



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

Fall 2014

EDSE 628 686: Elementary Reading, Curriculum, and Strategies for Students who  
Access the General Education Curriculum  
CRN: 81442, 3 - Credits

<b>Instructor:</b> Dr. Marilyn Lovett	<b>Meeting Dates:</b> 9/11/2014 - 11/13/2014
<b>Phone:</b>	<b>Meeting Day(s):</b> Thursdays
<b>E-Mail:</b> <a href="mailto:mlovett1@gmu.edu">mlovett1@gmu.edu</a> **Best contact** Alternate email: <a href="mailto:mlovett13@icloud.com">mlovett13@icloud.com</a>	<b>Meeting Time(s):</b> 4:30 pm-8:30 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Off-campus/Fairfax High School – Room C109

**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. 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 presented in-class
6. Electronic supplements and activities via Blackboard
7. Written responses requiring American Psychological Association (APA) format

## **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](mailto: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**

Vaughn, S. & Bos, C. S. (2009). *Strategies for teaching students with learning and behavior problems* (9th ed.). Boston, MA: Allyn & Bacon.

### **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. **(Make sure it is the second printing.)**

### **Required Resources**

#### **Required Access to Course Blackboard Site**

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

**\*\*Starting September 18th, be sure to come to class prepared with the electronic copies of materials or hard copies (whichever works best for you)!\*\***

## Additional Readings

### Peer-Reviewed Journal Readings:

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

### Resources for Evidence-Based Practices Emphasized in EDSE 628 686

[www.k8accesscenter.org](http://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*)

[www.centeroninstruction.org](http://www.centeroninstruction.org) (*Direct instruction for math, Schema-based math representations, self-talk for math*)

Forness, S. R. (2001). Special Education and Related Services: What have we learned from meta-analysis? *Exceptionality*. 9 (4), 185-197.

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

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

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

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

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

Peltenburg, M., van den Heuvel-Panhuizen, M., & Doig, B. (2009). (*Math manipulatives*)

Rogers, L. A., & Graham, S. (2008). (*Self-Regulated Strategy Development Model*)

Scruggs, T. E., Mastropieri, M. A., Berkeley, S., Graetz, J. E. (2009). (*Peer tutoring, mnemonics, semantic maps*)

Scruggs, T. E., & Mastropieri, M. A. Tutorial: Mnemonic Instruction [www.teachingld.org](http://www.teachingld.org)

Simon, R. & Hanrahan, J. (2004). (*Touch Math*)

Spencer, V. G. (2006). (*Peer tutoring*)

Suh, J., & Moyer, P.S. (2005). (*Virtual math manipulatives*)

Templeton, T. N., Neel, R. S., Blood, E. (2008). (*Self-regulatory skills for math*)

Vaughn, S., Gersten, R. L., & Chard, D. J. (2000). (*reading comprehension instruction; questioning strategy instruction; content enhancements, guided feedback*)

### **Online Reading**

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

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

[http://www.teachingld.org/ld\\_resources/alerts/default.htm#social](http://www.teachingld.org/ld_resources/alerts/default.htm#social). Discusses Social Skills Instruction.

[http://www.reading.uoregon.edu/big\\_ideas/index.php](http://www.reading.uoregon.edu/big_ideas/index.php). “Five Big Areas of Reading”.

[http://www.teachingld.org/ld\\_resources/alerts/default.htm#mnemonic](http://www.teachingld.org/ld_resources/alerts/default.htm#mnemonic). Discusses Mnemonic Instruction.

### **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/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.

Class attendance and participation are an important part of this class because of the specific and in depth information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. 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. In addition, activities such as texting, Face booking, tweeting, emailing or working on documents, etc. represent a disinterest. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, and demonstration an enthusiasm for learning. Attendance will be maintained through the artifacts students produce during class through group and individual work. If you are unable to make any class sessions during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!** **Two or more unexcused absences will result in no credit for this course.**

Each class (10 sessions; points earned if assigned tasks are completed): .5 = prompt; .5 = psychologically invested, prepared, and present; 1 = participation, thoughtful contributions, completed in-class assignments). (2 points possible per each class session)

Also, please display digital etiquette during class sessions. Laptops may be used specifically to observe PowerPoint materials and take notes.

