts in *all* Blackboard discussion topics.			
Composes Blackboard discussion responses that reflect graduate-level standards for written communication.			
Posts all required Blackboard participation comments before the deadline.			
Participates with thoughtful and honest deliberation in all course assessments, reflections, and evaluations.			

_____ of 10 possible points

Reflection:

Research Review (20%)	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
Selects appropriate research articles that are not selected by other class members.			
Targets one article per week in accordance with the course calendar.			
Shares with your team for each research article an oral summary and written draft (with proper APA citation) of a summary of the article (see below), as well as any appropriate instructional tools/aids.			
Participates in and contributes substantively to small and whole group reflective summarization activities that focus on the strategies research articles and associated written work.			
Participates in and contributes substantively to peer review of written work, assisting others to achieve assignment standards and meet requirements; brings own work to class as required.			
Submits a project with the following components: • An introduction to the investigations; • For each article, the complete citation; a description of the strategy; the research questions(s); the participants and setting; how the strategy was implemented; findings/results of the implementation; and any conclusions and next steps presented by the researchers; • A **concise** conclusion that includes: reflection on specific points that the assignment brought into focus for you about strategy instruction; a brief explanation of what you will apply from this exercise to your professional situation (e.g., classroom teaching; counseling/guidance; etc.); and a statement about what you further would like to both do and explore related to the specific strategies investigated and/or strategies instruction and/or instructional approaches.			
Creates/composes a project that reflects graduate-level standards for conception and communication.			
Submits the project to the instructor in print and electronically using timeline, document, and filename protocols as per the syllabus.			

_____ of 20 possible points   *Reflection on next page!*

NAME:

Team member(s) who fully participated/contributed to in class research review activities:
Team member(s) who were not as involved/active as needed/compared to others in the in class review activities:
Team member(s) who provided useful peer review assistance:

Reflection for Research Review Assignment:

Chapter Presentation (25%)	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
Shows evidence that: together the group planned the overall focus and identified important content to emphasize; the responsibilities were equitably distributed; all members put similar effort into their areas of responsibility and into supporting functioning as team; the team practiced together.			
Creates and posts on Blackboard two questions that stimulate reflection about the readings.			
Facilitates the online discussions as needed by interjecting comments that clarify/move discussion forward.			
Selects and summarizes key points with insight and presents the information creativity.			
Engages class members in well-planned activities that apply selected strategies from the readings and use instructional tools/aids as appropriate.			
Manages the presentation, especially the active engagement, to ensure smooth execution.			
Relates or demonstrates ways in which the activities may include accommodations.			
Incorporates into the presentation salient points made and questions raised in the Blackboard discussions.			
Provides a brief "wrap up" to conclude the presentation (e.g., include tips for strategy implementation).			
Uses sequence and flow that are logical and aid understanding.			
Responds appropriately to questions/comments in a "debriefing" and reflection after the presentation.			
Communicates orally with clarity, precision, and engagement; does not read text and messages to audience unless appropriate (e.g., quotes, for emphasis).			
Creates and shares handouts that serve as useful resources for applying the strategies and as a reference for key points.			
Paces the presentation to foster engagement and appropriate apportioning of topics-to-time; optimizes and stays within time parameters.			
Encourages questions from the audience and responds to audience inquiries appropriately.			
Composes on a level that reflects graduate-level standards for written communication.			
Cites references appropriately.			
Submits the project to the instructor in print and electronically using timeline, document, and filename protocols as per the syllabus.			

_____ of 25 possible points   *Reflection on next page!*

NAME:

| My Team Role(s):
• Leader
• Blackboard Moderator
• Content Expert
• Editor
• Visuals Production
• Handouts Production
• Researcher
• Other: | My Participation – I ACTIVELY and FULLY:
• Was accessible to teammates.
• Participated in team meetings and discussions.
• Contributed knowledge, expertise, my point of view, and asked questions.
• Worked to ensure all team members contributed/encouraged communication among team members.
• Followed through on my assignments according to agreed upon timelines.
• "Pulled my weight".<hr>Team member(s) who fully participated/contributed:<hr>Team member(s) not as involved/active as needed/compared to others: | **_My_ Overall Participation/Contribution:**
• Exceeds Expectations
• Meets Expectations
• Does Not Meet Expectations

I assess **_my_** earned points as _____ (25 possible).

