

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROGRAM – SPECIAL EDUCATION
Syllabus EDSE 428/ 628.AS1: Elementary Reading/Curriculum Strategies for
Students with Disabilities Accessing the General Curriculum (3 credits)
Semester and Year: Summer 2010
Course day/time: Tues/Thursday, 7:00 – 10:05
Saturday, May 22, June 5th, June 12th
Course location: (Off campus) Fairfax Annex, 3807 University Drive; Room 102

Professor:

Kelley Regan, PhD
Office phone: 703-993-9858 (39858 on campus)
Office location: 110E Krug Hall
Office hours: by appointment; before class is possible at FFX annex
E-mail: kregan@gmu.edu

Course Purpose and Intended Audience

This course is intended to introduce participants to apply research on instructional approaches in elementary curriculum for individuals with disabilities accessing general education curriculums. Participants will become familiar with effective strategies for language arts, mathematics, science, social studies, cognitive strategies, study skills, attention/memory, and peer-mediated instruction.

Course Description

This course applies research on teacher effectiveness, teacher accountability, instructional approaches, and advances in technology at the elementary level for individuals with emotional disturbance, learning disabilities, and mental retardation. 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: none.

Course Objectives

The objectives of the course are the following:

- To familiarize participants with the learning characteristics of students with mild disabilities including mental retardation, learning disabilities, and emotional disabilities.
- To familiarize participants with the principles of effective instruction for including students with disabilities in general education classes, including the use and application of prioritizing objectives, adapting materials, instruction, the environment, and evaluation procedures.

- To familiarize participants with strategies for promoting inclusion with classroom peers as peer tutors, assistants, and cooperative learning.
- To familiarize participants with strategies for improving motivation.
- To familiarize participants with strategies for improving attention and memory skills.
- To familiarize participants with strategies for improving study and organizational skills.
- To familiarize participants with strategies for adapting evaluation procedures.
- To familiarize participants with strategies for teaching and adapting language and literacy.
- To familiarize participants with strategies for teaching and adapting math.
- To familiarize participants with strategies for teaching and adapting science and social studies.

Student Outcomes

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

- Describe elementary level intervention research and the associated issues in intervention research, including technological advances 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, College of Education and Human Development, Special Education Program for teacher licensure in the Commonwealth of Virginia for teaching students with disabilities who access the general curriculum. 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 other's 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.

Course Materials

Required Text:

Mastropieri, M. A., & Scruggs, T. E. (2007). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction*. (4th Ed.) Upper Saddle River, NJ: Pearson.

Several readings may also be assigned throughout the semester.

Companion websites:

<http://courses.gmu.edu>

Log on to this site to obtain the syllabus, prepare for course lectures with Power Points and supplemental information, check class assignments, review the assignments, and observe the course documents. Please check this site weekly for updates/announcements!!!

George Mason Patriot Web: <https://patriotweb.gmu.edu/> A self-service website for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Advising Contact Information: Please make sure that you are being advised on a regular basis as to your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. When contacting her, always provide your G number to her.

TaskStream

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, *TaskStream* via <https://www.taskstream.com>. **Every student registered for any EDSE course as of the Fall 2007 semester is required to submit 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). Unless this grade is changed, upon completion of the required submission, the IN will convert to a F nine weeks into the following semester.*

See <http://gse.gmu.edu/programs/sped/taskstream/> for detailed steps.

Student Responsibilities

Your attendance, participation, and effort for each class session of EDSE 628 are collectively a part of your commitment to your learning. As teachers you provide an experience for your students to be a community of learners. As graduate students, *you* are also a part of this community of learners. Within this professional community, you have a responsibility to yourself and to each other to:

- Be on time for each class
- Be prepared for each class by having any assignments done before the start of class
- Complete written copies of assignment in appropriate format (all papers are to be typed and double spaced, written using APA format, reviewed for spelling/grammar, **proofread**)
- Demonstrate respect and consideration for all individuals in our community of learners
- Participate meaningfully

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

All students must abide by the following:

Students are expected to exhibit professional behavior and dispositions. See <http://gse.gmu.edu/facultystaffres/profdisp.htm> for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See <http://www.gmu.edu/catalog/apolicies/#Anchor12> for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://www.gmu.edu/facstaff/policy/newpolicy/1301gen.html>.

