

**George Mason University**  
**Graduate School of Education**  
**EDSE 628: Elementary Reading, Curriculum, and Strategies for Students with Disabilities**  
**Who Access the General Education Curriculum**  
**Fairfax County Cohort 24, Section 670**

**Professor:** Sheryl Asen, Ph.D.

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**Note:** On Tuesdays and Wednesdays, voice mail and e-mail will not be checked after 1:00 p.m. On these days, for emergencies only, after 1:00p call (**do not text**) 571-215-5320.

**Course Location:** Fairfax HS, room D131, Fairfax County Public Schools

**Course Dates & Time:** Wednesdays, January 11, 2012 – March 14, 2012, 4:30p – 8:30p

"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

"If you have knowledge, let others light their candles at it." -Margaret Fuller

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

**The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>**

### **Course Description**

Applies research on instructional approaches, in elementary curriculum for individuals with disabilities accessing general education curriculums. Includes curriculum/instructional strategies in reading, language arts, mathematics, science, social studies, cognitive strategies, study skills, attention/memory, and peer-mediated instruction.

### **Evidence-Based Practices (EBPs)**

This course will incorporate the evidence-based practices (EBPs) relevant to Elementary Curriculum learning strategies, constructing effective lessons, and designing instructional procedures. 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 will be able to:

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

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 GMU 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* (8<sup>th</sup> 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 required 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 that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better. Attendance, preparedness (assignments are: submitted on time; complete; of sufficient quality), participation, and professional disposition are required in each class session to earn points for that class session. The GMU CEHD Professional Dispositions

(<http://gse.gmu.edu/facultystaffres/profdisp.htm>) serve as a minimum standard for class member behavior.

- 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. **Students who miss class time will be required to complete additional assignments approved by the instructor.** These may include but are not limited to writing a 3 to 5 page paper with references on any or all topic(s) addressed in the class during which the student was absent or an additional presentation requirement. The work must be submitted by the start of the next class session to be considered on time. The requirements for all class learning activities apply to the "missed class" assignments.
- **Attendance points missed for any absence without instructor contact before class cannot be made up. Two (2) or more unexcused class session absences will result in no credit for this course.** If you feel you cannot adhere to the assignment and class schedule noted in the syllabus, please contact the Instructor immediately to discuss options for withdrawing and completing the course during another semester.
- 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 assignments to the instructor, using designated file name protocols and 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** 8 hours per week for this course) for **class session preparation** (reading, study, planning, etc.). This is **in addition to** time devoted to assignments that take the place of class time and time devoted to completing course out of class major learning activities.
- All learning activity assignments are required to be completed and submitted on time. **When the format for assignment response is print/hard copy, to be considered handed in on time the print/hard copy must be received by the instructor by the start of the class session by which the assignment is due.** Additionally assignments are to be submitted on time to the class Blackboard site in appropriate assignment drop boxes **using designated file name protocols.** Assignments that are not submitted in the required format(s) at the required time are **late**, even if they later are handed in (hard copies to the instructor) and/or accepted for submission via the drop box. **If an assignment is not submitted on time IN PRINT/HARD COPY it is LATE even if submitted on time electronically!!!**
- 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. Student e-mail is accessed at <http://masonlive.gmu.edu>. ALL communication regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason e-mail accounts. Students are held responsible for this information. Failing to check your Mason e-mail or citing technical difficulties does not relieve you of this responsibility. Please make sure your GMU e-mail is activated and checked daily for communications from the instructor as well as for university announcements. Any student who experiences technical issues or who has questions with regard to

activating and/or accessing his/her MasonLive e-mail account should contact the ITU Support Center directly (and immediately!) at 703-993-8870.

- 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.
- Please keep up-to-date with cohort announcements and requirements as posted at [http://gse.gmu.edu/programs/sped\\_cohort\\_program/cohort\\_home/](http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/).
- All student work may be shared in future courses and professional development taught by Dr. Shery 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 an 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, including following file formatting and naming conventions described in the syllabus (see individual assignment descriptions for examples).

Input from the student is required for assessment of some assignments (quality and evaluation of overall student growth and mastery); however, final grading is based on the judgment of the instructor. As noted in the syllabus, for some course assignments, students are required to submit a self-assessment and/or reflection, which must be completed thoughtfully for the assignment reflected upon to be considered complete. The course assessment matrices used by the instructor are provided at the end of this syllabus.

### **Grading Scale**

94 – 100 points = 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.

A request for assignment of a course grade of Incomplete (IN) must be discussed in advance with the instructor will be considered **only under circumstances that sufficiently warrant the extension** for final submission of course assignments.

## Major Learning Activities

"It is not good enough to have a good mind; the main thing is to use it well."

