



**College of Education and Human Development  
Division of Special Education and disAbility Research**

Spring 2013

EDSE 628 5S1: Elementary Reading, Curriculum, and Strategies for Students who  
Access the General Education Curriculum

CRN: 10696, 3 - Credit(s)

“When the uncapped potential of a student meets the liberating art of a teacher, a miracle unfolds” ~Mary Hatwood Futrell

“Remember in elementary school you were told that in case of fire you have to line up quietly in a single file from smallest to tallest? What is the logic in that? What, do tall people burn slower?”  
~Warren Hutcherson

<b>Instructor:</b> Carmen Rioux-Bailey	<b>Meeting Dates:</b> 01/22/13 - 05/15/13
<b>Phone:</b> 202-302-3223 (mobile) 703-993-9548 (office)	<b>Meeting Day(s):</b> Thursdays
<b>E-Mail:</b> criouxba@gmu.edu	<b>Meeting Times:</b> 4:30PM-7:10PM
<b>Office Hours:</b> Mondays and Thursdays 10-4 and by appointment	<b>Meeting Location:</b> Off-campus Building, KA 103

**Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

**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.

**Prerequisite(s):** None

**Co-requisite(s):** None

**Advising Contact Information**

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special

Education Advising Office at (703)993-3145 for assistance. All other students should refer to their faculty advisor.

### **Nature of Course Delivery**

*[Instructors, please revise in accordance with your specific course format]*

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Field Experience Requirement**

A Field Experience is a part of this course. "Field Experiences" entail Mason students conducting activities that may involve students, parents, and/or teachers, etc. in a school setting. "Finding" an individual needed to complete a Field Experience Project/Case Study for a course may be a challenge. Mason's Field Placement Specialist, Lauren Clark lclarkg@gmu.edu can assist in placing Mason students at school sites. Mason is required to track when and where Mason students complete any field experiences. Consequently, EACH PERSON ENROLLED in this course must access this link <http://cehd.gmu.edu/endorse/ferf> at the beginning of the semester (if not before) and complete the information requested REGARDLESS if one needs assistance in 'finding' an individual for the project/case study or not.

### **Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to elementary curriculum learning strategies, constructing effective lessons, designing instructional procedures. These EBPs are indicated with an asterisk (\*) in this syllabus' schedule. 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.

### **Learner 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;

- identify and describe elementary level evidence-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;
- identify and describe elementary level evidence-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;
- identify and describe elementary level evidence-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
- develop and plan curriculum instruction inclusive of effective evidence-based strategies that correspond with the Virginia Standards of Learning.
- implement an evidence-based strategy in one of the following areas: reading, language arts, math, science, social studies, mediation, peer tutoring, or cooperative learning.

### **Required Textbooks**

Vaughn, S. & Bos, C. (2012). *Strategies for Teaching Students With Learning & Behavior Problems*, (8th ed.) Pearson.

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC Standards are listed on the following website:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, and Standard 7: Instructional Planning.

### **GMU POLICIES AND RESOURCES FOR STUDENTS:**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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.
- 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/>].

- e.* 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/>].
- f.* Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g.* 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/>].

## **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **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. [See <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 Policies & Expectations**

### **Attendance.**

Students are expected to attend all classes. Students may miss one class with no grade penalty. After that, 5 points will be taken off the final grade each additional missed class. Students are expected to arrive on time and stay for the duration of the class. Repeated tardiness/leaving early will also cause 5 points to be taken off the final grade.

### **Late Work.**

Late work will not be accepted without prior arrangement with the instructor. If such an arrangement is made, the maximum extension is one week. Only one assignment may qualify for an extension request.

## Grading Scale

95-100% = A

83-79% = C

90-94% = A-

< 79% = F

84-89% = B

## Assignments

### NCATE/TaskStream Assignments.

There is no NCATE/Taskstream Assignment for this course

### Common Assignments.

#### Assignment 2: Reading Unit (35 points) due 3/28

Individually or in a small group, prepare an elementary reading unit plan, that is, a 1.5-2-hour block for 5 days that incorporates the 5 components of reading instruction (phonemic awareness, phonics/alphabetic principle, fluency, vocabulary, and comprehension) each day for a small group of students with mild/disabilities that is aligned with what is going on in the general education classroom. You will use the Active Teaching Model (see Blackboard) to structure the lesson. The unit plan should address specific well-defined skills from the Virginia standards for reading. Your unit plan must include the following items:

- A **unit overview** including the Grade level, Standards(s), **Measurable** Unit objectives, and reference to the lesson in which each is introduced.
- 5 lesson plans structured according to the Active Teaching Model or other template
- Samples of at least one activity (worksheet, graphic organizer, etc.) for **each** lesson that show 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. 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 measurement). 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.

### **Other Assignments.**

#### **Assignment 1: Research Review (35 points) due 2/21**

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 3: Group Presentation: Elementary Instructional Strategy Training (30% of final grade) due 5/9**

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 20 minutes for

your presentation, and each group member must contribute equally to the development and presentation of the content.

### Schedule

Session Date	Topic	Reading to do <i>after</i> this session	Assignments Due <i>this</i> Class Session
1/24	Course Introduction Enduring Understandings	Chapters 1-2	
1/31	RTI* Language development	Chapter 3	
2/7	Classroom Management and Behavior*	Chapter 4	
2/14	Online Class Reading*	Chapter 6	
2/21	Reading	Chapter 7-8	Research Review due
2/28	Reading		
3/7	Writing*	Chapter 9	
3/14	<b>No Class: GMU Spring Break</b>		
3/21	<b>Math*</b>	Chapter 11	
3/28	Study Skills*	Chapter 10	Reading Unit due
4/4	Online Class: Classroom Assessment Modules Parts 1 and 2 IRIS modules		

4/11	Study Skills		
4/18	Accommodations and modifications		
4/25	Putting it all together in the IEP*	Chapter 5	
5/2	Social skills		
5/9	Group Presentations		Group Project due



