



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

Spring 2013

EDSE 628 675: Elementary Reading, Curriculum, and Strategies for Students who
Access the General Education Curriculum
CRN: 20357, 3 - Credit(s)

Instructor: Dr. Marilyn Lovett	Meeting Dates: 01/08/13 - 03/05/13
Phone:	Meeting Day(s): Tuesdays
E-Mail: mlovett1@gmu.edu	Meeting Times: 4:30PM-9:00PM
Office Hours: By Appointment	Meeting Location: Off-campus – Chantilly HS Room 242

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. If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, please call and/or make an appointment with instructor as soon as possible.

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

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

Mastropieri, M.A., & Scruggs, T.E., (2010). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction (4th ed.)*. Upper Saddle River, NJ: Pearson. ISBN 978013500170

American Psychological Association. (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.

Required Resources

Companion websites:

<http://www.prenhall.com/mastropieri>

This site contains study guides, chapter outlines, summaries, test items, links to relevant websites, and a glossary relevant to the textbook.

Additional Readings

Several readings will be assigned throughout the semester. These readings can be found on the Blackboard site for the class. The blackboard site contains the assignments/rubrics, approved lesson plan templates, resources, and helpful websites.

Online Reading

Throughout the semester, we will be using several websites to support and enhance the information we are gaining from the course text. It is a good idea to save these sites as “Favorites” for your use in this class, as well as professional reference. The sites we will use are:

<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

Virginia SOL website

http://www.teachingld.org/ld_resources/alerts/default.htm#social

Discusses Social Skills Instruction

http://reading.uoregon.edu/big_ideas/index.php

“Five Big Areas of Reading”

http://www.teachingld.org/ld_resources/alerts/default.htm#mnemonic

Discusses Mnemonic Instruction

Peer-Reviewed Journal Readings:

You will be accessing peer-reviewed journal articles as part of the Strategy Application Written Assignment. These articles will vary depending on individual student interests and assignment ideas.

Required Access to Course Blackboard Site

The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all handouts will be provided. After the first night, all handouts will be posted by Monday evening before Wednesday’s class. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Bb at <http://courses.gmu.edu> .

****Starting January 15th, be sure to come to class prepared with the week’s electronic copies of materials or hard copies (whichever works best for you)!****

APA Formatting Guidelines: <http://www.psywww.com/resource/apacrib.htm>

This website is offered as a companion to the APA style manual. It should not be considered a substitute for directly consulting the APA manual, 6th edition for standard procedures of applying APA style. Additional APA style help URLs are available on the GSE library URL.

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:

- a.* Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c.* 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.
- d.* 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 and Participation - Weekly (1 point per class for a total of 10 points)

Class attendance and participation are an important part of this class because of the specific and in depth information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions, presentations, and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!** Two or more unexcused absences will result in no credit for this course.

Late Work –

Student performance on assignments is expected to be both timely and of high quality. Online submission of student work is required. All written assignments should be submitted through the Blackboard Digital Assignments tab. Assignments should not be submitted by email unless there is an emergency technical issue with Blackboard. Each assignment should be submitted by the start of class on the due date (4:30 PM). Assignments that are not submitted at the appropriate time **are late**. Late assignments will be accepted with a point deduction in a few cases. All course assignments should be completed with graduate level use of content, grammar, spelling, and written expression clarity. If writing is an area of difficulty, you will need to visit the GMU Writing Center to work on these skills (<http://writingcenter.gmu.edu>).

Grading Scale

95 – 100% = A

90 – 94% = A-

80 – 89% = B

70 – 79% = C

<70% = F

Course Evaluation

Course evaluation and final grades will be calculated based on the below percentages calculated from each individual student's point score out of the possible 100 point total. Late assignments will be accepted in the following manner for a few selected assignments (Strategy Application Written Assignment):

- **5% point deduction – up to 1 week late**
- **10% point deduction – 1-2 weeks late**
- **25% point deduction – 2 weeks until the last class meeting**

*No late assignments will be accepted for the Learning Visual, Strategy Application Presentation, or Lesson Plan Demonstration.

