



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

Summer 2016

EDSE 628 A01: Elementary Reading, Curriculum, and Strategies for Students who
Access the General Education Curriculum
CRN: 40743, 3 - Credits

Instructor: Dr. Marilyn Lovett	Meeting Dates: 05/16/16 - 06/18/16
Phone: Telephone appointments scheduled via email	Meeting Day(s): Mon., Wed., & Fri
E-Mail: mlovett1@gmu.edu	Meeting Time(s): 7:00 pm - 10:00 pm
Office Hours: By appointment	Meeting Location: Fairfax - AQ Room 213

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

Course Description

Applies research on instructional approaches, in elementary curriculum for individuals with disabilities accessing general education curriculums. Includes curriculum/instructional strategies in reading, language arts, mathematics, science, social studies, cognitive strategies, study skills, attention/memory, and peer-mediated instruction.

Schedule Type: LEC

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.

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).

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:

1. Describe elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
2. 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;
3. 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;

4. Identify and describe elementary level evidence-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
5. Develop and plan curriculum instruction inclusive of effective evidence-based strategies that correspond with the Virginia Standards of Learning.
6. 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

Mastropieri, M.A., & Scruggs, T.E. (2014). *The inclusive classroom: Strategies for effective differentiated instruction* (5th ed.). Upper Saddle River, NJ: Prentice Hall

Recommended Textbooks

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

Required Resources

Laptop/Mobile device to Access to Blackboard during class.

Required Access to Course Blackboard Site

The George Mason Blackboard system will be used as an integral part of this course. It is important to access Blackboard several times a week between class sessions to check posted updates and messages. Additionally, class handouts will be posted on Blackboard for upcoming classes. The first night of class all handouts will be provided. After the first night, all handouts will be posted on Blackboard. Students are responsible for downloading these handouts or printing hard copies for use in class from the second class onwards. You can access Bb at <http://courses.gmu.edu>.

****Starting May 18th, be sure to come to class prepared with the electronic copies of materials or hard copies (whichever works best for you)! ****

Additional Readings

You will be accessing peer-reviewed journal articles as part of the Research Review Assignment and Strategy Application Written Assignment. These articles will vary depending on individual student interests and assignment ideas. A list of recommended journals will be provided on Blackboard.

Online Reading

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

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

http://www.teachingld.org/ld_resources/alerts/default.htm#social. Discusses Social Skills Instruction.

http://www.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 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. [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.

Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, and demonstration an enthusiasm for learning. Points are negatively affected by being late to class, demonstrating a disinterest in the material/discussions (e.g. reflection activities, small group activities, discussions, etc.), and/or absences. In addition, activities such as texting, Face booking, tweeting, emailing or working on documents, etc. represent a disinterest. Attendance will be maintained through the artifacts students produce during class through group and individual work. If you are unable to make any class sessions during the semester, please contact the instructor by e-mail before the class session where you will be absent. In the rare event of an emergency or severe sickness, each student is given 1 “grace” absence without a point penalty, as long as the instructor is notified before the class session. In this case, it is still the student’s responsibility to make arrangements to obtain notes, handouts, and lecture details from another student. **Attendance points missed for more than one absence or any absence without instructor contact before class cannot be made up!** **Two or more unexcused absences will result in no credit for this course.**

Late Work.

Late work will not be accepted without prior arrangement with the instructor. If such an arrangement is made, the maximum extension is one week. Only **one** assignment may qualify for an extension request.

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

95-100% = A

90-94% = A-

84-89% = B

83-79% = C

< 79% = F

Assignments

Performance-based Assessment (Tk20 submission required).

Not Applicable

Performance-based Common Assignments (No Tk20 submission required).

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. 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.* 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** (see late assignment statement). 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>).

Other Assignments.

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.

Assignment Description and Criteria for Evaluation

Course Requirements Evaluation	Possible Points	My Points
1. Attendance/Participation	15	
2. **Strategy Application Written Research Assignment – Due June 15th	30	
3. Presentation of Strategy Application Project Due June 17th	5	
4. Research Review (Submit 5 research articles indicating which strategy article will be used for Strategy Application Project Due May 20th)	15	
5. Learning Visual/VAKT Tool (Science/Social Studies) Due May 25th	5	
6. Group Presentation of Elementary Instructional Training Strategy Due June 3rd	15	
7. Group Lesson Plan and Demonstration (English/Math) Due June 10th	15	
Total	100	

**Common course assignment

Strategy Application Written Assignment – due June 15th (30 points)

Required Common Assessment

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.