### Late Work.

Student performance on assignments is expected to be both timely and of high quality. Each assignment should be submitted by the start of class on the due date (4:30 p.m.). Assignments that are not submitted at the appropriate time **are late**. Late assignments will be accepted in the following manner for a few selected assignments:

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

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

### Assessment of Course Requirements:

Requirements of this course include readings from your textbook, professional journal articles, and websites, and activities, which include in-class individual and group work, as well as



independent assignments outside of class. The goal of all work for this course is to increase your knowledge and skills about working with students with mild disabilities in the academic curriculum.

The common course assignment for this course is the Strategy Application Written assignment that will assist you in learning more about research-based instructional practices for working with students with mild disabilities, including academic, self-regulatory, and motivation strategies. Students are expected to complete all forms of class assessment and final grading will be based on the cumulative points that students earn based on their performance on all course assessments. Student performance on assignments is expected to be both timely and of high quality.

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

<b>Course Requirements Evaluation</b>	<b>Possible Points</b>	<b>My Points</b>
1. Attendance / Participation / Class Assignments (2 pts. per class meeting)	20	
2. *Strategy Application Written Research Assignment & Oral Presentation ( <b>Due November 13<sup>th</sup></b> )	35	
3. Group Lesson Plan and Demonstration ( <b>Due October 30<sup>th</sup></b> )	20	
4. Strategy Notebook ( <b>Due November 6<sup>th</sup></b> )	15	
5. Collaboration in Action – Develop 6 questions (2 pts. per question) from assigned readings to share during Class “Pair-share” ( <b>Due various dates- see syllabus</b> )	12	
6. Learning Visual/ VAKT tool to create present (Science/Social Studies) ( <b>Due October 2<sup>nd</sup> or 9<sup>th</sup></b> )	8	
<b>Total</b> *Common course assignment	<b>110</b>	

## **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**

Course evaluation and final grades will be based on the below percentages calculated from each individual student's point score out of the possible 100 point total.

A = 95-100%  
A- = 90-94%  
B+ = 87-89%  
B = 80-86%  
C+ = 77-79%  
C = 70-76%  
F = 69% and below

## **Assignments**

### **Performance-based Assessment (TaskStream submission required).**

There are no NCATE/Taskstream Assignments for this course.

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

#### **Strategy Application Written Assignment and Oral Presentation– Due November 13<sup>th</sup> (35 points)**

The strategy application written assignment is a multi-part project. Student performance on this project will be greatly enhanced by carefully reading and following the detailed directions below.

#### **Strategy Application Project (35 pts., paper and oral presentation): Required Common Assessment.**

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

## Part I

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

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

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

**Implement this intervention in your own class or that of another teacher and describe the results.** You will have approximately 6 weeks to complete this whole project, so make sure your intervention takes no more than 5 weeks to implement. Your paper should describe what was done in your classroom. Describe the *participants* (**DO NOT use any student names, however, provide a brief description of the class, school, and students using pseudonyms**), *method* (including *materials* and *procedures*), and *results* (e.g., results of pre-post testing and student opinion survey). You need not replicate exactly the conditions of the article, but you may include similar or modified materials from the article in order to implement the project.

The actual written paper should be about 8-10 pages in length, not including any appendices.

Type the paper using the following format:

1. **Cite** the article. For the citation of the article use APA format. This web site is an APA reference (**2 points**) <http://linguistics.byu.edu/faculty/henrichsenl/apa/apa01.html> (Using your APA manual is also highly recommended.)