Course Requirements Evaluation	
Assignment	Points Earned/Total Points
1. Attendance & Participation (1 pt. per session)	/10
2. Learning Visual (Due Jan 22 nd or Jan 29 th) Science or Social Studies SOL content objective	/10
*3. Strategy Application Written Assignment (Due March 5 th)	/40
4. Strategy Application Presentation (Presented in class March 5 th)	/10
5. Lesson Plan - Identifying Components (Due Feb 5 th)	/10
6. Group Lesson Plan and Demonstration (Presented in class Feb 19 th) English or Math SOL content objective	/20
Total # of points earned	/100

*Course signature assignment.

Course Assignment Details

Participation / Attendance (10 Points):

Class attendance and participation is demonstrated by attending class and being psychologically available to learn, completing and handing in weekly class assignments, and participating in class discussions/activities throughout the semester.

Each of the assignments below will be elaborated in class sessions.

Create and Present a Learning Visual/VAKT Tool (10 points)

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

Effective visual aspects of tool shown (neatness, completed sample)	0	1	2
Clearly supports the concepts/vocabulary of science/S.S. content	0	1	2
Preparation Evident (materials, explanation) (2 points)	0	1	2
Creativity/Originality (2 points)	0	1	2
Presentation – reflects poise, clarity, and enthusiasm during presentation	0	1	2

Group Lesson Plan and Presentation (20 points)

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

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

Lesson Plan Demonstration

This demonstration should include all lesson plan sections, learning strategies, and materials that would be used in the lesson. Since there will be multiple groups presenting, each group is asked to present their lesson in a “mini” form of approximately 15 minutes, where the lesson is taught but lengthier elements are abbreviated for the purposes of the demonstration.

RUBRIC for Lesson Plan Demonstration

Exemplary demonstration: Keeps within the time limits; demonstrates knowledge of the Active Teaching or LEARN Model and understanding of the measurable objectives to the audience; reflects poise, clarity, knowledge and enthusiasm; effective use of prepared materials; keeps the audience engaged

Adequate demonstration: Good overall demonstration, but may be lacking in one or two of the criteria specified in an exemplary response. May seem a little less prepared or somewhat unclear in understanding the Active Teaching or LEARN Model.

Marginal demonstration: Demonstration includes required elements, but evidences a limited understanding of the Active Teaching Model or measurable objectives. Style, handouts, or visual may be less than adequate.

Inadequate demonstration: Weak overall demonstration that reflects very little knowledge of the Active Teaching Model and/or learning objectives. Appears poorly prepared or has not followed directions. Materials and activities are lacking.

Unacceptable: No demonstration or completely unsatisfactory demonstration with no relevance to assignment.

Strategy Application Assignment (40 points, paper)

Required Signature Assignment

There are two parts to the strategy assignment. The first part is the written component; the second part is the presentation component. Directions for the written component are provided first, followed by the directions for the presentation component.

Select a current intervention research article from a professional journal (e.g. Learning Disabilities Research and Practice, Behavioral Disorders, Education and Treatment of Mental Retardation, and Developmental Disabilities) and have it approved. The focus of the article must include support for an elementary level research-based strategy for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities; **or** the focus must be on cognitive strategies in self-regulation and metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities. Please see instructor for assistance in selecting an article and you must select your article by the fourth class. The important part is that your research article must be approved prior to beginning your assignment. You may want to email the instructor with the complete article citation and a brief description first.

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

Implement this intervention in your own class or that of another teacher and describe the results. Your paper should describe what was done in your classroom. Describe the *participants* (students; **DO NOT use any student names, however, provide a brief description of the class, school, and students.**), *method* (including *materials* and *procedures*), and *results* (e.g., results of pre-post testing and student opinion survey). You need not replicate exactly the conditions of the article, but you may include similar or modified materials from the article in order to implement the project.

The paper is estimated to be about 8-10 pages in length, not including any appendices.

FIVE Components of the Paper:

(Type a summary using the following format)

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

EXAMPLE:

Malone, L. D., & Mastropieri, M. A. (1992). Reading comprehension instruction:

Summarization and self-monitoring training for students with learning disabilities.

