



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

Fall 2013

EDSE 428 001: Elementary Reading, Curriculum, and Strategies for Students Who
Access the General Education Curriculum
CRN: 72276, 3 - Credits

Instructor: Dr. Jugnu Agrawal	Meeting Dates: 8/26/2013 - 12/18/2013
Phone and Text: 571-277-8085	Meeting Day(s): Wednesdays
E-Mail: jagrawal@masonlive.gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: As needed and after class	Meeting Location: Fairfax, KH 19

***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 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

Mastropieri, M. A., & Scruggs, T. E. (2014). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction*. (5th Ed.) Upper Saddle River, NJ: Pearson.

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.

Recommended Textbooks

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

Required Resources

Access to Course Blackboard Site: <http://courses.gmu.edu>

Blackboard will be used to post important information for this course, syllabus, Power Points and supplemental information. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. Please check this site several times per week for updates/announcements. You are responsible for accessing the materials including the reading materials prior to class.

Access Blackboard at “my mason portal site” Your login and password is the same as your George Mason email login. Once you enter, select EDSE 428 to access copies of class materials, readings, and links to relevant sites. Additional sources as needed from the library.

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

From the link given above, follow the directions for activating an email account. Every student is required to establish 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.

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 for applying APA style. Additional APA style help URLs are available on the GSE library URL.

Additional Readings and Resources

www.k8accesscenter.org The Access Center. (Computer Assisted Instruction, CAI)

<http://www.teachingld.org> LD Resources, Current Practice Alerts.

<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 (SRSD))

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

Berkeley, S., Scruggs, T.E., & Mastropieri, M.A.

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 Instructionwww.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 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.

Your attendance, participation, and effort for each class session of EDSE 628 are collectively a part of your commitment to your learning. As teachers, you provide an experience for your students to be a community of learners. As graduate students, *you* are also a part of this community of learners. Within this professional community, you have a responsibility to yourself and to each other to:

- Be on time for each class
- Be prepared for each class by having any assignments done before the start of class
- Complete written copies of assignment in appropriate format (all papers are to be typed and double spaced, written using APA format, reviewed for spelling/grammar)

- Demonstrate respect and consideration for all individuals in our community of learners
- Participate meaningfully

Attendance and professional participation at all sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Missing **more than two classes** or **repeated** tardiness/leaving early will result in lowering your final grade by 5 points. Please notify me *in advance* by email if you will not be able to attend class.

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

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.**

Written and Oral Language:

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

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

Academic Integrity.

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

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

100 - 93 = A
92 - 90 = A -
89 - 83 = B
82 - 80 = B -
79 -70 = C
69 - 63 = D
62 - 60 = D -
Below 60 = F

Assignments

NCATE/TaskStream Assignments.

1. Strategy Application Project (40 points)

There are two required elements to the strategy 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.

Part 1. Select an 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 the third class. The important part is that your research article must be approved prior to beginning your assignment. You need to email the instructor or physically show the instructor the complete article citation and brief description first.

Read the article thoroughly. As you read the article, think about the following: Try to describe carefully the intervention (s) that was implemented in the study. There may be several interventions being compared within a single study, so be sure to try to describe the differences

among the instructional conditions. Try to describe the results of the 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 and describe the results of the intervention.

Your paper should describe what was done in your classroom in detail. Describe the participants (students; **DO NOT use any student names, however, provide a brief description of the class, school, and students.**), method (including materials and procedures) and the results (e.g., results of pre-post testing, observations, and 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 title page, abstract, references and any appendices.

There are FIVE components of the Strategy Application Project

1) **Cite** the article. For the citation of the article use APA 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. Do not simply copy the abstract, please attempt to rewrite in your own words what was undertaken in the study. Your summary will probably be 1-2 pages, double-spaced. **(10 points)**

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

Please Note: The above 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.

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

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

Guiding Headers for the Strategy Application Paper:

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

RUBRIC for Strategy Application Project

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.

II. Strategy Application Project Presentation (10 points)

- Be prepared to present a 10-minute oral summary of your written paper.
- Prepare a 5-7 slide Power Point 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. Please post your PowerPoint 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 your PPT slides for presenting an organized visual poster presentation (to turn into instructor).	0.5 1 1.5 2	
Prepare materials to have on-hand in your presentation, which support the explanation and/or poster itself. (e.g., 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.

