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

Fall 2014
EDSE 428 001: Elementary Reading, Curriculum, and Strategies for Students Who Access the General Education Curriculum
CRN: 72071, 3 - Credits

Instructor: Dr. Catherine Creighton Thompson	**Meeting Dates:** 8/25/2014 - 12/17/2014
Phone: 703-314-6105 (or text)	**Meeting Day(s):** Wednesdays
E-Mail: cthompsl@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: Immediately before or after class. Consultations and appointment can be arranged on an individualized basis by contacting me via email or text.	**Meeting Location:** Fairfax, R A245

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. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

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) 993-3670 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
7. Online-activities via the Iris Module

Field Experience Requirement

A Field Experience MAY BE a part of this course. Field Experiences may include observations of a school setting or case studies of individual students. Below are procedures that students need to follow based on their specific situation:

REQUIRED PROCEDURE FOR ALL STUDENTS ENROLLED IN THIS COURSE: Complete the online field experiences form [http://cehd.gmu.edu/endorse/ferf] at the beginning of the semester (if not before) and complete the information requested REGARDLESS if you need assistance in 'finding' an individual for the project/case study or not. This information is required by the state.

OPTION 1: Request a placement online through the Clinical Practice Office

• Complete the online request form and indicate that you need a field placement. IT IS IMPORTANT THAT YOU DO THIS WITHIN THE FIRST TWO CLASSES SO THAT THE FIELD PLACEMENT OFFICE HAS SUFFICIENT TIME TO FIND A PLACEMENT FOR YOU .

OPTION 2: Arrange for your own placement AND complete the online field placement form indicating that you do not need assistance finding a placement.

a. I work in a school setting and would like to complete my course assignment in my school or with one of my own students.

→Although you are already a school employee, you should request permission from your principal BEFORE you begin your assignment.

b. I don't work in a school setting, but I have a friend or classmate who does and I would like to complete my course assignment in their school or with one of their own students.

→You need to ask the SCHOOL EMPLOYEE to request permission from the principal BEFORE you begin your assignment. (The guest GMU student should NOT contact the principal directly). The school employee needs to send an email that indicates principal consent

to the course instructor so it can be forwarded to the CEHD field experience office at fieldexp@gmu.edu.
c. I know a student outside of a school setting that I would like to work with for the assignment (Note: It is not recommended that you work with your own child.)
→You need to obtain consent from the parent of the child and forward written consent to the CEHD field experience office at fieldexp@gmu.edu.
d. I am a consortium student that does not attend GMU
→You need to complete the GMU online field placement form regardless of whether or not you need assistance finding a placement.

You need to make sure that you follow the procedures for field placement at your university to identify a placement or report that you have a placement. Contact your faculty liaison for more information.

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 **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. 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. To register your access code or purchase the Digital Library, visit:
http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

- 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.pearsoncustom.com/va/gmu/digitallibrary/education/index.html

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. Agrawal - EDSE 428 001: Fall 2013 Page 4

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

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*) Agrawal - EDSE 428 001: Fall 2013 Page 5

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 RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-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 428 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. Within this professional community, you have a responsibility to yourself and to each other to:

- attend all classes during the course
- arrive on time
- stay for the duration of the class time
- complete all assignments.

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

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 text or email if you will not be able to attend class. My number is 703-314-6104. If you prefer email, then please email me at ccthompson2@fcps.edu or cthompsl@gmu.edu.

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**

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

Performance-based Assessment (TaskStream submission required).

1. Strategy Application Project (40 points)

There are three required elements to the strategy assignment. The first part is finding an appropriate intervention/strategy. The second part is a written component, and the third 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 me or physically show me 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. *NOTE:* There may be several interventions being compared within a single study. Pay particular attention to the interventions that are being implementing if there are multiple interventions within a single study. Describe the results of the interventions. Which instructional condition worked best? Also, try to remember the type of students that participated in the study.

For example, did the elementary aged participants have disability classifications such as emotional disturbances (ED), with learning disabilities (LD), with physical disabilities (PD), or with autism?

Part II. 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. Please describe how you modified/amended the procedures/materials from the article you selected. For example, perhaps there were multiple components of the original intervention/strategy, but you modified a component or selected only a few steps of the strategy. Please Note: This section will vary according to the design used in your particular study. Contact the instructor if you have any questions concerning how to adapt this format to the design employed in your study.

The written paper should be approximately 8-10 pages in length, not including title page, abstract, references and any appendices.

The application project is designed to provide experience in designing, implementing, and evaluating a project with students with disabilities in your class or with other teachers in your school. It is recommended that you continue with the strategy that you identified at the start of the semester. Be sure to have your topic and design approved by class instructor before beginning to implement to assist you with the design components.