**EXAMPLE CITATION:**

*Malone, L. D., & Mastropieri, M. A. (1992). Reading comprehension instruction: Summarization and self-monitoring training for students with learning disabilities. Exceptional Children, 58, 270-279.*

2. Provide a **WRITTEN SUMMARY** of the research article. Do not simply copy the abstract, but attempt to rewrite in your own words what was undertaken in the study in a short synopsis. Below is a very brief sample – your summary will probably be one to two pages double-spaced. **(3 points)**

**EXAMPLE WRITTEN SUMMARY:**

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

3. The **Intervention/Strategy of the study article** should be described in detail here with any and all **MATERIALS** described!! Then...lead into a detailed **description of the PROCEDURES/METHODS (instruction/intervention)** that occurred during YOUR application of the strategy. Please make note as to how you amend the procedures/materials/ 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. **(12 points)**

**EXAMPLE PROCEDURES/METHODS:**

*All conditions*

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

*Summarization Condition*

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

*Summarization Plus Self-Monitoring Condition*

*Students in this condition were taught the exact same strategy as those in the summarization condition, but also taught to use a self-monitoring strategy as well. After students were taught the summarization*

strategy on day one, they were taught to use a self-monitoring card to help them to remember to implement the steps of the summarization strategy. For example, students were taught to place a check mark on a card that listed each strategy step as each step was completed. The card contained the questions: "Who or what is the passage about?" "What is happening to them?" Students were required to check-off steps on the monitoring cards as they completed steps. Day two students received review on the procedures from day one and continued to practice using the strategies.

#### *Traditional Instruction Condition*

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

**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.**

4. Describe all of the **RESULTS** and provide a discussion of your findings. The first few sentences can provide summary accounts of your findings. You should present your findings in comparison to the results found in the original article. Your results can be qualitative (written descriptions) and/or quantitative (numerical measurements). Choose how you describe results based on how the results are described in the original article. In terms of quantitative results, students are only expected to collect raw numbers, calculate percentages, and complete other simple mathematical calculations for comparison purposes with the original article. Complex statistical calculations are not expected. **(7 points)**

*EXAMPLE: ...the addition of a self-monitoring sheet for increasing attention appeared to dramatically improve the attention and academic performance of my students with MR and LD during math, but not during reading. Rate of attention was measured by.....Academic performance was measured with a pre-post-test....*

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. **(6 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

## Part II

**Strategy Application Project Presentation (5 points)** Be prepared to present a 10-minute oral summary of your project to a small group of your peers and to answer any questions.

Prepare 5-7 slides (PowerPoint) which clearly detail the major points of your project – please post your PowerPoint on BB before 4:30 class time on due date (a sample will be provided in class)

### RUBRIC for Strategy Application Written Assignment

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

**Exemplary paper** (28-30 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** (25-27.9 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** (22-24.9): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

**Inadequate paper** (1-22.9): 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.

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	Unacceptable/no paper
28-30	25-27.9	22-24.9	1-22.9	0

## RUBRIC for Strategy Application Project Presentation

- |  |       |
|--|-------|
| 1. Be prepared to present a 10-minute oral summary of your project to a small group of your peers and to answer any questions.   | 0 1 2 |
| 2. Prepare 5-7 slides (PowerPoint) or other multimedia presentation which clearly detail the major points of your project – (a sample will be provided in class)   | 0 1 2 |
| 3. Print ONE hard copy of your presentation materials for displaying an organized visual poster (to turn into instructor)  | 0 1 2 |
| 4. Prepare materials to have on-hand in your presentation which support the explanation and/or poster itself (e.g., pictures of a student w/ the materials used, picture of the intervention materials, the materials themselves, demonstration, etc.) | 0 1 2 |
| 5. Prepare a one-page handout to distribute to the audience who views your presentation. (simulating a professional conference w/ individuals circulating and learning about a variety of projects)  | 0 1 2 |

Exemplary presentation	Adequate presentation	Marginal presentation	Inadequate presentation	Unacceptable/no presentation
5 points	4 points	3 points	2 points	0 points

### Other Assignments.

#### Course Assignment Details:

*Each listed assignment will be elaborated in class sessions.*

#### 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. Please see Course Policies and Expectations section (page 8) for full attendance guidelines.

