

George Mason University
Graduate School of Education
EDSE 628: Elementary Reading, Curriculum, and Strategies
for Students with Disabilities Who Access
the General Education Curriculum
Page County, Section 664

Professor: Sheryl Asen, Ph.D.

Office Hours: By appointment

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Course Location: Luray HS, room C116, Page County Public Schools

Course Dates & Time: Thursdays, January 13 – March 10, 2011, 4:30p – 9:30p

- February 10th is devoted to midpoint review with Dr. Sharon Ray.
- If the March 10th session is cancelled, the last class will be held on March 17th.

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

"In an effective classroom students should not only know what they are doing, they should also know why and how." -Harry Wong

Syllabus Bookmarks:

- Additional Notes
- Assessment of Course Requirements
- Assessment Tool/Matrix
- Attendance and Participation
- Calendar
- CEHD Statement of Student Expectations and Campus Resources
- Chapter Presentations
- Course Description
- Course Expectations – Part I
- Course Expectations – Part II
- Course Student Outcomes
- Evidence Based Practices
- General Directions for Assignments
- Major Learning Activities
- Nature of Course Delivery
- Personal Statement
- Portfolio Assessment Criteria on TaskStream
- Relationship of Course to Program Goals and Professional Organizations
- Required Text and Materials
- Research Reviews
- Signature Assignment
- Strategy Application Project
- TaskStream

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, and social studies) 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; and
- Implement instructional strategies to support instruction of the Virginia Standards of Learning (SOL) for elementary students with mild disabilities.

Products from this class may 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. It is recommended that students retain copies of all course products to document their progress through the GSE ED/LD program.

Nature of Course Delivery

Students:

- Construct knowledge through in class small and large group activities and through 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* (7th ed.). Boston, MA: Allyn & Bacon.
- Use of online resource materials from the IRIS Center:
<http://iriscenter.com/resources.html>.
- Additional resources and readings are assigned as necessary, as per instructor discretion.

Course Expectations – Part I

- 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 (both face-to-face and via Blackboard or other electronic means), 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 be experienced only in the class sessions.
- Many course handouts, slide presentations, and class assignments will be posted on Blackboard. Students are responsible for accessing these materials,

having materials available for each class, and electronically submitting to the instructor prior to use in class materials to share in student conducted class activities.

- In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot **at least** two hours per course meeting hour (or **at least** ~10 hours per week for this course) for class session preparation (reading, study, planning, etc.). This is **in addition to** non-face-to-face class session time and time devoted to completing course projects.
- All final assignments in the learning activities are submitted both via the:
 - ASSIGNMENTS DROPBOX on the class Blackboard site and
 - In print (hard copies), handed in during the class session on the due date.Assignments that are not in the dropbox and/or hard copies that are not handed in at the appropriate time are late, even if they later are handed in (hard copies to the instructor) and/or accepted for submission via the dropbox.
- 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 daily for communications from the instructor as well as for university announcements.
- Please send outgoing e-mail messages to the instructor and class members only through your GMU e-mail account and NOT through the GMU Blackboard site or through your personal e-mail account(s). 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.
- 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.

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, to receive full credit, must reflect graduate-level conception, planning, creativity, and execution, including accuracy of spelling, syntax, and grammar, and must include all components of the assignment.

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. At the end of the course, students are required to submit the course assignment self-evaluation. The course assessment tool used by the instructor and by the student for self-evaluation is provided at the end of this document.

Grading Scale

94 – 100 points **and** earning a Signature Assignment evaluation of “3” **and** completing all assignments = A

90 – 93 points = A-

86 – 89 points = B+

80 – 85 points = B

70 – 79 points = C

< 70 points = F

The instructor may award additional points beyond an assignment’s weight to the evaluation of a student’s work. The instructor may also award plus (+) or minus (-) components to a project grade or to the course grade based on class community and individual effort as demonstrated through participation, collaboration, cooperation, contribution, leadership, effort, and other collegial and scholarship factors, including the evaluation recorded for the Signature Assignment in TaskStream.

Major Learning Activities

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

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

Attendance at class and participation in the class activities and all assignments are required. Included in attendance are promptness (getting to class and back from breaks on time), full attendance at each class session, and appropriate time allocation to activities that substitute for class face-to-face time. 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. Class participation also includes submitting a self-evaluation of coursework using an assessment matrix provided by the instructor.

II. Research Reviews (25% 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 topics are addressed among the total class membership and within a team and that no topics within a team 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 during class time to orally share research article salient points and findings and conduct peer review of and provide feedback about written summary drafts. This peer review requirement means teammates take responsibility for helping each other prepare well written, complete reviews.

Topics for strategies investigated are the following.

Attention	Executive Function / Organization / Planning	Mathematics	Memory
Metacognition/ Self-Regulation	Oral Language	Phonemic Awareness	Phonics
Reading Comprehension	Reading Fluency	Science	Spelling
Study Skills / Self-Instruction	Social Studies	Vocabulary Development	Writing

For submission to the instructor, for **each** research review the student prepares a short paper that includes:

- The article citation in APA format.
- A summary, in the student's own words, of the research article that includes:
 - The name and description of the strategy, noting the general steps/procedures for and any conditions of implementation;
 - The research questions(s) investigated;

- The conditions of the study/how the strategy was implemented (e.g., participants; setting; time frames);
- Findings/results of the implementation, including implications for implementation; and
- Any conclusions and next steps presented by the researchers.
- A learning tool or aid that supports applying the strategy (e.g., a chart of the steps; a graphic organizer; an assessment or progress monitoring method) and/or an example of what a student application of the strategy might look like.

For each research review, a summary and its associated learning tool/aid are brought to class for sharing and peer review/feedback. Each team member brings a different article/strategy per week. For the final week review, each team member brings a draft of the short reflection paper for sharing and peer review. Additionally, each student comes prepared to the class session as noted on the course calendar with a one or two sentence description of the strategy, which will be shared in an in-class activity.

After the last research review is investigated, prepare a **concise** reflection on specific points that the assignment brought into focus for you about strategy instruction. The reflective statement should include points of personal relevance, including but not limited to:

- An explanation of what you will apply from this exercise to your professional situation (e.g., classroom teaching; counseling/guidance; etc.) and
- Exposition 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.

You may substitute the format for your reviews and reflection with 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, must include all assignment elements, and must be in a format which may be posted to the class Blackboard site.

File name protocol: (LastF)(topic).doc

Example: AsenSmetacognition.doc

In the file name you may abbreviate or truncate the topic with a sensible alternative if necessary to meet file name length parameters (e.g., rdgcomp for reading comprehension; execfunc for executive function).

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 questions should be of higher cognitive demand—that is, they should require analysis, synthesis, and/or evaluation (which may include reference to but not sole focus on personal application of strategies and techniques noted in the readings). The Blackboard discussion runs from 10:00p on the Thursday prior to the group presentation to 7:00p on the Tuesday prior to the group presentation.

The chapter team members are responsible for working as a group to develop a 60 – 75 minute presentation includes participatory activities (e.g., practicing strategy steps; role playing student-teacher interactions; reacting to a case study/scenario) and using/exploring related artifacts (e.g., a handout summary chart). The presentation mainly focuses on assisting participants in gaining understanding of and confidence in implementing strategies.

The presentation may include a discrete, brief review of any content and concepts in the chapter essential to understanding and implementing the presentation's strategy activities. Additionally, the presentation should briefly address salient points made and questions raised in the chapter Blackboard discussion. The team is encouraged (but it is not required) to include additional research to supplement information on the topic.

The presentation also should include sharing with participants supporting information, such as copies of templates used in activities, a summarizing pamphlet, etc. (Please be sure to adhere to copyright regulations.) Such materials/documents and any PowerPoint presentations used as part of the chapter presentation are due to the instructor electronically via the Bb dropbox the day of the presentation. The instructor will post these to the class Bb site.

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.

File name protocol: Chap(#)(Descriptor).(file type)

Example: Chap8Overview.ppt

Example: Chap8Handout1.doc

Example: Chap8MemoryAid.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.

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

The Strategy Application Project 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 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:

- A. Creates an abstract of the student's project (not of the cited research study) that proceeds the main body of work;
- B. Introduces the project, noting why it is relevant to learning for students with mild disabilities;
- C. Identifies the research article, using APA citation format;

- D. Summarizes the overall research conducted and key points noted in the article (in his/her own words—the original article abstract is NOT inserted);
- E. Describes the intervention strategy in detail (e.g., conditions and materials needed; explicit implementation steps that guide the reader through use of the strategy);
- F. Describes/cites the:
 - 1. Student subject(s);
 - 2. VA SOL to which the strategy is applied;
 - 3. Specific setting/conditions, procedures with timelines, and methods (including any modifications made and rationale) to implement the strategy;
 - 4. Plan for progress monitoring.
- G. Presents, analyzes, and discusses the findings, including how these results compared to expectations based on the research article;
- H. Evaluates the effectiveness, including consideration of influencing factors;
- I. Recommends adaptations for different student populations (e.g., age; disability; cultural background);
- J. Reflects on what you have gained from the strategy application experience; and
- K. Includes any relevant appendices (e.g., a copy of a graphic tool used/created for the implementation; progress monitoring chart).

Drafts of the project will be shared with peers for review and feedback in two phases. Phase 1 includes project information for items A – F above; phase 2 includes project information for items G – K. This peer review requirement means teammates take responsibility for helping each other prepare well written, complete projects.

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 as an appendix of the handout.

The Signature Assignment is due via posting on TaskStream and the course Blackboard assignment dropbox by 4:00p on the last day the course meets. Any artifacts submitted to TaskStream are to be combined into ONE file.

Strategy Application Project
 File name protocol: (LastF)628SA.doc
 Example: AsenS628SAP.doc
 Example: AsenS628SAP.pdf

Handout for the Oral Presentation
 File name protocol:
 (LastF)628SAPsum.(file type)
 Example: AsenS628SAPsum.doc
 Example: AsenS628SAPsum.ppt
 Example: AsenS628664SAsum.pdf

IV. Personal Statement (5% 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 any VAKT means a **clearly related, concise** statement that reflects aspects of your personal professional philosophy about teaching/learning. You may address aspects such as teaching/learning environments, communities, your roles and responsibilities in providing access by students with disabilities to curriculum and instruction, how strategies instruction ties into your philosophy, or how personal experience has influenced seeking your professional goals. The statement must express a significant, relevant personal orientation, guiding principle, or belief.

This personal statement or description of artifact and its significance is due in the assignment dropbox by 4:00p of the last class session. The hard copy/print out is due at the last class. Your personal statement will be used in an activity on the last night of class--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.)

File name protocol: (LastF)628ps.doc

Example: AsenS628ps.doc

Example: AsenS628ps.jpg

Example: Asen628ps.pdf

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.

* Evidence Based Practices

Class	Topics for Class This Week	Assignments for Next Class
Class 1 1/13/11	<ul style="list-style-type: none"> • Introductions • Why access the general education curriculum?* • Syllabus • Course assessments • Topics & Teams (research articles and chapter presentations) • Registration & Other Housekeeping • Our Big Ideas About Teaching & Learning* • Structure of Curriculum* • IRIS, How People Learn (HPL) & the STAR Legacy Model* • The 5 E’s* • Active Teaching Model* 	<ul style="list-style-type: none"> • IRIS: Universal Design for Learning (UDL) module*; bring to class: <ul style="list-style-type: none"> ○ Your Barsch inventory ○ Assessment responses to questions 1 - 4 ○ Wrap up reflection question 2 • Read Chapter 2 “Approaches to Learning and Teaching”*, p. 40 Stages of Learning – through p. 62 Focus Answers • IRIS: Using Learning Strategies: Instruction to Enhance Student Learning module*; be prepared to discuss Assessment questions 1, 2, 4 and Wrap Up question 2.
Class 2 1/20/11	<ul style="list-style-type: none"> • Approaches to Learning and Teaching* • Instructional Design (ID) considerations* • Goals, objectives, observable behaviors, and their relationships to assessments* • Lesson Structures* • Generative vs. Supplantive Strategies* • Adaptations, Accommodations, Modifications* • Universal Design for Learning* • Using Learning Strategies* • Targets of Learning* • Class Bb site and samples 	<ul style="list-style-type: none"> • Read text Chapter 11 “Assessing and Teaching Mathematics”* (no Bb discussion for this chapter) • IRIS: High-Quality Math Instruction module*; be prepared to discuss Assessment questions 3 & 4 and the questions in Wrap Up • Thinking Maps assignment • Bring to class: draft of summary of research article #1 with tool/aid

Class	Topics for Class This Week	Assignments for <i>Next Class</i>
Class 3 1/27/11	<ul style="list-style-type: none"> • Memory & Emotion* • Presentations/activities on Chapter 11 “Assessing and Teaching Mathematics”* • IRIS math module reflections* • Thinking Maps and Graphic Organizers* • Management by Profile* • Within teams, individual presentations on and group discussions about research article #1*; peer review/feedback 	<ul style="list-style-type: none"> • Read text Chapter 10 “Assessing and Teaching Content Area Learning and Vocabulary Instruction” • Bb discussion for Chapter 10 (ends Tuesday 2/1/11 @ 7:00p) • Higher Order Thinking Skills assignment • Bring to class: <ul style="list-style-type: none"> ○ Final version of research review #1* ○ Draft of summary of research article #2 with tool/aid • Add final version of research review #1 to Bb dropbox
Class 4 2/3/11	<ul style="list-style-type: none"> • Management by Profile • Presentations/activities on Chapter 10 “Assessing and Teaching Content Area Learning and Vocabulary Instruction”* • Children of the Code* • Within teams, individual presentations on and group discussions about research article #2*; peer review/feedback • Teaching Higher Order Thinking Skills and Metacognition* • Continue strategies investigations* 	<ul style="list-style-type: none"> • Read text Chapter 6 “Assessing and Teaching Oral Language” • Read text Chapter 7 “Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition” • Bb discussions (end Tuesday 2/15/11 @ 7:00p) • Bring to class: <ul style="list-style-type: none"> ○ Final version of research review #2 ○ Draft of summary of research articles 3 and #4 with tools/aids • Add final version of research review #2 to Bb dropbox
2/10/11 EDSE 628-664 meets with Dr. Sharon Ray for midpoint review.		

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Class	Topics for Class This Week	Assignments for Next Class
Class 5 2/17/11	<ul style="list-style-type: none"> • Presentations/activities on Chapter 6 “Assessing and Teaching Oral Language”* • 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 articles #3 and #4*; peer review/feedback • IRIS: CSR – A Reading Comprehension Strategy module • Continue strategies investigations* 	<ul style="list-style-type: none"> • Read text Chapter 8 “Assessing and Teaching Reading: Fluency and Comprehension” • Bb discussion (ends Tuesday 2/22/11 @ 7:00p) • IRIS: PALS (Peer Assisted Learning Strategies): K-1 or 2-6 (your choice, as appropriate to your teaching assignment and interests); be prepared to discuss Assessment and Wrap Up questions • Bring to class: <ul style="list-style-type: none"> ○ Final version of research review #3 and #4 ○ Draft of research review project reflection ○ Draft of Strategy Application Project, phase 1 • Add final version of research review #3 and #4 to Bb dropbox
Class 6 2/24/11	<ul style="list-style-type: none"> • Presentations/activities on Chapter 8 “Assessing and Teaching Reading: Fluency and Comprehension” • Read Naturally (example of a research-based reading fluency program)* • Within teams, individual presentations on and group discussions about research review reflection; peer review/feedback • Within teams, individual presentations on and group discussions about Strategy Application Project phase 1; peer review/feedback • Social Skills and Classroom Strategies* • Continue strategies investigations* 	<ul style="list-style-type: none"> • Read text Chapter 9 “Assessing and Teaching Writing and Spelling” • Bb discussion (ends Tuesday 7:00p) • Bring to class: <ul style="list-style-type: none"> ○ Final version of research review reflection ○ Summary phrase/sentence for each research article you reviewed (to be used in a class activity) ○ Draft of Strategy Application Project, phase 2 • IRIS: Improving Writing Performance module; be prepared to discuss Assessment and Wrap Up ideas • Add final version of reflection to Bb dropbox

Class	Topics for Class This Week	Assignments for <i>Next Class</i>
Class 7 3/3/11	<ul style="list-style-type: none"> • Research Reviews Carousel* • Presentations/activities on Chapter 9 “Assessing and Teaching Writing and Spelling”* • Step Up to Writing* • Spelling skills aids* • Within teams, individual presentations on and group discussions about Strategies Application Project, phase 2; peer review/feedback • Continue strategies investigations* 	<ul style="list-style-type: none"> • Strategy Project/Signature Assignment due • Personal Statement due • Course Summative Self-Assessment due
Class 8 3/10/11 NOTE: If this session is cancelled due to inclement weather, class will meet 3/17/11.	<ul style="list-style-type: none"> • Teacher Expectations and Student Achievement (TESA)* • Strategy Project Presentations* • We Believe.... Personal Statements About Teaching and Learning* • Wrap up on strategies investigations * • Assessments & Evaluations 	<p>Rest and Relaxation!!!</p> <p>YEA YOU!!!</p>

Additional Notes

Course Expectations – Part II

- **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, lecture details, and explanations 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.

- **Late Work:**
 - 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 = 6.5 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.

- **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>
- **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>
- **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.
- **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.
- **Use the GMU Blackboard site** to refer to, post, and access 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.

- **Use the Blackboard Cohort Site for Special Education Outreach:**
<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).

General Directions for Assignments

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).

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.

All work must include the student's name, course-section (EDSE 628-664), and date of the submission/version. For Word documents, include this information and pagination in a document header and/or footer; for PowerPoint files, note the identifying information in the first slide.

For electronic file names, do not use any spaces or non-alphabet or numeric characters in file names (e.g., do not use dashes, underscores, or dots/periods embedded in the file name stem). Use upper and lowercase letters to distinguish components (e.g., AsenS to signify the last name and first initial).

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.

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/henrichsen/apa/apa01.html>

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>).

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

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 628-664, 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.

Portfolio Assessment Criteria on TaskStream

- Possess a repertoire of research-based instructional strategies for individualized instruction.
- Promote positive learning results in general and special education curricula.
- Modify learning environments.
- Emphasize the development, maintenance, and generalization of knowledge and skills.

(3) Exceeds Expectations

Appropriate research article, abstract clearly describes project and is originally written, interventions are clearly described and thoroughly understood, thorough and appropriate discussion of implications of findings, discussion of how interventions may be accommodated for students, implications of this intervention for student. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

(2) Meets Expectations

Good overall paper, lacking in one or two of the criteria (e.g., Appropriate research

article, abstract clearly describes project and is originally written, interventions are clearly described and thoroughly understood, thorough and appropriate discussion of implications of findings, discussion of how interventions may be accommodated for students, implications of this intervention for student. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.). Not entirely reflective or thoughtful, or writing style errors may be present.

(1) Does Not Meet Expectations

Overall, unacceptable with one or more significant problems such as writing, description of interventions, overall thoughtfulness. Contains some useful information, but may have substantial problems with evaluation and/or writing style. May describe an article of no value or relevance, or that was not approved for this assignment.

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.

College Of Education And Human Development Statement of Student Expectations and Campus Resources

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [<http://academicintegrity.gmu.edu/honorcode/>]
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [<http://ods.gmu.edu/>]
- Students must follow the university policy for Responsible Use of Computing [<http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- Students are expected to exhibit professional behaviors and dispositions at all times. [See “Dispositions for a Career Educator” at <http://cehd.gmu.edu/resources/student/>]

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit the GSE website <http://gse.gmu.edu/>.

NAME:

Attendance and Participation (10 points) Expectations:	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 in all discourse, including Bb discussions, 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.			
Meets class assignment and project deadlines.			
Submits the required self-evaluation of coursework.			

_____ of 15 possible points

Reflection:

NAME:

Research Review (25 points) Expectations:	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
Selects appropriate research articles that are not selected by other class members.			
Adheres to the deadlines according to the assignment description and course calendar; brings own work to class as required.			
Shares with your team for each research article an oral summary and written draft of a summary of the article (see below), as well as any appropriate instructional tools/aids.			
Participates in and contributes substantively to peer review of written work, assisting others to achieve assignment standards and meet requirements.			
Submits 4 summaries, each of which includes: <ul style="list-style-type: none"> • The name and description of the strategy, noting the general steps/procedures for and any conditions of implementation; • The research questions(s) investigated; • The conditions of the study/how the strategy was implemented (e.g., participants; setting; time frames); • Findings/results of the implementation, including implications for implementation; • Any conclusions and next steps presented by the researchers; and • A learning tool or aid that supports applying the strategy. 			
Creates/composes a reflection that includes: <ul style="list-style-type: none"> • An explanation of what you will apply from this exercise to your professional situation (e.g., classroom teaching; counseling/guidance; etc.) and • Exposition 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 summaries and reflection that represent graduate-level standards for conception and communication.			
Participates in and contributes substantively to the class final activity for the research review assignment.			
Submits the project components to the instructor in print and electronically using timeline, document, and file name protocols as per the syllabus.			

 of 25 possible points

Reflection on next page!

EDSE 628-664 Page County Spring I Elementary Reading, Curriculum, and Strategies for Students with Disabilities Who Access the General Education Curriculum Assessment Considerations & Reflections

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.

EDSE 628-664 Page County Spring I Elementary Reading, Curriculum, and Strategies for Students with Disabilities Who Access the General Education Curriculum Assessment Considerations & Reflections

NAME:

Chapter Presentation (25 points) Expectations:	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 higher order thinking and 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.			
Demonstrates appropriate use of VAKT elements, including following "effective use" tips (see syllabus).			
Submits the project to the instructor in print and electronically using timeline, document, and file name protocols as per the syllabus.			

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

EDSE 628-664 Page County Spring I Elementary Reading, Curriculum, and Strategies for Students with Disabilities Who Access the General Education Curriculum Assessment Considerations & Reflections

NAME:

<p>My Team Role(s): (highlight, bold, italicize, underscore, or otherwise indicate your role[s])</p> <ul style="list-style-type: none"> • Leader • Blackboard Moderator • Content Expert • Editor • Visuals Production • Handouts Production • Researcher • Other: 	<p>My Participation – I ACTIVELY and FULLY:</p> <ul style="list-style-type: none"> • 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”. 	<p><u>My</u> Overall Participation/Contribution:</p> <ul style="list-style-type: none"> • Exceeds Expectations • Meets Expectations • Does Not Meet Expectations <p>I assess <u>my</u> earned points as _____(25 possible).</p> <p>Add comments below under <i>Reflection for Chapter Presentation</i>.</p>
	<p>Team member(s) who fully participated/contributed:</p>	
	<p>Team member(s) not as involved/active as needed/compared to others:</p>	

Reflection for Chapter Presentation:

EDSE 628-664 Page County Spring I Elementary Reading, Curriculum, and Strategies for Students with Disabilities Who Access the General Education Curriculum Assessment Considerations & Reflections

NAME:

Signature Assignment: Strategy Application Project (35 points) Expectations:	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
Identifies and reads a research article that focuses on the implementation of a specific <i>research-based strategy</i> 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.			
Provides an abstract of the student's research project (not of the research on which the project is based).			
Introduces the study, including discussion of 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: <ul style="list-style-type: none"> • 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 • How progress was monitored (e.g., tools used). 			
Presents, analyzes, and discusses 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 file name protocols as per the syllabus.			

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

NAME:

Reflection for Signature Assignment/Strategy Application Project.

NAME:

Personal Statement (5 points) Expectations:	Exceeds Expectations	Meets Expectations	Doesn't Meet Expectations
Creates a <i>clearly related, concise</i> statement (represented through any VAKT format) that reflects fundamental/important/vital aspects of own personal professional philosophy about teaching/learning.			
Composes/creates 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 file name protocols as per the syllabus.			
Brings the statement to class as required and uses the statement during participation in a related class activity.			

_____ of 5 possible points

Reflection:

NAME:

Think about ways in which you've grown. Consider:

- 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?

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

94 – 100 = A	86 – 89 = B+	70 – 79 = C
90 – 93 = A-	80 – 85 = B	< 70 = F

Thank you! And remember—you make a difference!