



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

Spring 2016

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

CRN: 10442, 3 - Credits

<b>Instructor:</b> Dr. Christine McElwee	<b>Meeting Dates:</b> 01/19/16 - 05/11/16
<b>Phone:</b> Phone appointments may be scheduled via e-mail	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> cmcelwee@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm-7:10 pm
<b>Office Hours:</b> By Appointment	<b>Meeting Location:</b> Fairfax; Krug Hall 17

***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.

## Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

## Field Experience Requirement

A Field Experience 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.

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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](mailto: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. (2015). *Strategies for teaching students with learning and behavior problems (9<sup>th</sup> ed.)*. Boston, MA: Pearson. **(9<sup>th</sup> Edition only!)**

### **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 (6<sup>th</sup> ed.)*. Washington, DC: Author. **(make sure it is the second printing)**

### **Required Resources**

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

The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all handouts will be provided. After the first night, all handouts

will be posted on Blackboard. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Blackboard at <http://courses.gmu.edu> .

**\*\*Starting February 1<sup>st</sup> , be sure to come to class prepared with the electronic copies of materials or hard copies (whichever works best for you)!\*\***

### **Additional Readings**

#### **Peer-Reviewed Journal Readings**

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

#### **Online Reading**

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

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

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

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

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

### **Course Relationships to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 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 George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <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.

**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 the 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.**

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

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

#### **Tk20 Performance-Based Assessment Submission Requirement**

Every student registered for any Special Education course with a required performance-based assessment is required to submit the (**NO ASSESSMENT REQUIRED FOR THIS COURSE**) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through 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 Tk20 submission, the IN will convert to an F nine weeks into the following semester.

#### **Grading Scale**

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

### **Assessment of Course Requirements:**

Requirements of this course include readings from your textbook, professional journal articles, websites, and activities, which include in-class individual and group work, as well as independent assignments outside of class. *The goal of all work for this course is to increase your knowledge and skills about working with students with mild disabilities in the academic curriculum.*

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

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

Submitted assignments should be labeled with filenames that correspond to: <your first initial your last name abbreviated form of the assignment's name>. I will return graded assignments to you the following week during class. Below is an example labeling for submission of all written assignments on Blackboard.



- CMcElweeLrnVis – Learning Visual
- CMcElweeGrLessPlan – Group Lesson Plan
- CMcElweeChGrPres – Chapter Group Presentation
- CMcElweeStratAppWrit – Strategy Application Written Assignment
- CMcElweeStratNote – Strategy Notebook

**Assignment Descriptions and Criteria for Evaluation**

<b>Requirement</b>	<b>Possible Points</b>
Participation/Attendance	15
Strategy Application Project**	30
Presentation of Strategy Application Project	5
Learning Visual/VAKT tool (Science/Social Studies)	5
Group Lesson Plan & Presentation (English/Math)	15
Strategy Notebook	15
Chapter Group Presentation	15
<b>Total</b>	<b>100</b>

\*\*Common course assignment\*\*

**Assignments**

**Performance-based Assessment (TK20 submission required).**

NONE REQUIRED

**Performance-based Common Assignments (No TK20 submission required).**

**Strategy Application Written Assignment – due May 2<sup>nd</sup> (30 points)**

The Strategy Application Written Assignment is a multi-part project. Student performance on this project will be greatly enhanced by carefully reading and following the detailed directions below.

**Select an intervention research article from a professional journal** (e.g., *Learning Disabilities Research and Practice*, *Behavioral Disorders*, *Education and Treatment of Mental Retardation*, and *Developmental Disabilities*) and have it approved on **Monday, February 8<sup>th</sup>**. The focus of the article must include support for an elementary level research-based strategy for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities; *or* the focus must be on cognitive strategies in self-regulation and metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities. If you have any difficulties, see the instructor for guidance in selecting an article. The important part is that your research article must be approved prior to beginning your assignment. You may want to email the

instructor with the complete article citation and a brief description before class February 8<sup>th</sup>.

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

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

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

Type the paper using the following format:

1. **Cite** the article. For the citation of the article use APA format. This web site is an APA reference (**2 points**)

<http://linguistics.byu.edu/faculty/henrichsen/apa/apa01.html>

(Using your APA manual is also highly recommended.)