-Rene Descartes

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 (12% of final grade)

The dynamic for participation and the resulting course credit is achieved through active, thoughtful, deliberate participation in and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. Assignment self-assessments will be considered as addressing requirements I.B and I.C below for the class session on which they are due. Other important components of this part of the grade include but are not limited to the following:

A. Attendance in class. Included in attendance are:

- Promptness (getting to class and back from breaks on time),
- Being present for the full duration of class, and
- Appropriate time allocation to activities and assignments both in and out of class face-to-face meeting time.

For unexcused absences, students will lose 1 point per clock half-hour of class time missed; however, **two (2) or more unexcused class session absences will result in no credit for this course.** See "Course Expectations" Part I and Part II for more information.

B. Preparedness: Coming to class prepared with required materials, including:

- All assignments due are completed and submitted on time and
- Demonstration of being psychologically available to learn.
- If a student does not have required materials for a class session, that student will earn 0 points (that is, no attendance and participation points will be awarded) for all aspects of attendance and participation (I.A, I.B, and I.C). If a student does not have required materials for more than 2 class sessions for any reason, that student will not receive any of the 12 points for this major activity.

C. Participation: Demonstrates professional dispositions and actively engages in class activities.

Participation includes but is not limited to:

- Contributing thoughtfully and fully to class activities and discussions,
- Listening to the ideas of others,
- Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influences class dynamics),
- Demonstrating enthusiasm for learning,
- Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content, and
- Facilitating group work.

### II. Chapter Quizzes & Logs (12% of final grade)

For each of the course text chapters 6 through 11 students will take an in-class quiz on the chapter content. The purposes of the quizzes are to assist in review of chapter FOCUS questions and to highlight for the student areas of overall mastery of chapter concepts and those needing further study and review. Additionally, students record in a log and bring to class three (3) personal insights about research and evidence-based practices for instruction gained from the assigned chapter reading. Point allocations are based on participation in this activity and not on the grades on the quizzes.

### III. Research Reviews (24% of final grade)

Each student locates and analyzes 4 articles from peer-reviewed special education journals that summarize **research** on cognitive strategies instruction (CSI) for a given facet of **elementary level** content and appropriate school behaviors 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 16 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, peer-reviewed journals/publications**. The focus of each article must pertain to **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](mailto:jpetersk@gmu.edu), 703-993-3672, GMU Fairfax campus Krug Hall room 110.
- Anne Driscoll, Reference Librarian, Fenwick Library: [adrisco2@gmu.edu](mailto:adrisco2@gmu.edu), 703-993-3715, GMU Fairfax campus Fenwick Library room A244.

If you have questions about the appropriateness of an article, contact the instructor prior to submitting your review.

Students communicate 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 conduct peer reviews of and provide feedback about written summary drafts. This peer review requirement signifies that teammates **take responsibility for helping each other prepare well-written, complete reviews**. Peers will be asked to verify that they reviewed a peer's assignment for completeness (all components are present) and quality (the written research review summaries meets graduate level writing standards).

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:

- Article citation(s) in APA format (though APA format is not required for other aspects of this paper)
- A summary, in the student's own words, of the research article that:
  - Discusses the research-based strategy;
  - States the name of the strategy and relevant details about intended audience, content area, and topic; when appropriate, a copy of a tool/aid used to implement the strategy is attached to the summary (e.g., a graphic organizer; a sample behavior chart).
  - Describes strategy steps sufficiently and clearly;
  - Discusses implementation implications (e.g., findings/points that inform use; possible accommodations);
  - Reflects on personal professional relevance and insights gained re: CSI.

For each research review, a summary and its associated tool/aid are brought to class for sharing and peer review/feedback. For every week noted on the course calendar, each team member brings in a draft of his/her review (a different article/strategy per week). Additionally, each student comes prepared to the class session as noted on the course calendar with a brief description of the strategy (one to three sentences), which will be shared in an in-class activity (noted as "Research Review Carousel").

Research review summary submissions must include in a header and/or footer your name, date of submission, topic area of the review (e.g., reading fluency), and pagination.

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).

If you submit a separate file for the learning tool/aid, add "tool" or "aid" to the end of the file name; for example, using the topic in the sample above: AsenSmetacognitiontool.doc; AsenSmetacognitionaid.doc.

#### **IV. Chapter Presentation (24% 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 or designated part of a chapter in the required text. It is possible that there may be a team assigned content other than a chapter. ***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 team members are responsible for working as a group to develop a 60 - 75 minute presentation. ***The main focus is on strategies and the benefits for assisting elementary students in content mastery. The thrust of the presentation is participatory activities that require class members to apply chapter content and skills using strategies*** (e.g., practicing strategy steps; role playing student-teacher interactions; reacting to a case study/scenario) and using/exploring related artifacts (e.g., a sample of materials scaffolding; a handout summary chart). The activities are ***not*** simply games for drill and practice. 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—this aspect may be blended into activities. The presentation, however, ***mainly focuses on assisting participants in gaining understanding of and confidence in implementing strategies.***

The presentation also includes sharing with participants supporting information, such as copies of templates used in activities, a summarizing pamphlet, a bibliography of resources, 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 drop box by the start of class the day of the presentation.*** The instructor later may post these to the class Bb site so classmates can access the materials in the future.