See above

Other Assignments.

III. Participation / Attendance (28 Points)

Class attendance and participation is demonstrated by attending class and being psychologically available to learn, completing and handing in weekly class assignments, and participating in class discussions/activities throughout the semester. Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g., reflection activities, small group activities, discussions, etc.), and/or absences. Points are positively impacted by thoughtful

contributions made in class, listening to the ideas of other peers, respectively, and demonstrating an enthusiasm for learning. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class Power Points/materials specifically. If a student is running late, please make a concentrated effort to contact the instructor at 571-277-8085 via phone or text. You can also email the instructor at jagrawal@gmu.edu.

Each class (14 sessions; points earned if assigned tasks are completed): .5 = prompt; .5 = psychologically invested, prepared, and present; 1.0 = participation, thoughtful contributions, completed in-class assignments). (2 points possible per class session)

IV. Quizzes (

V. Prepare an example of a completed Learning Visual/VAKT tool (10 points)

Prepare a VAKT tool (Visual, Auditory, Kinesthetic, and Tactile) (ex., semantic feature analysis map, 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.

(Note: this assignment is not in support of any specific learning ‘theory’, but the purpose is to recognize that by using visual supports/kinesthetic movement/ tactile manipulatives in the classroom, student attention, memory, and engagement is more likely).

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)	0	.5	1	1.5	2
Creativity/Originality	0	.5	1	1.5	2
Class Informational Handout or short description	0	.5	1	1.5	2

V. Group Lesson Plan

With a partner (20 points) prepare a *lesson plan* (English/math) that follows The Active Teaching Model (LEARN complies) demonstrated in class as well as additional components of effective teaching to be reviewed in class early in the course. Your lesson plan will address specific well-defined skills from the Commonwealth of Virginia’s Elementary (Grades 1-8) SOLs in English or Mathematics, which can be found at the VDOE website:

Opportunities will be provided for collaboration during class periods. The lesson should be well planned and typed in order to be turned in to the instructor. The rubric/outline will include the following components.

Partnered Lesson Plan Rubric		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Objective(s): Includes a clear and accurate learning objective and individual SWBAT objectives are accurately presented	/2	
Set up: Lesson includes an agenda, warm-up, a motivating activity, behavioral expectations, and materials. The components are presented clearly with practical relevance to the lesson as a whole.	/4	
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 roles of student (s) and teachers	/4	
Strategy: Incorporation of varying strategies/materials introduced in this course which support student learning (at least two specific strategies)	/3	
Methods: Incorporates a variety of methods in the lesson in order to facilitate the instructional goals in a motivating way	/3	
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	/2	
TOTAL	/20	

EDSE 428 Grade Point Sheet

Required Assignment	Possible Points	Earned Points
Participation/Attendance/Class Assignments	28	

Lesson Plan Components Activity	10	
Written Strategy Application Project ** Common Assessment	40	
Presentation of Strategy Application Project	10	
Quizzes (4 @3 points each)	12	
Learning Visual VAKT tool to create and present (Science/Social Studies)	10	
Paired/Group Lesson Plan (English or Math)	20	
TOTAL	130	

Schedule

Tentative Schedule of Classes		
Week-Class	Topics	Assignments
Class 1-8/28	<u>Introduction to course:</u> Review syllabus, text, and blackboard Overview of expectations/assignments In class discussion what is a strategy? What makes a strategy and evidence-based practice? Identifying a research-based intervention/strategy	Read Chapter 6 (Effective Differentiated Instruction for All Students) Read Forness article (on BB)
Class 2-9/4	<u>Effective Instruction for all students</u> Components of an Effective Lesson Evidence-based practices (EBPs) *VAKT/ Learning Visual Tool Teaching Objectives Methods & Strategies * VAKT/Learning Visual Tools Modeled * Sign up for Learning Visual/VAKT Tool	Read Chapter 9 (Promoting Inclusion with Classroom Peers) and Chapter 12 (Teaching Study Skills) Find research article with strategy investigated for signature assignment Please see a sample list on BB under additional resources Prepare for quiz on chapter 9 and 12
Class 3-9/11	<u>*Cooperative Learning Methods</u> Peer tutoring* and cooperative learning* Language experience charts and literature circles <u>Teaching Study/Organizational Skills</u> SOL for research project DUE Task analysis Homework Strategies	Find research article with strategy investigated for <i>signature assignment</i> and bring in (or send electronically) for approval on or by Class 4, 9/18 . Read Chapter 10 (Enhancing Motivation & Affect) Bring in (or ready to share) ONE