#### **Collaboration in Action -6 Reading Questions (12 points) 2 points per question**

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. Specific chapters and articles will be designated for this requirement. At the beginning of designated class, students will be instructed to share their questions in partner format. Responses will be submitted to Bbd assignment link by 4:30 on designated day.

Students will read assigned chapter or article, then, compose 1 question based on reading material. 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 background information leading up to the question. One question should not exceed ½ page. There are six assignments of this type. Each question submitted for this assignment will be worth 2 points.

Example:

*In Lisa Delpit’s book, Other people’s children, teaching of “basic skills” in literacy is discussed. She writes about the context of national curricular trends that virtually discourage teaching explicit skills. Further, Delpit suggests that explicit reading skills could be incidentally learned in what was referred to as “whole language” pedagogy. Many teachers receive little training in whole-language methodologies. Therefore, teachers experience difficulty figuring out the process of whole- language instruction and how to embed skills. So what should teacher education programs emphasize as appropriate instruction for literacy “basic skills”?*

**Group Lesson Plan Written Component and Oral Presentation Due October 30<sup>th</sup> (10 points)**

With a group (maximum of 4 per group) prepare a *lesson plan* (English/mathematics) 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: <http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>

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.

<b>Group Lesson Plan Rubric</b>		
<b>Written Component and Demonstration</b>		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Objective(s): <ul style="list-style-type: none"> <li>Includes a clear, observable, and measureable learning objective</li> </ul>	/2	
Set up: <ul style="list-style-type: none"> <li>Lesson includes an agenda, warm-up, and a motivating activity, and behavioral expectations, and materials.</li> <li>The components are presented clearly and are given practical relevance to the lesson as a whole.</li> </ul>	/4	
Activity(ies): <ul style="list-style-type: none"> <li>Lesson includes a creative and accurate sequence of direct instruction to include modeling, guided practice, and independent practice.</li> </ul>	/4	



<ul style="list-style-type: none"> <li>• The lesson activities are relevant to the designated learning objective(s).</li> <li>• The descriptions clearly outline the role of the student (s) AND the teacher.</li> </ul>		
<b>Strategy:</b> Incorporation of varying strategies/materials introduced in this course which support student learning.	/3	
<b>Methods:</b> Incorporates a variety of methods in the lesson in order to facilitate the instructional goals in a motivating way.	/3	
<b>Assessment and accommodations:</b> <ul style="list-style-type: none"> <li>• Assessments are relevant to the task demonstrated and identified on the lesson plan.</li> <li>• Relevant and special modifications/accommodations are noted.</li> </ul>	/2	
<b>Collaborative efforts:</b> <ul style="list-style-type: none"> <li>• Everyone has a clear and important role for the development of the lesson.</li> <li>• Lesson is clear, creative, and not disjointed.</li> </ul>	/2	
<b>TOTAL</b>	<b>20</b>	

### **Group Lesson Plan Demonstration Component**

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

<p><b>RUBRIC for Lesson Plan Demonstration</b></p> <p><u>Exemplary demonstration:</u> Keeps within the time limits; demonstrates knowledge of the Active Teaching Model and understanding of the measurable objectives to the audience; reflects poise, clarity, knowledge and enthusiasm; effective use of prepared materials; keeps the audience engaged</p> <p><u>Adequate demonstration:</u> Good overall demonstration, but may be lacking in one or two of the criteria specified in an exemplary response. May seem a little less prepared or somewhat unclear in understanding the Active Teaching Model.</p> <p><u>Marginal demonstration:</u> Demonstration includes required elements, but evidences a limited understanding of the Active Teaching Model or measurable objectives. Style, handouts, or visual may be less than adequate.</p>
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Inadequate demonstration: Weak overall demonstration that reflects very little knowledge of the Active Teaching Model and/or learning objectives. Appears poorly prepared or has not followed directions. Materials and activities are lacking.

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

**Prepare an example of a completed Learning Visual/VAKT Tool Due October 2<sup>nd</sup> or 9<sup>th</sup> (8 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.

You will be asked to give a short 10 minute explanation of the essential aspects of your visual/tool, a demonstration of how your learning visual is applied with the specific science or social studies content selected, and a brief discussion of the specific learning needs targeted through the visual/tool's usage.

As part of your presentation, make sure you bring a hard copy handout explaining the essential aspects of development and implementation of your visual for everyone in the class. This handout is what should be turned in to the instructor via the digital Assignments Tab before the start of the class the day of your visual/tool demonstration.

*(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
<b>Total (8)</b>					

**Strategy Notebook – Due November 6<sup>th</sup> (15 points)**

One of the goals of the course is for students to learn and understand the components of instructional strategies that can be used across the content areas (reading, writing, math, science, and social studies). A second goal is for students to be able to take the learned strategies and apply them with their own students in their own setting. To this end, students will be required to construct a strategy notebook that includes the following elements:

1. One 3-ring binder (can be small)
2. Five dividers that separate the notebook into (reading, writing, mathematics, science, and social studies)
3. Information sheets for 5 instructional strategies, 1 per content area for:
  - a. Reading
  - b. Writing
  - c. Mathematics
  - d. Science
  - e. Social Studies

\*The information sheet for each strategy should include (each information sheet should be an average of 1-2 pages):

- Full name of strategy
- Location of strategy in your textbook (chapter and page number(s))
- Reference for a supporting source outside of the textbook (why did the text decide to highlight this strategy – what research article is it based on – citations given in the text are a good place to start here)
- Summary of the strategy and its use
- (If applicable – some strategies are more holistic) Listing of the steps for the strategy's accurate implementation
- Personal Application (this is the most important piece) – How do you see yourself applying this strategy in your own classroom environment, with your particular student population, and your specific content and grade level goals
- (If needed for illustration/application purposes) any forms or handouts that would be valuable to have accessible for the strategy's effective implementation

\*Note: In your first entry, please clearly descriptively establish your classroom environment, students, and goals. In subsequent entries, the instructor will know these basic parameters, and application pieces can be focused specifically on the particular strategy at hand and its application within the already defined parameters. If you are not currently teaching, please see the instructor to establish a description of a target classroom, students, and goals for a teaching position you may hope to obtain in the future.

### **RUBRIC for Strategy Notebook**

**Exemplary notebook:** (14-15 point range): Incorporates the number of required strategies; information sheet for each strategy includes all required information written descriptively in APA style; application examples evidence student understanding and accurate and effective strategy application.

**Adequate notebook:** (12-13.9 point range): Incorporates the number of required strategies; but minimal missing content may be seen either in description of strategies or their application

**Marginal notebook:** (10-11.9 point range): Incorporates the number of required strategies; but significant deficiencies may be seen in description of strategies and/or application

**Marginal notebook:** (10-11.9 point range): Incorporates the number of required strategies; but significant deficiencies may be seen in description of strategies and/or application.

**Inadequate notebook:** (1-9.9 point range): May incorporate less than the required number of strategies; significant deficiencies may also be seen in description of strategies and/or application  
**Unacceptable:** (0 points): No notebook or completely unsatisfactory notebook with no preparation evident.

**Unacceptable:** (0 points): No notebook or completely unsatisfactory notebook with no preparation evident.

**Schedule**

**1 2014**

**TENTATIVE COURSE SCHEDULE**

<i>Class</i>	<i>Topics</i>	<i>Before the Next Class, I need to:</i>	<i>My notes.....</i>
<i>Class 1; 9/11</i>	<p>Introduction to course;</p> <p>Review syllabus, text, Blackboard (Bd), and overview of expectations and assignments.</p> <p>Small group activity - What is a strategy?</p> <p>Identifying a Research-based intervention/strategy</p> <p>Chapter 1: Planning &amp; Implementing Instruction Components of an effective lesson using the Active and LEARN Models Evidenced Based Practices (EBP) Teaching methods and strategies</p> <p>Overview next week's assignment - Writing assignment: What makes a strategy an evidenced-based practice? <b>Collaborative Question #1</b></p>	<p>Read article in consideration of writing assignment (see Bbd):  Forness, S.R. (2001). Special Education and Related Services: What have we learned from meta-analysis? <i>Exceptionality</i>, 9(4), 185-197. <b>Collaborative Question #1</b> due Class 2, 9/18.</p> <p>Read Chapter 1: Planning &amp; Implementing Instruction</p> <p>Read Chapter 2: Approaches to Instruction &amp; Student Learning</p>	
<i>Class 2; 9/18</i>	<p>Review responses to Forness Article – <b>Collaborative Question #1.</b></p> <p><b>Chapter 2: Approaches to Instruction &amp; Student Learning</b></p> <ul style="list-style-type: none"> <li>○ Direct instruction/systematic/explicit instruction*</li> <li>○ Cognitive Strategy Instruction*</li> </ul>	<p><b>Access George Mason Email and Blackboard (Bbd)Account</b></p> <p>Find research article with strategy investigated for <i>signature assignment</i></p> <p>Read Chapter 4: Classroom Management and Self-Regulatory Skills</p>	

Class	Topics	Before the Next Class, I need to:	My notes.....
	<p>*VAKT/Learning Visual Tools modeled</p> <p>Sign up for Learning Visual/VAKT tool (Learning Theory YouTube clip)</p> <p>Identifying Lesson Plan Components – In class activity</p>	<p>Bring in (or ready to share) ONE tool you incorporate to improve student motivation and affect.</p> <p>Read about Social Skills Instruction via <a href="http://www.teachingld.org/ld/resources/alerts/default.htm#social">http://www.teachingld.org/ld/resources/alerts/default.htm#social</a></p>	
<p>Class 3; 9/25</p>	<p>Chapter 4: Classroom Management</p> <p>Share tool for motivation affect!</p> <p>*Cooperative Learning Methods Peer tutoring * and cooperative learning* strategies demonstrated as language experience charts and literature circles</p> <p>Collaboration &amp; Partnerships- Co-teaching Collaboration for referral and placements</p>	<p>Find research article with strategy investigated for <i>signature assignment</i> and <b>bring in (or send electronically)</b> for approval by 10/2.</p> <p><b>Collaborative Question #2</b> - <u>Chapter 5 due class 4, 10/2.</u></p>	
<p>Class 4; 10/2</p>	<p>Chapter 5: Communication &amp; Collaboration “Pair/share” <b>Collaborative Question #2</b> Response</p> <p>Discuss preconditions for motivation and affect in the classroom.</p> <p>Identify elements of a positive and motivating learning environment (videos).</p> <p>Goal setting*; Self-monitoring*; Opportunities to Respond* (OTR); Response Cards; Feedback*</p> <p><b>VAKT/Learning Visual Tool Share</b></p> <p><b>Selected research article for strategy assignment due today!</b></p>	<p>For next class, locate and bring to class essential knowledge (learning objective) from the SOLs based on the grade level and subject area you plan on addressing in your lesson plan. <a href="http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml">http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml</a></p> <p>Read Chapter 6: Oral Language. Complete <b>Collaborative question #3</b> due <u>class 5, 10/9.</u></p>	