Following completion of the presentation, team members will be asked to evaluate their presentation and to comment on team members' roles, responsibilities, and teamwork/effort/participation. This self and team evaluation is due by 6:00 p.m. on the Sunday following the presentation.

File name protocol: (Chapter Topic)(Descriptor).(file type)

Example: OralLanguageOverview.ppt

Example: RdgCompHandout1.doc

Example: ContentVocabMemoryAid.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.presentationmagazine.com/Essential_Presentation_skills.htm)

[http://www.timetomarket.co.uk/presentation-skills-tips\\_November.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.

## V. Signature Assignment: Strategy Application Project (28% 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.

If you have difficulty finding a K-12 student for this assignment, GMU's Field Placement Specialist Lauren Clark ([lclark@gmu.edu](mailto:lclark@gmu.edu)) can assist in placing GMU students at school sites.

**NOTE:** GMU is required to track where self-placed students will complete their field experiences. Consequently, **each EDSE 628 student must access <http://cehd.gmu.edu/endorse/ferf> and complete the information requested** (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you worked with the youngster).



The Strategy Application Project 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 precedes the main body of work. The abstract for the paper clearly and succinctly describes the strategy application project research (not of the research on which the project is based).
- B. Introduces the topic, emphasizing the effect exceptional conditions can have on individual learning and noting the significance/relevance of the strategy to instruction of students with mild disabilities.
- C. Identifies the research article, using APA citation format. Summarizes the overall research conducted and key points noted in the article (in his/her own words—the original article abstract is NOT inserted).
- D. Describes the intervention strategy in detail, noting critical features, including:
  - The theory/concept behind the strategy;
  - The intended outcome (explicitly what a student who uses the strategy accomplishes);
  - Specific steps that guide use of the strategy, including conditions and materials needed.
- E. Recommends accommodations and modifications for using this strategy for different student populations (e.g., age; disability; cultural background).
- F. Describes the study's conditions:
  - The student subject, including, if appropriate, the interaction of the student's exceptional conditions with the student's language, culture, and background (description only—no specific facts that identify the particular student are revealed);
  - A rationale for why the strategy is appropriate for the student participant—that is, implications of the intervention's use for this student;
  - The curriculum content and VA SOL to which the strategy is applied (or, if not applicable, explanation of why not and of relation to an IEP goal for this student)
  - A specific IEP goal statement and completely stated objective(s) that apply to the strategy instruction with the student;
  - The specific setting; procedures/methods to implement the strategy; accommodations and modifications made for this student, with rationale or discussion of why such are not needed; timelines, including the suitability of the study's duration (number of sessions implemented over time frame);
  - The plan for progress monitoring.
- G. Presents, analyzes, and discusses the findings, citing specific evidence, and includes:
  - Appropriate data display(s), such as tables, charts, graphs, figures;
  - Evaluation of the effectiveness, including how these results compared to expectations based on the research article and consideration of influencing factors.
- H. States implications of the findings for further instruction of the student subject.
- I. Reflects on personal relevance of and what you have gained from the strategy application experience.
- J. Attaches relevant appendices, such as: a copy of an instructional tool/aid used/created for implementation; a progress monitoring chart; sample(s) of student subject product(s).

The organization of the paper should be logical and promote "flow" for the reader. The following is an example of structure for the paper. The correlated item(s) from the list above are noted in parentheses.

- Abstract (item A)
- Section I: Introduction (item B)
- Section II: Research Evidence (key information about the program; items C, D, and E)
- Section III: Strategy Implementation (item F)
- Section IV: Results & Conclusions (items and H)
- Section V: Personal Connections (item I)
- Appendix/appendices (Item J)

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 – J. This peer

review requirement signifies that teammates take responsibility for helping each other prepare well-written, complete projects. Peers will be asked to verify that the assignments they review are complete (all components are present) and the quality of the written project meets graduate level writing standards.

At the last class session each student hands in the print version of his/her project and brings a visual/poster summary of his/her project. Any instructional tool/aid created for the application of the strategy is included in the visual/poster summary.