Headers to the Strategy Paper are outlined below:

Title of the Paper

Summary of Research Article

Background Information and Purpose

1 paragraph

Participants and Setting

1 paragraph

Materials

1 paragraph

Intervention

1-2 paragraphs

Dependent Measures

1 paragraph

Results

1-2 paragraphs

Method

Participant

Specific description of participants' demographic and educational information

Setting

Describe the setting in which data collection took place. Just remember: details, details, details

Materials

Description of all instructional materials that were used in your study goes here along with any adaptations you made from the original study

Intervention

Describe what you actually did during the intervention—how did you implement the strategy and did you make adaptations from the intervention described in the article?

Dependent Measures

How did you measure or evaluate student progress?

Results and Evaluation

What happened as a result of your intervention? Describe student progress.

Results Comparison

Describe how your results compare to the results in the original research article

Practical Implications and Evaluation

So what? What do these findings mean? Could this strategy be adapted for others? Describe in detail.

Personal Reflection

Do you like this strategy and think it was effective? What have you learned through this experience? What would you have done differently? Use class readings and discussions to support your opinions.

RUBRIC: Strategy Application Project Paper

PART 1: Summary of Research Article (10 points)	
Background information and purpose	**/1**
Participants and setting	**/1**
Materials	**/1**

Description of intervention/strategy	**/3**
Dependent measures	**/2**
Results	**/2**
PART 2: Your Methods Section (10 points)	
Specific description of participant • Pseudonym, age, grade, sex, disability category, areas of need, etc.	**/1.5**
Setting of the intervention • When and where did you meet with the student? • How often and how long were the sessions?	**/1.5**
Materials • List and describe all specific materials used during the intervention. • Did you use the same materials used in the research article or did you make adaptations?	**/2**
Intervention • What did you actually do? • How did you implement the strategy with the student? • Did you use the same procedures in the research article or did you make adaptations?	**/4**
Dependent measures • How did you evaluate or measure student progress?	**/1**
PART 3: Your Results and Evaluation Section (15 points)	
Results • What happened as a result of the intervention? • Did the student progress? How do you know? • If possible, include graph of student progress.	**/5**
Results comparison • Compare your results to those found in the original research article. • Describe similarities or differences.	**/2.5**
Evaluation • Provide insights into why you may have obtained your findings. • Could you adapt this strategy for other age, grade, and/or ability levels? If so, describe how this could be done.	**/5**
Personal reflection • Did you like using this strategy and think it was effective? • Would it be easy for teachers to implement in the inclusive classroom? • Provide a rationale for your opinion using evidence from class discussions, readings, and/or personal experience.	**/2.5**
OVERALL QUALITY OF WRITING (5 points)	
APA Style • Correct use of APA 6th edition format • Free of spelling and grammatical errors and typos • Complete references page with *at least 2 sources* correctly formatted	**/5**

TOTAL SCORE **_____ /40**

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.

Part III. Prepare a 5 to 10 minute presentation for class based upon the project. You may want a handout/Powerpoint that summarizes each of the points covered below for your presentation. Also, it is recommended that you bring copies of the materials and tests to show the class. It is recommended that the following format be followed:

Strategy Application Project Presentation (10 points)

- Be prepared to present a 10-minute oral summary of your written paper.

- Prepare a 5-7 slide PowerPoint for your presentation – please provide a hard copy for the instructor.

- Prepare materials to use in your presentation

- Hand in 1 copy of your presentation materials to the instructor.

Component	*Points*	*Comments*
A 10-minute oral summary of projects presented to peers to include questions	0 .5 1 1.5 2	

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

Performance-based Common Assignments (No TaskStream submission required).

1. Participation/Attendance (28 points [2 points per class possible])

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

2. <u>CLQ's – Collaborative Learning Questions (12 points) 3 points per CLQ</u>

The purpose of this assignment is to ensure that students have read the assigned materials and to encourage consideration of the material as potential special education teachers. At the beginning of each class, students will be instructed to share their questions in a "pair/share" format. They will then be turned in for grading.

After reading each week's assigned reading, the students will compose 1 question per chapter or article. Please see the course schedule for due dates. These questions should relate to the material read and demonstrate thoughtful consideration of the issues/concerns as related to *teaching* in special education. Each question should include 3-4 sentences of the context/background leading up to the actual question. Overall, 1 question (total) should not exceed 1/2 page. Each CLQ assignment is worth 3 points. Discussion will occur in pairs as well as group.

Example:

In Mastropieri and Scruggs Chapter 14, there is a discussion of the importance of written language. However, in the chapter there is also a statement that written language instruction is often neglected by teachers. They even discuss how you need to create a positive attitude or environment towards writing. My students are very reluctant writers and often loudly protest when I assign any written assignment. I get tired of the struggle. I know it is important to practice writing, so should I have students write every day?

