



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

Spring 2015

EDSE 628 693: Elementary Reading, Curriculum, and Strategies for Students Who
Access the General Education Curriculum
CRN: 18112, 3 - Credits

Professor: Dr. Sheryl Asen	Meeting Dates: 1/13/2015 - 3/10/2015
Phone: o703-993-5448 c802-595-9663	Meeting Day(s): Tuesdays
E-Mail: sasen@gmu.edu	Meeting Time(s): 4:30 pm-9:00 pm
Office Hours: by appointment (206a Finley)	Meeting Location: Fairfax HS room C109
<p>"It is not good enough to have a good mind; the main thing is to use it well." ~Rene Descartes</p> <p>"It's not what is poured into a student that counts, but what is planted." -Linda Conway</p> <p>"Setting an example is not the main means of influencing another, it is the only means." -Albert Einstein</p> <p>"In an effective classroom students should not only know what they are doing, they should also know why and how." -Harry Wong</p> <p>"If you have knowledge, let others light their candles at it." -Margaret Fuller</p> <p>"Teaching is the highest form of understanding." -Aristotle</p> <p><i>Docendo discimus,</i> (Latin "By teaching, we learn.") -Seneca the Younger</p>	
<p>For the EDSE 628 Common Assignment, the Strategy Application Project (SAP):</p> <ul style="list-style-type: none"> •<u>To request placement with a student</u> you MUST register with the Clinical Practice Office (formerly the Field Experience Office by January 30, 2015. For information, email fieldexp@gmu.edu. •The deadline to <u>record</u> with the Clinical Practice Office <u>the placement you have identified</u> (the school attended by the subject of your Strategy Application Project study) is February 6, 2015. 	

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

Students:

- Construct knowledge through in class small and large group activities and through course assignments, including independent study and research;
- Reflect on practices, personal skills, and orientations;
- Assess their growth related to course content; and
- Provide constructive feedback to peers.

Interactive and teaming strategies are used to facilitate fulfillment of the outcomes established for the course. Professor and student led class experiences and presentations incorporate a variety of formats, which may include whole and small group activities, discussion, demonstration, guest presenters, use of media/technologies, and lecture. The professor at times will use Socratic dialog and problem-solving tools and techniques. Students are expected to know and use GMU e-mail for course communication with the professor and other students and to use Blackboard for course assignments and sharing.

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; and
7. Reflection and self-assessment.

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

Vaughn, S. & Bos, C. S. (2012). *Strategies for teaching students with learning and behavior problems (9th ed.)*. Boston, MA: Allyn & Bacon. ISBN: 9780133570731

- 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://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

Please refer to the latest edition of the Publication Manual of the American Psychological Association, Sixth Edition.

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

Required Resources

- Use of online resource materials from the IRIS Center: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>
- Use of online resources on Thinking Maps, including <https://www.youtube.com/watch?v=IJFACVCJxVk>
- Use of online video from Dr. Lydia Soifer: <https://www.youtube.com/watch?v=TzpkRZvdOCw&feature=endscreen> or http://www.youtube.com/watch?v=TzpkRZvdOCw&feature=youtube_gdata
- Use of online video from Dr. Daniel Siegel: <http://www.youtube.com/watch?v=Nu7wEr8AnHw>
- Student identified articles from education journals that summarize evidence-based or scientifically-based practices.
- Additional required resources are assigned as necessary, as per professor discretion.