The Strategy Application Project/Signature Assignment is due via posting on TaskStream and the course Blackboard assignment drop box by 4:30p 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)628SAP.(type)

Example: AsenS628SAP.doc

Example: AsenS628SAP.pdf

**EDSE 628-670 Spring I, 2012 Course Calendar**

**\* = Evidence Based Practices**

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

- For **ALL** assignments that require written/hard copy work, **to be considered submitted on time the print version must be handed in no later than the start of the designated class at which the assignment is due.**

<b>Class</b>	<b>Topics for Class This Week</b>	<b>Assignments for Next Class</b>
<b>Class 1 1/11/12</b>	<ul style="list-style-type: none"> <li>• All Means All &amp; Introductions</li> <li>• Why access the general education curriculum?*</li> <li>• Course Overview / Syllabus</li> <li>• Topics &amp; Teams (research articles and chapter presentations)</li> <li>• Registration &amp; Other Housekeeping</li> <li>• Our Big Ideas About Teaching &amp; Learning*</li> <li>• IRIS module SRSD: Using Learning Strategies</li> </ul>	<p>For 1/18/12 class 2:</p> <ul style="list-style-type: none"> <li>• Read Chapter 2 “Approaches to Learning and Teaching”.</li> <li>• Complete the IRIS module SRSD: Using Learning Strategies</li> <li>• Bring to class:               <ul style="list-style-type: none"> <li>○ Written responses IRIS module SRSD: Using Learning Strategies Assessment Q#5 and Wrap Up (revisiting Initial Thoughts) Q#2 and Q#3.</li> <li>○ A list of which aspects of the learning theories in Chapter 2 currently guide your practices and which you could newly incorporate into your instruction.</li> <li>○ Response log to Chapter 2</li> </ul> </li> </ul>
<b>Class 2 1/18/12</b>	<ul style="list-style-type: none"> <li>• Self-Regulated Strategy Development conclusions*</li> <li>• Note Taking*</li> <li>• Management by Profile*</li> <li>• Course assessments</li> <li>• Chapter 2: quiz and log*</li> <li>• Adaptations, Accommodations, Modifications*</li> <li>• Advanced Organizers *</li> </ul>	<p>For 1/25/12 class 3:</p> <ul style="list-style-type: none"> <li>• IRIS module Providing Instructional Supports: Facilitating Mastery of New Skills</li> <li>• IRIS module Universal Design for Learning (UDL)</li> <li>• Thinking Maps assignment (to be distributed)</li> <li>• Bring to class:               <ul style="list-style-type: none"> <li>○ Written responses to IRIS module Providing Instructional Supports Assessment Q#4 and Wrap Up (revisiting Initial Thoughts)</li> <li>○ Your IRISUDL module Barsch inventory</li> <li>○ Written responses to IRIS: UDL module assessment Q#1, Q#2, and Q#3</li> <li>○ Thinking Maps assignment step #8</li> </ul> </li> </ul>
<b>Class 3 1/25/12</b>	<ul style="list-style-type: none"> <li>• Scaffolding and Instructional Supports*</li> <li>• Thinking Maps*</li> <li>• UDL*</li> <li>• Goals, objectives, observable behaviors, and their relationships to assessments*</li> <li>• Children of the Code*</li> </ul>	<p>For 2/1/12 class 4:</p> <ul style="list-style-type: none"> <li>• Complete viewing Children of the Code videos, finalize your “Building an Argument” graphic organizer and final paragraph</li> <li>• Read text Chapter 6 “Assessing and Teaching Oral Language”.</li> <li>• Bring to class:               <ul style="list-style-type: none"> <li>○ Response log to Chapter 6</li> <li>○ Draft of research review #1 with tool/aid</li> <li>○ Your “Building an Argument” graphic organizer &amp; paragraph</li> </ul> </li> </ul>