EXAMPLE CITATION:

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

2. Provide a **WRITTEN SUMMARY** of the research article. Do not simply copy the abstract, but attempt to rewrite in your own words what was undertaken in the study in a short synopsis. Below is a very brief sample – your summary will probably be *one to two pages double-spaced*. (**6 points**)

**EXAMPLE WRITTEN SUMMARY:**

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

3. The **Intervention/Strategy of the study article** should be described in detail here with any and all **MATERIALS** described. *Then* ... lead into a detailed **description of the PRODEDURES/METHODS (instruction/intervention)** that occurred during **YOUR** application of the strategy. Please make note as to how you amend the procedures/materials/or other from the article you selected. For example, perhaps there were multiple components of the original intervention/strategy, but you modified a component or selected only a few steps of the strategy. **(9 points)**

**EXAMPLE PROCEDURES/METHODS:**

**All Conditions**

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

**Summarization Condition**

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

**Summarization Plus Self-Monitoring Condition**

Students in this condition were taught the exact same strategy as those in the summarization condition, but also taught to use a self-monitoring strategy as well. After students were taught the summarization strategy on day one, they were taught to use a self-monitoring card to help them to remember to implement the steps of the summarization strategy. For example, students were taught to place a check mark on a card that listed each strategy step as each step was completed. The card contained the

questions:

“Who or what is the passage about?”

“What is happening to them?”

Students were required to check-off steps on the monitoring cards as they completed steps. Day two students received review on the procedures from day one and continued to practice using the strategies.

Traditional Instruction Condition

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

**Note: This section will vary according to the design used in your particular study. Contact the instructor if you have any questions concerning how to adapt this format to the design employed in your study.**

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

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

5. Then, **EVALUATE** and provide some insights as to why you might have obtained the findings. Describe how you could adapt the strategies to go up and/or down in grade/age and ability levels. For example, if the study was implemented with students with LD from an elementary level, could you adapt the strategy for students with ED and still maintain the effectiveness? How could you adapt the strategies to accommodate students from various cultural and linguistic backgrounds? Describe whether or not you like this

strategy personally and provide a rationale for your professional opinion. Use your judgment based upon class discussions, readings, and experiences. (6 points)

### **Guiding Headers for the Strategy Application Written Paper:**

- A. Citation (although not traditional placement – you can place the citation of your target article at the top of the page following the cover page)
- B. Summary of Research Article
- C. Intervention/Strategy Description (Be explicit)
- D. Procedures/Methods
- E. Results
- F. Evaluation/Discussion
- G. Appendices (if needed)

### **RUBRIC for Strategy Application Written Assignment**

Exemplary paper (28-30 points): Appropriate research article, appropriate topic, identifies focus of the research study, strategies, and findings. Describes how the strategy was implemented in your own or colleague's classroom (participants, setting, materials procedures, and results); interventions are clearly described and thoroughly understood; appropriate discussion of findings, and discussion of implications of this intervention for students and how this intervention may be used for future students. Paper is reflective and demonstrates a thorough understanding of the research supported intervention strategy. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Adequate paper (25-27.9 points): Good overall paper, lacking in one or two of the criteria. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal paper (22 – 24.9 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

Inadequate paper (1 – 22.9 points): Paper with substantial problems in important areas such as writing, description of interventions, overall thoughtfulness.

Unacceptable/no paper (0 points): Paper not relevant to the assignment or no paper turned in at all. May describe an article of no value or relevance, or that was not approved for this assignment.

## **Other Assignments.**

### **Attendance and Participation- Weekly (1 point per class for a total of 15 points)**

Class attendance and participation are an important part of this class because of the specific and in depth information learned through the course. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Students are expected to arrive on time, participate in all class discussions, presentations, and activities, and stay until the end of the class. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. If you are unable to make any class sessions during the semester, please contact the instructor by phone or email before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!** **Two or more unexcused absences may result in students not being successful in the course.**

### **Learning Visuals/VAKT Tool- due February 29<sup>th</sup> (5 points)**

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

With the learning visual example, identify and write out the SOL to which it relates (e.g., Science: Living Systems 5.5; the student will investigate and understand that organisms are made of cells and have distinguishing characteristics. Key concepts: vertebrates and invertebrates). Be sure to give the visual a title/name. You will be asked to give a **short 10 minute explanation** of the essential aspects of your visual/tool, a **demonstration** of how your learning visual is applied with the specific science or social studies content selected, and a **brief discussion** of the specific learning needs targeted through the visual/tool’s usage. As part of your presentation make sure you **bring a hard copy handout** explaining the essential aspects of development and implementation of your visual for everyone in the class. This handout is what should be turned in to the instructor via the digital Blackboard Assignments Tab and a hard copy on or before the start of the class the day of your visual/tool demonstration.

<b>RUBRIC for Learning Visual/VAKT Tool</b>				
Effective visual aspects of tool illustrated ( <b>2 points</b> )				
0	0.5	1	1.5	2
Clearly supports the concepts/vocabulary of science/social studies content ( <b>1 point</b> )				
0	0.5	1		
Presentation (explanation, demonstration, discussion) ( <b>1 point</b> )				
0	0.5	1		
Preparation evident (handout, other materials, explanation) ( <b>1 point</b> )				
0	0.5	1		

**Group Lesson Plan and Presentation due March 28<sup>th</sup> (15 points)**

With a partner or a group of no more than 4 classmates, prepare a **lesson plan** (*English/math*) that follows the Active Teaching model demonstrated in class. In addition, additional components for effective teaching reviewed in class should be included. When developing the lesson plan, follow the template presented in class and posted on Blackboard. Also include the following:

- 1) ***At least ONE SOL objective*** for English/Math curriculum from the Commonwealth of Virginia's Elementary (Grades 1-6) SOLs
- 2) ***At least TWO specific strategies presented in class or included in the text*** must be incorporated in the lesson plan.
- 3) ***At least ONE assessment*** relative to the lesson content and instruction.
- 4) ***At least ONE accommodation/modification*** for students with disabilities
- 5) Descriptions of each part of the lesson plan including and the role of the students AND the teacher. Refer to the group lesson plan examples on Blackboard.
- 6) The lesson plan should be well planned and typed in order to be turned in to the instructor on the day of your scheduled presentation.

The **group presentation** should be about **45 minutes** long with all participants presenting. Included in the presentation should be:

- 1) Evidence of each part of the Active Teaching Model as presented in class. Use the examples of the group lesson plans on Blackboard for a template and model.
- 2) Statements of the accommodations/modifications within the lesson plan.
- 3) Examples of Materials used within the lesson plan.

<b>Group Lesson Plan Rubric</b>		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Objective(s) <ul style="list-style-type: none"> <li>• Includes a clear and accurate specific SOL objective</li> <li>• Clear Measureable objective which matches the SOL.</li> </ul>	/1	
Group Lesson Plan Set up <ul style="list-style-type: none"> <li>• All components are presented clearly and are given practical relevance to the lesson as a whole</li> <li>• Activities, materials, procedures, behavioral expectations are included</li> </ul>	/3	
Activities <ul style="list-style-type: none"> <li>• Lesson includes a creative and accurate sequence of direct instruction to include modeling, guided practice, and independent practice.</li> <li>• The lesson activities are relevant to the designated learning objective(s).</li> <li>• The descriptions clearly outline the role of the student(s) AND the teacher.</li> </ul>	/3	
Strategies <ul style="list-style-type: none"> <li>• Incorporation of varying strategies/materials introduced in this course which support student learning</li> <li>• <b>At least two specific strategies included</b></li> </ul>	/3	
Methods <ul style="list-style-type: none"> <li>• Incorporation of a <i>variety</i> of methods in the lesson in order to facilitate the instructional goals in a motivating way</li> </ul>	/2	
Assessment and Accommodations <ul style="list-style-type: none"> <li>• Assessments (<b>at least one</b>) are relevant to the task demonstrated and identified on the lesson plan.</li> <li>• Relevant and special accommodations/modifications (<b>at least one</b>) are noted.</li> </ul>	/2	
Collaborative Efforts <ul style="list-style-type: none"> <li>• Everyone has a clear and important role for the development of the lesson.</li> <li>• Lesson is clear, creative, and not</li> </ul>	/1	



disjointed.		
<b>TOTAL</b>		/15

**Strategy Notebook –due April 25<sup>th</sup> (15 points)**

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

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

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

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

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

### **RUBRIC for the Strategy Notebook**

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

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

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

Inadequate notebook (1-9.9 point range): May incorporate less than the required number of strategies; significant deficiencies may also be seen in description of strategies and/or application

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

### **Strategy Application Project Presentation due May 9<sup>th</sup> (5 points)**

1. Be prepared to present a 10 minute oral summary of your project to the class and to answer any questions.
2. Prepare materials to have on-hand in your presentation which support your oral presentation (e.g., pictures of a student with the materials or intervention used).
3. Prepare 5-7 slides (PowerPoint) which clearly detail the major points of your project.
4. Print out ONE hard copy of your PPT slides for your class members and professor.

#### **RUBRIC for Strategy Application Project Presentation**

1) Oral Summary - 10 minutes (2 points)	0	.5	1	1.5	2
2) Presentation Materials (1 point)	0	.5	1		
3) PowerPoint presentation (1 point)	0	.5	1		
4) Hard copy of PPT slides (1 point)	0	.5	1		

### **Chapter Group Presentation (15 points)**

In a group of 2, students will be responsible for presenting information in one chapter of the text and then leading the class in learning experiences that include active participation by classmates. The purposes of the presentation and activities are:

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

The main emphasis of the presentation will be on principles of instruction and using strategies for content mastery that demonstrate application of the principles of instruction. The presentation will include:

- 1) **PowerPoint presentation** reviewing the major points of the chapter highlighting at least **two evidence-based practices** and **principles of instruction** in the specific area identified in the chapter
- 2) A **notes copy** of the PowerPoint for each classmate
- 3) **Demonstration** of at least **one of the evidence-based practices** in the chapter
- 4) A **copy** for each classmate of the steps of teaching the demonstrated **evidence-based practice or strategy**
- 5) **Demonstration** or explanation of **principles of instruction** through participation of your classmates, which may include: practicing strategy steps; role playing student-teacher interactions; reacting to a case study/scenario; observing a skit and debriefing about the strategy and instructional practices; using/exploring related artifacts (e.g., a sample of materials)
- 6) **Participation of classmates** during the presentation
- 7) A **copy** for each classmate of an **Agenda for the Presentation**
- 8) **All copies of documents** need to be **emailed to the professor** the night before the presentation
- 9) **The presentation should be between 60-90 minutes**

The rubric for the Chapter Group Presentation will be:

<b>Chapter Group Presentation Rubric</b>		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
<b>PowerPoint Presentation</b> <ul style="list-style-type: none"> <li>• 2 evidence-based practices</li> <li>• Principles of instruction of the content area</li> <li>• Copy of PowerPoint notes page</li> </ul>	/5	
Demonstration of <b>Evidence-Based Practice</b> or strategy <ul style="list-style-type: none"> <li>• Class participation</li> <li>• Copy of steps to teaching the strategy</li> </ul>	/4	

Demonstration of the <b>principals of instruction</b> of the designated area of instruction	/4	
Copy of <b>Agenda</b> of presentation	/2	
<b>TOTAL</b>	/15	

### Schedule

<b>Tentative Course Schedule: EDSE 628/428</b>		
<b>Date</b>	<b>Topic</b>	<b>Assignments Due this Date</b>
Class 1: 1/25/2016	<p>Introduction:</p> <ul style="list-style-type: none"> <li>• Review syllabus and assignments</li> <li>• Review Blackboard use</li> <li>• Review use of text</li> <li>• Review Field Experience Possibilities</li> <li>• Review article selection: <ul style="list-style-type: none"> <li>✓ Disability characteristics</li> <li>✓ What are evidence-based practices?</li> <li>✓ Identifying a research-based intervention/strategy</li> <li>✓ Effective Instruction</li> <li>✓ Learning Theories</li> </ul> </li> </ul> <p><b>**Sign-Up for Chapter Group Presentation Date</b></p>	<p>➤ <b>Bring Text: 9<sup>th</sup> Edition Only!!</b></p> <p>Vaughn, S., &amp; Bos C. S. (2015). <i>Strategies for teaching students with learning and behavior problems (9<sup>th</sup> ed.)</i>. Boston, MA: Pearson.</p>
Class 2: 2/1/2016	<p>Approaches to Learning and Teaching:</p> <ul style="list-style-type: none"> <li>• Direct Instruction/Explicit Instruction*</li> <li>• Cognitive Strategy Instruction*</li> <li>• Scaffolding and</li> </ul>	<p>➤ <b>Read Chapter 1:</b> Monitoring and Teaching for Understanding</p> <p>➤ <b>Read Chapter 2:</b> Approaches to Learning and Teaching (skimming pages 29-35)</p> <p>➤ Bring <b>Blackboard article</b> – “Social Skills Instruction for Students with Learning Disabilities”</p>

	<p>Modeling*</p> <ul style="list-style-type: none"> <li>• Self-Regulated Strategy Development*</li> </ul> <p>Model of VAKT/Learning Visual Tool</p> <p><b>**Review template and articles for the Strategy Application Project</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Bring laptop to review how to access peer reviewed journals</b></li> </ul>
Class 3: 2/8/2016	<p>Response to Intervention:</p> <ul style="list-style-type: none"> <li>• Universal Screening</li> <li>• Multi-Tier system of supports (MTSS)</li> <li>• Peer Mediated Instruction*</li> <li>• Curriculum Based Measurement (CBM)/Progress Monitoring*</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Read Chapter 3:</b> Response to Intervention</li> <li>➤ <b>Strategy Application Project Article Approval</b></li> </ul>
Class 4: 2/15/2016	<p>Classroom and Behavior Management</p> <ul style="list-style-type: none"> <li>• Applied Behavior Analysis (ABA)*</li> <li>• Reinforcement*</li> <li>• Self-regulatory strategies*</li> <li>• Social Skills Instruction*</li> <li>• Positive Behavioral Interventions and Supports*</li> <li>• Classroom Management Strategies (e.g., routines, structure, safe, positive environments)*</li> <li>• Functional Behavior Assessment FBA/BIP*</li> </ul> <p><b>**Possible Chapter Group Presentation**</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Read Chapter 4:</b> Classroom and Behavior Management</li> <li>➤ Bring <b>Blackboard Article</b> “Behavior Management, ADHD &amp; LD: Back to Square One”</li> </ul>
Class 5: 2/22/2016	<p>Communication &amp; Collaboration:</p> <ul style="list-style-type: none"> <li>• Differentiated</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Read Chapter 5:</b> Co-teaching and Collaborating: Working with Professionals and Families</li> <li>➤ Bring the <b>following Blackboard</b></li> </ul>

	<p>instruction*</p> <ul style="list-style-type: none"> <li>• Explicit Instruction Framework*</li> </ul> <p>Review of Active Lesson Plan Model for Group Lesson Plan Presentation (English/Math)</p> <p><b>**Possible Chapter Group Presentation</b></p>	<p><b>Articles:</b></p> <ul style="list-style-type: none"> <li>✓ “Teachers Working Together”</li> <li>✓ “The Golden Rule of Providing Support In Inclusive Classrooms: Support Others as You would Wish to be Supported”</li> <li>✓ “Inclusion: He’s Just a Goofy Guy”</li> </ul>
<p>Class 6: 2/29/2016</p>	<p><b>**Learning Visual/VAKT tool Presentations**</b></p> <p>Oral Language:</p> <ul style="list-style-type: none"> <li>• Vocabulary Instruction*</li> <li>• Guided feedback*</li> <li>• Peer tutoring*</li> <li>• Culturally and Linguistically diverse learners</li> </ul> <p><b>**Possible Chapter Group Presentation</b></p>	<p><b>**Learning Visual/VAKT Tool due**</b></p> <ul style="list-style-type: none"> <li>➤ <b>Read Chapter 6:</b> Assessing and Teaching Oral Language</li> </ul>
<p>Class 7: 3/7/2016</p>	<p>GMU Spring Break – No Class</p>	
<p>Class 8: 3/14/2016</p>	<p>Reading: Phonological Awareness, Phonics, and Word Recognition:</p> <ul style="list-style-type: none"> <li>• Phonemic Awareness Instruction*</li> <li>• Phonics Instruction*</li> <li>• Word Recognition Instruction*</li> <li>• Mnemonics*</li> <li>• Guided Feedback*</li> </ul>	<ul style="list-style-type: none"> <li>➤ <b>Read text Chapter 7:</b> Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition</li> <li>➤ Bring the following <b>Blackboard Article</b> <ul style="list-style-type: none"> <li>✓ “Five Big Areas of reading” <a href="http://reading.uoregon.edu/big_ideas/index">http://reading.uoregon.edu/big_ideas/index</a></li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Miscue Analysis*</li> <li>• Peer Assisted Learning Strategies (PALS)*</li> <li>• Informal Reading Inventory*</li> </ul> <p><b>**Possible Chapter Group Presentation</b></p> <p><b>*Possible Guest Speaker</b></p>	
Class 9: 3/21/2016	<p>Reading: Fluency and Comprehension</p> <ul style="list-style-type: none"> <li>• Direct Instruction (Systematic &amp; Explicit Instruction)*</li> <li>• Fluency Instruction*</li> <li>• Graphic Organizers*</li> <li>• Questioning Strategy Instruction*</li> <li>• Reading Comprehension Instruction*</li> <li>• Content Enhancements*</li> <li>• Semantic Maps*</li> <li>• Collaborative Strategic Reading (CSR)*</li> <li>• *Peer-Mediated/Peer Supported Reading*</li> </ul> <p><b>**Possible Chapter Group Presentation</b></p> <p><b>*Possible Guest Speaker</b></p>	<ul style="list-style-type: none"> <li>➤ <b>Read text Chapter 8:</b> Assessing and Teaching Reading: Fluency and Comprehension</li> <li>➤ Bring <b>Blackboard article:</b> “The RAP on Reading Comprehension”</li> </ul>
Class 10: 3/28/2016	<p><b>**Group Lesson Plan Presentations**</b></p> <p>Language Arts: Writing and Spelling</p> <ul style="list-style-type: none"> <li>• Computer-assisted Instruction*</li> <li>• Self-regulation strategies* <ul style="list-style-type: none"> <li>✓ Thinking maps*</li> <li>✓ Graphic organizers</li> </ul> </li> </ul>	<p><b>**Group Lesson Plans Due**</b></p> <ul style="list-style-type: none"> <li>➤ <b>Read Chapter 9:</b> Assessing and Teaching Writing and Spelling</li> <li>➤ <b>Blackboard access to:</b> <ul style="list-style-type: none"> <li>✓ <b>IRIS case study:</b> Written Expression Grades 2-5 – Case Study Unit</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Cognitive Strategy Instruction for writing*</li> <li>• Guided Feedback*</li> </ul>	
Class 11: 4/4/2016	<p>Content Area Learning and Vocabulary Instruction (Social Studies and Science)</p> <ul style="list-style-type: none"> <li>• Content Enhancements*</li> <li>• Peer Tutoring*</li> <li>• Mnemonics*</li> <li>• Semantic Maps*</li> </ul> <p><b>**Possible Chapter Group Presentation</b></p>	<p>➤ <b>Read Chapter 10:</b> Assessing and Teaching Content Area Learning and Vocabulary Instruction</p>
Class 12: 4/11/2016	<p><b>*Review Strategy Notebook</b> Information sheets and requirements</p> <p>Mathematics Instruction: Basic Concepts and skills</p> <ul style="list-style-type: none"> <li>• Computer Assisted Instruction*</li> <li>• Schema-Based Math Representations*</li> <li>• Direct Instruction for math*</li> <li>• Concrete-Representational-Abstract (CRA)*</li> <li>• Math Manipulatives*</li> </ul>	<p>➤ <b>Read text Chapter 11:</b> Assessing and Teaching Mathematics – pp. 361-388</p>
Class 13: 4/18/2016	<p>Mathematics Instruction: Problem Solving:</p> <ul style="list-style-type: none"> <li>• Peer-mediated Instruction*</li> <li>• Self-talk/Self-Instruction*</li> <li>• Corrective Feedback*</li> </ul>	<p>➤ <b>Read text Chapter 11</b> – pp. 388-403</p> <p>➤ IRIS module: high Quality Math Instruction: What Teachers Should Know –  <a href="http://iris.peabody.vanderbilt.edu/module/math">http://iris.peabody.vanderbilt.edu/module/math</a></p>
Class 14: 4/25/2016	<p><b>Reading Stations:</b></p> <ul style="list-style-type: none"> <li>➤ Phonemic Awareness</li> <li>➤ Phonics</li> </ul>	<p><b>**Strategy Notebook Due**</b></p>



	<ul style="list-style-type: none"> <li>➤ Vocabulary</li> <li>➤ Fluency</li> <li>➤ Comprehension</li> </ul>	
Class 15: 5/2/2015	<b>Math Stations:</b> <ul style="list-style-type: none"> <li>➤ CRA Strategy</li> <li>➤ Math in Everyday Life</li> <li>➤ Task Analysis</li> <li>➤ Math Tools</li> <li>➤ Math Graphic Organizers</li> <li>➤ Math Lessons</li> </ul>	<b>** Strategy Application Written Project Due**</b>
Class 16: 5/9/2016	<b>**Strategy Application Presentations**</b>	<b>**Strategy Application Presentations due**</b>

## Appendix