3. 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
Preparation Evident (materials, explanation)	0	.5	1	1.5	2
Clearly supports the concepts/vocabulary of science/S.S. content	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
Total Points	/10				

4. Lesson Plan

(20 points) Prepare *a lesson plan* (English/math) for an intervention 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. The lesson plan will include assessments and progress monitoring tools that allow you to track student academic progress and modify lessons if necessary. 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 and TTAC websites:
http://www.doe.virginia.gov/testing/sol/scope_sequence/mathematics_2009/
http://www.doe.virginia.gov/testing/sol/standards_docs/english/2010/lesson_plans/
http://kihd.gmu.edu/news/news/sol-enhanced-lesson-plans

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.

Component	***Points***	***Comments***
Objective(s) • Includes a clear, observable, and measurable learning objective(s)	/2	
Set up	/3	

• Lesson includes an agenda, warm-up, a motivating activity, behavioral expectations, and materials. • The components are presented clearly and are given practical relevance to the lesson as a whole.		
Activity(ies) • Lesson includes a creative and accurate sequence of direct instruction to include modeling, guided practice, and independent practice. • The lesson activities are relevant to the designated learning objective(s). • The descriptions clearly outline the role of the student(s) AND the teacher.	/6	
Strategy • Incorporation of varying strategies/materials introduced in this course, which support student learning.	/3	
Methods • Incorporates a variety of methods in the lesson in order to facilitate the instructional goals in a motivating way.	/2	
Assessment and Accommodations • Assessments are relevant to the task demonstrated and identified on the lesson plan. Assessments are designed to track student academic progress. • Relevant and special modifications/accommodations are noted.	/2	
Presentation Delivery • Lesson is clear, creative, and flows smoothly. • Presented enthusiastically.	/2	
TOTAL	**/20**	

Assignment Tracker

Required Assignment	Possible Points	Earned Points
Participation/Attendance/Class Assignments	28	
Written Strategy Application Project **Common Assessment	**40**	
Presentation of Strategy Application Project	10	
CLQ's (total of 4)	12	
Learning Visual/VAKT tool to Create and Present (Science/Social Studies)	10	
Lesson Plan (English or Math)	20	
Total	120	

Other Assignments.

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

Schedule

Class	Topic	Due for NEXT class
Class 1 8/27	Review syllabus, text, and blackboard overview of expectations/assignments; **In class discussion** *what is a strategy?* *What makes a strategy an evidence-based practice? Why are evidence based practices important?* Identifying a research-based intervention/strategy	**Read:** Read chapter 1, *(I will model CLQ) Be Prepared for class discussion* **Read article:** (on blackboard) Forness, S. R. (2001). Special Education and

		Related Services: What have we learned from meta-analysis? *Exceptionality, 9* (4), 185-197.
Class 2 9/3	CLQ modeled by me – class discussion • THE IEP • Evidence Based Practices • Review Forness Article	Find research article with strategy investigated for signature assignment Please see a sample list on BB under additional resources **Read:** Chapter 2 *Prepare CLQ # 1 based on Chapter 2 reading*
Class 3 9/10	**CLQ # 1** Effective instruction for all students…Looks Like? EBPs, Components of an Effective Lesson – • Active/LEARN • Teaching Objectives • Methods & Strategies Direct instruction/systematic/explicit instruction* o Cognitive Strategy Instruction* • VAKT/Learning Visual Tools Modeled *Sign up for Learning Visual/VAKT tool presentation*	**Read**: Chapter 9 —(Promoting Inclusion with Classroom Peers) **Select intervention research article and send electronically to instructor by 9/17** SOL for research project DUE 9/24 Prepare for VAKT/Learning Visual Presentations
Class 4 9/17 **ONLINE CLASS** No official class meeting	**Intervention research article due!** **Online Class! IRIS Module:** http://iris.peabody.vanderbilt.edu/module/gpm/ Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom, ***and*** Part (3) Mathematics http://iris.peabody.vanderbilt.edu/module/rti-math/	**Please prepare for CLQ # 2 .** **Read:** Chapter 15 (Mathematics) *and* **Read:** Chapter 13 (Assessment) **Select SOL for Research Project, due 9/24.**
Class 5 9/24	**SOL for research project due!** **CLQ # 2 on assessment or mathematics due!** Math – principles of math instruction ; NCTM Math materials and manipulatives Evaluate math materials, effective strategies teaching math to students with disabilities. **Computer Assisted Instruction*** **o Schema-based Math Representations*** **o Self-talk for Math*** **o Direct Instruction for Math*** **o Concrete-Representational- Abstract (CRA)*** **o Anchored Instruction*** **o Math Manipulatives*** **o Touch Math*** **o Self-regulatory Skills for Math*** Evaluations/Assessments and RTI Curriculum Based Measurement	**Read:** Chapter 10 (Enhancing Motivation & Affect) Prepare for VAKT/Learning Visual Presentations
Class 6 10 / 1	Motivation and Affect • Identifying elements of a positive and motivating learning environment (videos) • Goal setting*; self-monitoring*; Opportunities to	Read Chapter 14 (Literacy) **Prepare for VAKT Tool Presentations due 10/8**

