



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

Spring 2013

EDSE 428 001: Elementary Reading, Curriculum, and Strategies for Students Who
Access the General Education Curriculum
CRN: 10662, 3 - Credit(s)

Instructor: Ms. Catherine Thompson	Meeting Dates: 01/22/13 - 05/15/13
Phone and TEXT: 703-314-6105	Meeting Day(s): Mondays
E-Mail: cthompsl@gmu.edu	Meeting Times: 4:30PM-7:10PM
Office Hours: As needed and after class	Meeting Location: Fairfax, KH 205

***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 and instructional strategies in reading, language arts, mathematics, science, social studies, and social skills; cognitive strategies in study skills, attention and 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. (2007). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction*. (4th Ed.) Upper Saddle River, NJ: Pearson.

Several readings may also be assigned throughout the semester.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Resources

Blackboard Site (Version 9.1): <http://courses.gmu.edu>

Log on to this site to obtain the syllabus, prepare for course lectures with Power Points and supplemental information, check class assignments, review the assignments, and observe the course documents. Please check this site weekly for updates/announcements!

George Mason University Email: <https://mserver3.gmu.edu>

From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

George Mason Patriot Web: <https://patriotweb.gmu.edu/>

A self-service website for students, faculty, and staff of George Mason University. A wealth of useful links, information, and online forms are available on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Advising Contact Information: Please make sure that you are being advised on a regular basis as to your status and progress through the special education program. You may wish to contact Jancy Templeton, GMU Special Education Advisor, at jtemple1@gmu.edu or 703-993-2387. When contacting her, always provide your G number to her.

TaskStream: <https://www.taskstream.com>

The signature assignment required for this course must be submitted electronically to Mason's NCATE management system, *TaskStream* via <http://gse.gmu.edu/programs/sped/>. 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. **Every student registered for any EDSE course as of the Fall 2007 semester is required to submit signature assignments to *TaskStream* (regardless of whether a course is an elective or part of an undergraduate minor). *TaskStream* information is available at

See <http://gse.gmu.edu/programs/sped/taskstream/> for detailed steps.

APA Formatting Guidelines: <http://owl.english.purdue.edu/owl/>

This website is offered as an additional reference for APA formatting requirements. 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.

Additional Readings

Resources for Evidence-Based Practices Emphasized in EDSE 428

www.k8accesscenter.org The Access Center. (*Computer assisted instruction, CAI*)

<http://www.teachingld.org> LD Resources. Current Practice Alerts. #2, 8, 10, 12, 13, 17

<http://www.iris.peabody.vanderbilt.edu> Modules and InfoBriefs.

(Peer Assisted Learning Strategies – *PALS*; *Collaborative Strategic Reading –CSR*; *Providing Instructional Supports - scaffolding and modeling*; *Self-Regulated Strategy Development Model*)

National Reading Panel Report (NRP). (2000). <http://www.nationalreadingpanel.org>

Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (Meta, in press; *questioning strategy instruction, graphic organizers, self-regulatory skills*)

Bursuck, W. D., & Damer, M. (2007). (*Direct instruction/systematic/explicit instruction*)

Coleman, M., & Vaughn, S. (2000). (*Direct instruction/systematic/explicit instruction*)

Gajria, M., Jitendra, A. K., Sood, S., & Sacks, G. (2007) (*text enhancements; cognitive strategy instruction*)

Gersten, R., Chard, D., Jayanthi, M., Baker, S., Morphy, P., & Flojo, J. (2008).

www.centeroninstruction.org (*Direct instruction for math, Schema-based math representations, self-talk for math*)

Gersten, R., Fuchs, L. S., Williams, J. P., & Baker, S. (2001). (*Reading comprehension instruction*)

Jitendra, A. K., Edwards, L. L., Sacks, G., & Jacobson, L. A. (2004). (*Vocabulary instruction*)

Kroesbergen, E. H., & Van Luit, J.E. H. (2003). (*Direct instruction: Math; self-instruction, Schema-based math representations, concrete-representational-abstract CRA*)

