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

Spring 2015

EDSE 428 001: Elementary Reading, Curriculum, and Strategies for Students Who Access the General Education Curriculum

CRN: 10508, 3 - Credits

Instructor: Dr. Kelly Henderson	**Meeting Dates:** 1/20/2015 - 5/13/2015
Phone: (703) 282-3408	**Meeting Day(s):** Mondays
E-Mail: khender8@gmu.edu	**Meeting Time(s):** 4:30 pm-7:10 pm
Office Hours: before and after class, by appt	**Meeting Location:** Fairfax-Krug Hall #14

Note: This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.

Course Description

Applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing general education curriculums. Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies, and social skills; cognitive strategies in study skills, attention and memory, and peer-mediated instruction. Hours of Lecture or Seminar per week: 3Hours of Lab or Studio per week: 0

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:
1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard (Bb)

Field Experience Requirement

A Field Experience is 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 George Mason (Clinical Practice Specialist) to arrange a field placement, (including observations and/or case studies). 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 due to one of the following situations:

a. I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.

b. I will arrange my own field experiences (observations and/or case studies) because I am conducting a case study or individualized child portfolio with an individual outside of the school system. (Note: It is not recommended that you work with your own child.)

c. I will arrange my own placement for my field experiences, (including observations and/or case studies) because my instructor has offered access to a student(s) inside of a school system. (Note: an email from the host teacher and the administrator is required to be sent to cuanseru@gmu.edu. The email serves as documentation of the approval. The administrators must approve all visitors in their school.)

If you are a consortium student that does not attend GMU, please complete the GMU online field placement form. Select an item from one of those listed in Option 2. 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 nbsp, 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

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN 9781433805615

Vaughn, S. R., & Bos, C. S. (2015). *Strategies for teaching students with learning and behavior problems* (9th ed.). Upper Saddle River, NJ: Pearson ISBN-13: 978-0-13-384040-7.

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
None

Required Resources
Student access to additional readings, resources and activities via MyMason/Blackboard is required. Additional readings, resources and activities will be assigned by the instructor throughout the semester and are NOT limited to those listed below.

Additional Readings
Peer-Reviewed Journal Readings
You will be accessing peer-reviewed journal articles as part of the Strategy Application Project. These articles will vary depending on individual student interests and assignment ideas.

Online Reading
Throughout the semester, we will be using the following and other websites to support and enhance the information we are gaining from the course text. See Bb course site for additional resources.
- http://iris.peabody.vanderbilt.edu/iris-resource-locator/ IRIS Center modules and other resources
- http://www.pen.k12.va.us/testing/index.shtml; Virginia SOL website
- http://www.behavioradvisor.com/SocialSkills.html Social Skills Instruction
- http://reading.uoregon.edu/big_ideas/index.php "Five Big Areas of Reading"

Course Relationships to Program Goals and Professional Organizations
This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies, Standard 5: Learning Environments and Social Interactions, and Standard 7: Instructional Planning.

GMU POLICIES AND RESOURES FOR STUDENTS:
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values/]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

Course Policies & Expectations

Attendance.

• Attendance at and being prepared for all sessions are very important. Many of the activities in class that contribute to building and revising conceptual models and personal orientations are planned in such a way that they cannot necessarily be recreated outside of the class session. Information, activities, guest speakers, and role plays will be presented in class that are not a part of the text and can be experienced only in the class. Also, students are expected to complete all weekly assignments prior to the relevant class session as in class activities are dependent on the foundation laid by the readings and outside of class activities. See "preparedness" in the 3rd bullet.

• Students are required to (a) arrive on time, including back from break(s), (b) stay in the classroom/activity area for the duration of the class time, and (c) participate in all class activities (both face-to-face and electronic means) in order to be considered "in attendance" for the class session. Attendance and professionally relevant, active participation that demonstrates proper professional behavior are expected in all class sessions and interactions for a grade of B or better.

• Attendance, preparedness (assignments are: completed and of sufficient quality; submitted on time), participation, and professional disposition are required in each class session to be eligible to earn points for that class session. The GMU CEHD Professional Dispositions serve as a minimum standard for class member behavior (http://gse.gmu.edu/facultystaffres/profdisp.htm).

• Use of Computers, Cell Phones, PDAs, iPads, and other electronic devices and materials: Please be *fully* present in class. It is impossible to participate wholly in this class while texting, engaging in social media sites, tweeting, working on documents, checking email, etc. Please use computers only for work related to the current class activity. Checking email, surfing the web, using applications software, or working on material other than the current class activity are considered distractions and counterproductive. Students engaging in such conduct during class time will not be permitted use of devices in class. The breach will be considered as non-attendance for that class session. If, for emergency reasons, you must be available via cell phone, place your cell phone on vibrate and mute the ring tone to avoid class disruption.