Click on responsible Use of Computing Policy 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

Nature of Course Delivery:

1. Class lecture, discussion, and participation.
2. Media and relevant multimedia presentations.
3. Study and independent library research (application research papers).
5. Application activities, including simulations and demonstrations of research-based strategies
6. Class presentations of lessons and creative visual supports for student learning.
7. On-line; e.g., Discussion Board, Blackboard, web-based modules

Evaluation:

1. Class attendance and participation
2. (Field based) Strategy application assignment and presentation
3. Group lesson plan design and delivery
4. Learning visual /VAKT tool; create and present
5. Chapter quizzes, essay responses, and/or activities on readings
6. Lesson Plan: Identifying Components

Course Requirements

1. Class attendance and participation
2. Completion of all assigned readings.
3. Completion of quizzes, essay responses, and/or activities on readings (will be due before class meetings).
4. Completion of application activities, including in-class activities and discussions.
5. Completion of strategy application project.
6. Presentations (strategy application, visual support, lesson plan).

Criteria for Grading

A+ = 128 -123 points

A = 122 - 117

A- = 116 -111 points

B+ = 110 -105 points

B = 104 – 99 points

B- = 98 - 93 points

C+ = 92 - 87 points

Assignment Descriptions and Criteria for Evaluation

Requirement	Possible Points	My Points
Participation / Attendance / Class assignments	24	
Written Research Application Project **signature assignment	40	
Presentation of Application Project	10	
Learning Visual/VAKT tool to Create and Present (Science/Social Studies)	8	
3 on-line Quizzes (2 points each)	6	
Written Expression (in-class quiz)	10	
Lesson Plan ACTIVITY: Identifying components	10	
Group Lesson Plan (English or Math)	20	
Total		
+ Bonus	TBD	

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

** Bonus points for posting Research Application project on Task Stream

It is recommended that students retain electronic and hard copies of ALL course products. Products from this class can become part of one's individual professional portfolio used to document satisfactory progress towards licensure as based on the CEC standards.

ASSIGNMENTS**Participation / Attendance (24 Points)**

Class attendance and participation is demonstrated by attending class and being psychologically available to learn, completing and handing in weekly class assignments, and participating in class discussions/activities throughout the semester. Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, respectively, and demonstrating an enthusiasm for learning.

Each class (12 sessions; points earned if assigned tasks are completed): .5 = prompt; .5 = psychologically invested, prepared, and present; 1.0 = participation, thoughtful contributions, completed in-class assignments). (2 points possible per class session)

(Each of the assignments below will be elaborated in class sessions. Supplemental handouts will provide more depth of what is required and a detailed rubric will be provided, as well.)

Overview of Assignments

Strategy Application Assignment Required Artifact for Portfolio

*Please Note – Those taking 428: this can be a **Collaborative Strategy Application Assignment**. Work with instructor to find one other student in the class (or an instructor's developing research intervention) who must be at the graduate level (i.e., 628 or another student who is taking 428) and has a common area of interest (e.g., grade level, disability, content area, etc.) to work collaboratively on this semester long project.*

- Please note that although the individual partner taking 628 will have more of a leadership role for this collaborative project (i.e., the application/implementation component of this project) the instructor will further delineate the roles and responsibilities for this project, as needed.

STEP 1: Select an intervention research article from a professional journal (e.g., *Learning Disabilities Research and Practice*, *Behavioral Disorders*, *Exceptional Children*) and have it approved. The focus of the article must include support for an elementary level research-based strategy for teaching reading, language arts, math, science, social studies, and/or 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. Please see instructor for assistance in selecting an article and you must select your article by the third class. Your research article must be approved prior to beginning your assignment. You may want to email or call the instructor with the complete article citation and a brief description first.

STEP 2: Read the article thoroughly. As you read the article, think about the following: Try to describe carefully the intervention (s) that was implemented in the study. There may be several interventions being compared within a single study, so be sure to try to describe the differences among the instructional conditions. Try to describe the results of the study. Which instructional condition worked best? Also, try to remember the types of students that participated in the study. For example, were the participant's elementary aged students with emotional disturbances (ED), with learning disabilities (LD), with physical disabilities (PD), or with autism?

STEP 3: Implement this intervention in your own class or that of another teacher and describe the results. Your paper should describe what was done in your classroom. Describe the *participants* (students; **DO NOT use any student names, however, provide a brief description of the class, school, and 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 you may include similar or modified materials from the article in order to implement the project.

FIVE Components of the Paper:

1. **Cite** the article. For the citation of the article use APA format. This web site is an APA reference **(5 points)**

EXAMPLE:

Malone, L. D., & Mastropieri, M. A. (1992). Reading comprehension instruction: Summarization and self-monitoring training for students with learning disabilities. *Exceptional Children, 58*, 270-279.