Maccini, P., Mulcahy, C.A., & Wilson, M.G. (2007). (*Direct Instruction: Math; Schema-based math representations, peer-mediated instruction, anchored instruction, CRA*)

Mastropieri, M. A., Scruggs, T. E., & Graetz, J. (2003) (*mnemonics*)

Peltenburg, M., van den Heuvel-Panhuizen, M., & Doig, B. (2009). (*Math manipulatives*)
Rogers, L. A., & Graham, S. (2008). (*Self-Regulated Strategy Development Model*)
Scruggs, T. E., Mastropieri, M. A., Berkeley, S., Graetz, J. E. (2009). (*Peer tutoring, mnemonics, semantic maps*)
Scruggs, T. E., & Mastropieri, M. A. Tutorial: Mnemonic Instruction www.teachingld.org
Simon, R. & Hanrahan, J. (2004). (*Touch Math*)
Spencer, V. G. (2006). (*Peer tutoring*)
Suh, J., & Moyer, P.S. (2005). (*Virtual math manipulatives*)
Templeton, T. N., Neel, R. S., Blood, E. (2008). (*Self-regulatory skills for math*)
Vaughn, S., Gersten, R. L., & Chard, D. J. (2000). (*reading comprehension instruction; questioning strategy instruction; content enhancements, guided feedback*)

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.

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. Students are expected to be ‘psychologically’ available to learn and actively participate throughout each entire class period. Attendance and participation points are earned as a part of the course grading, and additional information is explained in the grading section.

Late Work.

Late Assignment Policy: All assignments must be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments**

Grading Scale

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

Assignments

NCATE/TaskStream Assignments.

Research Application Project (40 points)

There are two parts to this assignment. The first part is written component and the second part is the presentation component of the written component. Directions for the written component are provided first followed by the directions for the presentation component.

- o Select a current intervention research article from a professional journal (for example, Learning Disabilities Research and Practice, Behavioral Disorders, Education and Treatment of Mental Retardation, and Developmental Disabilities) and have it approved by the instructor. The focus of the article must include support for an

elementary level research-based intervention strategy for teaching reading, language arts, math, science, social studies, or social skills for individual 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 the instructor for assistance in selecting an article and you must select your article by September 26th. The important part is that your research article must be approved prior to beginning your assignment. You may want to e-mail the instructor with the complete article citation and brief description first.

- Read the article thoroughly. As you read the article, think about how the intervention(s) is being described 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 intervention/study. Which instructional condition worked best? Also, try to remember the type of students that participated in the

study. For example, were the elementary aged student participants classified with emotional disturbances (ED), with learning disabilities (LD), with physical disabilities (PD), or with autism?

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

The written paper should be approximately 8-10 pages in length, not including any appendices, and there are FIVE components of the paper typed in the following format:

- 1) **CITE THE ARTICLE using APA 6 format** (5 points).

For 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 (10 points).**

Do not simply copy the abstract, but attempt to rewrite in your own words what was undertaken in the study. Your summary will probably be 1-2 pages, double-spaced.

For 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-tested and post-tested on the types of strategies used for reading comprehension, and questioned about the strategies they were using during the second day of training. All students were also posttested 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) Describe the **Intervention/Strategy** in detail (**10 points**).
- You should describe any and all **MATERIALS**, and then lead into a detailed **description of the PROCEDURES/METHODS (instruction/intervention)** that occurred during YOUR application of the strategy.

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

For 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 to ask themselves two questions after reading text: (1) Who or what is this paragraph about? and (2) What is happening to them? Students were also taught that a summary sentence "tells what the whole passage is about in a few words" (p.273). Students were taught to use their answers from the two questions to write their summary sentences on blank lines that had been inserted in between paragraphs. Instruction and practice was provided using this procedure for two days.

Summarization Plus Self-Monitoring 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.

- 4) Describe all of the **RESULTS** and provide a discussion of your findings (**10 points**).

- 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.

For 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 performance with a pre-post test....

- 5) **EVALUATE** and provide some insights as to why you might have obtained the findings (**5 points**).