Comment below under _Reflection for Chapter Presentation_: |

Reflection for Chapter Presentation:

NAME:

Signature Assignment: Strategy Application Project (35%)	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
Identifies and reads a research article that focuses on the implementation of a specific *research-based strategy* with elementary students with mild disabilities.			
Conducts an implementation study of using the strategy with (a) student(s) over an appropriate number of sessions of appropriate duration. This includes data collection of student application of the strategy.			
Discusses the significance of the topic to instruction of students with mild disabilities.			
Summarizes the key points of the article's research study (similar to an abstract in your own words).			
Describes the intervention strategy in detail, noting critical features such as: the theory behind the strategy; conditions and materials needed; explicit steps that guide use of the strategy; the intended outcome.			
Describes: • The student subject(s)—description only—no identifying specific facts are revealed; • Rationale for why the strategy is appropriate for the student(s) participant(s); • The curriculum content and VA SOL to which the strategy is applied; • The specific learning setting, conditions, and timelines under which the strategy study was conducted; • The study procedures and methods/techniques, including any modifications with brief rationale, and • *Results, including progress monitoring data.*			
Analyzes the results and evaluates the findings, including how these results compared to expectations based on the research article and influencing factors			
Recommends future adaptations for different student populations (e.g., age; disability; cultural background);			
Reflects on personal relevance of and what you have gained from the strategy application experience.			
Attaches relevant appendices, including a copy of an instructional tool/aid used/created for implementation.			
Participates in and contributes substantively to peer review of written work, assisting others to achieve assignment standards and meet requirements; brings own work to class as required.			
Creates and delivers at the last class session a succinct oral presentation, with supporting written handout(s), that describes the strategy, implementation study (subjects, conditions, results; reflection), and provides a sample of the strategy tool/aid.			
Communicates in writing (paper; presentation handout) and orally (via in class presentation) with clarity, precision, and engagement, including using sequence and flow that are logical and aid understanding and reflecting graduate school level conception and execution.			
Submits the project to the instructor in print and electronically using timeline, document, and filename protocols as per the syllabus.			

_____ of 35 possible points   *Reflection on the next page!*

NAME:
Reflection for Signature Assignment/Strategy Application Project:

Personal Statement (10%)	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
Creates a **clearly related, concise** statement (written, recorded, and/or visually represented).			
Defines personal professional guiding philosophy about: • Learning environments; • Your roles and responsibilities in providing access by students with disabilities to curriculum and instruction; and • How strategies instruction ties into the stated philosophy.			
Composes on a level that reflects graduate-level standards for written and/or other forms of communication.			
Submits the statement to the instructor in print and electronically using timeline, document, and filename protocols as per the syllabus.			
Brings the statement to class as required and uses the statement during participation in a related class activity.			

_____ of 10 possible points

Reflection:

NAME:

Think About Ways in Which You've Grown:
- What did I know prior to the course that I now know at a richer level?
- What do I know now that I did not know prior to the course?
- What did I do prior to the course that I now can do better?
- What can I do now that I could not do prior to the course?
- What am I now aware of (that I wasn't before the course) that I want to learn more about?
- What am I now aware of (that I wasn't before the course) about what I can and want to do to continue to grow professionally and personally?
- What has changed, if anything, about my sense of competence to contribute to the goal of student growth?
- What has changed, if anything, about my professional goals?
- ***Affirmation: I make a difference!***

After thinking about the above and other facets of the course experience, please share your overall reflection:

YOU MUST FILL THIS IN!!!

Name: _____

My evaluation: I have earned a grade of _____.

GRADING SCALE
90 – 100% = A   80 – 89% = B   70 – 79% = C   < 70% = F