Additional Readings

- The course Blackboard site Course Content folder contains a folder of Additional Resources to support course subject matter. Included in this folder are articles that discuss how self-assessment and reflection assist learners in content mastery. These two strategies are used throughout the course to promote EDSE 628 student learning.
- For assistance finding research on strategies in professional publications contact:
 - Ms. Jackie Peterson, KIHD Librarian: jpetersk@gmu.edu, 703-993-3672, GMU Fairfax campus Finley Hall room 116. Ms. Peterson also can assist in finding appropriate curriculum materials, other program resources, DVDs, etc. that are in the Kellar collection.
 - Anne Driscoll, Reference Librarian, Fenwick Library: adrisco2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244.
- For assistance searching the Pearson digital library to find additional information on strategies, principles of instruction, etc., contact Molly Haines, molly.haines@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://www.ellenfinkelstein.com/powerpoint_tips.html
<http://desktoppub.about.com/od/microsoft/bb/powerpointrules.htm>
<http://depts.washington.edu/cidrweb/OLD/Bulletin/PowerPoint.html>
http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips2.htm
http://www.utexas.edu/lbj/21cp/syllabus/powerpoint_tips.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.

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.

- Students, to receive participation credit for a class session, are expected to be in attendance , exhibit professional dispositions, and come to class fully prepared (all assignments completed and submitted). Attendance includes:
 - (a) Arriving on time, including back from break(s),
 - (b) Staying in the classroom/activity area for the duration of the class time,
 - (c) Participating in all class activities (face-to-face and outside of class, including by electronic means),
 - (d) Having on hand all materials required for the class session as per course assignments and the syllabus, and
 - (e) Demonstrating professional behavior. The GMU CEHD Professional Dispositions serve as a minimum standard (<http://cehd.gmu.edu/teacher/professional-disposition>).

- Class starts promptly at 4:30 p.m. and ends at 9:00 p.m. as per the clock on the classroom wall (which may differ from your time piece) or as per the professor. It will not be considered disruptive or disrespectful to leave at 9:00 p.m. No required new class content will be presented after that time but discussion may continue for those for those who have questions and for those who wish to participate.

- When possible, please alert the professor via email, phone, or text at least 2.5 hours prior to class of impending late arrival, early exit from class, or absence (see information below). After 2:00p on the day of class, as the professor may not be available electronically or by phone, please **additionally** call or text a classmate, who then will inform the professor.

- 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.

(a) 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—you must make your own decision.

(b) 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.

(c) All students are **granted one absence**; however, all work still is due on Blackboard according to the course calendar (please bring your printed copies to class the next week) and class session participation points are not awarded if a student has not attended class.

(d) A second absence will result in the final grade dropping by 5 points.

(e) Three absences (including the granted absence—i.e., two absences in addition to the granted absence) will result in a base grade of C, equivalent to 79 points, from which unearned points will be deducted.

(f) ***If there are extreme extenuating circumstances resulting in more than one absence, you must consult with the professor regarding the impact on your grade and you must notify the professor by email prior to the start time of a missed class session.***

Late Work.

An assignment is considered late if it is not submitted by the posted due date and time.

- All learning activity assignments are required to be completed and submitted on time, including posting to Blackboard **and** bringing a print copy of each assignment to class on the due date. The posting of work to Blackboard is due no later than 4:30 p.m. the day it is due. The final copy of the course common assessment, the Strategy Application Project assignment, is due by 4:30 p.m. the last day of class **both on Blackboard and in print/hard copy**.

- 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 professor and peers across the semester.

- When the format for assignment response includes print/hard copy, students must make every effort to bring to class a print/hard copy, which is part of the assignment expectation. If the student forgets the print copy, the student is to bring it to class the following week as the professor will not print out the copy on Bb (and therefore will not read and grade it). In fairness to students who make the effort to submit hard copies of papers on time, if a student has more than 2 occurrences of not bringing in on time the print copy of any assignment, the assignment will be considered late, even if posted to Blackboard. The exception is the Signature Application Project, which **must** be submitted on time in print as well as electronically (see above).

- For late submissions of assignments:

- (a) Fifty percent (50%) of the points will be deducted from your assignment grade for late

submissions unless the professor has agreed to an extension (which may be used one time only and only for one assignment). The maximum extension is 7 days, after which the assignment is not awarded any points toward a final grade. See below for further conditions.