• Please alert the instructor prior to class of impending late arrival, early exit from class, or absence.

• Students are expected to attend all class sessions to receive full participation credit. As adult learners, you make personal decisions about enacting professional responsibilities, including those as a student. Class attendance is crucial to course competence; however, there may be an

instance when you are not able to attend class. Please do not request permission to miss a class. All students are granted one absence, though all work still is due on Blackboard according to the course calendar (please bring your printed copies to class the next week). If there are extreme extenuating circumstances resulting in more than one absence, you must consult with the instructor, including notifying the instructor by email prior to the start time of a missed class session.

• Students who are absent or who miss partial class time are held responsible for the material covered, including assignment discussions/clarifications/explanation, and assignments due as if in attendance and as outlined in the course syllabus. It is your responsibility to arrange with another student for collection of materials and to promptly obtain class notes, handouts, lecture details, explanations of content and procedures/assignments, etc.

• A grade of Incomplete is awarded ONLY under extenuating circumstances and must be discussed and agreed upon by the instructor prior to EOB the day before the last class session. The instructor will require that the student discuss with the instructor, then sign the GMU Incomplete Grade Contract as per terms the instructor outlines.

• In-depth reading, study, and work on course requirements require outside class time. GMU graduate students are expected to allot per week three+ hours per course meeting hour (or at least 12 hours per week for this course) for class session preparation (reading, study, planning, etc.). This is in addition to time devoted to assignments that take the place of class time and time devoted to completing course major learning activities.

• If you feel you cannot adhere to the assignment and class schedule noted in the syllabus, please contact the Instructor immediately to discuss options for completing the course under agreed upon conditions or for withdrawing.

Late Work.

Submitting an assignment late does not alter the due dates of the other assignments. It prevents timely feedback regarding work that may be of value in later assignments. Strive to keep up with the assignment schedule so that you will be able to have appropriate formative evaluation and feedback from your instructor across the semester.

Points will be deducted for assignments not submitted on time (the beginning of the class meeting time on the due date). Generally, points equal to half of a letter grade are deducted for each class session past due.

Other Considerations:

Communication.
• Written Language: Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level commensurate with advanced degree study. APA Style is the standard format for any written

work in the College of Education. If unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: http://apastyle.apa.org.

• Oral Language: Use "person-first language" in class discussions and written assignments (and ideally in professional practice). In accordance with terminology choices in the disability community, strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in oral and written communication and to avoid language labels by stating, for example, a "student with disabilities" (SWD) rather than a "disabled student".

• Please send outgoing email messages *only* through your GMU email account when related to this course and GMU business. Student email is accessed at http://masonlive.gmu.edu. Do **NOT** send course related email through your personal or professional email account(s) unless you have a documented issue using GMU email. You may activate and forward your GMU email to your most-checked account; however, ***send any reply/outgoing message to the instructor via your GMU email account.*** (To forward email: Go to http://mail.gmu.edu. Click on the "Options" tab at the top of the page. Click on "Settings" link on the left of the page. In the box labeled "Mail Forwarding" type in your most-checked email account.)

• Failing to check your Mason email or citing technical difficulties does not relieve you of the responsibility to communicate via your GMU account. Please make sure your GMU email is activated and checked at least once per day and early enough on class meeting days to allow for appropriate response. *ALL* communications regarding coursework, enrollment issues, advising, internship and important program listserv announcements are sent to students via their Mason email accounts. Students are held responsible for this information.

•Communications from the instructor as well as university announcements are sent to your GMU email address. Any student who experiences technical issues or who has questions with regard to activating and/or accessing his/her MasonLive email account should contact the ITU Support Center directly (and immediately!) at 703-993-8870 and support@gmu.edu. ITU information is available at http://itservices.gmu.edu/.

• It is your responsibility to communicate with the instructor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.

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

changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to http://cehd.gmu.edu/api/taskstream.

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

The university-wide system for undergraduate grading is as follows:

Grade	Quality Points	Undergraduate Courses
A+	4.00	Passing
A	4.00	Passing
A-	3.67	Passing
B+	3.33	Passing
B	3.00	Passing
B-	2.67	Passing
C+	2.33	Passing
C	2.00	Passing
C-	1.67	Passing
D	1.00	Passing
F	0.00	Failing

No credit toward graduation accrues from a failing grade or a grade that is replaced by a retaken course.

