

George Mason University
College of Education and Human Development

**EDSE 428: Elementary Reading, Curriculum, and Strategies for Students
with Disabilities who Access the General Education Curriculum
Summer 2012 Section B01**

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Office hours: By appointment

Dates: Monday and Wednesday, June 4-July 25 (No class July 4)

Times: 7:20-10:00

Location: Prince William Campus, Bull Run Hall 256

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.

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

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.

Relationship of Courses to Program Goals and Professional Organizations

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

Nature of Course Delivery

Learning activities include the following:

1. Class lecture, discussion, and participation.
2. Videotapes and other relevant media presentations.
3. Study and independent library research.
4. Applications with relevant hardware and software.
5. Application activities, including in-class evaluation of intervention research and materials.
6. Class presentations.
7. Written activities using the American Psychological Association (APA) format.

Required Text:

Mastropieri, M. & Scruggs, T. (2010). *The inclusive classroom: Strategies for effective differentiated instruction, 4th edition*. Upper Saddle River, NJ: Pearson.

Expectations For Students in this Course:

Respect for All:

George Mason University promotes a living and learning environment for outstanding growth and productivity among its students, faculty and staff. Through its curriculum, programs, policies, procedures, services and resources, Mason strives to maintain a quality environment for work, study and personal growth.

An emphasis upon diversity and inclusion throughout the campus community is essential to achieve these goals. Diversity is broadly defined to include such characteristics as, but not limited to, race, ethnicity, gender, religion, age, disability, and sexual orientation. Diversity also entails different viewpoints, philosophies, and perspectives. Attention to these aspects of diversity will help promote a culture of inclusion and belonging, and an environment where diverse opinions, backgrounds and practices have the opportunity to be voiced, heard and respected.

Attendance:

Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all assignments. Attendance, timeliness, and professionally relevant, active participation are expected. Attendance and professional participation at all sessions is very important because all of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. More than one absence for any reason will result in the final grade dropping by 5 points.

Note: It is impossible to participate fully in this class while texting, Facebooking, tweeting, working on documents, etc. Please be *fully* present in class ☺

Workload:

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class readings and preparation for *each* credit hour weekly in addition to time spent on papers and assignments.

Written and Oral Language:

APA Style is the standard format for any written work in the College of Education. If you are unfamiliar with APA, it would benefit you to purchase the Publication Manual of the American Psychological Association (5th ed.) You are required to use APA guidelines for all course assignments. This website links to APA format guidelines: <http://apastyle.apa.org/>

We will use *person-first language* in our class discussions and written assignments (and ideally in our professional practice). We will also strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in our oral and written communication in accordance with terminology choices in the disability community.

Academic Integrity:

Students in this course are expected to exhibit academic integrity at all times. Be aware that plagiarism is presenting someone else's work as your own. **Whether the act is deliberate or unintentional is irrelevant.** You must take great care to give credit to an author when you borrow either exact words or ideas. Generally, if you use 4 or more words in a row you should use quotation marks and a proper APA citation. Remember that plagiarism is a very serious offense and can result in dismissal from the University. Evidence of plagiarism or any other form of cheating in this class will result in a zero on that assignment and a report of the incident to the Dean’s Office.

Email: Please note that your GMU email will be used exclusively for all your GMU courses: Please activate and forward your GMU email to your most-checked account!

Go to <http://mail.gmu.edu>. Click on Options tab at the top of the page. Click on Settings link on the left of the page. Type in your most-checked email account in the box labeled Mail Forwarding.

Be an Informed Student:

Negotiating all the requirements for your Master’s and/or VA Licensure is extremely complex. It is recommended that you schedule a phone/email or in-person appointment with one of the Special Education Advisors, Jancy Templeton (jtemple1@gmu.edu 703/993-2387) or Danielle Williamson (dwilli19 703/993-4361). Doing so each semester will ensure that you rectify any outstanding issues, are timely with all necessary paperwork, and are ultimately in good standing to graduate on time.

GMU/CEHD Statements Of Student Responsibilities

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 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.

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/>].