- 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.

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

Exemplary paper (38-40 points): Appropriate research article, appropriate topic, identifies focus of the research study, strategies, and findings. Describes how the strategy was implemented in your own or colleague's 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): Good overall 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): 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): 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.

Research Application Project Presentation (10 points)

- Be prepared to present a 10-minute oral summary of your written paper.
- Prepare a 5-7 slide Powerpoint for your presentation – please provide a hard copy for the instructor.
- Prepare materials to use in your presentation
- Hand in 1 copy of your presentation materials to the instructor.

<i>Component</i>	<i>Points</i>	<i>Comments</i>
A 10-minute oral summary of projects presented to peers to include questions	0 .5 1 1.5 2	
Presentation should include 5-7 slides (like Power Point) that clearly describe the major points of project. Slides should be posted on BB before 4:30 on the due date. An example will be provided in class.	0 .5 1 1.5 2	
Print one hard copy of slides. This simulates a professional conference where individuals circulate and learn about a variety of projects.	0 .5 1 1.5 2	
Describe materials used for intervention in your presentation or provide visuals that support the explanation and/or poster itself. For example, pictures of a student with the materials used, picture of the intervention materials, the materials themselves, demonstration, etc.	0 .5 1 1.5 2	
Prepare a one-page handout to distribute to presentation audience	0 .5 1 1.5 2	
Total Points	/10	

Common Assignments.

1) Participation/Attendance (30 points [2 points per class possible])

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.

Participation/attendance points are earned through thoughtful contributions made in class, listening to the ideas of other peers in a respectful manner, and demonstrating enthusiasm for learning. Students are expected to be ‘psychologically’ available to learn and actively participate throughout each entire class period. Participation/attendance points are negatively impacted by being late to class, demonstrating a disinterest in the material/lecture/discussion, and/or absences. In addition, activities such as texting, Facebooking, tweeting, e-mailing, working on documents, etc., represent a disinterest. Please be respectful and display digital etiquette during class. Laptops may be specifically used to observe class lecture materials and take notes. If a student is running late, please make a concentrated effort to contact the instructor at 703-314-6105 via phone or text. You can also email the instructor at ccthompson2@fcps.edu.

2) Prepare an example of a completed Learning Visual/VAKT tool (8 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.

Rubric:

Effective visual of tool shown (neatness, completed sample)	0	.5	1	1.5	2
Clearly supports the concepts/vocabulary of science/S.S. content	0	.5	1	1.5	2
Preparation Evident (materials, explanation) (2 points)	0	.5	1	1.5	2
Creativity/Originality (2 points)	0	.5	1	1.5	2
Total (8)					

3) Group Lesson Plan (20 points)

With a partner or as a group (maximum of 4 per group) prepare *a lesson plan* (English or mathematics) that follows The Active Teaching 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 Virginia SOLs in English or Math for elementary grades 1-5. The lesson should be well planned and typed in order to be turned in to the instructor.

Rubric: Group Lesson Plan

<i>Component</i>	<i>Points</i>	<i>Comments</i>
Objective(s) • Includes a clear, observable, and measurable learning objective(s)	/2	
Set up • Lesson includes an agenda, warm-up, a motivating activity, behavioral expectations, and materials. • The components are presented clearly and are given practical relevance to the lesson as a whole.	/3	
Activity(ies) • 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 • Assessments are relevant to the task demonstrated and identified on the lesson plan. • Relevant and special modifications/accommodations are noted.	/2	
Collaborative Efforts • Everyone has a clear and important role for the development of the lesson. • Lesson is clear, creative, and flows smoothly.	/2	
TOTAL	/20	

Other Assignments.

Quizzes (9 points) and SRSD assessment (10 points) are other assignments. Other projects will be noted if necessary.

