



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

Fall 2013

EDSE 628 679: Elementary Reading, Curriculum, and Strategies for Students who  
Access the General Education Curriculum

CRN: 81259, 3 - Credits

<b>Instructor:</b> Dr. Sheryl Asen	<b>Meeting Dates:</b> 9/12/2013 - 11/14/2013
<b>Phone:</b> o703-993-5448; c802-595-9663	<b>Meeting Day(s):</b> Thursdays
<b>E-Mail:</b> <a href="mailto:sasen@gmu.edu">sasen@gmu.edu</a>	<b>Meeting Time(s):</b> 4:30 p.m. - 8:30 p.m.
<b>Office Hours:</b> by appointment (206a Finley)	<b>Meeting Location:</b> Chantilly High School, room 244

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

"It's not what is poured into a student that counts, but what is planted." -Linda Conway

"Setting an example is not the main means of influencing another, it is the only means."  
-Albert Einstein

"In an effective classroom students should not only know what they are doing, they should also  
know why and how." -Harry Wong

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

"Teaching is the highest form of understanding." -Aristotle

*Docendo discimus*, (Latin "By teaching, we learn.") -Seneca the Younger

**For the EDSE 628 Common Assignment, the Strategy Application Project (SAP):**

- To request placement with a student you MUST register with the Clinical Practice Office (formerly the Field Experience Office) no later than September 15, 2013.
- The deadline to record with the Clinical Practice Office the placement you have identified (the school attended by the subject of your Strategy Application Project study) is October 3, 2013.

**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**

- Construct knowledge through in class small and large group activities and through course assignments, including independent study and research;
- Reflect on practices, personal skills, and orientations;
- Assess their growth related to course content; and
- Provide constructive feedback to peers.

Interactive and teaming strategies are used to facilitate fulfillment of the outcomes established for the course. Instructor and student led class experiences and presentations incorporate a variety of formats, which may include whole and small group activities, discussion, demonstration, guest presenters, use of media/technologies, and lecture. The instructor at times will use Socratic dialog and problem-solving tools and techniques. Students are expected to know and use GMU e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

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; and
7. Reflection and self-assessment.

### **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 Office, internsh@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. S. (2009). *Strategies for teaching students with learning and behavior problems* (8<sup>th</sup> ed.). Boston, MA: Allyn & Bacon.

## **Recommended Textbooks**

Please refer to the latest edition of the Publication Manual of the American Psychological Association, Sixth Edition.

<http://www.apastyle.org/manual/index.aspx>

## **Required Resources**

- Use of online resource materials from the IRIS Center: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>
- Use of online resources on Thinking Maps, including <http://www.thinkingmaps.org/official/index.html>
- Use of online video from Dr. Lydia Soifer:  
<https://www.youtube.com/watch?v=TzpkRZvdOCw&feature=endscreen> or  
[http://www.youtube.com/watch?v=TzpkRZvdOCw&feature=youtube\\_gdata](http://www.youtube.com/watch?v=TzpkRZvdOCw&feature=youtube_gdata)
- Student identified articles from education journals that summarize evidence-based or scientifically-based practices.
- Additional required resources are assigned as necessary, as per instructor discretion.

## **Additional Resources**

See the suggested resources for assignment support in the section that describes the course major learning activities (under the bolded header **Assignments**).

## **Digital Library Option**

The Pearson textbook(s) for this course is available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN.

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsonhighered.com/>. Search by author, title, or ISBN.

For assistance with the Pearson Digital Library, email Alicia Barnes [alicia.barnes@pearson.com](mailto:alicia.barnes@pearson.com)

## **Course Relationships 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 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://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- 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.**

- Attendance at and preparedness for all sessions are very important. Many of the activities in class that contribute to building and revising conceptual models and personal orientations are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can be experienced only in the class.
- Students are required to (a) arrive on time, including back from break(s), (b) stay in the classroom/activity area for the duration of the class time, and (c) participate in all class activities (both face-to-face and electronic means) in order to be considered “in attendance” for the class session. Attendance and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.
- Attendance, preparedness (assignments are: submitted on time; complete; of sufficient quality), participation, and professional disposition are required in each class session to be eligible to earn points for that class session (including receiving points for homework assignments due that session). The GMU CEHD Professional Dispositions serve as a minimum standard for class member behavior (<http://gse.gmu.edu/facultystaffres/profdisp.htm>).
- Use of Computers, Cell Phones, PDAs, iPads, and other electronic devices and materials: Please be *fully* present in class. It is impossible to participate fully in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. Please use computers only for work related to the current class activity. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for that class session. If, for emergency reasons, you must be available via cell phone, please discuss the situation with the instructor in advance of class and, if access is granted, place your cell phone on vibrate and mute the ring tone to avoid class disruption.
- Class starts at 4:30 p.m. and ends at 8:30 p.m. as per the clock on the classroom wall (which may differ from your time piece). It will not be considered disruptive or disrespectful to leave at 8:30 p.m. No required new class content will be presented after that time but discussion may continue for those who have questions and for those who wish to participate.
- Please alert the instructor prior to class of impending late arrival, early exit from class, or

absence (see information below).