<b>Class</b>	<b>Topics for Class This Week</b>	<b>Assignments for Next Class</b>
<b>Class 4 2/1/12</b>	<ul style="list-style-type: none"> <li>• Brain Research, Memory, Emotion, and Language</li> <li>• Chapter 6 quiz</li> <li>• Peer review of/feedback on research review #1*</li> <li>• Presentations/activities on Chapter 6 “Assessing and Teaching Oral Language”*</li> </ul>	<p>For 2/8/12 class 5:</p> <ul style="list-style-type: none"> <li>• Read text Chapter 7 “Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition”</li> <li>• IRIS: PALS (Peer Assisted Learning Strategies): A Reading Strategy for Grades K-1</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Response log to Chapter 7</li> <li>○ Thinking Maps assignment step #9</li> <li>○ Final version of research review #1</li> <li>○ Draft of research review #2 with tool/aid</li> </ul> </li> </ul>
<b>Class 5 2/8/12</b>	<ul style="list-style-type: none"> <li>• Presentation/activities on Chapter 7 “Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition *</li> <li>• Chapter 7 quiz</li> <li>• Peer review of/feedback on research review #2</li> <li>• Multiple Intelligences*</li> </ul>	<p>For 2/15/12 class 6:</p> <ul style="list-style-type: none"> <li>• Read text Chapter 8 “Assessing and Teaching Reading: Fluency and Comprehension”</li> <li>• IRIS PALS (Peer Assisted Learning Strategies): A Reading Strategy for Grades 2-6</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Response log to Chapter 8</li> <li>○ Thinking Maps assignment step #10</li> <li>○ Final version of research review #2</li> <li>○ Draft of research review #3 with tool/aid</li> </ul> </li> </ul>
<b>Class 6 2/15/12</b>	<ul style="list-style-type: none"> <li>• Presentations/activities on Chapter 8 “Assessing and Teaching Reading: Fluency and Comprehension”</li> <li>• Chapter 8 quiz</li> <li>• Dyslexia</li> <li>• Peer review of/feedback on research review #3</li> <li>• Continue strategies investigations*</li> </ul>	<p>For 2/22/12 class 7:</p> <ul style="list-style-type: none"> <li>• Read text Chapter 9 “Assessing and Teaching Writing and Spelling”</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Response log to Chapter 9</li> <li>○ Final version of research review #3</li> <li>○ Draft of research review #4 with tool/aid</li> <li>○ A brief description of how you will apply to your teaching practices a strategy you have not yet implemented from the IRIS module Cultural and Linguistic Differences: What Teachers Should Know</li> </ul> </li> </ul>

<b>Class</b>	<b>Topics for Class This Week</b>	<b>Assignments for Next Class</b>
<b>Class 7 2/22/12</b>	<ul style="list-style-type: none"> <li>• Presentations/activities on Chapter 9 “Assessing and Teaching Writing and Spelling”</li> <li>• Chapter 9 quiz</li> <li>• Peer review of/feedback on research review #4</li> <li>• Cultural and Linguistic Differences and Cultural Responsiveness*</li> <li>• Continue strategies investigations*</li> </ul>	<p>For 2/29/12 class 8:</p> <ul style="list-style-type: none"> <li>• Read text Chapter 10 “Assessing and Teaching Content Area Learning and Vocabulary Instruction”</li> <li>• IRIS module CSR: A Reading Comprehension Strategy</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Response log to Chapter 10</li> <li>○ Final version of research review #4</li> <li>○ Summary sentences about each research review strategy</li> <li>○ Draft of Strategy Application Project/Signature Assignment, phase 1</li> <li>○ Identify a content area reading selection with which you would use CSR. Use the passage to complete a CSR learning log as if you were a student (bring the selection and log to class)</li> </ul> </li> </ul>
<b>Class 8 2/29/12</b>	<ul style="list-style-type: none"> <li>• Research Reviews Carousel*</li> <li>• Presentations/activities on Chapter 10 “Assessing and Teaching Content Area Learning and Vocabulary Instruction”</li> <li>• Chapter 10 quiz</li> <li>• Social Studies Alive!</li> <li>• Science 5E’s</li> <li>• Peer review/feedback, Strategies Application Project, phase 1</li> </ul>	<p>For 3/7/12 class 9:</p> <ul style="list-style-type: none"> <li>• Read text Chapter 11 “Assessing and Teaching Mathematics”</li> <li>• IRIS module High Quality Math Instruction: What Teachers Should Know</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Response log to Chapter 11</li> <li>○ IRIS: Math module Wrap Up (revisiting Initial Thoughts) Q#3 and Q#4 written response</li> <li>○ Draft of Strategy Application Project/Signature Assignment, phase 2</li> </ul> </li> </ul>
<b>Class 9 3/7/12</b>	<ul style="list-style-type: none"> <li>• Presentations/activities on Chapter 11 “Assessing and Teaching Mathematics”</li> <li>• Chapter 11 quiz</li> <li>• Peer review/feedback Strategies Application Project, phase 2</li> <li>• Continue strategies investigations*</li> </ul>	<p>For 3/14/12 class 10:</p> <ul style="list-style-type: none"> <li>• Strategy Application Project/Signature Assignment project and visual/poster due</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Strategy Application Project/Signature Assignment paper</li> <li>○ Strategy Application Project/Signature Assignment visual/poster</li> <li>○ Personal statement item to share</li> </ul> </li> </ul>
<b>Class 10 3/14/12</b>	<ul style="list-style-type: none"> <li>• Wrap up on strategies investigations *</li> <li>• Strategy Application Project/Signature Assignment Presentations*</li> <li>• We Believe.... Personal Statements About Teaching and Learning*</li> <li>• Assessments &amp; Evaluations</li> </ul>	<p style="text-align: center;">Rest and Relaxation!!!</p> <p style="text-align: center;">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 until 3.5 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 and as outlined in the course syllabus. Class attendance is crucial to course competence. Please do not request permission to miss a class--you must make your own decision.