(b) The earlier date that the assignment was received by the professor in hand as a print/hard copy or posted on Blackboard will be considered the date submitted; however, the professor will not print out student work and, therefore, will not provide feedback or grade the work until a printed copy is received.

(c) The assignment will not be considered completed until the work is posted to Blackboard *and* handed in in print. If a student does not complete an assignment within 7 days of the original due date, no points will be awarded for the assignment.

(d) Presentations and related materials are due in class and posted to Blackboard according to the class schedule.

Other Considerations.

- **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 formal assignment written work in the College of Education and Human Development. If you are 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 formerly used terms with currently preferred forms (e.g., use “Intellectual Disabilities”; “Emotional 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 refer to guidelines for non handicapping language in APA Journals, including information available at: <http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf> and <http://supp.apa.org/style/pubman-ch03.15.pdf>.

- ***Your GMU email address and the professor’s GMU email address are the only email addresses that will be used for communication in this course.*** Student email is accessed at <http://masonlive.gmu.edu>. ***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. 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.*** 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 professor about options if technical difficulties you are experiencing are prohibiting course participation, receipt of course related email messages, and access to Blackboard.

- Please keep up-to-date with cohort announcements and requirements as posted at the GMU Special Education Cohort web site: http://gse.gmu.edu/programs/sped_cohort_program/cohort_home/. This site includes information to assist cohort participants, including announcements, a cohort handbook, and cohort specific information. For additional assistance with cohort and outreach program queries, please contact Pam Baker (pbaker5@gmu.edu).
- All student work may be shared in future courses and professional development taught by Dr. Sheryl Asen. Author credit explicitly will be given to student authors for their work.

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

Attendance, preparation, 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.

- 93 – 100 points = A
- 90 – 92 points = A-
- 86 – 89 points = B+
- 80 – 85 points = B
- 70 – 79 points = C
- < 70 points = F

Assignments

Performance-based Assessment (TaskStream submission required).

EDSE 628 does not have an assignment that requires submission to TaskStream.

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

The Common Assignment for EDSE 628 is the Strategy Application Project (SAP).

Additional information on this assignment is included in the section below, **Other Assignments - Major Learning Activities**. For details on the SAP, see section VI.

Other Assignments.

Major Learning Activities: Course participants wishing to suggest other learning activities and/or other modes of expression for all assignments *except* the Common Assignment may, *with prior professor approval*, substitute these for a required activity and/or format.

I. Attendance and Participation (9% of final grade)

Credit for attendance and participation is achieved through active, thoughtful, deliberate contribution to and completion of all course activities (both in and outside of class meeting time), conducting oneself professionally, and treating all respectfully. If a student is not present, participation points for that class session are *not* earned/awarded but all assignments are due as per the course calendar. See Course Policies & Expectations for related information and further discussion.

A. Attendance includes:

- Promptness (getting to class and back from breaks on time) and
- Being present for the full duration of class.

B. Participation implies demonstration of being psychologically and socially available to learn as well as coming to class prepared—i.e., having completed the required assignments. Participation considers the student’s professional dispositions and level of engagement in class activities and includes but is not limited to:

- Contributing thoughtfully and fully to class activities and discussions;
- Listening to the ideas of others;
- Assisting positive class dynamics (disruptive or off-task use of electronics or other items negatively influences class dynamics);
- Demonstrating enthusiasm for learning;
- Taking initiative in class discussions without dominating the discourse and may include leading discussions on assigned content;
- Facilitating group work;
- Self-assessing course work; and
- Writing a class session “take away”—a *substantive* personal learning connection made in that class session—a statement that describes something that was meaningful to you as an educator with an explanation of *why*—not just a recitation/report without sharing the reflective, thoughtful insight gained.

II. Quizzes (7% of final grade)

For each of the course text chapters 2 and 6 through 11 students will have a take home quiz on the chapter content (7 chapters). The purposes of the quizzes are to:

- guide reading

- assist in review of chapter Learning Outcomes (stated at the beginning of each chapter)
- highlight for the student areas of overall mastery of chapter concepts, and
- identify those concepts needing further study and review.

