



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

Fall 2014

EDSE 628 685: Elementary Reading, Curriculum, and Strategies for Students who
Access the General Education Curriculum
CRN: 81457, 3 - Credits

Instructor: Dr. Jugnu Agrawal	Meeting Dates: 8/25/2014 - 12/17/2014
Phone or Text: 571-277-8085	Meeting Day(s): Thursdays
E-Mail: jagrawal@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: By appointment	Meeting Location: Arlington, ARLFH 475

***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
6. Electronic supplements and activities via Blackboard

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

Vaughn, S. & Bos, C.S. (2012). *Strategies for teaching students with learning and behavior problems (9th ed.)*. Boston, MA: Allyn & Bacon. ISBN: 9780133571066

For clarification on the digital library option discussed below, please contact Ms. Jennifer Stahl, jstahl2@gmu.edu (703) 993-4002.

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://gmubncollege.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.

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

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> .

- Use of online resource materials from the IRIS Center: <http://iris.peabody.vanderbilt.edu/irisresource-locator>
- Use of online resources on Thinking Maps including <http://www.thinkingmaps.org/official/index.html>

- Use of online video from Dr. Lydia Soifer:
<https://www.youtube.com/watch?v=TzpkRZvdOCw&feature=endscreen>
https://www.youtube.com/watch?v=TzpkRZvdOCw&feature=youtube_gdata
- Student identified articles from education journals that summarize evidence-based or scientifically-based practices.
- Additional required resources are assigned as necessary, as per instructor discretion.

Additional Readings

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

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.

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 Discusses Social Skills Instruction
- http://reading.uoregon.edu/big_ideas/index.php “Five Big Areas of Reading”
- 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 essential to this course because of the complexity of the learning strategies at its core. Attendance points are earned for each class to give students experience with and class credit for engaging in key activities related to strategies for students with mild disabilities in the general education setting. Students are expected to be timely; actively participate in activities; and remain for the duration of class time.

Late Work.

All assignments should be submitted *on or before* the assigned due date. **In fairness to students who make the effort to submit work on time, total assignment points will be deducted from your grade for late assignments.**

Course evaluation and final grades will be calculated based each individual student's point score out of the possible 100 point total. Late assignments will be accepted in the following manner:

- **5% point deduction – up to 1 class late**
- **10% point deduction – 2 classes late**
- **25% point deduction – 3 classes late**
- **50% point deduction – more than 3 classes late**

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 (4:15PM). 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>).

Submitted assignments should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. We will return graded assignments to you via the course Blackboard email. It is suggested that you download and save all returned assignments, as well as corresponding evaluations and comments. Below is example labeling for submission of all written assignments that can be submitted electronically:

- JAgrawalLrnVis – Learning Visual**
- JAgrawalUnPlan – Unit Plan**
- JAgrawalLessDemo – Lesson Plan Demonstration**
- JAgrawalStratAppWrit – Strategy Application Written Assignment**
- JAgrawalStratNote – Strategy Notebook**

Course Requirements Evaluation	
Assignment	Points Earned/Total Points
A. Attendance & Participation (2 pts. Per class meeting)	/ 28
B. Learning Visual (Science/Social Studies)	/7
C. Strategy Application Written Assignment *	/45
D. Strategy Notebook	/15
E. Unit Plan (English/Math)	/20
F. Lesson Plan Demonstration	/10
G. Chapter Quizzes (5@3 points each)	/15
Total # of points earned	/140

*Common course assignment.

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

- A = 95-100%
- A- = 90-94%
- B+ = 87-89%
- B = 80-86%
- C = 70-79%
- 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).

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

The strategy is appropriate for use with students working at the elementary level. The study is conducted during current semester.