Exceptional Children, 58, 270-279.

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

EXAMPLE:

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

3. The **Intervention/Strategy** should be described first in detail here with any and all **MATERIALS** described!! Then...lead into a detailed **description of the PROCEDURES/METHODS (instruction/intervention)** that occurred during YOUR application of the strategy. Please make note as to how you amend the procedures/materials from the article you selected. For example, perhaps there were multiple components of the original intervention/strategy, but you modified a component or selected only a few steps of the strategy. **(10 points)**

EXAMPLE:

All Conditions

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

Summarization Condition

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

"Who or what is the passage about?"

"What is happening to them?"

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

Traditional Instruction Condition

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

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

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

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

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

Guiding Headers for the Strategy Application Paper:

- A. Citation (although not traditional placement – you can place the citation of your target article at the top of the page following the cover page).
- B. Summary of Research Article.
- C. Intervention/Strategy Description (Be explicit)
- D. Procedures/Methods
- E. Results
- F. Evaluation/Discussion

Rubric for Strategy Application Project

(Please see pages 11-13 of syllabus for point breakdown per required section)

Exemplary paper (38-40 point): Appropriate research article, appropriate topic, identifies focus of the research study, strategies, and finding. Describes how the strategy was implemented in your own or colleagues' classroom (participants, setting, materials, procedures, and results); interventions are clearly described and thoroughly understood; appropriate discussion of findings, and discussion of implications of this intervention for students and how this intervention may be used for future students. Paper is reflective and demonstrates a thorough understanding of the research supported intervention strategy. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Adequate paper (34-37 points): Overall, acceptable paper, lacking in one or two of the criteria. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal paper (31-33 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

Inadequate paper (1-30 points): Paper with substantial problems in important areas such as writing, description of interventions, overall thoughtfulness.

Unacceptable/no paper (0 points): Paper not relevant to the assignment or no paper turned in at all. May describe an article of no value or relevance, or that was not approved for this assignment.

Strategy Presentation Component Directions (10 points)

1. Be prepared to present a 5-minute oral summary of your written paper.
2. Prepare a 5-7 slide PowerPoint for your presentation – please provide a hard copy for the instructor.

3. Prepare materials to use in your presentation.
4. Hand in a copy of your presentation materials to the instructor.

Scoring Criteria for Presentation:

Exemplary presentation: (10 points): Keeps within the time limits; Demonstrates knowledge of research topic and is able to effectively convey information to audience; reflects poise, clarity, knowledge and enthusiasm; effective use of prepared materials; keeps the audience engaged.

Adequate presentation: (8-9 points): Good overall presentation, but may be lacking in one or two of the criteria specified in exemplary response. May seem a little less prepared or somewhat unclear in understanding of topic.

Marginal presentation (6-7 points): Presentation provides relevant information, but demonstrates a limited understanding of topic or project. Style, handouts, or visual may be less than adequate.

Inadequate presentation (1-5 points): Weak overall presentation that reflects very little knowledge of topic or project. Appears poorly prepared or has not followed directions. Handouts or visual aids are lacking.

Unacceptable: (0 points): No presentation or completely unsatisfactory presentation with no relevance to assignment.

Schedule

Spring1 2013

TENTATIVE COURSE SCHEDULE		
Date	Topics	Before the <u>Next Class</u>, I need to:
1/08 <i>Session 1</i>	<p>Review syllabus, text, and Blackboard overview of expectations and assignments. Small group activity -</p> <p>What is a strategy? (SIM Instructional Model)</p> <p>Writing assignment: <i>What makes a strategy an evidenced-based practice? Due electronically by Jan. 15th 4:30 p.m.</i></p> <p>Written assignment should be 1-2 page</p>	<p>Read Chapter 6 (Effective Differentiated Instruction for All Students)</p> <p>Read article in consideration of writing assignment:</p> <p>Forness, S.R. (2001). Special Education and Related Services: What have we learned from meta-analysis? <i>Exceptionality</i>, 9(4), 185-197.</p> <p>Writing assignment due next class (session 2).</p>
1/15 <i>Session 2</i>	<p>Chapter 6</p> <p>Elementary Learners, Theoretical Constructs, Research-based-evidenced based practices. Vocabulary: ZPD, scaffolding, and guided practices, direct instruction/systematic/explicit instruction, and cognitive strategy instruction.</p> <p>http://iris.peabody.vanderbilt.edu/index.html</p> <p>Pals* - a research validated strategy</p> <ul style="list-style-type: none"> ○ Effective instruction for all students looks like.... ○ Instructional design – components of an effective lesson: methods and strategies <p>In-class Sign-up for VAKT Tool Presentation</p>	<p>Access GMU Email and BBd account.</p> <p>Reading assignment: Chaps 2, 3, & 8</p> <p>Find research article with strategy investigated for signature assignment and bring to class (or submit electronically) for approval by class Session 3.</p>
1/22	Chapter 2: Collaboration: Partnerships and Procedures	➤ Read chapter 9 –