- Students are expected to attend all class sessions to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Class attendance is crucial to course competence; however, there may be an instance when you are not able to attend class. Please do not request permission to miss a class—you must make your own decision. All students are granted one absence, though class session participation points are not awarded if a student has not attended class.. If there are extreme extenuating circumstances resulting in subsequent absences, you must consult with the instructor, including notifying the instructor by email prior to the start time of a missed class session. A second absence will result in the final grade dropping by 5 points. Three absences (including the granted absence—i.e., two absences in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted.
- Students who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions/clarifications/explanation, and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.
- In-depth reading, study, and work on course requirements require outside class time. GMU graduate students are expected to allot per week three+ hours per course meeting hour (or at least 12 hours per week for this course) for class session preparation (reading, study, planning, etc.). This is in addition to time devoted to assignments that take the place of class time and time devoted to completing course major learning activities.
- If you feel you cannot adhere to the assignment and class schedule noted in the syllabus, please contact the Instructor immediately to discuss options for completing the course under agreed upon conditions or for withdrawing.

### **Late Work.**

- All learning activity assignments are required to be completed and submitted on time. This includes submitting the final copy of the course common assignment, the Strategy Application Project paper, by 4:30 p.m. the last day of class. When the format for assignment response includes print/hard copy, to be considered handed in on time the print/hard copy must be received by the instructor by the start of the class session at which the assignment is due. In fairness to students who make the effort to submit papers on time, if an assignment is not submitted on time IN PRINT/HARD COPY or on Blackboard, it is LATE even if submitted on time electronically. **Exceptions must receive prior instructor approval.**
- For late submissions of assignments:  
Major Learning Activities:
  - Five (5) points will be deducted from your assignment grade for late submissions unless the instructor has agreed to an extension (which may be used one time only for one assignment only). For reading response logs and quizzes, one-half (.5) point will be deducted for late submissions. The maximum extension is 7 days, after which the assignment is not

awarded any points toward a final grade.

- o The date that the assignment was received in hand as a print/hard copy by the instructor or posted on Blackboard will be considered the date submitted; however, the instructor will not print out student work and, therefore, will not provide feedback or grade the work until a printed copy is received and the assignment is posted to Blackboard.
- o Presentations and related materials are due in class and posted to Blackboard according to the class schedule.
- o Submitting an assignment late does not alter the due dates of the other assignments. It prevents timely feedback regarding work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

### **Other Grading Considerations.**

- Points will be deducted for not adhering to the in class and Blackboard electronic submission timelines as outlined above.
- One (1) point may be deducted for each incidence of not adhering to file name guidelines stated in assignment directions and in syllabus appendices.
- One (1) point may be deducted for each incidence of not including identifying information (name, date, course, section) on your submitted work.

### **Communication.**

- Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education. If unfamiliar with APA format, it would benefit you to purchase the Publication Manual of the American Psychological Association (6th ed.) You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: <http://apastyle.apa.org>.
- Oral Language: Use “person-first language” in class discussions and written assignments (and ideally in professional practice). In accordance with terminology choices in the disability community, strive to replace the term “Mental Retardation” with “Intellectual Disabilities” in oral and written communication and to avoid language labels by stating, for example, a “student with disabilities” (SWD) or rather than a “disabled student”. Please refer to guidelines for non-handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf>.
- ***Your GMU email address and the instructor's GMU email address are the only email addresses that will be used for communication in this course.*** Student email is accessed at <http://masonlive.gmu.edu>. ALL communication regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information. Failing to check your Mason email or citing technical difficulties does not relieve you of the responsibility to communicate via your GMU account. Please make sure your ***GMU email is activated and checked daily*** for communications from the instructor as well as for university

announcements. Any student who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and [support@gmu.edu](mailto:support@gmu.edu). ITU information is available at <http://itservices.gmu.edu/>.

- It is your responsibility to communicate with the instructor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.
- Please send outgoing email messages **only** through your GMU email account when related to this course and GMU business. Do **NOT** send course related email through your personal or professional email account(s) unless you have a documented issue using GMU email. You may activate and forward your GMU email to your most-checked account; however, **send any reply/outgoing message to the instructor via your GMU email account**. (To forward email: Go to <http://mail.gmu.edu>. Click on the “Options” tab at the top of the page. Click on “Settings” link on the left of the page. In the box labeled “Mail Forwarding” type in your most-checked email account.)
- Please keep up-to-date with cohort announcements and requirements as posted at the GMU Special Education Cohort web site:  
[http://gse.gmu.edu/programs/sped\\_cohort\\_program/cohort\\_home/](http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/). This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Pam Baker ([pbaker5@gmu.edu](mailto:pbaker5@gmu.edu)).
- All student work may be shared in future courses and professional development taught by Dr. Sheryl Asen. Author credit explicitly will be given to student authors for their work.