The process also requires students to practice study skill strategies that assist elementary students in successfully gleaning information from print materials. The take home quiz is completed outside of class while reading the chapters. A student downloads the quiz (in Word format) from Blackboard, then, while reading, s/he:

- notes the page number(s) on which the answers are found;
- uses a highlighting pen to indicate the multiple choice option(s) selected; or
- uses an ink pen:
 - to write in responses (e.g., to draw matching lines; to write in or circle options).

The student brings the completed quiz to class and the student self-checks his/her work during class break time. Doing so is considered part of the quiz assignment. (The professor reviews the results.) One point per quiz is awarded **ONLY** for those quizzes for which the student earns 5 or 6 correct out of the 6 prompts per quiz **and** those that include a brief chapter “take away” statement, to be shared in class.

III. Responses to Resources (15% of final grade)

The student records 4 brief “take away” statements for each of the weekly assignment resources as per the course calendar and assessment matrix or submits a response as per specific assignment requirements. Many of the resources are IRIS modules. While the student is expected to work through all pages in each IRIS module (except as noted in the assignments on the course calendar) and to come to class prepared to discuss and apply module content, it is not necessary to write responses to the Initial Thoughts and Assessment prompts. Others resources to which responses are required are video presentations or additional readings.

IV. Cognitive Strategy Instruction Research Review (6% of final grade)

Each student locates and analyzes an article from an education journal that summarizes an evidence-based, scientifically-based, or research-based strategy that appropriately can be **applied by students** with disabilities who access the general curriculum to aid in mastering elementary level **academic** content.

The research review assignment may be incorporated into to the EDSE 628 Common Assignment, the Strategy Application Project; therefore, it highly is recommended that the EDSE 628 student focus on a strategy that may be used in the Strategy Application Project.

Each student identifies an article that discusses how a strategy successfully is used by students to learn a specific skill within a content area. Articles must come from professional journals/publications. The focus of the article must be a research validated strategy that can be used by students with mild disabilities (ED, LD, and/or, ID) to master elementary level content. For assistance in selecting research articles, contact:

- Ms. Jackie Peterson, KIHD Librarian: jpetersk@gmu.edu, 703-993-3672, GMU Fairfax campus Finley Hall room 116.

• Anne Driscoll, Reference Librarian, Fenwick Library: adrisco2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244.

If you have questions about the appropriateness of a learning strategy and/or of an article, contact the professor prior to submitting your review.

Research review submissions must be on the form provided by the professor. Samples will be posted on Blackboard. A draft of the research review, the associated article, and any instructional aid/tool are brought to class for sharing and peer review/feedback as per the course calendar. Students work during class time to conduct peer reviews of and provide feedback about written drafts. This peer review requirement signifies that classmates take responsibility for helping each other select appropriate articles/reports (i.e., the strategy is evidence-based, scientifically-based, or research-based) and prepare well-written, complete reviews. Peers will be asked to verify that they reviewed a peer's article selection for appropriateness and assignment for completeness (all components are present) and quality (the written research review summaries meets graduate level writing standards).

For the research review the student uses a preset template to prepare a summary for submission to the professor that includes:

- The strategy name (e.g., Read, Answer, Mark [RAM])
- The article citation in APA format (include a URL if relevant)
- The academic focus (e.g., reading)
- The specific skill (e.g., self-questioning while reading expository text)
- The student audience for whom the strategy is appropriate (e.g., students in grades 3-12)
- A description of the importance of the strategy for mastery of academic content. This includes 2 additional supporting citations in addition to the selected article.
- A description of the specific sequenced strategy steps. As appropriate, submit with the research review a sample of a tool/aid used when applying the strategy.
- A brief discussion of considerations for using the strategy, including implementation tips and possible accommodations for differing student populations.

The research review must be of sufficient written quality (written expression/content and mechanics; proper citations).