	Respond (OTR)*; Response Cards; Feedback* Cooperative Learning Methods Peer tutoring* and cooperative learning* strategies demonstrated as language experience charts and literature circles	
Class 7 10/8	Literacy Part I: Decoding, Fluency, and Comprehension - Overview of Five Domains*, Direct Instruction*, reading strategies, Word Sorts; Elkonin Boxes; Review of Running Records, miscue analysis* Language experience charts and literature circles* **VAKT TOOL PRESENTATIONS!**	Complete: Iris Module on Literacy: **Prepare for CLQ # 3 on Iris Module Reading Assessment** **(Part 2) Classroom Assessment – Evaluating Reading** **http://iris.peabody.vanderbilt.edu/module/rpm/** **,** **Prepare Lesson Plan**
Class 8 10/15	**CLQ # 3 due** LITERACY Part II: • Overview of Five Reading Domains* • Direct instruction*, reading strategies, word sorts, Elkonin boxes • Read Alouds • Question/Answer/Relationship (QAR) strategy • Comprehension strategies • Teacher language and questioning techniques • Graphic organizers*; semantic maps Assessment Assessing student learning; accom./modifications Review of Running Records, miscue analysis* Curriculum-Based Assessments* (CBA)	**Work on Lesson Plan, which is due class 10** Prepare lesson Plan. Create a plan to collect your data and track progress in the intervention. Complete Iris Module: SOS – Helping students become independent learners: http://iris.peabody.vanderbilt.edu/module/sr/ Please be ready to share your thoughts in class.
Class 9 10/22	Class discussion re. independent learners Teaching Study/Organizational Skills (Task Analysis, Homework Strategies)	**Read: Chapter 11 (Improving Attention and Memory)** ***Prepare Lesson Plan for Peer Review on due 10/29.***
Class 9 10/29	***LESSON PLANS DUE!!! Bring lesson Plans to class to work on in CLASS!*** **CLQ 4** **Attention and Memory;** Test your memory • Meta-cognition* demo • Think Aloud • Mnemonics* **Peer review of lesson plans and review of data collection** for intervention.	**Complete Iris Module on differentiated instruction** and meeting the needs of all students: http://iris.peabody.vanderbilt.edu/module/di/
Class 10 11/5 **ONLINE CLASS** No official class meeting	Peer-Assisted Learning Strategies (PALS)* • This is a research-validated strategy that you will learn about through this IRIS module. **GO TO** **http://iris.peabody.vanderbilt.edu/resources.html** • Go to Modules (in middle of page) • Select and complete the entire module study under Learning Strategies: PALS (select one of the three options relevant for your grade level of interest)	**CLQ 4 on PALS is due next class** **Read**: Chapter 14 (Writing section) Work on project and paper: Implementing strategy, making modifications as needed, collect data
Class 11 11/12	**CLQ 4 DUE** **Project check in** Writing"/Self-Regulated Strategies	Work on project and paper: Implementing strategy, making modifications as needed, collect data

	• SRSD* is a research validated strategy that you will learn about through this IRIS module. *Please contact me if you have any questions about your projects.*	**Read:** Chapter 16 (Science and Social Studies and Transitions)
Class 12 11/19 **ONLINE CLASS** No official class meeting	**Project check in** Science and Social Studies Teaching big concepts Adapting textbook-based activities-based and inquiry based	Complete Iris Module: Connecting Standards Based Curriculum to Instructional Planning http://iris.peabody.vanderbilt.edu/module/cnm-5/ **Work on project and paper: Implementing strategy, making modifications as needed, collect data**
11/26 No Class Happy Thanksgiving ! 		**Work on project and paper: Implementing strategy, making modifications as needed, collect data** **Prepare for strategy paper for 12/10 peer review** **Prepare DRAFTS of Strategy application paper to be reviewed on 12/3 in class!**
Class 13 12/3	First Draft of paper due! Peer review! Peer Review of DRAFTS strategy papers! Paper due on 12/10.	**DRAFT Paper due** by on or before **12/10** at 4:30 P.M.
Class 14 12/10	Paper due! Final Project Presentations	**FINAL Paper due** by on or before Wednesday 12/10**!! Presentation due 12/10 or 12/17!**
Class 14 12/17	Final Project Presentations!	**FINAL Paper due** by on or before Monday **Dec 12/15!! Presentation due 12/17!**

Appendix