	Quiz # 1	tool you incorporate to improve student motivation and affect
Class 4-9/18	<u>Motivation and Affect</u> Share your tool of motivation/affect Identify elements of a positive and motivating learning environment (videos) Goal Setting*; Self-monitoring*; Opportunities to Respond (OTR)*; Response Cards; Feedback* Learning Visual/VAKT tool Share	Read Chapter 11 (Improving Attention and Memory) Review Sample Lesson Plan and Identify the components.
Class 5-9/25	<u>Attention and Memory</u> Test your memory • Meta-cognition* • Think Aloud • Mnemonics* Group Project (Lesson Plan)Time Learning Visual/VAKT tool Share	Remember Sample Lesson Plan Activity (Due Class 6) Skim chapter 1, Read Chapter 2
Class 6-10/2	The IEP Group Project (Lesson Plan)Time Learning Visual/VAKT tool Share Lesson Plan DUE	Read Chapter 13 (Assessment) Continue to Work on Projects
Class 7-10/9	<u>Assessment</u> Assessing student learning; accom./modifications Review of Running Records, miscue analysis* Curriculum-Based Assessments* (CBA) Group Project (Lesson Plan)Time Learning Visual/VAKT tool Share	Read Chapter 14 (Literacy)
Class 8-10/16	<u>Literacy Part I: Decoding, Fluency, and Comprehension - Overview of Five Domains*</u> , Direct Instruction*, reading strategies, Group Project (Lesson Plan)Time	Read Chapter 14 (Writing section)
Class 9-10/23 ONLINE CLASS No official class meeting	<u>Writing/ Self-Regulated Strategies</u> SRSD is a research validated strategy that you will learn about through this IRIS module Go to the following website http://iris.peabody.vanderbilt.edu/module/srs/ Select and complete the entire module study under SRSD Prepare short write up from module for class (Quiz # 2)	Work on Projects
Class 10-10/30	<u>Literacy Part II: Content Area Instruction, Language, and Writing</u>	Group LESSON PLAN DUE Class 12 at 4:30 (hard copy)

	<ul style="list-style-type: none"> • Read Alouds • QAR (Question/Answer Relationship) strategy • Teacher language and questioning techniques • Graphic Organizers; Semantic Maps 	for instructor) Please bring your lesson plan to date for peer review. Prepare for Literacy Quiz
Class 11-11/13	<u>“Writing”/Self-Regulated Strategies</u> POW+TREE, SRSD* Writing instruction Complex Process of Writing Spelling Instruction Handwriting Instruction/Technology* Cognitive Strategy instruction* Speed Dating, peer review Lesson Plans Quiz # 3	Work on Strategy Application Paper Read Chapter 15 (Mathematics)
Class 12-11/16	<u>Mathematics</u> – principles of math instruction ; NCTM Math materials and manipulatives Evaluate math materials Effective strategies for teaching math to students with disabilities. Group Lesson Plan Due PEER REVIEW STRATEGY PAPERS	Read Chapter 16 (Science and Social Studies and Transitions) Prepare for final paper and presentation, bring materials for review Prepare for Quiz on Chapter 15 & 16
Class 13-11/20	<u>Science and Social Studies</u> Teaching big concepts Adapting textbook-based activities-based and inquiry based Quiz # 4!	Finalize Paper and Prepare for Poster Presentation
11/27	THANKSGIVING BREAK	Enjoy and Relax!
Class 14-12/4	Review of EBP’s and the REAL WORLD!! Paper Presentations	Paper Due by Wednesday Dec 4th at 4:30 pm