NOTE: The strategy used in the EDSE 628 project may *not* be one to improve student behavior. Additionally, curriculum-based measurement (CBM) is used to monitor the progress of the student subject of the project and as such, CBM is *not* the focus strategy of the project. To achieve these standards through the Common Assignment, students:

- Find in (a) professional publication(s) at least one *research article/study* that focuses on implementation of a specific *evidence-based, scientifically-based, or research-based strategy* with elementary students with mild disabilities;
- Read the article(s) with the purpose of comprehending, then emulating use of the strategy;
- Cite research from others (at least 2 additional sources) that verifies the importance of why is content mastery of the skill important;
- Discuss how the strategy supports this content mastery;
- Discuss relevant information about the student subject that verifies the appropriateness of teaching the student to use the strategy;
- Describe implementation considerations, especially accommodations that may be made to assist students in using the strategy;
- Collect baseline data prior to strategy instruction;
- Implement the strategy with (a) student(s) in 5 (at a minimum) to 10 instructional sessions of 15-30 minutes each. (NOTE: the number of sessions and the amount of time per session varies *appropriately* according to the student and the strategy.);
- Collect and analyze data on student progress;
- Make recommendations for further instruction;

- Reflect on what the researcher (you, the EDSE 628 student) learned through the assignment.

Additional detail is provided below and through the assessment matrix for the assignment.

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

A. Creates an abstract of the EDSE 628 student's project that precedes the main body of work.

The abstract for the paper clearly and succinctly describes the strategy application project research (not the research on which the project is based). An abstract includes 4 components:

- The main objective and rationale of the project (which strategy is being used to achieve what academic purpose for which student subject).
- A brief summary of the methods used to accomplish the objective (implementation parameters; data collection information; use of the SRSD model).
- The project's results.
- Conclusions about the implications of the project.

B. Introduces the academic area of focus. This includes statements verified by citing professional sources. The introduction emphasizes:

- The significance/relevance of the academic focus for students with mild disabilities and
- The effect exceptional conditions can have on learning in the content area.
- Guiding questions to answer in this section: Why is this content/skill an important competence to focus on?

C. Introduces a specific strategy (name; purpose) and supports its use. The strategy discussion includes research citations and notes:

- The theory/concepts underlying the strategy.
- The efficacy of using this strategy as an intervention to assist SWD in mastering the targeted academic content.
- Guiding questions to answer in this section: Why is the strategy an appropriate instructional intervention? Why does it work? What research is there to support use of this strategy?

D. Describes the intervention strategy in detail, noting critical features, including:

- The intended outcomes (explicitly what a student who uses the strategy accomplishes);
- The conditions and materials needed to successfully implement instruction using the strategy; and
- Specific steps of the strategy. These sequenced steps are to be presented in a numbered list that acts as a task scaffold for someone who wishes to use the strategy.

E. Recommends accommodations and modifications for using this strategy with different student populations (e.g., age; disability; cultural background; interests).

F. Describes the EDSE 628 researcher's study's conditions by discussing:

- Demographic/background information about the student subject that is relevant to understanding his/her learning needs related to the focus area of the study.

- A rationale for why the strategy is appropriate for the student participant; that is, implications of the intervention's use for *this* student subject in his/her efforts to master the academic content addressed in the study.
- The curriculum content and VA SOL (precise number and wording) to which the strategy is applied.
- A specific IEP goal statement, objective, or benchmark for the student subject that directly relates the use of the strategy to mastery of content.
- Accommodations and modifications made *for this student*, with rationale or discussion of why such are or are not needed.
- The specific setting and procedures/methods used to implement the study.

G. Provides details on how each step of the strategy was followed to implement the project.

- The baseline data is collected for 3-5 trials.
- The student subject's practice/application of the strategy occurs over 5-10 sessions. (Sessions spent to introduce, discuss, and model the strategy do not count toward the total sessions in which the student subject applies the steps of the strategy, which must be no fewer than 5. For most strategies, practice sessions will not exceed one per day.)
- The post-assessment data is collected at the conclusion of the 5-10 instructional sessions.