Schedule**Assignments' Descriptions and Evaluation Criteria**

Requirement	Possible Points	My Points
Participation/Attendance/Class Assignments	30	
Written Research Application Project **Signature Assignment	40	
Application Project Presentation	10	
Quizzes (3 @ 3 points each)	9	
SRSD Assessment Questions	10	
Learning Visual/VAKT tool to Create and Present (Science/Social Studies)	8	
Lesson Plan Components Activity	10	
Group Lesson Plan (English or Math)	20	
Total		
+ <i>Bonus** points for posting Written Research Application project on Task Stream by <u>5/14/13</u></i>	TBD	

It is recommended that students retain electronic and hard copies of ALL course products. Products from this class become a part of one's individual professional portfolio used to document satisfactory progress towards licensure based on the Council for Exceptional Children (CEC) standards

Tentative Schedule of Classes on following page:

Class	Topic	Before the Next class, I need to:	My notes....
Class 1; 1/22	<u>Introduction to course:</u> <ul style="list-style-type: none"> • Overview of expectations, assignments • Review syllabus, text, and Blackboard • Methods & Strategies • Identifying a Research-based intervention/strategy (Mason database) 	Read <u>Chapter 6</u> (Effective Differentiated Instruction for All Students) Read article in consideration of writing assignment: Forness, S. R. (2001). Special Education and Related Services: What have we learned from meta-analysis? <i>Exceptionality</i> , 9 (4), 185-197.	
Class 2; 1/28	<u>Effective Instruction for all Students</u> <ul style="list-style-type: none"> • Components of an effective lesson • Evidence-based practices (EBPs) • Teaching objectives (Bloom's Taxonomy) • VAKT/Learning Visual Tools* <p>* VAKT/Learning Visual Tools Modeled</p>	Read: Chapter 9—Enhancing Motivation and Affect Begin Searching for article with strategy investigated for <i>signature assignment</i> and bring to (or send electronically) ME for approval by <u>Class 4, 2/11</u> . Prepare for an in-class quiz on Chapter 6 & 9	
Class 3; 2/4	<u>Motivation and Affect</u> <ul style="list-style-type: none"> • Quiz of Chapters 6 & 9 • Sign up for VAKT/Learning Visual Tool* • Identifying elements of a positive and motivating learning environment 	Read: Read Chapter 8—Promoting Inclusion with Classroom Peers Select intervention research article and send electronically to instructor or bring to next class on 2/11	

	<ul style="list-style-type: none"> • Goal setting*; self-monitoring*; Opportunities to Respond (OTR)*; Response Cards; Feedback* 		
Class 4; 2/11	<u>Cooperative Learning Methods</u> <ul style="list-style-type: none"> • Intervention research article DUE • Peer tutoring and cooperative learning* • Language experience charts and literature circles* 	Review Sample Sally's lesson plan and identify the components. This activity is worth 10 points and due by 4:30 on February 25. You may submit it electronically to the instructor or bring it to class on February 25.	
Class 5; 2/18	<u>Peer-Assisted Learning Strategies (PALS)*</u> <ul style="list-style-type: none"> • This is a research-validated strategy that you will learn about through this IRIS module. <p>GO TO http://iris.peabody.vanderbilt.edu/resources.html</p> <ul style="list-style-type: none"> • Go to Modules (in middle of page) • Select and complete the entire module study under Learning Strategies: PALS (select one of the three options relevant for your grade level of interest) • Please feel free to take notes • There will be quiz on this information (+ Chapter 8) next class 	<p>Read Chapter 8</p> <p>Prepare for quiz on Chapter 8 and PALS IRIS module.</p> <p>Prepare for VAKT/Learning Visual Presentations Remember Sample Sally's Lesson Plan Activity is Due Class 7, 2/25</p>	
Class 6; 2/25	<p>Sample Sally's Lesson Plan due! Prepare for VAKT/Learning Visual Presentations</p> <p><u>Attention and Memory</u></p> <ul style="list-style-type: none"> • Quiz on Chapter 8 and PALS* 	<p>Read: Chapter 11—Teaching Study Skills</p> <p>Prepare for VAKT/Learning Visual Presentations</p>	