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 Project (30 points)- Due no later than May 4**

The Strategy Application Project (SAP) is the Common Assignment for EDSE 428/628 across all sections. It involves several components including research, planning, implementation of a research project, data collection, analysis, and reporting. Student performance on this project will be greatly enhanced by carefully reading and following the detailed directions below.

The EDSE 428/628 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 and employs the Self-Regulated Strategy Development process for teaching a strategy to a student. The study is conducted during current semester.

NOTE: The strategy used in the EDSE 428/628 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, peer-reviewed journal (e.g. *Learning Disabilities Research and Practice*; *Behavioral Disorders*; *Exceptional Children*; *Intellectual and Developmental Disabilities*); at least one *research article* that focuses on implementation of a specific *evidence-based, scientifically-based, or research-based strategy* with elementary students with mild disabilities (Note that this article must be approved no later than February 9's class, prior to beginning your assignment. You may want to email the instructor with the complete article citation and a brief description before class on February 9.)

Read the article(s) with the purpose of comprehending, then implementing 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 (**DO NOT** use any student names, however, provide a brief description of the class, school, and students using pseudonyms),
- 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), using the Self-Regulated Strategy Development (SRSD) model, in 5 (at a minimum) to 10 instructional sessions of 15-30 minutes each. (NOTE: the number of sessions and the amount of time per session varies *appropriately* according to the student and the strategy.);
- Collect and analyze data on student progress;
- Make recommendations for further instruction;
- Reflect on what the researcher (you, the EDSE 428/628 student) learned through the assignment.

The actual written paper should be about 8-10 pages in length, not including any appendices. See below for information on the additional SAP One Pager assignment due on April 27. Additional detail is available in the assessment matrix (rubric) for the assignment, on Bb.

Other Assignments.
Attendance and Participation (14 points) - Weekly

Class attendance and participation are an important part of this class because of the specific and in depth information learned through the course. Points are earned for every class session. See attendance policy above for additional specifics.

Pop Quizzes (6 points)

To encourage students to keep up with assigned readings, there will be at least three unannounced quizzes over text chapters and other readings assigned to date. Students who are absent, regardless of cause, cannot make up missed pop quizzes. Students can request an extra credit assignment of the instructor for up to 2 points' credit, in lieu of a missed pop quiz.

Strategy Application Project (SAP) One-Pager (5 points)- due April 27

As noted above in the description of the SAP, students are to implement an instructional strategy and report on it in a paper due no later than May 4. Based on their project, students draft a "One Pager" summary of the chosen strategy. The One Pager should include the APA formatted citation for the research article used, a summary of the strategy itself (enough to give classmates a basic understanding of the procedures involved and for whom the strategy is designed), and a brief (5 sentences or less) conclusion about the outcome of the SAP. Images can be included but the One Pager cannot exceed 2 sides of one sheet of paper. Enough hard copies for all students in the class should be brought to class on April 27. Students will be expected to give a 2 to 3 minute summary of the strategy when they hand out their One Pager to the class.

Chapter Topic Team Presentation and Information Sheet (30 points)- due on date assigned to group

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

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

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

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

The main emphasis is on principles of instruction and using strategies for content mastery that demonstrate application of these principles in instruction. The team considers:

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

The group members identify representative strategies for mastering key content that are verified as effective learning tools (evidence-based, scientifically-based, or research-based practices). Sources, in addition to the course materials, may include the library of Pearson digital texts, professional journals, and materials in the Kellar library. Specific resources and strategies may be required by the instructor—these will be discussed with the presentation team.

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

The majority of the presentation centers on demonstration and participatory application activities. Teaching students with disabilities (SWD) how to use strategies includes modeling by

the teacher and teacher directed guided practice; therefore, presentation components may include: practicing strategy steps; role playing student-teacher interactions; reacting to a case study/scenario; observing a skit (e.g., of a demonstration) and debriefing about the strategy and instructional practices; using/exploring related artifacts (e.g., a sample of materials scaffold; a handout summary chart).

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

Presenters share with classmates an **information sheet** (no more than 2 sides of one page) of supporting information for using instructional principles and cognitive strategies for teaching the content that is the focus of the team's presentation. The group presenting is responsible for having enough hard copies of its information sheet for all members of the class.

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

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

Assignment Support
For assistance finding research on strategies in professional publications contact:
- Ms. Jackie Peterson, KIHD Librarian: jpetersk@gmu.edu, 703-993-3672, GMU Fairfax campus Krug Hall room 110.
- Anne Driscoll, Reference Librarian, Fenwick Library: adrisco2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244.
Ms. Peterson also can assist in finding appropriate curriculum materials, other program resources, DVDs, etc. that are in the Kellar collection.

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

For information on effective presentations and tips, go to:
http://seggleston.com/1/business/key-steps
http://go.owu.edu/~dapeople/ggpresnt.html
http://www.auburn.edu/~burnsma/oralpres.html

http://www.presentationmagazine.com/Essential_Presentation_skills.htm
http://www.timetomarket.co.uk/presentation-skills-tips_November.htm

For information on effective use of slideshow/PowerPoint presentations, go to:
http://mason.gmu.edu/~montecin/powerpoint.html
http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm

Recommended books on educational presentations:
Garmston, R. (2005). *The Presenter's Fieldbook: A Practical Guide*. Norwood, MA:
Christopher-Gordon.
Burmark, L. (2002). *Visual Literacy: Learn to See, See to Learn*. Alexandria, VA: ASCD.

Strategy Notebook **(15 points) – due April 27**
One of the goals of the course is for participants to learn and understand the components of
instructional strategies that can be used across the content areas (reading, writing, math, science,
and social studies) and level of student need. 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. Information sheets for instructional strategies, 1 (or more) per chapter, as given to you by
   classmates in their Chapter presentations.
3. Use dividers to organize the strategy information sheets by subject area such as Math and
   Reading and/or by topic (e.g., Tier 2 interventions for behavior; CoTeaching) in a way
   that makes sense for you and your professional goals.
4. Following each information sheet, include your one to two page personal reflection about
   the instructional strategy taught in class. – 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? What specific information stuck out for you as the
   team presented about the strategy? Any resources specific to that strategy you want to be
   sure to remember? It is **strongly recommended that you take notes during your
   classmates' chapter presentations** AS THEY PRESENT. These notes can be part of
   your personal reflection for each strategy. Handwritten (legible) or typed is acceptable for
   this assignment.
5. Copies of all other students SAP information sheets, handed out on April 27. Class time
   will be provided to allow you to organize these SAP information sheets into your
   Strategy Notebook before submitting them to instructor.

Assessment Matrices (Rubrics)
The instructor will share in class and on Blackboard the specific assessment matrices for each of
the major learning activities. The matrices provide specific information on how assignments will
be evaluated and as such are considered extensions of this syllabus. Additionally, the matrices

are used to support self-assessment and for the EDSE 428/628 student and instructor to monitor and record progress. The assessment matrices/rubrics can be found on the Course Blackboard site. Please note differences in expectations for students in 428 from those in 628.

Summary of Major Learning Activities / Points

Activity	Points	Earned
Attendance and participation	14	
Chapter/readings pop quizzes	6	
Chapter topic team presentation & info sheet	30	
Strategy application project (SAP)	30	
SAP One-pager and sharing	5	
Strategy Notebook	15	
Total	100	

Schedule

Tentative Course Schedule: EDSE 428/628		
Date	Topics	Assignments **DUE** this date
January 26, 2015	• Introduction to the Course Review syllabus, text, and Blackboard • Overview of expectations/assignments Article Selection • Review of disability characteristics • What are evidence-based practices? • Effective instruction • Learning Theories (social learning, cognitive behavioral & ABA)	

February 2	Approaches to Learning and Teaching
	  - Direct Instruction/ Explicit Instruction*
	  - Cognitive Strategy Instruction*
	  - Scaffolding & Modeling*
	  - Self-Regulated Strategy Development*, including SRSD template for the Strategy Application Project (SAP)
	• Library Lesson @ 6pm
		Read text Chapter 1 (Monitoring and Teaching for Understanding) & Chapter 2 (Approaches to Learning and Teaching)- only skim ABA pages 29-35; read rest
		
		Access GMU MyMason account and 428/628 course
		
		IRIS module: SRSD: Using Learning Strategies To Enhance Student Learning, http://iris.peabody.vanderbilt.edu/module/srs/
		
		Bring laptop/device

February 9	• Response to Intervention
	   - Universal Screening
	   - Multi-Tier system of supports (MTSS)
	
	• Peer Mediated Instruction*
	• Curriculum Based Measurement (CBM)/Progress monitoring*
		Read text Chapter 3 (Response to Intervention)
		
		Evidence Based Practices reading (on Bb)
		
		MTSS in Virginia reading (on Bb)
		
		Strategy Application Project Article Approval

February 16	• Classroom & Behavior Management
	   - Applied Behavior Analysis (ABA)*
	   - Reinforcement*
	   - Self-regulatory strategies*
	   - Social Skills instruction*
	   - Positive Behavioral Interventions and Supports*
	   - Classroom Management Strategies (e.g., routines, structure, safe, positive environments*)
	   - Functional Behavior Assessment FBA/ Behavior Intervention Plans BIP*
	• Mental health, affect, motivation
		Read text Chapter 4 (Managing Behavior) & Pp. 28-35 of Chapter 2.
		