**NOTE: A TaskStream submission is NOT required for EDSE 628. The following section on TaskStream is part of the syllabus for all EDSE courses.**

### **TaskStream Submission**

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, (NO ASSESSMENT REQUIRED FOR THIS COURSE) (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so

it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

### **Grading Scale**

93 – 100 points = A

90 – 92 points = A-

86 – 89 points = B+

80 – 85 points = B

70 – 79 points = C

< 70 points = F

### **Assignments**

#### **NCATE/TaskStream Assignments.**

EDSE 628 does not have an NCATE Assignment.

#### **Common Assignments.**

The Common Assignment for EDSE 628 is the Strategy Application Project (SAP). Additional information on this assignment is included in the section below, **Major Learning Activities**. For details on the SAP, see section IV.

#### **Other Assignments.**

### **Major Learning Activities**

Course participants wishing to suggest other learning activities and/or other modes of expression for all assignments *except* the Common Assignment may, *with prior instructor approval*, substitute these for a required activity and/or format.

### **I. Attendance and Participation (9% of final grade)**

Credit for attendance and participation is achieved through active, thoughtful, deliberate contribution to and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. If a student is not present, participation points for that class session are *not* earned/awarded but all assignments are due as per the course calendar. Assignment self-assessments will be considered as addressing requirements I.B and I.C below for the class session on which they are due. Other important components of this part of the grade include but are not limited to the following:

#### A. Attendance in class. Included in attendance are:

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

For unexcused absences, students will lose 1 point per clock half-hour of class time missed; however, *two (2) or more unexcused class session absences will result a base grade of C*,

***equivalent to 79 points, from which unearned assignment points will be deducted.*** See the course syllabus for more information.

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

- All assignments due are completed and submitted on time and
- Demonstration of being psychologically and socially available to learn.
- If a student does not have required materials for a class session, that student will earn 0 points (that is, no attendance and participation points will be awarded) for all aspects of attendance and participation (I.A, I.B, and I.C). If a student does not have required materials for more than 2 class sessions for any reason, that student will not receive any of the 9 points for this major activity.

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

Participation includes but is not limited to:

- Contributing thoughtfully and fully to class activities and discussions;
- Listening to the ideas of others;
- Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influences class dynamics);
- Demonstrating enthusiasm for learning;
- Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
- Facilitating group work;
- Writing a class session “take away”—a personal learning connection made; and
- Taking and self-scoring the text chapter quizzes. For each of the course text chapters 2 and 6 through 11 students will have a take home quiz on the chapter content (7 chapters). The purposes of the quizzes are to guide reading, assist in review of chapter FOCUS questions, and to highlight for the student areas of overall mastery of chapter concepts and those needing further study and review. The take home quiz is to be brought to class and the student self-checks his/her work. Doing so is considered part of the day’s participation requirements. Students are encouraged to aim for mastery even though the quiz score does not convert to assessment points. The instructor reviews the results.

NOTE: There is no quiz for chapter 4.

## **II. Response Logs & Quizzes (18% of final grade)**

Students record in a log and bring to class professional insight(s) gained / professional connection(s) made about evidence-based and research-based practices for instruction that emerge for them personally. The response log assignment captures the power of reflection to improve learning through making meaningful connections (to self, to other learning materials, to the world).

Full points are allocated for substantive responses that accurately and appropriately respond to all components of the template (to be provided) and, most importantly, include depth of reflection, demonstrating personal connections to inform and improve professional practice.

- Course Text (8 of 18 points): chapters 2, 4, and 6 through 11 (8 chapters)

- Use the Chapter 2 template for that assignment.
  - For all other chapter reflections, use the generic chapter response log template.
- IRIS Modules (7 of 18 points):
  - See course calendar for the IRIS modules used in this course.
  - For the IRIS response logs, use the generic IRIS response log template
- Thinking Maps assignment (1 of 18 points): the required response is noted in the assignment (2 content area examples (may be same content but must be two different types of thinking maps)
- Dr. Lydia Soifer video on developing language skills in children (1 of 18 points); use the Soifer response log template.
- Research Foundation Paper on Do The Math - Arithmetic Intervention by Marilyn Burns (1 of 18 points); use the Burns response log template.

Quizzes are used as study guides and completed while the student reads the assigned course text chapters. Students bring the completed quizzes to class and self-check their answers.

### **III. Chapter Topic Team Presentation (33% of final grade)**

Each student participates on a team that develops and leads a group presentation. The presentation focuses on topics in one chapter (or one designated part) of the required course text. It is possible that a team is assigned other content.

The presentation is ***not*** a review of chapter factual information. The purposes of the presentation and its activities are:

- To assist class members in processing and applying the chapter's essential content (especially principles of instruction in that area) to using strategies in instruction of elementary curriculum and
- To expand our repertoire of evidence-based and research-based strategies for learning.

The chapter team members are responsible for working as a group to develop and then lead the class in learning experiences that include active participation by classmates. Time allocation will be determined by the instructor and is based on the size of the teams (influenced by class membership) and on the content focus. Typically, presentations range from 90 to 120 minutes, but may vary.