V. Chapter Topic Team Presentation (30% of final grade)

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 teaching and learning strategies* in instruction of elementary curriculum and

- To expand our repertoire of *evidence-based, scientifically-based, and research-based* strategies for teaching and learning beyond those discussed in the required course materials.

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 professor 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 teaching and learning strategies for content mastery. The team considers:

- The inter-relationship between the principles of instruction in the content area and use of teaching strategies to assist student mastery of K-6 curriculum content knowledge and skills and
- How to best support elementary students in their learning about and application of strategies they may use (ultimately to a level of self-sufficiency) to promote learning.

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 (including course Bb items), may include the library of Pearson digital texts, professional journals, and materials in the Kellar and Fenwick libraries. Specific resources and strategies may be required by the professor—these will be discussed with the presentation team. The professor is available upon request for consulting about the team's presentation plans.

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 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 verified teaching and learning strategies through active engagement*** 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 video or live 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 elementary student and to the EDSE 628 student 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.

The ***presenters share with classmates a brochure as a “take away” of supporting information*** for using instructional principles and cognitive strategies for teaching the content that is the focus of the team’s presentation. (Samples will be posted on Blackboard.)

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 professor 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 professor later may post these to the class Bb site.

Following completion of the presentation, ***the team evaluates the presentation*** by assigning points earned on the assessment matrix. Additionally ***each team member writes a concise but substantive reflection on what the individual gained from the assignment*** related to the course goals. This self-assessment is due by 6:00 p.m. the Sunday following the presentation via ***both the Blackboard drop box and to the professor via GMU email***.

VI. Common Assignment: Strategy Application Project (33% of final grade)

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. The focus of the research is ***teaching a student (or group of students) with mild disabilities how to use a strategy for academic learning with the goal to self-sufficient implementation by the student*** (student self-direction in use of the learning strategy).

The strategy must be a research validated approach for mastering knowledge or skills in elementary level reading, language arts (including oral language expression and writing), 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 and monitoring student progress. The EDSE 628 student uses curriculum-based measure (CBM) to record the student subject’s progress. 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, EDSE 628 student:

- Finds in (a) professional publication(s) at least one ***research article*** that focuses on implementation of a specific ***evidence-based, scientifically-based, or research-based strategy*** that elementary students with mild disabilities use to guide their learning;

- Reads the article(s) with the purpose of comprehending, then implementing use of the strategy (teaching the strategy to a student, who then, through guided and independent practice, uses the strategy to master academic content);
- Cites research from others (at least 2 additional sources) that verifies the importance of why is content mastery of the skill important;
- Discusses *how* the strategy supports this content mastery;
- Describes implementation considerations and accommodations that may be made to assist students with mild disabilities in using the strategy;
- Describes the student subject and discuss relevant information about the student subject that verifies the appropriateness of teaching the student to use the strategy;
- Collects baseline data prior to strategy instruction;
- Implements the strategy with (a) student(s), using the Self-Regulated Strategy Development (SRSD) model, in 5 (at a minimum) to 10 instructional sessions of approximately 20-30 minutes each. (NOTE: the number of sessions and the amount of time per session varies *appropriately* according to the student subject and the strategy.);
- Collects and analyzes data on student progress;
- Makes recommendations for further instruction of the student subject in the focus area;
- Reflects 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.

If you have difficulty finding a K-12 student for this assignment, GMU's Clinical Practice Specialist Comfort Uanserume (cuanseru@gmu.edu) can assist in placing GMU students at school sites; *however, you MUST register with the Clinical Practice Office (formerly the Field Experience Office) at <https://cehd.gmu.edu/endorse/ferf> to request placement with a student no later than January 30, 2015.*

GMU is required to track where self-placed students will complete their field experiences. Consequently, *each EDSE 628 student must access <https://cehd.gmu.edu/endorse/ferf> and complete the information requested* (i.e., inform GMU of the school where you are working, the grade level of the youngster, and the approximate number of hours you worked with the youngster). *The deadline to record with the Clinical Practice Office the placement you have identified (the school attended by the subject of your Strategy Application Project study) is February 6, 2015.*

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 statement about the student subject and summary of the methods used to accomplish the objective (implementation conditions and timeframe; use of the SRSD model for instruction; data collection method).

- 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 discussion emphasizes:
- The effect exceptional conditions can have on learning in the content area, and
 - The significance/relevance of the strategy to instruction of students with mild disabilities.
- C. Introduces a specific strategy (name; purpose) and supports its use through research citations and discussing:
- 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 (based on what we know about learning)? 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 teach the strategy, including tips for implementation; and
 - *Specific, detailed steps* of the strategy. These sequenced steps are presented in a numbered list that acts as a task scaffold for someone who wishes to use the strategy.
- E. Recommends accommodations 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:
- The curriculum content and VA SOL (precise number and wording) to which the strategy is applied.
 - 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.
 - Accommodations made *for this student*, with rationale or discussion of why such are needed or a statement that accommodations, for the student subject, are not needed.
 - The specific setting, procedures/methods, and timeframe that were used to implement the study.
- G. Provides *details on how each step of the SRSD model was followed* to implement the project, displayed in table format (template provided). The left column lists the SRSD step while the corresponding right column lists the actions taken by the EDSE 628 researcher to carry out with the student subject that SRSD step. The detail in the right column resembles a modified lesson plan with the discrete actions and materials used in a numbered list.
- The baseline data is collected for 3 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. Presents, analyzes, and discusses the findings, citing specific evidence. The discussion includes:
- An appropriate **CBM** data display (graph) and, if appropriate, accompanying charts, tables, and figures. (If you have not taken EDSE 627: Assessment, refer to resources in the CBM folder in the class Bb site Additional Resources folder.)
 - Evaluation of the effectiveness, including:
 - 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).
- I. States recommendations 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 a rough plan for item 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.

Assessment Matrices

The professor 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 628 student and professor to monitor and record progress. The assessment matrices will be distributed to course participants under separate cover.

Summary of Major Learning Activities / Points

Activity	Points
Attendance and participation	9
Chapter quizzes	7
Responses to resources	15
CSI research review	6
Chapter topic team presentation	30
Strategy application project	33
Total	100

Schedule

The course schedule begins on the next page.

EDSE 628-693 Course Schedule

- The course schedule is dynamic—it may change according to students’ needs, formative evaluation of course effectiveness, and unpredicted opportunities and events.
- For ALL assignments that require written/hard copy work, to be considered submitted on time:
 - The print version must be handed in on the due date and
 - The electronic version must be posted on Bb no later than the start of the designated class in which the assignment is due.
- For IRIS modules assignments: As you work through the module, purposefully contemplate answers to prompts but you do not have to hand in written responses to module questions and the assessment section of the module cycle.
- = Evidence-Based Practices

Class	Topics for Class This Week	Assignments for <u>Next</u> Class
Class 1 1/13/15	<ul style="list-style-type: none"> • All Means All • Why access the general education curriculum?* • Assets* and Introductions • Course Overview / Syllabus • Topics & Teams • What are evidence-based practices?* • Introduction to IRIS module SRSD: Using Learning Strategies* • Curriculum and learning theories • Accommodation and Modifications • Previewing textbook readings • Reflection and self-assessment* 	<p>For 1/20/15 class 2:</p> <ul style="list-style-type: none"> • Read page 27 – top of page 28; page 35 Stages of Learning – page 45 (end) of Chapter 2 “Approaches to Learning and Teaching”. Use the chapter 2 quiz to guide your reading. Use the chapter 2 response form to briefly record: <ul style="list-style-type: none"> ○ Aspects of each of the 3 learning theories in Chapter 2 that currently guide your practices and ○ Aspects of the 3 theories not currently part of your practices that you now aim to incorporate into your instruction. • Complete the IRIS module SRSD: Using Learning Strategies; use the SRSD Lesson Guide (on Bb) to assist your reading • Read through “Classroom Cognitive and Meta-Cognitive Strategies for Teachers” (Florida Dept. of Education) and think about which are teaching strategies, learning strategies, or both. • Review the course syllabus, especially the major learning activities and calendar. • Review the course Bb site, especially the Additional Resources, Assignments, and Assessments folders • Bring to the next class: <ul style="list-style-type: none"> ○ Completed Chapter 2 quiz & response ○ The Chapter 2 response - ○ Responses to the IRIS module ○ A print out of “Classroom Cognitive and Meta-Cognitive Strategies for Teachers”

<p>Class 2 1/20/15</p>	<ul style="list-style-type: none"> • Learning Theories • Zone of Proximal Development* • Note Taking* • Management by Profile* • Self-Regulated Strategy Development*, including SRSD template for the Strategy Application Project (SAP) • Non-Linguistic Representations and Advanced Organizers* • Course assignments 	<p>For 1/27/15 class 3:</p> <ul style="list-style-type: none"> • IRIS: Providing Instructional Supports: Facilitating Mastery of New Skills • Watch the TED video of Dr. Daniel Siegel: http://www.youtube.com/watch?v=Nu7wEr8AnHw • Thinking Maps assignment (on Bb) • Bring to the next class: <ul style="list-style-type: none"> ○ Responses to the Siegel video ○ Thinking Maps assignment – required: 1 map about Thinking Maps; 2 content area thinking maps ○ Article(s) for your research review
<p>Class 3 1/27/15</p>	<ul style="list-style-type: none"> • Scaffolding and Instructional Supports* • Classroom and behavior management*: <ul style="list-style-type: none"> ○ Dr. Daniel Siegel: Mindfulness and Neural Integration ○ Rick Smith • Thinking Maps* • Brain Research, Memory, Emotion, and Language* • Research review articles* 	<p>For 2/3/15 class 4:</p> <ul style="list-style-type: none"> • Read the Teacher Expectations and Student Achievement (TESA) coordinator manual • IRIS: Universal Design for Learning (UDL), ONLY Perspectives & Resources pages 1 – 3; take the Barsch Inventory (Activity on the bottom of page 1) • IRIS: Differentiated Instruction: Maximizing the Learning of All Students” ONLY Perspectives & Resources pages 1 – 7 and page 12 • Prepare a draft of the research review • Bring to the next class: <ul style="list-style-type: none"> ○ Responses to TESA ○ Responses to the IRIS modules; bring your Barsch inventory results to class ○ Draft of research review

Class	Topics for Class This Week	Assignments for <u>Next</u> Class
Class 4 2/3/15	<ul style="list-style-type: none"> • Classroom and behavior management*: TESA; Richard Lavoie • Brain Research, Memory, Emotion, and Language* • Dr. Lydia Soifer: The Development of Language Skills* • Learning Preferences and Modalities; Dr. Daniel Willingham “Learning Styles Don’t Exist” • Differentiating Instruction* • Research review peer review* 	<p>For 2/10/15 class 5:</p> <ul style="list-style-type: none"> • Complete viewing the Dr. Lydia Soifer video*: from 41:00 (41 minutes into the video) to 1:12:00 (through discussion of what teachers can do) • Read “Current Practice Alert: Learning Styles” • Read text Chapter 6 “Assessing and Teaching Oral Language”. Use the quiz to guide your reading. • IRIS: Teaching English Language Learner: Effective Instructional Practices • Bring to the next class: <ul style="list-style-type: none"> ○ Responses to the Soifer video ○ Responses to the Current Practice Alert ○ Responses to the IRIS module ○ Completed Chapter 6 quiz & response ○ Final copy research review
NOTE: Begin SAP strategy instruction no later than 2/9/15!		
Class	Topics for Class This Week	Assignments for <u>Next</u> Class
Class 5 2/10/15	<ul style="list-style-type: none"> • Presentation: Oral Language* • Teaching English Language Learners* • Techniques for Socratic dialog and higher order thinking* • Learning Preferences and Modalities (continued) • Phonological Awareness, Phonemic Awareness, and Phonics: Dr. Peggy Semingson • Brain Research, Memory, Emotion, and Language (continued)* 	<p>For 2/17/15 class 6:</p> <ul style="list-style-type: none"> • Read “HotSheet 2: Effective Practices for Phonological Awareness” • Read text Chapter 7 “Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition”. Use the quiz to guide your reading. • IRIS: PALS: A Reading Strategy for Grades K-1 • Prepare a draft of the SAP phase 1 Note: Some aspects of the abstract won’t be able to be included at this time as you will not yet know the results and conclusions. • Bring to the next class: <ul style="list-style-type: none"> ○ Completed Chapter 7 quiz & response ○ Bubble map of PALS K-1 key features ○ Final copy of the research review ○ Draft of SAP phase 1

Class	Topics for Class This Week	Assignments for <u>Next</u> Class
Class 6 2/17/15	<ul style="list-style-type: none"> • Presentation: Phonological Awareness, Phonics, and Word Recognition, including Peer Assisted Learning Strategies (PALS K-1)* • Peer review of the draft of the SAP phase 1 • Strategies investigations 	<p>For 2/24/15 class 7:</p> <ul style="list-style-type: none"> • Read text Chapter 8 “Assessing and Teaching Reading: Fluency and Comprehension”. Use the quiz to guide your reading. • IRIS: PALS: A Reading Strategy for Grades 2-6 • Draft of the SAP phase 2 (including SRSD lesson guide filled in to date) • Bring to the next class: <ul style="list-style-type: none"> ○ Completed Chapter 8 quiz & response ○ Double bubble map comparing key features of PALS K-1 and PALS 2-6 ○ Draft of SAP phase 2
Class 7 2/24/15	<ul style="list-style-type: none"> • Presentation: Reading Fluency and Comprehension, including Peer Assisted Learning Strategies (PALS 2-6)* • Partner review: draft of SAP phase 2 • Strategies investigations 	<p>For 3/3/15 class 8:</p> <ul style="list-style-type: none"> • Read text Chapter 9 “Assessing and Teaching Writing and Spelling”. Use the quiz to guide your reading. • Instruction”. Use the quiz to guide your reading. • Bring to the next class: <ul style="list-style-type: none"> ○ Completed Chapter 9 quiz & response ○ Draft of SAP phase 3
Class 8 3/3/15	<ul style="list-style-type: none"> • Presentation: Writing, Handwriting, and Spelling, including thinking maps as organizers for writing* • Presentation: Content Area Learning and Vocabulary Instruction* • Spacing Learning Over Time* • Partner review: draft of SAP phase 3 	<p>For 3/10/15 class 9:</p> <ul style="list-style-type: none"> • Read text Chapter 10 “Assessing and Teaching Content Area Learning and Vocabulary • Read “Research Foundation Paper on Do The Math - Arithmetic Intervention by Marilyn Burns; see response assignment posted on Blackboard • Read text Chapter 11 “Assessing and Teaching Mathematics”. Use the quiz to guide your reading. • IRIS module High Quality Math Instruction: What Teachers Should Know, Perspectives & Resources pages 5 – 9 • Bring to the next class: <ul style="list-style-type: none"> ○ Completed Chapter 11 quiz & response ○ Responses to the IRIS module ○ Printed copy of your Strategy Application Project

Class	Topics for Class This Week	Assignments for <u>Next</u> Class
Class 9 3/10/15	<ul style="list-style-type: none">• Presentation: Teaching Mathematics*• Relating Burns/Do the Math to the course*• Wrapping up!• Course evaluation	YEA YOU!!! Rest and Relaxation!!!