		Behavior change reading (on Bb)
		
		Social Skills Instruction-
		http://www.behavioradvisor.com/SocialSkills.html

February 23	• Coteaching and Communication • Interagency, parental/family, teachers, paraprofessionals collaboration • Lesson Plan Models-Active, Learn, Explicit Instruction Framework* • Differentiated Instruction	Read text Chapter 5 (Coteaching and Collaborating) IRIS module: Differentiated Instruction: Maximizing the Learning of All Students, http://iris.peabody.vanderbilt.edu/module/di/ Lesson Planning reading (on Bb) **Students should be implementing SAP intervention by now**
March 2	• **Presentation: Oral Language** - Vocabulary Instruction* • Culturally and linguistically diverse learners	Read text Chapter 6 (Assessing and Teaching Oral Language).

March 16	• **Presentations: Phonological Awareness, Phonics, and Word Recognition**
	   - Phonemic Awareness Instruction*
	   - Phonics Instruction*
		Read text Chapter 7 (Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition)
		
		Five Big Areas of Reading:
		http://reading.uoregon.edu/big_ideas/index.

	- Word Recognition instruction* - Mnemonics* - Miscue Analysis* - Informal Reading Inventory* - Peer Assisted Learning Strategies (PALS)*	php
March 23	• **Presentation: Reading Fluency and Comprehension** - Direct Instruction aka Systematic & Explicit instruction* - Fluency Instruction* - Graphic Organizers* - Questioning Strategy Instruction* - Reading Comprehension Instruction* - Content Enhancements* - Semantic Maps* - Collaborative Strategic Reading (CSR)* - Peer-Mediated/Peer Supported reading*	Read text Chapter 8 (Assessing and Teaching Reading: Fluency and Comprehension)
March 30	*Independent Strategy Written Project Work Week & Individual Meetings*	
April 6	• **Presentation: Content Area Learning and Vocabulary Instruction** (apply using Science or Social Studies SOLs **-** http://www.pen.k12.va.us/testing/index.shtml) - Techniques for Socratic dialog and higher order thinking* - Content Enhancements* - Peer Tutoring* - Mnemonics* - Semantic Maps*	Read text Chapter 10 (Assessing and Teaching Content Area Learning and Vocabulary Instruction)
April 13	• **Presentation: Teaching Mathematics** - Computer Assisted Instruction* - Schema-based Math Representations*	Read text Chapter 11 (Assessing and Teaching Mathematics) IRIS module: High Quality Math Instruction: What Teachers Should Know- http://iris.peabody.vanderbilt.edu/module/ma

	- Self-talk for Math*/Self-instruction* - Direct Instruction for Math* - Concrete-Representational-Abstract (CRA)* - Anchored Instruction* - Math Manipulatives* - Touch Math* - Peer-mediated instruction (math)*	th/
April 20	• **Presentation: Writing, Handwriting, and Spelling** - Strategic Instruction Model* - Self-regulation strategies (e.g., Thinking maps as organizers for writing; Graphic organizers*) - Computer-assisted Instruction* - Cognitive Strategy Instruction (in writing)* - Guided Feedback*	Read text Chapter 9 (Assessing and Teaching Writing and Spelling).
April 27	**Brief presentations on SAPs**; hand out individual **One-Pagers** on SAPs; filing of the SAP One-Pagers in Strategy Notebooks	**Strategy Application Project (SAP) One Pagers DUE; Strategy Notebooks due;** SAP can be submitted!
May 4	• Learner preferences/ Learning Visuals- in class activity: Use VAKT (Visual, auditory, kinesthetic, and tactile) tool, semantic feature analysis, concept map, diagram, graphic or semantic organizer, visual representation, visual-spatial display, or other learning visual. Review http://www.skeptic.com/insight/the-myth-of-learning-styles/ • Multiple Intelligences	**Strategy Application Project (SAP) due in hard copy;** include envelope stamped or with campus mailstop if you want SAP returned. Review text pp. 211-213 on Fernald/VAKT VAKT reading (see Bb) Multiple Intelligences reading (see Bb) Bring laptop/device