	<ul style="list-style-type: none"> • Mnemonics* • Graphic Organizers* • Meta-cognitive strategies* 	Locate and bring in essential knowledge/learning objective from SOLs based on the content area of instruction for research project due class 7, 3/4	
Class 7; 3/4	Learning Visual/VAKT tool Share Presentations SOL for research project DUE <u>Teaching Study/Organization Skills</u> <ul style="list-style-type: none"> • SOL for research project DUE • Task analysis • Homework strategies VAKT/Learning Visual Presentations Group Lesson Plan Time Assessment	Read: Chapter 12— Assessment Chapter Reading during Class	
Class 8; 3/11	Spring Break	Enjoy !!!!!	
Class 9; 3/18	<u>LITERACY Part I: Decoding, Fluency, and Comprehension - Overview of Five Domains*, Direct Instruction*, reading strategies, Word Sorts; Elkonin Boxes;</u> Group Project (Lesson Plan)Time	Read: Chapter 13—Literacy Prepare for quiz on Chapters 11, 12, & 13	
Class 10; 3/25	<u>LITERACY Part II:</u> <ul style="list-style-type: none"> • Quiz on Chapters 11, 12, & 13 Overview of Five Reading	Work on Group Lesson Plan, which is due class 11 on 4/1 Work on paper: Implementing	

	<p>Domains*</p> <ul style="list-style-type: none"> • Direct instruction*, reading strategies, word sorts, Elkonin boxes • Read Alouds • Question/Answer/Relationship (QAR) strategy • Comprehension strategies • Teacher language and questioning techniques • Graphic organizers*; semantic maps 	<p>strategy, making modifications as needed, collect data</p> <p>Group LESSON PLAN DUE Class 11 on 4/1</p>	
Class 11; 4/1	<p><u>Mathematics</u></p> <ul style="list-style-type: none"> • Group Lesson Plan DUE • Principles of math instruction • NCTM • Math materials and manipulatives • CRA; CAI • Evaluate math materials • Effective strategies for teaching math to students with disabilities/Centers 	<p>Read Chapter 15—Science and Social Studies</p> <p>Work on paper and presentations</p>	
4/8 Class 12 No official Meeting for Class. online CLASS	<p><u>“Writing”/Self-Regulated Strategies</u></p> <ul style="list-style-type: none"> • SRSD* is a research validated strategy that you will learn about through this IRIS module. • Go to http://iris.peabody.vanderbilt.edu/resources.html • Go to Modules (in middle of page) • Select and complete the entire module study under SRSD: Using Learning Strategies to Enhance Student Learning • Please feel free to take notes 	<p>Work on Strategy Paper SRSD Quiz Next C class!</p>	
Class 13	<p><u>Writing</u></p> <ul style="list-style-type: none"> • SRSD Quiz! 	<p>Group Lesson Plan DUE next class</p>	

4/15	<ul style="list-style-type: none"> • Where are we with writing instruction? <ul style="list-style-type: none"> • Complex process of writing • Writing sequence • Spelling instruction and strategies <ul style="list-style-type: none"> • Handwriting instruction/technology • Cognitive strategy instruction 	Work on paper: Implementing strategy, making modifications as needed, collect data	
Class 14; 4/22	<u>Science and Social Studies</u> <ul style="list-style-type: none"> • Teaching “big” concepts • Adapting textbook-based, activities-based, and inquiry-based • NSTA • Discuss Task Stream <ul style="list-style-type: none"> • Review APA and paper 	Paper Due to TASKTREAM by Monday, May 11 10:00 pm Work on paper!	
Class 15; 4/29	<i>Review of EBP’s and the REAL WORLD !</i> Bring strategy paper drafts to class for edits	Paper Due to TASKTREAM by Monday, May 11 at 10:00 pm	
Class 16; 5/6	Paper Presentations	Paper Due to TASKTREAM by Monday, May 11 at 10:00 pm	
Class 17; 5/11	Paper Due to Instructor/posted to Task Stream TODAY Paper Presentations	Paper Due to TASKTREAM by Monday, May 11 at 10:00 pm	

--	--	--	--

Appendix

Iris Peabody Modules:

<http://iris.peabody.vanderbilt.edu/resources.html>

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.