<i>Class</i>	<i>Topics</i>	<i>Before the Next Class, I need to:</i>	<i>My notes.....</i>
Class 5; 10/9  Class 5: 10/9 (cont.)	Chapter 6: Oral Language “Pair-share” <b>Collaborative Question #3</b> Response <ul style="list-style-type: none"> <li>○ Guided Feedback*</li> <li>○ Peer Tutoring*</li> <li>○ Vocabulary Instruction*</li> <li>○ Cultural &amp; Linguistic Diversity</li> </ul> Group Project (Lesson Plan) selector activity and planning time  <b>VAKT/Learning Visual Tool Share</b>	Read Chapter 7: Reading  Complete <b>Collaborative Question # 4</b> by Class 6, 10/16.	
Class 6; 10/16	Review lesson plan component assignment.  “Pair-Share” <b>Collaborative Question # 4</b> response. Chapter 7: Reading (Part 1) -Phonological Awareness -Phonics -Word Recognition <ul style="list-style-type: none"> <li>○ Mnemonics*</li> <li>○ Guided feedback*</li> <li>○ Peer Assisted Learning Strategies*</li> </ul> Group project planning time  <b>VAKT/Learning Visual Tool Share</b>	Read Chapter 8: Reading  Complete <b>Collaborative question #5 for chapter 8 due class 7, 10/23</b>  Read about the “Five Big Ideas of Reading” via <a href="http://reading.uoregon.edu/big_ideas/index.php">http://reading.uoregon.edu/big_ideas/index.php</a>	
Class 7; 10/23	Chapter 8: Reading (Part 2)  “Pair-share” <b>Collaborative Question #5</b> Response  Decoding, fluency, and comprehension-Overview of Five Domains*, Direct , Instruction *, reading strategies, content enhancements* , and semantic maps*  Teacher language and questioning	Complete Group Lesson Plan and Demonstration Materials (Reminder- hardcopy for instructor)  Read Chapters 9: Language Arts and Chapter 10 Content Area Instruction  Complete <b>Collaborative Question #6 for chapter 9 or</b>	

<i>Class</i>	<i>Topics</i>	<i>Before the Next Class, I need to:</i>	<i>My notes.....</i>
	<p>techniques</p> <p>Semantic maps and graphic organizers</p>	<p><b>chapter 10</b> due Class 8, 10/30.</p> <p>Read Chapter 11: Mathematics</p> <p>Complete online mathematics module. Directions posted on Bbd. <u>Bring completed assignment to class #9, 11/6.</u></p>	
<p>Class 8; 10/30</p>	<p><b>Group Lesson Plan Demonstrations</b></p> <p>“Pair-Share” <b>Collaborative Question #6</b> Chapter 9 &amp; 10</p> <ul style="list-style-type: none"> <li>○ Computer Assisted Instruction*</li> <li>○ Scaffolding &amp; Modeling*</li> <li>○ Semantic Maps*</li>   <li>○ Content Enhancements*</li> <li>○ Peer Tutoring</li> <li>○ Mnemonics*</li>   <li>○ Writing –</li> <li>○ Self-regulated strategies</li> <li>○ Pow+Tree, SRSD*</li> <li>○ Writing process</li> <li>○ Spelling Instruction</li> </ul> <p>In-class module partner study from IRIS website. PALS* - a research validated strategy</p>	<p><b>Complete Strategy Notebook and submit by 4:30 Class #9.</b></p> <p>Read chapter 3: Response to Intervention (RTI)</p> <p><b>Review IRIS</b> website module for RTI: <a href="http://iris.peabody.vanderbilt.edu/index.html">http://iris.peabody.vanderbilt.edu/index.html</a></p>	
<p>Class 9; 11/6</p>	<p><b>Strategy Notebook Due</b></p> <p><b>Review mathematics module responses.</b> Chapter 11: Mathematics – NCTM Math materials and manipulatives</p>	<p>Submit Strategy Application Paper by 4:30</p> <p>Submit Strategy Application Presentation materials to Bbd by</p>	

<i>Class</i>	<i>Topics</i>	<i>Before the Next Class, I need to:</i>	<i>My notes.....</i>
	Effective strategies Teaching math to students with disabilities Touch Math  Chapter 3: Response to Intervention <ul style="list-style-type: none"> <li>○ Peer Mediated Instruction*</li> <li>○ Glossary of terms, school-wide screening, progress monitoring, tiers of intervention</li> </ul>	4:30.	
Class 10; 11/13	<b>Strategy Application Oral Presentations</b>  <i>Last Class Meeting</i>	All class materials due!	

\* This syllabus may change according to class needs.

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