### Late Work:

- Twenty percent (20%) 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 two weeks late is able to obtain only 70% 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 initially worth 10 points that is handed in one week late for which the student score is 9 out of 10 points, the student's grade would be a 9 (of 10) points earned minus 20% of the assignment total points, which is 2 points, resulting in a grade of 7 points. If the assignment is 2 weeks late, the student's grade would be a 9 (of 10) points earned minus 30% of the assignment total points, which is 3 points, resulting in a grade of 6 points.
- **The date that the assignment was received in hand as a print/hard copy 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 as non-attendance for one hour and for the topic at the time of the indiscretion. For each repeated offense, the penalty will be reapplied. If, for emergency reasons, you must be available via cell phone, please seek permission from the instructor in advance of class and, if access is granted, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

**Use APA guidelines from an APA manual for all major course assignments unless otherwise stated.** Some Internet sites attempt to reduce the APA manual to only a few pages. Often there are errors on these websites, nor do the websites give clear, high quality information on writing. All assignments for this course are scored according to the written language and technical aspects of organizing and citing content using the APA style.

**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>

**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](mailto: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.

<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>

**Use the GMU Special Education Cohort web site:** [http://gse.gmu.edu/programs/sped\\_cohort\\_program/](http://gse.gmu.edu/programs/sped_cohort_program/)

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 Pam Baker ([pbaker5@gmu.edu](mailto:pbaker5@gmu.edu)).

### **General Directions for Assignments**

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

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 work must follow sensible, well-known guidelines. 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
- Use a 12-point font in black (though color may be used for hyperlinks or when necessary for distinguishing points for which color is required).

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 628-669), and date of the submission/version. For Word and PDF documents, include this information **and** pagination in a document header and/or footer; for PowerPoint files, note the identifying information in the first slide.

Electronic copies of written work must be in either MS Office applications (Word or PowerPoint) or Adobe Acrobat (PDF format). For images and sound/video, JPG or GIF files and wav and mp4 files are acceptable when such format use is appropriate. **Please do not use Publisher or BMP files.** If you have questions about file formats, contact the instructor.

**For electronic file names, do not use any spaces or non-alphabetic or numeric characters in file names** (e.g., do not use dashes, underscores, or dots/periods embedded in the file name stem). Start the file name with your LastF (for last name d first initial; use your middle initial as well if someone in the course has the same first and last name). Follow your name with a product description (see samples in

syllabus). Use upper and lowercase letters to distinguish components (e.g., AsenSRdgFluencyTool.doc) to signify the last name, first initial, assignment topic). If you have questions, contact the instructor. Files that are not named using the convention protocol described above may be returned to the student, particularly as sometimes files named otherwise cannot be opened by different computer operating systems and applications versions.

Example of YES!: AsenSmemory.doc

Example of NO!: Sheryl\_A. memory.pub

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. (See Campus Resources in this syllabus.)

**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>).

### **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 4:30p 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 628-669, 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\\_std/comm\\_core\\_4-21-01.html](http://www.cec.sped.org/ps/perf_based_std/comm_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

### ***Student Expectations***

- Students must adhere to the guidelines of the George Mason University Honor Code [see <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 [see <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [see <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University e-mail 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 e-mail 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.

### ***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/>].

### ***Core Values Commitment***

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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

## COURSE ASSESSMENT MATRICES

NAME:

	ATTENDANCE, PREPAREDNESS*, PARTICIPATION, & PROFESSIONAL DISPOSITION are required in each class session to earn points for that class session. Points for major assignments are noted in each assessment matrix. *Submitted on time; complete; of sufficient quality /12 points	Point Value for Items Due	Earned Points*
Class 2	<input type="checkbox"/> Attendance <input type="checkbox"/> Preparedness <input type="checkbox"/> Participation <input type="checkbox"/> Professional Disposition <ul style="list-style-type: none"> <li>• Responses to IRIS module SRSD: Using Learning Strategies</li> <li>• Learning theories list</li> </ul>	1 1	
Class 3	<input type="checkbox"/> Attendance <input type="checkbox"/> Preparedness <input type="checkbox"/> Participation <input type="checkbox"/> Professional Disposition <ul style="list-style-type: none"> <li>• Responses to IRIS module UDL and your Barsch inventory</li> <li>• Responses to IRIS module Providing Instructional Supports: Facilitating Mastery of New Skills</li> <li>• Thinking Maps assignment step #8</li> </ul>	1 1 1	
Class 4	<input type="checkbox"/> Attendance <input type="checkbox"/> Preparedness <input type="checkbox"/> Participation <input type="checkbox"/> Professional Disposition <ul style="list-style-type: none"> <li>• “Building an Argument” graphic organizer and final argument paragraph</li> </ul>	1	
Class 5	<input type="checkbox"/> Attendance <input type="checkbox"/> Preparedness <input type="checkbox"/> Participation <input type="checkbox"/> Professional Disposition <ul style="list-style-type: none"> <li>• Thinking Maps assignment step #9</li> </ul>	1	
Class 6	<input type="checkbox"/> Attendance <input type="checkbox"/> Preparedness <input type="checkbox"/> Participation <input type="checkbox"/> Professional Disposition <ul style="list-style-type: none"> <li>• Thinking Skills assignment step #10</li> </ul>	1	
Class 7	<input type="checkbox"/> Attendance <input type="checkbox"/> Preparedness <input type="checkbox"/> Participation <input type="checkbox"/> Professional Disposition <ul style="list-style-type: none"> <li>• IRIS: Cultural and Linguistic Differences written response</li> </ul>	1	
Class 8	<input type="checkbox"/> Attendance <input type="checkbox"/> Preparedness <input type="checkbox"/> Participation <input type="checkbox"/> Professional Disposition <ul style="list-style-type: none"> <li>• Summary sentences about each research review strategy</li> <li>• Responses to IRIS module CSR: A Reading Comprehension Strategy</li> </ul>	1 1	
Class 9	<input type="checkbox"/> Attendance <input type="checkbox"/> Preparedness <input type="checkbox"/> Participation <input type="checkbox"/> Professional Disposition <ul style="list-style-type: none"> <li>• Responses to IRIS module High Quality Math Instruction: What Teachers Should Know</li> </ul>	1	
Class 10	<input type="checkbox"/> Attendance <input type="checkbox"/> Preparedness <input type="checkbox"/> Participation <input type="checkbox"/> Professional Disposition Points for assignments due are incorporated into the Strategy Application Project assessment matrix.		

Total Points Earned:

NAME:

CH#	CHAPTER QUIZZES & LOGS / 12 points Quiz: Taking the quiz, checking your work, noting areas for review. Log: Recording three (3) personal insights about research and evidence-based practices for instruction gained from the chapter reading.	Point Value		Earned Points	
		Quiz	Log	Quiz	Log
6	"Assessing and Teaching Oral Language"	1	1		
7	"Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition"	1	1		
8	"Assessing and Teaching Reading: Fluency and Comprehension"	1	1		
9	"Assessing and Teaching Writing and Spelling"	1	1		
10	"Assessing and Teaching Content Area Learning and Vocabulary Instruction"	1	1		
11	"Assessing and Teaching Mathematics"	1	1		

Total Points Earned:

	RESEARCH REVIEWS: Cognitive Strategies Instruction Strategies / 24 points		Point Value	Earned Points
#1	Topic:	Reviewer printed name:	Initials:	
	States relevant details about intended audience, content area, and topic		1	
	Describes strategy steps sufficiently and clearly; includes tool as available		2	
	Discusses implementation implications (e.g., findings/points that inform use)		1	
	Reflects on personal professional relevance and insights gained re: CSI		1	
	Of sufficient quality (written expression/content and mechanics; proper citations)		1	
#2	Topic:	Reviewer printed name:	Initials:	
	States relevant details about intended audience, content area, and topic		1	
	Describes strategy steps sufficiently and clearly; includes tool as available		2	
	Discusses implementation implications (e.g., findings/points that inform use)		1	
	Reflects on personal professional relevance and insights gained re: CSI		1	
	Of sufficient quality (written expression/content and mechanics; proper citations)		1	
#3	Topic:	Reviewer printed name:	Initials:	
	States relevant details about intended audience, content area, and topic		1	
	Describes strategy steps sufficiently and clearly; includes tool as available		2	
	Discusses implementation implications (e.g., findings/points that inform use)		1	
	Reflects on personal professional relevance and insights gained re: CSI		1	
	Of sufficient quality (written expression/content and mechanics; proper citations)		1	
#4	Topic:	Reviewer printed name:	Initials:	
	States relevant details about intended audience, content area, and topic		1	
	Describes strategy steps sufficiently and clearly; includes tool as available		2	
	Discusses implementation implications (e.g., findings/points that inform use)		1	
	Reflects on personal professional relevance and insights gained re: CSI		1	
	Of sufficient quality (written expression/content and mechanics; proper citations)		1	

Total Points Earned:

NAME:

	CHAPTER PRESENTATION / 24 points	Point Value	Earned Points
Team-work	Shows evidence that the responsibilities were equitably distributed and all members put similar effort into their areas of responsibility and into supporting functioning as team.	1	
Presentation	<ul style="list-style-type: none"> <li>• Selects and summarizes topic key points with insight and concisely and presents the information creativity.</li> <li>• Engages class members in activities that               <ul style="list-style-type: none"> <li>○ Represent major components of the chapter selection</li> <li>○ Are carefully planned (sequence and flow are logical and aid understanding), paced, and managed</li> <li>○ Apply selected on-topic, representative <b>research-based strategies</b> from the readings and/or other researched-based resources; also may include some <b>research-based strategies</b> that have been successful in team members' instructional settings</li> <li>○ Use instructional tools/aids appropriately</li> <li>○ Demonstrate appropriate use of VAKT elements,</li> </ul> </li> <li>• Encourages and responds appropriately to questions, comments, and interactions.</li> <li>• Provides a brief “wrap up” to conclude the presentation (e.g., include tips for strategy implementation).</li> </ul>	2 1 1 8 2 2 1 1	
Resources	Creates and shares well-written handouts that serve as useful, representative resources for applying the strategies and as references for key points.	2	
Communication	<ul style="list-style-type: none"> <li>• Communicates orally with clarity, precision, and engagement.</li> <li>• Does not read text and messages to audience unless appropriate (e.g., quotes, for emphasis).</li> <li>• Composes on a level that reflects graduate-level standards for written communication.</li> <li>• Cites references appropriately.</li> <li>• Submits the project to the instructor in print and electronically using timeline, document, and file name protocols as per the syllabus.</li> <li>• Submits a self-evaluation, which includes reflection/comments.</li> </ul>	3	

Total Points Earned:

Reflection/comments:

NAME:

		Strategy Application Project / Signature Assignment / 28 points	Point Value	Earned Points
Phase 1 Reviewer:	Ab	Provides an original abstract about the project that clearly describes the strategy application project research (not of the research on which the project is based).	1	
	Intro	Introduces the topic, emphasizing the effect exceptional conditions can have on individual learning in this topic and the significance/relevance of the strategy to instruction of students with mild disabilities.	2	
	Key	Identifies a research article on which the project is based and summarizes the key points of the research (similar to an abstract in your own words).	1	
	Strategy	Demonstrates thorough understanding of the intervention. <ul style="list-style-type: none"> <li>• Describes the intervention strategy in detail, noting critical features, including:               <ul style="list-style-type: none"> <li>○ The theory/concept behind the strategy;</li> <li>○ The intended outcome (explicitly what a student who uses the strategy accomplishes);</li> <li>○ Specific steps that guide use of the strategy, including conditions &amp; materials needed.</li> </ul> </li> <li>• Recommends accommodations and modifications for using this strategy for different student populations (e.g., age; disability; cultural background).</li> </ul>	1	
			1	
	Description of the Study	Describes the study's conditions: <ul style="list-style-type: none"> <li>• The student subject, including, if appropriate, the interaction of the student's exceptional conditions with the student's language, culture, and background (description only—no specific facts that identify the particular student are revealed);</li> <li>• A rationale for why the strategy is appropriate for the student participant—that is, implications of the intervention's use for this student;</li> <li>• The curriculum content and VA SOL to which the strategy is applied (or, if not applicable, explanation of why not and of relation to an IEP goal for this student)</li> <li>• A specific IEP goal statement and completely stated objective(s) that apply to the strategy instruction with the student;</li> <li>• The specific setting; procedures/methods to implement the strategy; accommodations and modifications made for this student, with rationale or discussion of why such are not needed; timelines, including the suitability of the study's duration (number of sessions implemented over time frame);</li> <li>• The plan for progress monitoring.</li> </ul>	1	
1				
1				
2				
2				
Phase 2 Reviewer:	Findings	Presents, analyzes, and discusses the findings, citing specific evidence, and includes: <ul style="list-style-type: none"> <li>• Appropriate data display(s), such as tables, charts, graphs, figures;</li> <li>• Evaluation of the effectiveness, including how these results compared to expectations based on the research article and consideration of influencing factors.</li> </ul>	1	
	Rec	States implications of the findings for further instruction of the student subject.	2	
	Refl	Reflects on personal relevance of and what you have gained from the strategy application experience. (Personal item sharing, to be explained in class, is part of this requirement.)	1	
	Aid	Attaches relevant appendices, including: a copy of an instructional tool/aid used/created for implementation; a progress monitoring chart	2	
	Pres	Creates and delivers at the last class session a poster/visual display that describes the strategy, the implementation study (subjects, conditions, results; reflection), and provides a sample of the strategy tool/aid.	1	
	Comm	Communicates with clarity, precision, and engagement; uses sequence and flow that are logical and aid understanding; reflects graduate school level conception and execution; uses current APA format.	2	

Total Points Earned:

Printed Name:

Grade I believe I earned:

Student signature and date:

	Worth	Earned
Tally of Points		
Attendance, Preparedness, Participation, & Professional Disposition	12	
Chapter Quizzes & Logs	12	
Research Reviews	24	
Chapter Presentation	24	
Signature Assignment	28	
	Total	100

Reflection on my growth: