



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

Fall 2015

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

CRN: 71879, 3 - Credits

Instructor: Ms. Leigh Ann Kurz	Meeting Dates: 08/31/15 - 12/21/15
Phone: 703-472-7909	Meeting Day(s): Wednesday
E-Mail: lkurz@gmu.edu	Meeting Time(s): 4:30 pm-7:10 pm
Office Hours: By Appointment 211 Finley	Meeting Location: Fairfax R A246
“Every student can learn, just not on the same day, or in the same way.” -George Evans	
For the EDSE 628 Common Assignment, the Strategy Application Project (SAP): To request placement with a student you MUST register with the Clinical Practice Office by September 15, 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> is TBD , 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 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: 3 Hours 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.

Advising Tip

Are you completing a special education minor? If so, be sure to send your Undergraduate Minor Declaration (<http://registrar.gmu.edu/wp-content/uploads/UMD.pdf>) to the advising office: Fairfax campus Finley 102, phone: 703-993-3670, fax: 703-993-3681.

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

Field Experience Requirement

A Field Experience is a part of this course. A field experience is a variety of early and ongoing field-based opportunities in which candidates may observe, assist, tutor, and/or conduct research. Field experiences may occur in off-campus settings, such as schools (NCATE, 2008). Below are **REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE**

1. Prior to representing George Mason in off-campus settings, visit this site:
<http://cehd.gmu.edu/teacher/internships-field-experience>. The site has a comprehensive

PowerPoint on the registration process and tips for a successful field experience. This is called the Field Experience Presentation. View this.

2. Complete the online field experience registration 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/assignment or not. This information is required by the state. It is important that you do this within the first two classes so that the Clinical Practice Office has sufficient time to find a placement for you.

Please indicate how your placement will be arranged.*

- I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies).
- I have been assigned a placement by my program for my field experiences (including observations and/or case studies).
- I will arrange my own field experience (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.
- 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 (Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PD-3 and Early Childhood Special Education only).
- 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.

Fields marked with * are required. Your preferences may not be guaranteed.

NOTE: When selecting options of “I will arrange my own...” you will be asked to specify further, and/or identify the region and/or school of your arrangement. You will also be asked to obtain permission from a school principal or school administrator. Students should keep this documentation.

- I understand that I must obtain permission from my principal/school administrator.

NOTE: It is not recommended that you work with your own child.

NOTE: If you selected the last option above, 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.

Evidence-Based Practices

This course will incorporate the evidence-based practices (EBPs) relevant to elementary curriculum learning strategies, constructing effective lessons, designing instructional procedures. These EBPs are indicated with an asterisk (*) in this syllabus' schedule. Evidence for the selected research-based practices is informed by meta-analysis, literature reviews/synthesis, the technical assistance networks which provide web-based resources, and the national organizations whose mission is to support students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for students with disabilities.

Learner Outcomes

Upon completion of this course, students will be able to:

- Describe elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
- Identify and describe elementary level evidence-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;
- Identify and describe elementary level evidence-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;
- Identify and describe elementary level evidence-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
- Develop and plan curriculum instruction inclusive of effective evidence-based strategies that correspond with the Virginia Standards of Learning.
- Implement an evidence-based strategy in one of the following areas: reading, language arts, math, science, social studies, mediation, peer tutoring, or cooperative learning.

Required Textbooks

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

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and

will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. ISBN 9781433805615 (**make sure it is the second printing**)

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

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.

- 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>
- 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. Student access to additional readings, resources and activities via MyMason/Blackboard is required: <http://courses.gmu.edu>.
 - Blackboard will be used to post important information for this course, syllabus, Power Points and supplemental information. Plan to access the Blackboard site several times per week; announcements and resources are posted on the Blackboard site in between class sessions. Please check this site several times per week for updates/announcements. You are responsible for accessing the materials including the reading materials prior to class.
 - Access Blackboard from the link given above. Your login and password is the same as your George Mason email login. Once you enter, select EDSE 428 to access copies of class materials, readings, and links to relevant sites.
- All students must have access to George Mason University email: <http://masonlive.gmu.edu>.
 - From the link given above, follow the directions for activating an email account. Every student is required to establish GMU email account. Course email

correspondence and other important university emails will be sent to GMU email accounts.

- 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.*

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.

- 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.

The course Blackboard site Course Content folder contains a folder of Additional Resources to support course subject matter.

Additional readings, resources and activities will be assigned by the instructor throughout the semester and are NOT limited to those listed below.

- Use of online resource materials from the IRIS Center: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/>
- <http://www.teachingld.org> LD Resources, Current Practice Alerts.
- National Reading Panel Report (NRP) (2000). <http://www.nationalreadingpanel.org>

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.

Online Reading

- Throughout the semester, we will be using several websites to support and enhance the information we are gaining from the course text. It is a good idea to save these sites as "Favorites" for your use in this class, as well as professional reference. The sites we will use are, but not limited to:
 - <http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml> Virginia SOL website
 - http://www.teachingld.org/ld_resources/alerts/default.htm#social Discusses Social Skills

Instruction

- http://reading.uoregon.edu/big_ideas/index.php “Five Big Areas of Reading”
http://www.teachingld.org/ld_resources/alerts/default.htm#mnemonic Discusses Mnemonic Instruction

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 2: Learning environments; Standard 5: Instructional planning and strategies.

GMU Policies and Resources for Students:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students’ personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

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

Core Values Commitment

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

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

Course Policies & Expectations

Attendance.

Class attendance and participation are essential to this course because of the complexity of the learning strategies at its core. Attendance points are earned for each class to give students experience with and class credit for engaging in key activities related to strategies for students with mild disabilities in the general education setting. Students are expected to be timely; actively participate in activities; and remain for the duration of class time.

In order to receive participation credit for a class session, the student is 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 7:10 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 7:10 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.***
- 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.

Late Work.

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

- 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.

- 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 date that the assignment is received by the professor in hand as a print/hard copy and 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 are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.). 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. Helpful website links to APA format guidelines include: <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 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. • 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.
- All student work may be shared in future courses and professional development taught by Mrs. Leigh Ann Kurz. Author credit explicitly will be given to student authors for their work.

Blackboard 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***) to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

Attendance, preparation, and professionally relevant, active participation that demonstrate proper professional behavior are expected in all class sessions.

93 – 100 points = A

90 – 92 points = A-

87 – 89 points = B+

80 – 86 points = B

77 – 79 points = C+

70 – 76 points = C

67 – 69 points = D+

60 – 66 points = D

< 70 points = F

Assignments

Performance-based Assessment (Blackboard submission required).

There is no Performance-Based Assessment that requires Blackboard submission.

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

The Common Assignment for EDSE 628 is the Strategy Application Project (SAP) and is worth 30 points toward the final grade.

Strategy Application Project (30 Points) – due December 16

The Strategy Application Project (SAP) is the Common Assignment for EDSE 428/628 across all sections. The EDSE 428 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.

PLEASE 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 (Note that this article must be approved no later than September 19's class, prior to beginning your assignment. You will need to email the instructor with the complete article before class on September 19);

- 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.
- A template for this paper will be available on Blackboard.

The actual written paper should be about 8-10 pages in length, not including any appendices. Additional detail is available in the assessment matrix (rubric) for the assignment, on Bb.

Other Assignments.

I. Attendance and Participation (15 points)

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.

II. Quizzes (10 points)

For each of the course text chapters students will have a take home quiz on the chapter content. 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 glean information from print materials.

The take home quiz is completed outside of class while reading the chapters. The student downloads and prints the quiz (in Word format) from Blackboard, answers the questions, and brings the completed quiz to class. Each week a student will be chosen at random to facilitate a review of the answers to the quiz. Students will self check his/her work at this time. One point per quiz will be awarded **ONLY** for those quizzes in which a completed hard copy is brought to class, **and** earns at least 4, 5, or 6 correct out of the 6 prompts.

III. Response to Resources (5 points)

The student will record a brief “take away” statement for some of the assignment resources such as IRIS modules as per course calendar. 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. Other resources to which responses may be required are video presentations or additional readings.

IV. Cognitive Strategy Instruction Research Review (10 points) – due September 23

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 the EDSE 628 Common Assignment, the Strategy Application Project; therefore, it is highly 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.

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. Strategy Application Project (SAP) One-Pager (5 points)- due December 9.

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 December 16. 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 December 9. 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.

VI. Chapter Topic Individual Presentation and Information Sheet (15 points) – due on date assigned per student

Each student participates with the professor to develop and leads a group presentation. The presentation focuses on topics in one chapter (or designated parts) of the required course text.

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 student is responsible for working with the professor 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 class and on the content focus. Typically, presentations range from 60 to 90 minutes, but may vary.

The student and the professor 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 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 presenters. The professor will be available for consulting about the presentation plans.

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 may also include:*

- 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.

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 presentation. The individual presenting is responsible for having enough hard copies of its information sheet for all members of the class. All information sheets should be included in the Strategy Notebook.

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

Following completion of the presentation, *the student evaluates the presentation by writing 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.*

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: adriscos2@gmu.edu, 703-993-3715, GMU Fairfax campus Fenwick Library room A244. in finding appropriate curriculum materials, other program resources, DVDs, etc. that are in the Kellar collection.

t M s. Peterson a k

VII. Strategy Notebook (10 points) – due December 9

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:

- One 3-ring binder (can be small)
- Information sheets for instructional strategies, 1 (or more) per chapter, as given to you by classmates in their Chapter presentations.
- 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.
- 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.
- Copies of all other students SAP information sheets, handed out on December 9. 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 student and instructor to monitor and

record progress. The assessment matrices/rubrics can be found on the Course Blackboard site.

Summary of Major Learning Activities / Points

Activity	Points
Attendance and participation	15
Chapter quizzes	10
Responses to resources	5
CSI research review	10
Chapter topic presentation & info. sheet	15
SAP one pager	5
Strategy application project	30
Strategy notebook	10
Total	100

Schedule

TENTATIVE COURSE SCHEDULE		
Class	Topic	Due for NEXT class
Class 1 9/2	<ul style="list-style-type: none"> • Introduction to the course: Review syllabus, text, and Blackboard • Overview of expectations/ assignments • Review of disability characteristics • In class discussion: <i>What is a strategy?</i> <ul style="list-style-type: none"> ○ Evidence-based practices* ○ Article selection • Reflection and self-assessment* 	<p>For 9/9/15 class 2</p> <p>Read:</p> <ul style="list-style-type: none"> ➤ Chapter 1 ➤ Chapter 2 (skim ABA section p. 28-35– read the rest of chapter 2 beginning on p. 35 Stages of Learning section) ➤ Completes Quiz – chapter 1 & 2 (submit to Dropbox on BB and bring completed paper copies to class) ➤ Access George Mason Email and Blackboard Account ➤ Choose Strategy Application Project (SAP) strategy intervention choice
Class 2 9/9	<p>Library Information Session– bring laptop/device</p> <p>Approaches to Learning and Teaching</p> <ul style="list-style-type: none"> • Learning Theories • Direct Instruction/Explicit Instruction* • Scaffolding & Modeling* 	<p>For 9/16/15 class 3</p> <p>Read:</p> <ul style="list-style-type: none"> ➤ Complete the IRIS module SRSD: Using Learning Strategies http://iris.peabody.vanderbilt.edu/module/srs/ ➤ Complete the IRIS module response sheet and bring paper

	<p>Strategy Application Project (SAP) Strategy Intervention Choice Due</p>	<p>copy to class (submit to Dropbox on BB and bring completed paper copies to class)</p> <p>➤ Select intervention research article and send electronically to instructor by 9/16</p>
<p>Class 3 9/16</p>	<ul style="list-style-type: none"> • Thinking Maps • Brain Research, Memory, Emotion, & Language* • Cognitive Strategy Instruction* • SRSD*, including SRSD template for the Strategy Application Project (SAP) <p>SAP Article Approval due</p>	<p>For 9/23/15 class 4</p> <p>Read:</p> <ul style="list-style-type: none"> ➤ SOLs for the grade level and subject area you plan on addressing for your SAP:http://www.pen.k12.va.us/VD OE/Superintendent/Sols/home.shtml ➤ Five Big Areas of Reading: http://reading.uoregon.edu/big_ideas/index.php ➤ Complete SAP Article Summary DUE 9/23 by 4:30 PM – Submit to Drop Box and bring hard copy to class
<p>Class 4 9/23</p>	<ul style="list-style-type: none"> • Learning/Visual Demonstrations • Five Big Areas of Reading • Lesson Plan Models <p>SAP Article Summary Due and submitted via Dropbox by 4:30 PM – bring hard copy to class</p>	<p>For 9/30/15 class 5</p> <p>Read:</p> <ul style="list-style-type: none"> ➤ Chapter 4 ➤ Complete Quiz for chapter 4 (submit to Dropbox on BB and bring completed paper copy to class on 10/7)
<p>Class 5 9/30</p>	<p>No face-to-face class Online assignment in lieu of FTF class:</p> <ul style="list-style-type: none"> • Complete IRIS modules: Classroom Management (Part 1) http://iris.peabody.vanderbilt.edu/module/beh1/#content AND Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan http://iris.peabody.vanderbilt.edu/module/fba/ • Complete Response Sheets for both IRIS modules (submit to 	<p>For 10/7/15 class 6</p> <p>Read:</p> <ul style="list-style-type: none"> ➤ Chapter 6 ➤ Complete Quiz for chapter 6 (submit to Dropbox on BB and bring completed paper copy to class) ➤ Complete IRIS: Teaching English Language Learners: Effective Instructional Practices ➤ Complete the IRIS module response sheet and bring paper copy to class (submit to Dropbox on BB and bring completed paper copies to class)

	<p>Dropbox on BB and bring completed paper copies to class on 10/7)</p> <p>Read about Social Skills Instruction via http://www.teachin.gld.org/ld_resources/alerts/default.htm#social</p>	
<p>Class 6 10/7</p>	<p>Assessing and Teaching Oral Language</p> <ul style="list-style-type: none"> • Culturally and linguistically diverse learners • Development of language skills* • Presentation: Oral language* • Dialogic reading* <p>You should have a student for your SAP project chosen by this date</p>	<p>For 10/14/15 class 7</p> <p>Read:</p> <ul style="list-style-type: none"> ➤ Chapter 7 ➤ Complete Quiz for chapter 7 (submit to Dropbox on BB and bring completed paper copy to class) ➤ Read “Hot Sheet 2: Effective Practices for Phonological Awareness”
<p>Class 7 10/14</p>	<p>Assessing and Teaching Reading Presentation:</p> <ul style="list-style-type: none"> • Phonological Awareness Instruction* • Phonics Instruction* • Word Recognition Instruction* • Mnemonics* • Peer Assisted Learning Strategies (PALS)* <p>Summary of SAP participant & SRSD outline due</p>	<p>For 10/21/15 class 8</p> <p>Read:</p> <ul style="list-style-type: none"> ➤ Chapter 8 ➤ Complete Quiz for chapter 8 (submit to Dropbox on BB and bring completed paper copy to class) ➤ Choose one: IRIS: PALS: A Reading Strategy for Grades K-1 OR IRIS: PALS: A Reading Strategy for Grades 2-6 ➤ Complete IRIS Response sheet
<p>Class 8 10/21</p>	<p>Assessing and Teaching Reading</p> <ul style="list-style-type: none"> • Fluency Instruction* • Reading Comprehension Instruction* 	<p>For 10/28/15 class 9</p> <p>Read:</p> <ul style="list-style-type: none"> ➤ Chapter 9 ➤ Complete Quiz for chapter 9 (submit to Dropbox on BB and bring completed paper copy to class)
<p>Class 9 10/28</p>	<p>Assessing and Teaching Writing & Spelling</p> <ul style="list-style-type: none"> • Presentation: Writing, Handwriting, and Spelling 	<p>For 11/4/15 class 10</p> <p>Read:</p> <ul style="list-style-type: none"> ➤ Chapter 10 ➤ Complete Quiz for chapter 10

	<ul style="list-style-type: none"> • Graphic organizers for writing* 	<p>(submit to Dropbox on BB and bring completed paper copy to class)</p> <p>** Students should be implementing SAP intervention by now**</p>
Class 10 11/4	<p>Assessing and Teaching Content Area Learning and Vocabulary</p> <ul style="list-style-type: none"> • Presentation: Content Area Learning and Vocabulary Instruction* 	<p>For 11/11/15 class 11</p> <p>Read:</p> <ul style="list-style-type: none"> ➤ Chapter 11 ➤ Complete Quiz for chapter 11 (submit to Dropbox on BB and bring completed paper copy to class) ➤ IRIS module: High Quality Math Instruction: What Teachers Should Know - http://iris.peabody.vanderbilt.edu/module/math/ ➤ Complete IRIS Response sheet
Class 11 11/11	<p>Assessing and Teaching Mathematics</p> <ul style="list-style-type: none"> • Presentation: Teaching Mathematics* 	<p>For 11/18/15 class 12</p> <p>Read:</p> <ul style="list-style-type: none"> ➤ Chapter 5 ➤ IRIS module: Differentiated Instruction: Maximizing the Learning of All Students - http://iris.peabody.vanderbilt.edu/module/di/
Class 12 11/18	<p>Communication & Collaboration</p> <ul style="list-style-type: none"> • Coteaching • Differentiated Instruction 	<p>For 12/2/15 class 13</p> <p>Read:</p> <ul style="list-style-type: none"> ➤ Chapter 3 ➤ Complete Quiz for chapter 3 (submit to Dropbox on BB and bring completed paper copy to class)
11/25	No class: Thanksgiving break	
Class 13 12/2	<p>Response to Intervention</p> <ul style="list-style-type: none"> • Multi-tier systems of support • Progress Monitoring/Curriculum Based Measurement (CBM)* • Peer Mediated Instruction* 	<p>For 12/9/15 class 14</p> <p>Strategy Notebook Due 12/9</p> <ul style="list-style-type: none"> ➤ Strategy Application Project (SAP) One Pagers DUE 12/9 ➤ Bring in One Pagers (one for each person in class) ➤ Completed Strategy Notebook DUE 12/9

		Completed Strategy Notebook DUE
Class 14 12/9	<ul style="list-style-type: none"> • Learning styles/Learning Preferences • Individual conferences for SAP if needed <p>Strategy Notebook & SAP One Pagers Due (Bring copy of SAP One Pager for each student in class) SAP can be submitted if completed!</p>	<p>For 12/16/15 class 15</p> <ul style="list-style-type: none"> ➤ Finish Strategy Application Project Written Assignment ➤ SAP DUE (submitted to Drop Box and in hard copy) 12/16: include self-addressed envelope if you want SAP returned.
Class 15 12/16	<p>Last night of class SAP presentations</p> <p>Strategy Application Project Written Assignment DUE (in hard copy): include self-addressed envelope if you want SAP returned.</p>	<p>Yea! You made it! Have a wonderful holiday break!</p>