2. Provide a **WRITTEN SUMMARY** of the research article. Do not simply copy the abstract, but attempt to rewrite in your own words what was undertaken in the study. Below is a very brief sample – your summary will probably be one to two pages double-spaced. **(10 points)**

EXAMPLE:

Malone and Mastropieri (1992) compared the effects of three reading comprehension strategies on the performance of 45 middle school students with learning disabilities. The three reading comprehension strategies were: (a) a summarization strategy, (b) a summarization strategy plus self-monitoring, and (c) traditional instructional procedures. All students were pre and posttested on the types of strategies that they typically use for reading comprehension, and questioned about the strategies they were using during the second day of training. All students were also posttested using reading materials similar to those used during training, which were narrative passages, and on social studies passages, or expository prose passages. Results indicated that students who were trained to use the summarization strategies outperformed students who used the traditional instructional procedures on all measures. In addition, students who were trained in the self-monitoring plus summarization strategy outperformed those students in the summarization alone strategy on the transfer measure that used social studies passages.

3. The **Intervention/Strategy** should be described first in detail here with any and all **MATERIALS** described!! Then...lead into a detailed **description of the PROCEDURES/METHODS (instruction/intervention)** that occurred during YOUR application of the strategy. Please make note as to how you amend the procedures/materials/ or other from the article you selected. For example, perhaps

there were multiple components of the original intervention/strategy, but you modified a component or selected only a few steps of the strategy. **(10 points)**.

EXAMPLE:

All Conditions

All conditions received two days of training and one day of testing and all students were seen individually for instruction.

Summarization Condition

Students in this condition were taught to ask themselves two questions after reading text: (1) Who or what is this paragraph about? and (2) What is happening to them? Students were also taught that a summary sentence "tells what the whole passage is about in a few words" (p.273). Students were taught to use their answers from the two questions to write their summary sentences on blank lines that had been inserted in between paragraphs. Instruction and practice was provided using this procedure for two days.

Summarization Plus Self-Monitoring Condition

Students in this condition were taught the exact same strategy as those in the summarization condition, but also taught to use a self-monitoring strategy as well. After students were taught the summarization strategy on day one, they were taught to use a self-monitoring card to help them to remember to implement the steps of the summarization strategy. For example, students were taught to place a check mark on a card that listed each strategy step as each step was completed. The card contained the questions:

"Who or what is the passage about?"

"What is happening to them?"

Students were required to check-off steps on the monitoring cards as they completed steps. Day two students received review on the procedures from day one and continued to practice using the strategies.

Traditional Instruction Condition

Students in this condition previewed stories and practiced vocabulary words identified by the publisher. Then they read the passages and answered questions about the passages throughout the two-day training sessions.

Please Note: this section will vary according to the design used in your particular study. Contact me if you have any questions concerning how to adapt this format to the design employed in your study.

4. Describe all of the **RESULTS** and provide a discussion of your findings. The first few sentences can provide summary accounts of your findings. You should present your findings in comparison to the results found in the original article. **(10 points)**

EXAMPLE: ...the addition of a self-monitoring sheet for increasing attention appeared to dramatically improve the attention and academic performance of my students with ED and LD during math, but not during reading. I measured rate of attention by....I measured academic performance with a pre-post test....

5. Then, **EVALUATE** and provide some insights as to why you might have obtained the findings. Describe how you could adapt the strategies to go up and/or down in grade/age and ability levels. For example, if the study was implemented with students with LD from an elementary level, could you adapt the strategy for students with ED and still maintain the effectiveness? How could you adapt the strategies to accommodate students from various cultural and linguistic backgrounds? Describe whether or not you like this strategy personally and provide a rationale for your professional opinion. Use your judgment based upon class discussions, readings, and experiences. **(5 points)**

Strategy Presentation Component Directions

Be prepared to present a 5-minute oral summary of your written paper.

Strategy Presentation Component Directions

Strategy Application Presentation

1. Be prepared to present a 5-minute oral summary of your written paper.
2. Prepare a one-page summary for all students in class – make sure to include your name and the reference for your article.
3. Prepare materials to use in your presentation
4. Hand in 1 copy of your presentation materials to the instructor.

Prepare an example of a completed Learning Visual/VAKT tool (science/social studies) (a VAKT tool, Semantic feature analysis, concept map, diagram, graphic or semantic organizer, visual representation, visual-spatial display, etc.) to assist students in learning concepts & vocabulary associated with SOLs in Science or Social Studies. With the learning visual example, identify and write out the SOL to which it relates (e.g., Science: Living Systems 5.5, The student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concept: vertebrates and invertebrates). Be sure to give the visual a title/name.

Effective visual of tool shown (neatness, completed sample)	0	1	2
Clearly supports the concepts/vocabulary of science/S.S. content	0	1	2
Preparation Evident (materials, explanation) (2 points)	0	1	2
Creativity/Originality (2 points)	0	1	2

For the presented tool, class peers AND the instructor will provide written feedback.

Within a group (maximum of 4 in group) prepare *a lesson plan* (English/math) that follows The Active Teaching Model demonstrated in class as well as additional components of effective teaching to be reviewed in class. The plan should address specific well-defined skills from the Commonwealth of Virginia's Elementary (Grades 1-5) SOLs in English or Mathematics. The lesson should be well planned and typed in order to be turned in to the instructor. Contribution by all group members is required.

Group Lesson Plan Rubric		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Objective(s) <ul style="list-style-type: none"> Includes a clear and accurate learning objective and individual SWBAT objectives are accurately presented 	/2	
Set up <ul style="list-style-type: none"> Lesson includes an agenda, warm-up, and a motivating activity, and behavioral expectations, and materials The components are presented clearly and are given practical relevance to the lesson as a whole. 	/3	
Activity(ies) <ul style="list-style-type: none"> Lesson includes a creative and accurate sequence of direct instruction to include modeling, guided practice, and independent practice. The lessons activities are relevant to the designated learning objective(s). The descriptions clearly outline the role of the student (s) AND the teacher 	/6	
Strategy Incorporation of varying strategies/materials introduced in this course which support student learning.	/3	
Methods Incorporates a variety of methods in the lesson in order to facilitate the instructional goals in a motivating way	/2	
Assessment and accommodations <ul style="list-style-type: none"> Assessments are relevant to the task demonstrated and identified on the lesson plan. Relevant and special modifications/accommodations are noted. 	/2	
Collaborative Efforts <ul style="list-style-type: none"> Everyone has a clear and important role for the development of the lesson Lesson is clear, creative, and not disjointed. 	/2	
TOTAL	/20	

Resources for Evidence-Based Practices Emphasized in EDSE 628

www.k8accesscenter.org The Access Center. (*Computer assisted instruction, CAI*)
<http://www.teachingld.org> LD Resources. Current Practice Alerts. #2, 8, 10, 12, 13, 17
<http://www.iris.peabody.vanderbilt.edu> Modules and InfoBriefs.
 (Peer Assisted Learning Strategies – PALS; Collaborative Strategic Reading – CSR; Providing Instructional Supports - scaffolding and modeling; Self-Regulated Strategy Development Model)
 National Reading Panel Report (NRP). (2000). <http://www.nationalreadingpanel.org>

Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (Meta, in press; *questioning strategy instruction, graphic organizers, self-regulatory skills*)
 Bursuck, W. D., & Damer, M. (2007). (*Direct instruction/systematic/explicit instruction*)
 Coleman, M., & Vaughn, S. (2000). (*Direct instruction/systematic/explicit instruction*)
 Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007) (*text enhancements; cognitive strategy instruction*)
 Gersten, R., Chard, D., Jayanthi, M., Baker, S., Morphy, P., & Flojo, J. (2008).
www.centeroninstruction.org (*Direct instruction for math, Schema-based math representations, self-talk for math*)
 Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). (*Reading comprehension instruction*)
 Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). (*Vocabulary instruction*)
 Kroesbergen, E. H., & Van Luit, J.E. H. (2003). (*Direct instruction: Math; self-instruction, Schema-based math representations, concrete-representational-abstract CRA*)
 Maccini, P., Mulcahy, C.A., & Wilson, M.G. (2007). (*Direct Instruction: Math; Schema-based math representations, peer-mediated instruction, anchored instruction, CRA*)
 Mastropieri, M. A., Scruggs, T. E., & Graetz, J. (2003) (*mnemonics*)
 Peltenburg, M., van den Heuvel-Panhuizen, M., & Doig, B. (2009). (*Math manipulatives*)
 Rogers, L. A., & Graham, S. (2008). (*Self-Regulated Strategy Development Model*)
 Scruggs, T. E., Mastropieri, M. A., Berkeley, S., Graetz, J. E. (2009). (*Peer tutoring, mnemonics, semantic maps*)
 Scruggs, T. E., & Mastropieri, M. A. Tutorial: Mnemonic Instruction www.teachingld.org
 Simon, R. & Hanrahan, J. (2004). (*Touch Math*)
 Spencer, V. G. (2006). (*Peer tutoring*)
 Suh, J., & Moyer, P.S. (2005). (*Virtual math manipulatives*)
 Templeton, T. N., Neel, R. S., Blood, E. (2008). (*Self-regulatory skills for math*)
 Vaughn, S., Gersten, R. L., & Chard, D. J. (2000). (*reading comprehension instruction; questioning strategy instruction; content enhancements, guided feedback*)

Class	Topic	Read by the NEXT class	Activities or due dates to consider for next class
Class 1; 5/18	REVIEW SYLLABUS and BLACKBOARD Overview of Expectations/Assignments; Info Sheet; * VAKT/Learning Visual Tools pre-test What is a Strategy? Strategies and Methods	Chapter 6 (Effective Instruction for All Students)	Writing Assignment: <i>What makes a strategy an evidence-based practice?</i>
Class 2; 5/20	Effective instruction for all students...Looks Like? Agendas Accommodations/Modifications Teaching Objectives Peer tutoring and cooperative learning strategies IRIS how-to stream *Demo experience charts and literature circles * Sign up for Learning Visual/VAKT tool	Chapter 8 (Promoting Inclusion with Classroom Peers)	SUBMIT Chapter 8 Quiz (Multiple Choice Questions) Find research article with strategy investigated for signature assignment
Class 3; 5/22 No FACE-to- FACE ON-LINE module	http://iris.peabody.vanderbilt.edu/index.html PALS – a research validated strategy 1. Complete Module study from IRIS website. Under Learning Strategies: PALS (select one of the three options relevant for your grade level of interest) 2. Please complete your 'initial thoughts' and complete the assessment questions to me before Class 4, 7:00 pm.		Find research article with strategy investigated for <i>signature assignment</i> and bring to (or send electronically) ME for approval. (due by Class 4) Bring in (or ready to share) ONE tool you incorporate to improve student motivation and affect
Class 4; 5/25	Share Your potential strategies selected. Share your tool of motivation/affect!! Identify elements of a positive learning environment (video) Goal Setting; Self-monitoring; Opportunities to Respond (OTR); Feedback Learning Visual/VAKT tool Share	Chapter 9 (Motivation & Affect) Chapter 10 (Attention and Memory)	SUBMIT Chapter 10 Quiz (Complete Essay ?s # 1 and #2) For next class, locate and bring in essential knowledge (learning objective) from the SOL'S based on a content area of instruction
Class 5; 5/27	Attention and Memory; Test your memory <ul style="list-style-type: none"> • Meta-cognition demo • Think Aloud • Mnemonics Learning Visual/VAKT tool Share		Review Sample Sally's Lesson Plan and Identify the components. (10 point activity to complete and bring to class 6!!)
Class 6; 6/1	Assessment and Study Skills Review of Running Records, miscues, etc. Simulate informal reading assessments to guide instruction <i>Group time to plan for lessons.....</i> Learning Visual/VAKT tool Share	Chapter 13 (Language Arts)	Work on Projects

Class 7; 6/3	LITERACY Part I: Decoding, Fluency, and Comprehension - Overview Direct Instruction, reading strategies <i>Group time to plan for lessons</i> Learning Visual/VAKT tool Share		SUBMIT Chapter 13 Quiz (Essay #2, 3, 4) due by Class 8 Work on Projects
Class 8; 6/5 ON-LINE	“Writing”/Self-Regulated Strategies 1. video segment 2. SRSD from http://iris.peabody.vanderbilt.edu/index.html 3. Blackboard Discussion entries	Chapter on Written Expression by Polloway et al. (provided by instructor)	Prepare for QUIZ on chapter reading in Class 10. Work on Projects
Class 9; 6/8	Writing Quiz today! LITERACY Part II: Content Area Instruction, Language, and Writing <ul style="list-style-type: none"> • Read Aloud demo (FQC) • Word Sort(s) Teacher language and questioning techniques <i>Group time to plan for lessons</i> Learning Visual/VAKT tool Share	Read Chapter 14	LESSON PLANS DUE Class 10 Work on paper: Implementing strategy, making modifications as needed, collect data
Class 10; 6/10	Math – NCTM principles of math instruction <i>Touch math</i> Evaluate math materials, design effective strategies for teaching math to students with disabilities. Learning Visual/VAKT tool Share		Work on paper: Implementing strategy, making modifications as needed, collect data
Class 11; 6/12	Strategy Application Presentations		Work on paper: Implementing strategy, making modifications as needed, collect data
Class 12; 6/15	Strategy Application Presentations		Work on paper: Implementing strategy, making modifications as needed, collect data Paper Due to Instructor