TENTATIVE COURSE SCHEDULE		
Date	Topics	Before the <u>Next Class</u> , I need to:
Session 3	<ul style="list-style-type: none"> ○ Social Skills ○ Peer Tutoring ○ Cooperative learning strategies <p>VAKT/Learning Visual Tools Modeled</p> <p><i>*Selected research article for strategy assignment due today</i></p>	<p>Enhancing Motivation and Affect</p> <p>Bring to class and have ready to share ONE tool you incorporate to improve student motivation.</p> <p>For next class, locate and bring to class essential knowledge (learning objective) from the SOLs based on the grade level and subject area you would like to present for lesson plan demo</p>
1/29 Session 4	<p>Chapter 9: Motivation and Affect</p> <p>Share tool for motivation affect!</p> <p>Discuss preconditions for motivation and affect in the classroom.</p> <p>Identify elements of a positive and motivating learning environment</p> <p>VAKT/Learning Visual Tools Modeled</p> <p>Group selection activity for Lesson Plan assignment – share SOL content objective</p>	<p>➤ Read Text Chapter 10 – Attention & Memory</p> <p>Review Sally’s Sample Lesson Plan and identify components. (10 point activity to complete and bring to class 5).</p>
2/05 Session 5	<p>Chapter 10: Improving Attention and Memory</p> <ul style="list-style-type: none"> ○ Memory ○ Memory processes (mnemonics, graphic organ., meta-cognition demo) ○ Strategies for improving memory 	<p>➤ Read chapter 14 – Mathematics</p> <p>Continue to work on data collection and strategy</p>

TENTATIVE COURSE SCHEDULE		
Date	Topics	Before the <u>Next Class</u>, I need to:
	<ul style="list-style-type: none"> ○ Attentional characteristics <p>In class planning time for lesson plan presentation.</p> <p><i>Lesson Plan Component Activity due!</i></p>	<p>application written assignment.</p> <p>Complete online Math Module. Submit math assignments electronically by 4:30 Session 7.</p>
2/12 <i>Session 6</i>	<p>Online Class Session – See Bbd “Assignment” tab for directions and hand-outs.</p> <p><i>Class will not meet face to face!</i></p> <p>Chapter 14: Mathematics</p>	<p>Online math assignments due by 4:30 Session 7.</p>
2/19 <i>Session 7</i>	<p style="text-align: center;">Group lesson plan presentations</p> <p>Chapter 13: Content Area Instruction and Learning - Literacy</p> <p>Reading: Phonology, Decoding, Fluency, and Comprehension instruction</p> <p>Online Math Module due by 4:30.</p>	<ul style="list-style-type: none"> ➤ Read Text Chaps 11 & 12 – Study Skills and Assessment ➤ Read chaps 15 & 16 Science and Social Studies Transition Services
2/26 <i>Session 8</i>	<p>Chapter 11: Study Skills for content area textbooks and other materials.</p> <p>Chapter 12: Test taking strategies for teacher made and standardized tests.</p> <p>Chapter 15: Science and Social Studies Chapter 16: Transition Services</p>	<p>Complete strategy application presentation and written assignment.</p> <p>(Optional) Submit self-addressed stamped envelope for final presentation return.</p>