H. Results and evaluation of the effectiveness: • Presents, analyzes, and discusses the findings, citing specific evidence and examining:

- How these results compared to expectations based on the research article and
 - Consideration of influencing factors, such as the suitability of the study's duration (number of sessions implemented over time frame).
- Includes an appropriate *CBM* data display (graph) and, if relevant, accompanying charts, tables, and figures. (If you have not taken EDSE 627: Assessment, refer to the IRIS module "Classroom Assessment (Part 1): An Introduction to Monitoring Academic Achievement in the Classroom", particularly page 5 of Perspectives and Resources <http://iris.peabody.vanderbilt.edu/module/gpm/>.)

I. States recommendations, with justification, for further instruction of the student subject, including additional uses of the strategy and next instructional steps.

J. Reflects on the relevance of the project to personal professional growth. What knowledge and insights did you gain from this experience?

K. Provides a list of references.

L. Attaches relevant appendices, including: a copy of an instructional tool/aid used/created for implementation and samples (evidence) of student work that show application of the strategy.

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

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

Abstract (item A; An abstract is printed on its own page, separate from the start of the paper.)

Section I: Introduction (item B)

Section II: The Strategy (items C, D, E)

Section III: Study Implementation (items F, G)

Section IV: Results & Recommendations (items H, I)

Section V: Personal Professional Connections (item J)

References (item K)

Appendix/appendices (item L)

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

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

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

Guiding Headers for the Strategy Application Written Paper:

Abstract
Introduction
Intervention/Strategy Description
Study Implementation
Results & Recommendations
Personal/Professional Connections
References
Appendices

RUBRIC for Strategy Application Written Assignment

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 (35-37.9 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 (33-34.9): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

Inadequate paper (1-32.9): 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.

Other Assignments.

A. Attendance and Participation- Weekly (2 points per class for a total of 28 points)

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. Students are expected to arrive on time, participate in all class discussions, presentations, and activities, and stay until the end of class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. 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 may result in students not being successful in the course.***

B. Learning Visual/VAKT Tool – (7 points)

Learning visuals and VAKT tools are essential in helping students with disabilities better access and understand curriculum points. Using a VAKT tool, semantic feature analysis, concept map, diagram, graphic or semantic organizer, visual representation, visual-spatial display, or other learning visual select a particular grade level and a corresponding **Science or Social Studies** SOL that relates to learning concepts and vocabulary.

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.

RUBRIC for Learning Visual/VAKT Tool

Effective visual aspects of tool illustrated (2 points)

0 0.5 1 1.5 2

Clearly supports the concepts/vocabulary of science/social studies content (2 points)

0 0.5 1 1.5 2

Presentation (explanation, demonstration, discussion) (2 points)

0 0.5 1 1.5 2

Preparation Evident (handout, other materials, explanation) (1 point)

0 0.25 .5 .75 1

C. Strategy Application Written Assignment- (45 points)

Check previous section for details of the assignment. **5 points for getting the intervention article approved by Class 4.**

D. Unit Plan – (20 points)

In groups of 3 or 4 prepare a unit plan, which includes a series of 5 sequential lessons. You will use the Active Teaching Model discussed in class to structure each lesson. The unit plan should address specific well-defined skills from Virginia's SOLs (Grades 1-6)

<http://www.doe.virginia.gov/go/Sols/home.shtml> in either **English or mathematics**.

The unit plan should be well-planned and include:

- A **unit overview** including the Content area, Grade level, SOL(s), **Measurable** Unit objectives, and reference to the lesson in which each is introduced.
- 5 lesson plans structured according to the Active Teaching Model
- Samples of at least one activity (worksheet, graphic organizer, etc.) for **each** lesson that show what has been adapted for a student with special needs (so include the worksheet that most students will do, along with the adapted one that only some students will do). The adaptation(s) must be listed and a rationale included. Tell briefly, what did you adapt/change and why? Have a student in mind and note the difficulty addressed.
- Evidence of at least one instructional strategy geared to assist a student to access, organize and/or recall the content material in each lesson. The strategy must be highlighted or noted in the plan and a sample of the content integrated into the strategy must be present, e.g. a first letter mnemonic devised to teach the steps in long division)
- Each day's lesson must have some form of assessment. Assessments may be informal (teacher observation) or formal. However 2 formal sample assessments for the unit are required. One should be a pre-test or mid-unit check, and the other an end of unit assessment. One may be a traditional test like those provided by publishers, (with some

adaptations noted) or a project (include a rubric). You may be creative, but make sure you address your objectives.

- If you use commercially available lessons, parts of lessons, or assessments, YOU MUST CITE THE SOURCE!!!! If using “off the shelf” lessons, we would suggest making sure you make adaptations to best meet the needs of this project.
- Identify and show evidence of the use of technology. This may be something you use to instruct, or software you used to construct student worksheets, templates or assessments. It also includes websites used as sources for information, or instructional materials.
- Include a reference section for your unit.

RUBRIC for Unit Plan Assignment

Exemplary unit (19-20 points): Unit includes all components outlined in the syllabus evidencing a clear understanding of the Active Teaching Model; an appropriate and specific match between measurable objectives selected and unit content covered; logical and creative connections between the lessons included in the unit; descriptive integration of learning strategies within the unit’s application, comprehensive usage of appropriate assessment materials, and innovative technology employment. Good writing style, free of mechanical or stylistic errors, and appropriate use of APA format is also evident.

Adequate unit (16-18.9 points): Good overall unit, lacking in one or two of the criteria. Minor deficiencies in the application of the Active Teaching Model evident, or minor writing style errors present.

Marginal unit (14-15.9): Overall, acceptable but with one or more significant problems. Contains some creative and logical lesson planning ideas, but may have substantial problems with appropriate usage of the Active Teaching Model, strategies, or assessment.

Inadequate unit (1-13.9): Unit with substantial problems in important areas such as application of the Active Teaching Model, measurable objectives, strategies, or assessment.

Unacceptable/no unit: (0 points): Unit not relevant to the assignment or no unit turned in at all. Does not target appropriate learning objectives.

E. Lesson Plan Demonstration – (10 points)

With the lesson plan demonstration, each unit plan group will select one of their unit plan lessons to teach for the class. 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 demonstration in approximately 45 minutes (which may be slightly shorter than the intended classroom time for the lesson), where the lesson is taught but some elements may have to be abbreviated for the purposes of the demonstration and the audience.

RUBRIC for Lesson Plan Demonstration

Exemplary demonstration: (9-10 point range): 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.

Adequate demonstration: (8 point range): 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.

Marginal demonstration: (7 point range): 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.

Inadequate demonstration: (1-6.9 point range): 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: (0 points): No demonstration or completely unsatisfactory demonstration with no relevance to assignment.

F. Strategy Notebook – (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.
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.

G. Chapter Quizzes- (15 points): There will be 5 chapter quizzes and each will be worth 3 points. Check schedule for exact dates and chapter details.

Schedule

Tentative Class Schedule		
Class/ Date	Topics	Assignments Due
Class 1 8/28/14	<u>Introduction to the Course</u> <ul style="list-style-type: none"> • Review syllabus, text, and Blackboard • Overview of expectations/assignments • What are evidence-based practices? • Article Selection • All means all 	
Class 2 9/4/14	<u>Approaches to Learning and Teaching</u> <ul style="list-style-type: none"> • Direct Instruction/ Explicit Instruction* 	Read Chapter 1 (Monitoring and Teaching for

	<ul style="list-style-type: none"> • Cognitive Strategy Instruction* • Lesson Plan Models-Active, Learn, Explicit Instruction Framework* • Scaffolding & Modeling* • VAKT/Learning Tool <p>*Sign up for Learning Visual/ VAKT Tool Presentation</p>	<p>Understanding) & 2 (Approaches to Learning and Teaching) Read Evidence Based Practices Article (on BB) Find research article for your Strategy Application Written Assignment Quiz # 1-Chapter 2</p>
Class 3 9/11/14	<p><u>Classroom & Behavior Management</u></p> <ul style="list-style-type: none"> • Self-regulatory strategies* • Social Skills • Positive Behavioral Support • Classroom Management Strategies • Peer Mediation • FBA/BIP • Coteaching and Communication <p>*Learning Visual/VAKT Tool Share</p>	<p>Read Chapter 4 (Managing Behavior) & 5 (Coteaching and Collaborating) Find research article with strategy investigated for signature assignment and bring in for approval on or by Class 4, 9/18.</p>
Class 4 9/18/14	<p><u>Oral Language & Cooperative Learning Methods</u></p> <ul style="list-style-type: none"> • Guided Feedback* • Peer Tutoring* • Peer Assisted Learning Strategies • Cooperative Learning Strategies <p>*Strategy Application Written Assignment Article Due *Learning Visual/ VAKT Tool Share</p>	<p>Read Chapter 6 (Assessing and Teaching Oral Language)</p>
Class 5 9/25/14	<p><u>Literacy Part I:</u></p> <ul style="list-style-type: none"> • Phonological Awareness • Phonics • Word Recognition- Mnemonics*, Guided Feedback* • Attention and Memory <p>*Learning Visual/ VAKT Tool Share</p>	<p>Read Chapter 7 (Assessing and Teaching Reading) Learning Visual Due</p> <p>Quiz # 2-Chapter 7</p>
Class 6 10/2/14-No FTF CLASS	<p>There is no face-to-face class this week. The assignment for Class 7 will be posted on Blackboard. <u>Writing/Self-Regulated Strategies</u> Go to the following website http://iris.peabody.vanderbilt.edu/module/srs/ Select and complete the entire module study under SRSD Prepare short write up from module for class (Quiz # 3)</p>	<p>Read Chapter 9 (Assessing and Teaching Writing and Spelling) pages 275-294</p>
Class 7	<p><u>Literacy Part II:</u></p>	<p>Read Chapter 8 (Assessing</p>

10/9/14	<ul style="list-style-type: none"> • Fluency • Comprehension -Reading Comprehension -Graphic Organizers* -Questioning Strategy Instruction* -Collaborative Strategic Reading* -Content Enhancements* -Semantic Maps* *Learning Visual/ VAKT Tool Share	and Teaching Reading) Quiz # 4- Chapter 8
Class 8 10/16/14	<u>Writing and Spelling</u> <ul style="list-style-type: none"> • Universal Design for Learning • Computer Assisted Instruction* • Spelling Instruction • Bring Your Own Device (BYOD)- Bring your laptop or smart device to class for an in class activity *Learning Visual/VAKT Tool Share	Read Chapter 9 (Assessing and Teaching Writing and Spelling) pages 297-304 Unit Plan Due
Class 9 10/23/14	<u>Content Area Instruction</u> <ul style="list-style-type: none"> • Content Enhancements* • Vocabulary Instruction* • Study Skills • Executive Functioning Skills 	Read Chapter 10 (Assessing and Teaching Content Area Learning and Vocabulary)
Class 10 10/30/14	<u>Lesson Plan Demonstrations</u>	Lesson Plan Demonstration
Class 11 11/6/14	<u>Mathematics</u> <ul style="list-style-type: none"> • Principles of math instruction; NCTM • Math materials and manipulatives • Concrete-Representational-Abstract (CRA)* • Schema-based instruction (SBI)* • Cognitive Strategy instruction (CSI)* Lesson Plan Demonstrations	Read Chapter 11 (Assessing and Teaching Mathematics) Strategy Notebook Due Quiz # 5- Chapter 11
Class 12 11/13/14	<u>Motivation and Affect</u> Peer Review of Strategy Paper	Bring your strategy paper for peer review
Class 13 11/20/14	<u>Response to Intervention</u> <ul style="list-style-type: none"> • Universal Screening • Multi-Tier system of supports 	Read Chapter 3 (Response to Intervention and Multi-Tier System of Supports)
11/27/14	THANKSGIVING BREAK	Enjoy and Relax
Class 14 12/4/14	Strategy Application Paper presentations	Strategy Application Written Assignment Due