Assessment of Course Requirements:

TASKSTREAM SUBMISSION: Electronic Portfolios

Several changes have been made that affect which assessments (formerly called signature assignments) are submitted to TaskStream, where those assessments are submitted, and how they are evaluated. These changes are outlined below:

- **DRF:** Starting in Spring 2012, students in the general access program will no longer use the *Special Education Portfolio DRF* to submit work. All work will be submitted to TaskStream.
- **Submission of Performance-Based Assessment**
This course has a Program Performance-Based Assessment (PBA) that **MUST** be uploaded and submitted to Task Stream for evaluation when the assignment is due. **Only PBAs posted to TaskStream will be graded.** This means that NO final grades will be posted until all materials are on Task Stream.
- *Note: Every student registered for any EDSE course is required to submit the assessment assignment/signature assignment to TaskStream (regardless of whether a course is an elective, a one time course or part of an undergraduate minor). Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN). Unless this grade is changed, upon completion of the required submission, the IN will convert to an “F” nine weeks into the following semester.

Grading Criteria

95 – 100%	= A
90 – 94%	= A-
87 – 89%	= B+
84 – 86%	= B
80 – 83%	= B-
77 – 79%	= C+
74 – 76%	= C
70 – 73%	= C-
60 – 69%	= D
<60%	= F

A+ is possible if work is of exceptional high quality above and beyond that required for the course.

- All assignments are due on the dates indicated. Consult with me *in advance* if there is a problem. In fairness to students who make the effort to submit papers on time, 5 points per day will be deducted from your assignment grade for late papers **unless** I have agreed to an extension (may be used **one time** only for **one assignment only**). Maximum extension is 6 days. Please retain a copy of your assignments in addition to the one you submit.
- All assignments should reflect graduate-level spelling, syntax, and grammar, and APA style guidelines. If you experience difficulties with the writing process you will be required to document your work with the GMU Writing Center during this course to improve your skills.

Using Blackboard:

GMU’s Blackboard will be used to post important information and presentations for this course and for you to check grades, complete assignments, and communicate with your classmates and instructor. You are responsible for checking Blackboard at least once a week and right before class to make sure you are informed about class/GMU issues.

Your **GMU Mason Net ID username and password** are entered in the Blackboard system. The following is how you will access the Blackboard from the Mason Live Portal

(<http://myMason.gmu.edu>): login with your MasonNet ID and password, click on “Courses” tab at top, find the link for this class.

PERFORMANCE-BASED ASSESSMENTS AND EVALUATION CRITERIA:

There are 3 Major Assignments for EDSE 628. The NCATE assessment/signature assignment, which MUST be submitted electronically to Taskstream, is marked with an asterisk *.

(Please note that student and family privacy must be protected in all written and oral communication. Please refrain from including any information that would jeopardize compliance with FERPA regulations)

Assignment 1: Research Review (30 points) due 6/18

Each student will locate and analyze 5 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.

Select 5 *research articles from professional journals* (a list of commonly used peer-reviewed journals is available to you in the Information section of Blackboard).

- The focus of the articles must pertain to an elementary level research-based strategy (ies) for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities (ED, LD, and/or, MR)

or

- the focus must be on cognitive strategies in self-regulation, metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities of elementary age.

Prepare an **introduction** to the topic and a needs statement (why is this important to students with disabilities?), a written **summary of each research article**, including the complete citation, with a special emphasis on the participants, strategies, materials, and findings. Do not simply copy the abstracts, but write in your own words what was undertaken in the study and the results. Finally, write a **conclusion** of the summaries **as a whole**, and what the **implications for practice** are for the elementary special education teacher—in other words, based on your research review, what should the elementary special education teacher implement in the classroom for students with mild disabilities? Be sure to use APA style and include a reference section.

Assignment 2: Reading Unit (30 points) due 7/9*

Individually or in a small group, prepare an elementary reading unit plan, that is, a 1.5-2-hour block reading block over 5 days that incorporates the 5 components of reading instruction (phonemic awareness, phonics/alphabetic principle, fluency, vocabulary, and comprehension) each day. **(Students enrolled in EDSE 428 will create a reading unit for 1-1.5 hours over 3 days.)** You will use the Active Teaching Model (see Blackboard) to structure the lessons. The unit plan should address specific well-defined skills from the Commonwealth of Virginia’s Elementary (Grades 1-5) SOLs

(<http://www.doe.virginia.gov/go/Sols/home.shtml>) in Reading (You'll look under the English SOLs to find Reading standards. Your unit plan must include the following items:

- A **unit overview** including the Grade level, SOL(s), **Measurable** Unit objectives, and reference to the lesson in which each is introduced.
- 5 lesson plans (or 3 lesson plans for 428) structured according to the Active Teaching Model
- Samples of at least one activity (worksheet, graphic organizer, etc.) for **each** lesson that shows differentiation for students with ELN.
- Evidence of at least one instructional strategy from your text that is geared to assist a student to access, organize and/or recall the reading material. The strategy must be highlighted or noted in the plan and a sample of the content integrated into the strategy must be present, e.g. a first letter mnemonic devised to teach the steps in passage comprehension)
- Each day's lesson must have some form of assessment. Assessments may be informal (teacher observation) or formal (a running record). However 2 formal sample assessments for the unit are required. One should be a pre-test or mid-unit check, and the other an end of unit assessment. One may be a traditional test like those provided by publishers, (with some adaptations noted) or a cbm (curriculum-based assessment). You may be creative, but make sure you address your objectives.
- If you use commercially available lessons, parts of lessons, or assessments, **YOU MUST CITE THE SOURCE!!!!**
- Identify and show evidence of the use of technology. This may be something you use to instruct, or software you used to construct student worksheets, templates or assessments. It also includes websites used as sources for information, or instructional materials.
- Include a reference section for your unit.

Assignment 3: Group Presentation: Elementary Instructional Strategy Training (30 points) due 7/23 or 7/25

Your group will present a strategy to be used to help students acquire or retain content area information or skills. Your group will be choose an instructional area such as Reading, Writing, Spelling, Math, Science, Social Studies or Study Skills and will teach the rest of the class the strategy. Your strategy should have broad application to be considered effective.

Your presentation should include an introduction which features a statement of the challenges the strategy is meant to address, a research section describing/ supporting the effectiveness of the strategy (at least 3 references), a detailed description of how to implement the strategy, a handout for each of your classmates summarizing the strategy, examples of how the strategy can be adapted for different ages/grades, and a resource/reference section. You will have 30 minutes for your presentation, and each group member must contribute equally to the development and presentation of the content.

Attendance and Participation (10 points)

Because active participation and engagement are imperative for optimal learning, preparation for and participation in in-class activities will be evaluated based on the following criteria:

- Students attend class, arrive on time, and stay for the entire class period.

- Students complete readings and prepare for class activities prior to class as is evidenced by their ability to discuss and write about the concepts presented and examined in the texts as well as participate fully in related activities.
- Students are actively involved in in-class and online learning experiences as is evidenced by (1) participating in all activities, (2) engaging in small and large group discussions, (3) using laptops and other electronic devices only to support discussion and learning and not for non-academic uses during class time, (4) completing written work related to the activities, and (5) supporting the participation and learning of classmates.
- Students show evidence of critical reflective thinking through in-class and online discussions, activities, and written reflections.

Note: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to www.gmu.edu.

Proposed Class Schedule

Session Date	Topic	Reading to do for this session	Assignments Due <i>this</i> Class Session
1 6/4	Course Introduction Introduction to Inclusion	Chapter 1	
2 6/6	Collaboration in the Elementary Setting	Chapter 2	
3 6/11	Understanding High and Low Incidence Disabilities and other learning needs	Chapter 3, 4, 5	
4 6/13	Differentiated Instruction for High Incidence Disabilities	Chapter 6	
5 6/18	Classroom Behavior and Social Skills	Chapter 7, 9	Assignment 1: Research Review
6 6/20	Attention and Memory Skills	Chapter 10	
7 6/25	Reading: Decoding	Chapter 13	
8 6/27	Reading: Fluency and Comprehension	Chapter 13	
9 7/2	Reading: Fluency and Comprehension continued	Chapter 13	
7/4 Group work	No Class: Happy 4 th of July	Meet with groups to plan project	

10 7/9	Language Arts: Writing	Chapter 13	Assignment 2: Reading Unit Plan
11 7/11	Mathematics	Chapter 13	
12 7/16	Content Area Learning, Vocabulary, Study Skills*	Chapter 14	
13 7/18	Putting it all together in the IEP	Chapter 15	
14 7/23	Group Presentations		Assignment 3: Group Project
15 7/25	Group Presentations		Assignment 3: Group Project

This syllabus is subject to change to meet class needs. Additional readings on-line or from article handouts may be assigned as needed prior to class meetings.