***The main emphasis is on principles of instruction and using strategies for content mastery.***

The team considers:

- The inter-relationship between the principles of instruction in the content area and use of strategies (which assist student mastery of K-6 curriculum content knowledge and skills) and
- How to best support student learning about and application of the strategies.

The group members identify representative strategies for mastering key content that are verified as effective learning tools (evidence-based, research-based, or scientifically-based practices). Sources, in addition to the course materials, may include the library of Pearson digital texts, professional journals, and materials in the Kellar library. (See the list of resources to support this assignment that are noted at the end of the assignment description. The resources are posted on

Blackboard [Bb] as well.) Specific resources and strategies may be required by the instructor—these will be discussed with the presentation team.

The presentation includes making connections between the main points in course readings and the participatory experiences—discrete discussion of any content and concepts in the chapter essential to understanding and implementing the presentation’s strategy activities is to be blended into activities. Keep in mind: the presentation ***mainly focuses on assisting participants in gaining understanding of and confidence in implementing strategies*** and assumes that course members have read the course materials to date and are familiar with course content.

The majority of the presentation centers on demonstration and participatory application activities. Teaching students with disabilities (SWD) how to use strategies includes modeling by the teacher and teacher directed guided practice; therefore, presentation components may include: practicing strategy steps; role playing student-teacher interactions; reacting to a case study/scenario; observing a skit (e.g., of a demonstration) and debriefing about the strategy and instructional practices; using/exploring related artifacts (e.g., a sample of materials scaffold; a handout summary chart).

The presentation also includes:

- Examples of how Thinking Maps may be applied to learning in the area of focus. Other graphic organizers may also be included, but are not required.
- Examples of using content, material, and/or task scaffolds for mastering the strategy and/or academic content.

The presenters share with classmates a resource “take away” of supporting information. This includes:

- Copies of templates used in activities (filled out samples of Thinking Maps and any graphic organizers and/or materials used; samples or descriptions of scaffolds);
- A summarizing pamphlet or sheet of tips for teaching in the content;
- A summarizing pamphlet or sheet about each strategy used in the presentation;
- A bibliography of at least 3 resources for strategies in the focus area.

The materials used and shared must be done **in compliance with copyright regulations**.

All materials/documents and any PowerPoint presentations used as part of the chapter presentation are ***due to the instructor electronically via the Bb drop box by the start of class the day of the presentation***. Please combine as many features into as few documents as possible (while also considering what makes sense to group together). The instructor later may post these to the class Bb site.

Following completion of the presentation, the team evaluates the presentation by assigning points earned on the assessment matrix. Additionally ***each*** team member writes a concise but substantive reflection on what the individual gained from the assignment related to the course goals. This self-assessment is due by noon on the Saturday following the presentation via ***both*** the Bb drop box and to the instructor via GMU email.

## Assignment Support

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

Example: OralLanguageOverview.ppt

Example: RdgCompHandouts.docx

Example: ContentVocabMemoryAids.pdf

For assistance finding research on strategies in professional publications contact:

- Ms. Jackie Peterson, KIHD Librarian: [jpetersk@gmu.edu](mailto:jpetersk@gmu.edu), 703-993-3672, GMU Fairfax campus Krug Hall room 110.
- Anne Driscoll, Reference Librarian, Fenwick Library: [adrisko2@gmu.edu](mailto:adrisko2@gmu.edu), 703-993-3715, GMU Fairfax campus Fenwick Library room A244.

Ms. Peterson also can assist in finding appropriate curriculum materials, other program resources, DVDs, etc. that are in the Kellar collection.

For assistance searching the Pearson digital library to find additional information on strategies, principles of instruction, etc., contact Alicia Barnes, [alicia.barnes@pearson.com](mailto:alicia.barnes@pearson.com).

For information on effective presentations and tips, go to:

<http://seggleston.com/1/business/key-steps>

<http://go.owu.edu/~dapeople/ggpresnt.html>

<http://www.auburn.edu/~burnsma/oralpres.html>

[http://www.presentationmagazine.com/Essential\\_Presentation\\_skills.htm](http://www.presentationmagazine.com/Essential_Presentation_skills.htm)

[http://www.timetomarket.co.uk/presentation-skills-tips\\_November.htm](http://www.timetomarket.co.uk/presentation-skills-tips_November.htm)

For information on effective use of slideshow/PowerPoint presentations, go to:

<http://mason.gmu.edu/~montecin/powerpoint.html>

<http://my.opera.com/vevola/blog/show.dml/275335>

<http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm>

Recommended books on educational presentations:

Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide*. Norwood, MA: Christopher-Gordon.

Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD.

## **IV. Common Assignment: Strategy Application Project (40% of final grade)**

The Strategy Application Project (SAP) is the Common Assignment for EDSE 628 across all sections. The EDSE 628 student designs, implements, collects data, and analyzes research using a ***strategy for academic learning by students with mild disabilities to master knowledge or skills in elementary level reading, language arts, mathematics, science, or social studies***. This may include strategies for vocabulary development, memory, and metacognition as applied to mastering academic content. The strategy is appropriate for use with students working at the elementary level. The study is conducted during current semester.

The Strategy Application Assignment addresses the following knowledge and skills.

- Possesses a repertoire of evidence-based instructional strategies for individualized instruction.
- Promotes positive learning results in general and special education curricula.
- Modifies learning environments.
- Emphasizes the development, maintenance, and generalization of knowledge and skills.
- Employs the Self-Regulated Strategy Development process for teaching a strategy to a student.

To achieve these standards through the Common Assignment, students:

- Find in (a) professional publication(s) at least one **research article** that focuses on implementation of a specific **evidence-based, scientifically-based, or research-based strategy** with elementary students with mild disabilities;
  - Read the article(s) with the purpose of comprehending, then emulating use of the strategy;
  - Collect baseline data;
  - Implement the strategy with (a) student(s), using the Self-Regulated Strategy Development (SRSD) model, in 5 (at a minimum) to 10 instructional sessions of 15-30 minutes each.  
(NOTE: the number of sessions and the amount of time per session varies **appropriately** according to the student and the strategy.);
  - Collect and analyze data on student progress;
  - Make recommendations for further instruction;
  - Reflect on what the researcher (you, the EDSE 628 student) learned through the assignment.
- Additional detail is provided below and through the assessment matrix for the assignment.

If you have difficulty finding a K-12 student for this assignment, GMU's Clinical Practice Specialist Comfort Uanserume ([cuanseru@gmu.edu](mailto:cuanseru@gmu.edu)) can assist in placing GMU students at school sites; **however, you MUST register with the Clinical Practice Office (formerly the Field Experience Office) at <https://cehd.gmu.edu/endorse/ferf> to request placement with a student no later than September 15, 2013.**

GMU is required to track where self-placed students will complete their field experiences. Consequently, **each EDSE 628 student must access <https://cehd.gmu.edu/endorse/ferf> and complete the information requested** (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you worked with the youngster). **The deadline to record with the Clinical Practice Office the placement you have identified (the school attended by the subject of your Strategy Application Project study) is October 3, 2013.**

The Strategy Application Project assignment results in the Common Assignment artifact, a research paper presented in APA format in which the student:

- A. Creates an abstract of the EDSE 628 student's project that precedes the main body of work. The abstract for the paper clearly and succinctly describes the strategy application project research (not the research on which the project is based). An abstract includes 4 components:

- The main objective and rationale of the project (which strategy is being used to achieve what purpose for which subject).
  - A brief summary of the methods used to accomplish the objective (data collection information; use of the SRSD model).
  - The project's results.
  - Conclusions about the implications of the project.
- B. Introduces the academic area of focus. This includes discussion that:
- Emphasizes the effect exceptional conditions can have on learning in the content area and
  - Notes the significance/relevance of the strategy to instruction of students with mild disabilities.
- C. Introduces a specific strategy (name; purpose) and supports its use by discussing:
- The theory/concepts underlying the strategy. (Why is the strategy an appropriate instructional intervention? Why does it work?)
  - The efficacy of using this strategy as an intervention to assist SWD in mastering the targeted academic content. (What research is there to support use of this strategy?)
- D. Describes the intervention strategy in detail, noting critical features, including:
- The intended outcomes (explicitly what a student who uses the strategy accomplishes);
  - The conditions and materials needed to successfully implement instruction using the strategy; and
  - Specific steps of the strategy. These sequenced steps should be presented in a numbered list that acts as a task scaffold for someone who wishes to use the strategy.
- E. Recommends accommodations and modifications for using this strategy with different student populations (e.g., age; disability; cultural background; interests).
- F. Describes the EDSE 628 researcher's study's conditions by discussing:
- The curriculum content and VA SOL (precise number and wording) to which the strategy is applied.
  - Demographic/background information about the student subject that is relevant to understanding his/her learning needs related to the focus area of the study.
  - A rationale for why the strategy is appropriate for the student participant; that is, implications of the intervention's use for this student subject in his/her efforts to master the academic content addressed in the study.
  - A specific IEP goal statement, objective, or benchmark for the student subject that directly relates the use of the strategy to mastery of content.
  - Accommodations and modifications made for this student, with rationale or discussion of why such are or are not needed.
  - The specific setting and procedures/methods to implement the study.
- G. Provides details on how each step of the SRSD model was followed to implement the project, displayed in table format (template provided). The left column lists the SRSD step while the corresponding right column lists the actions taken by the EDSE 628 researcher to carry out with the student subject that SRSD step. The detail in the right column resembles a modified lesson plan with the discrete actions in a numbered list.

- The baseline data is collected for 3 trials.
  - The student subject's practice/application of the strategy occurs over 5-10 sessions. (Sessions spent to introduce, discuss, and model the strategy do not count toward the total sessions in which the student subject applies the steps of the strategy, which must be no fewer than 5. For most strategies, practice sessions will not exceed one per day.)
  - The post-assessment data is collected at the conclusion of the 5-10 instructional sessions. Presents, analyzes, and discusses the findings, citing specific evidence. The discussion includes:
  - An appropriate CBM data display (graph) and, if appropriate, accompanying charts, tables, and figures. (If you have not taken EDSE 627: Assessment , refer to the IRIS module “Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom”, particularly page 5 of Perspectives and Resources <http://iris.peabody.vanderbilt.edu/module/gpm/>.)
- H. Evaluation of the effectiveness, including:
- How these results compared to expectations based on the research article and
  - Consideration of influencing factors, such as the suitability of the study's duration (number of sessions implemented over time frame).
- I. States recommendations for further instruction of the student subject, including additional uses of the strategy and next instructional steps.
- J. Reflects on the relevance of the project to personal professional growth. What knowledge and insights did you gain from this experience?
- K. Provides a list of references.
- L. Attaches relevant appendices, including: a copy of an instructional tool/aid used/created for implementation and samples (evidence) of student work that show application of the strategy.

The organization of the paper should be logical and promote “flow” for the reader. The EDSE 628 student researcher is expected to communicate with clarity, precision, and engagement. The project paper should reflect graduate school level conception and execution and use current APA format throughout the paper and in the reference list.

The following is an example of structure for the paper. The correlated item(s) from the list above are noted in parentheses.

Abstract (item A; An abstract is printed on its own page, separate from the start of the paper.)  
 Section I: Introduction (item B)  
 Section II: The Strategy (items C, D, E)  
 Section III: Study Implementation (items F, G)  
 Section IV: Results & Recommendations (items H, I)  
 Section V: Personal Professional Connections (item J)  
 References (item K)  
 Appendix/appendices (item L)

Drafts of the project will be shared with peers for review and feedback in three phases.

- Phase 1 addresses project information for items A – E above and includes bringing in the reference sources that verify the strategy’s effectiveness and steps.
- Phase 2 includes project information for items F and G.
- Phase 3 focuses on items H – L.

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

The Strategy Application Project/Common Assignment is due in class and via posting to the course Blackboard assignment drop box by 4:30p on the last day the course meets. At the last class session each student hands in the print version of his/her project and brings a print out of the abstract (directions will be shared in class).

Strategy Application Project file name protocol: (LastF)628SAP.(type)

Example: AsenS628SAP.doc

Example: AsenS628SAP.pdf

### **Summary of Major Learning Activities / Points**

Activity	Points
Attendance and participation	9
Response logs and quizzes	18
Chapter topic team presentation	33
Strategy application project	40
Total	100

### **Assignment Assessment Matrices**

Each major learning activity has an assessment matrix that is used by both the student and the instructor. Students self-assess on all assignments. The instructor reviews the assignments and the student self-assessments, then either confirms (agrees with) the student allocation of points or changes the points earned based on instructor judgment.

The assessment matrices are posted on Blackboard. These matrices correlate with the assignment requirements. Some serve as additional guides for assignment mastery and completion by providing explicit descriptions of fundamental elements.

At the end of the course, students self-assess their overall performance in the course.

Ultimately, the instructor’s valuation of a student’s work determines the final grade.

## Schedule

- The course schedule is dynamic—it may change according to students' needs, formative evaluation of course effectiveness, and unpredicted opportunities and events.
- For ALL assignments that require written/hard copy work, to be considered submitted on time:
  - The print version must be handed in on the due date and
  - The electronic version must be posted on Bb no later than the start of the designated class in which the assignment is due.

\* = Evidence-Based Practices

Class	Topics for Class This Week	Assignments for <u>Next</u> Class
Class 1 9/12/13	<ul style="list-style-type: none"><li>• All Means All</li><li>• Why access the general education curriculum?*</li><li>• Assets* and Introductions</li><li>• Course Overview / Syllabus</li><li>• Topics &amp; Teams</li><li>• Registration &amp; Other Housekeeping</li><li>• What are evidence-based practices?*</li><li>• IRIS module SRSD: Using Learning Strategies*</li><li>• Curriculum and learning theories</li></ul>	<p><b>For 9/19/13 class 2:</b></p> <ul style="list-style-type: none"><li>• Read Chapter 2 “Approaches to Learning and Teaching”.* Use the chapter 2 quiz to guide your reading.</li><li>• Complete the IRIS module SRSD: Using Learning Strategies*</li><li>• IRIS: Accommodations: Instructional and Testing Supports for Students with Disabilities*</li><li>• Review the course syllabus (including the calendar and major learning activities)</li><li>• Review the course Bb site, especially the Additional Resources, Assignments, and Assessments folders</li><li>• Bring to class:<ul style="list-style-type: none"><li>○ The Chapter 2 response log, which includes a list with a brief written explanation of:<ul style="list-style-type: none"><li>▪ Aspects of each of the learning theories in Chapter 2 that <b>currently</b> guide your practices and</li><li>▪ Aspects of the theories not currently part of your practices that you now aim to incorporate into your instruction. (This serves as the Chap. 2 response log.)</li></ul></li><li>○ Response logs for the two (2) IRIS modules</li><li>○ Your completed Chapter 2 quiz</li></ul></li><li>• Be prepared to respond to questions about the IRIS modules.</li></ul>

Class	Topics for Class This Week	Assignments for <u>Next</u> Class
<b>Class 2 9/19/13</b>	<ul style="list-style-type: none"> <li>• Adaptations, Accommodations, Modifications*</li> <li>• Chapter 2: quiz and log</li> <li>• Goals, objectives, observable behaviors, and their relationships to assessments</li> <li>• Self-Regulated Strategy Development*</li> <li>• Course assignments and assessments, including SRSD template for the Strategy Application Project (SAP)*</li> <li>• Non-Linguistic Representations and Advanced Organizers *</li> <li>• Classroom and behavior management*</li> </ul>	<p><b>For 9/26/13 class 3:</b></p> <ul style="list-style-type: none"> <li>• Read Chapter 4 “Promoting Social Acceptance and Managing Behavior”, <b>only pages 78 – 89, 93 – 109, and 112 – 120!*</b></li> <li>• IRIS: Providing Instructional Supports: Facilitating Mastery of New Skills*</li> <li>• Thinking Maps* assignment (to be distributed)</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Response log for Chapter 4 (no quiz)</li> <li>○ Response log for the IRIS Module</li> <li>○ Thinking Maps assignment – required: 2 maps</li> </ul> </li> <li>• Be prepared to respond to questions about the IRIS module and Thinking Maps.</li> </ul>
<b>Class 3 9/26/13</b>	<ul style="list-style-type: none"> <li>• Scaffolding and Instructional Supports*</li> <li>• Thinking Maps*</li> <li>• Chapter 4 log</li> <li>• Classroom and behavior management*</li> <li>• Note taking*</li> <li>• Management by Profile*</li> <li>• Introduction to oral language development*</li> </ul>	<p><b>For 10/3/13 class 4:</b></p> <ul style="list-style-type: none"> <li>• Complete viewing the Dr. Lydia Soifer video*: from 41:00 (41 minutes into the video) to 1:12:00 (through discussion of what teachers can do)</li> <li>• Read text Chapter 6 “Assessing and Teaching Oral Language”.* Use the quiz to guide your reading.</li> <li>• IRIS: Teaching English Language Learners: Effective Instructional Practices*</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Response log and completed quiz for Chapter 6</li> <li>○ Response log for the IRIS Module</li> <li>○ Response log for Dr. Lydia Soifer</li> </ul> </li> <li>• Be prepared to respond to questions about the IRIS module and the Dr. Lydia Soifer video.</li> </ul>

Class	Topics for Class This Week	Assignments for <u>Next</u> Class
<b>Class 4 10/3/13</b>	<ul style="list-style-type: none"> <li>• Oral language development and activities from Chapter 6 “Assessing and Teaching Oral Language”*</li> <li>• Check your Chapter 6 quiz</li> <li>• Techniques for Socratic dialog and higher order thinking*</li> <li>• Teaching English Language Learners*</li> <li>• Brain Research, Memory, Emotion, and Language – part 1*</li> <li>• Assignments in lieu of 10/10/13 f2f class</li> </ul>	<p><b>There is no f2f meeting for class 5 (10/10/13). The following is due for class 6 (10/17/13).</b></p> <ul style="list-style-type: none"> <li>• Read text Chapter 7 “Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition”.* Use the quiz to guide your reading.*</li> <li>• IRIS: Differentiated Instruction: Maximizing the Learning of All Students*</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Response log and completed quiz for Chapter 7</li> <li>○ Response log for the IRIS module</li> <li>○ Research article/source on which your SAP is based</li> </ul> </li> <li>• Be prepared to respond to questions about the IRIS module.</li> <li>• <b>Also due/bring to class: assignments in lieu of 10/10/13 f2f class.</b></li> </ul>
<b>Class 5 10/10/13</b>	<ul style="list-style-type: none"> <li>• <b>No f2f class</b></li> <li>• Assignments in lieu of the f2f class distributed and discussed in 10/1/13 class; include: Teacher Expectations and Student Behavior*, Higher Order Thinking Skills* and conversations with students, and Peer Assisted Learning Strategies for reading, K-1 and 2-6*; may include extension of topics listed above/on earlier dates</li> <li>• Completing assignments on time earns participation points for the 10/8/13 class session.</li> </ul>	<p><b>The following is due for class 6 (10/17/13). This is the same list noted above.</b></p> <ul style="list-style-type: none"> <li>• Read text Chapter 7 “Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition”.* Use the quiz to guide your reading.*</li> <li>• IRIS: Differentiated Instruction: Maximizing the Learning of All Students*</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Response log and completed quiz for Chapter 7</li> <li>○ Response log for the IRIS module</li> <li>○ Research article/source on which your SAP is based</li> </ul> </li> <li>• Be prepared to respond to questions about the IRIS module.</li> <li>• <b>Also due/bring to class: assignments in lieu of 10/10/13 f2f class.</b></li> </ul>

Class	Topics for Class This Week	Assignments for <u>Next</u> Class
<b>Class 6 10/17/13</b>	<ul style="list-style-type: none"> <li>• Brain Research, Memory, Emotion, and Language – part 2*</li> <li>• Check your Chapter 7 quiz</li> <li>• Partner check: SAP project research on the focus strategy*</li> <li>• Presentation/activities on Chapter 7 “Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition *</li> <li>• PALS K-1 and PALS 2-6*</li> <li>• Differentiated instruction*</li> <li>• Multiple Intelligences*</li> </ul>	<p><b>For 10/24/13 class 7:</b></p> <ul style="list-style-type: none"> <li>• Read text Chapter 8 “Assessing and Teaching Reading: Fluency and Comprehension”.* Use the quiz to guide your reading.</li> <li>• IRIS: Universal Design for Learning (UDL)*</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Response log for Chapter 8</li> <li>○ Response log for IRIS module</li> <li>○ Print out of your Barsch inventory from the UDL IRIS Module (Activity, page 1). We will use the results (distribution of points among the 4 modalities) in class.</li> <li>○ Draft of Strategy Application Project (SAP) phase 1*</li> </ul> </li> </ul>
<b>Class 7 10/24/13</b>	<ul style="list-style-type: none"> <li>• Presentations/activities on Chapter 8 “Assessing and Teaching Reading: Fluency and Comprehension”*</li> <li>• Check your Chapter 8 quiz</li> <li>• Preferred learning modalities, UDL, and multiple intelligences*</li> <li>• Peer review/feedback of draft SAP phase 1*</li> </ul>	<p><b>For 10/31/13 class 8:</b></p> <ul style="list-style-type: none"> <li>• Read text Chapter 9 “Assessing and Teaching Writing and Spelling”.* Use the quiz to guide your reading.</li> <li>• Read text Chapter 10 “Assessing and Teaching Content Area Learning and Vocabulary Instruction”.* Use the quiz to guide your reading.</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Response log and quiz for Chapter 9</li> <li>○ Response log and quiz for Chapter 10</li> <li>○ Draft of SAP phase 2*</li> </ul> </li> </ul>

Class	Topics for Class This Week	Assignments for <u>Next</u> Class
<b>Class 8 10/31/13</b>	<ul style="list-style-type: none"> <li>• Presentations/activities on Chapter 9 “Assessing and Teaching Writing and Spelling”*</li> <li>• Check your Chapter 9 quiz</li> <li>• Peer review of Strategy Application Project, phase 2 draft*</li> <li>• Presentations/activities on Chapter 10 “Assessing and Teaching Content Area Learning and Vocabulary Instruction”**</li> <li>• Check your Chapter 10 quiz</li> </ul>	<p><b>For 11/7/13 class 9:</b></p> <ul style="list-style-type: none"> <li>• Read text Chapter 11 “Assessing and Teaching Mathematics”.* Use the quiz to guide your reading.</li> <li>• IRIS module High Quality Math Instruction: What Teachers Should Know*</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Response log for Chapter 11</li> <li>○ Response log for IRIS module</li> <li>○ Draft of Strategy Application Project phase 3</li> </ul> </li> </ul>
<b>Class 9 11/7/13</b>	<ul style="list-style-type: none"> <li>• Presentations/activities on Chapter 11 “Assessing and Teaching Mathematics” part 1*</li> <li>• Check your Chapter 11 quiz</li> <li>• Peer review of Strategy Application Project, phase 3 draft*</li> <li>• FASTT Math and expanding recall*</li> <li>• Continue strategies investigations*</li> </ul>	<p><b>For 11/14/13 class 10:</b></p> <ul style="list-style-type: none"> <li>• Read: Research Foundation Paper on Do The Math - Arithmetic Intervention by Marilyn Burns*</li> <li>• Response log for the Do The Math research paper. <b>NOTE:</b> There is a specific prompt for this response log.</li> <li>• Bring to class: <ul style="list-style-type: none"> <li>○ Strategy Application Project paper*</li> <li>○ Strategy Application Project abstract printed out as per instructions*</li> <li>○ Bring in an artifact that represents a personal connection to teaching and learning; be prepared to share!</li> </ul> </li> </ul>
<b>Class 10 11/14/13</b>	<ul style="list-style-type: none"> <li>• Presentations/activities on Chapter 11 “Assessing and Teaching Mathematics” part 2*</li> <li>• Math research foundations*</li> <li>• Wrap up strategies investigations*</li> <li>• SAP abstract gallery walk*</li> <li>• Personal statements about teaching and learning</li> <li>• Assessments &amp; evaluations</li> </ul>	<p>Rest and Relaxation!!!</p> <p>YEA YOU!!!</p>