There are two required elements to the strategy assignment. The first part is the written component; the second part is the presentation component. Directions for the written component are provided first, followed by the directions for the presentation component.

Part I

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, etc.) and have it approved on **May 20th**. 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. The important part is that your research article must be approved prior to beginning your assignment. Submit research article as part of Research Review assignment due **Class 3** (May 20th).

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 have approximately three weeks to complete this whole project. Your paper should describe what was done in your classroom. Describe the *participants* (students; **DO NOT use any student names, however, provide a brief description of the class, school, and students.**), *method* (including *materials* and *procedures*), and *results* (e.g., results of pre-post testing, observations, 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/henrichsenl/apa/apa01.html> (Using your APA manual is highly recommended also refer to Blackboard research folder for APA information).

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 post tested 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 post tested 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 PROCEDURES/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. 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. Rate of attention was measured by....Academic performance was measured 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): 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): 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.

Part II

Strategy Application Project Presentation (5 points) Be prepared to present a 10-minute oral summary of your project to class and answer any questions.

Prepare 5-7 slides (Power Point) or other multimedia presentation which clearly details major points of your project – please post your Power Point on Black Board before 7:00 class time on due date (a sample will be provided in class).

RUBRIC for Strategy Application Project Presentation

- | | | |
|--|---|---|
| | 0 | 1 |
| 1. Be prepared to present a 10-minute oral summary of your project to a small group of your peers and to answer any questions. | | |
| | 0 | 1 |
| 2. Prepare 5-7 slides (PowerPoint) or other multimedia presentation which clearly detail the major points of your project – (a sample will be provided in class) | | |
| | 0 | 1 |
| 3. Print ONE hard copy of your presentation materials for displaying an organized visual poster (to turn into instructor) | | |
| | 0 | 1 |
| 4. Prepare materials to have on-hand in your presentation which support the explanation and/or poster itself (e.g., pictures of a student w/ the materials used, picture of the intervention materials, the materials themselves, demonstration, etc.) | | |
| | 0 | 1 |
| 5. Prepare a one-page handout to distribute to class (simulating a professional conference w/ individuals circulating and learning about a variety of projects) | | |

Learning Visuals/ VAKT Tool – due May 25th (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 class on May 25th.

RUBRIC for Learning Visual/ VAKT Tool					
Effective visual of tool shown (neatness of completed sample)	0	.5	1	1.5	2
Clearly supports the concepts/vocabulary of science/S.S. content	0	.5	1		
Presentation (explanation, demonstration, and discussion)	0	.5	1		
Preparation evident (handout, other materials, and explanation	0	.5	1		

Research Review – due May 20th (15 points)

Each student will locate and analyze 5 articles from peer-reviewed special education journals (please, no studies that involve non-US education settings) that summarize research on a given facet of elementary instruction for students with disabilities who access the general curriculum.

Select 5 research articles from professional journals (a list of commonly used peer-reviewed journals is available to you in the Assignments and Resources section of Blackboard).

- *The focus of the articles must pertain to an elementary level research-based strategy (ies) for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities (ED, LD, Autism, and/or, ID)*

or

- *the focus must be on cognitive strategies in self-regulation, metacognition, study skills, attention, memory, or motivation for individuals with mild disabilities of elementary age*

Prepare an **introduction** to the topic and a needs statement (why is this important to students with disabilities?), a written **summary of each research article**, including the complete citation, with a special emphasis on the participants, strategies, materials, and findings. Do not simply copy the abstracts, but write in your own words what was undertaken in the study and the results. Write a **conclusion** of the summaries **as a whole**, and what the **implications for practice** are for the elementary special education teacher—in other words, based on your research review, what should the elementary special education teacher implement in the classroom for students with mild disabilities? Be sure to use APA style and include a reference section.

Finally, select and indicate which research article will be used in the implementation of your Strategy Application Project. Final approval of article and topic will be provided when graded assignment is returned on May 23rd.

Group Lesson Plan Written Component and Oral Presentation due June 10th (15 points)

With a partner or a group of no more than 4 classmates, prepare a **lesson plan** (*English/Mathematics*) 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 Your lesson plan will address specific well-defined skills from the Commonwealth of Virginia's SOLs in English or Mathematics which can be found at the VDOE website:
<http://www.pen.k12.va.us/VDOE/Superintendent/Sols/home.shtml>
- 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 June 10th.

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.

Opportunities will be provided for collaboration during class sessions. However, additional time outside of class may be needed.

Group Lesson Plan Rubric		
Written Component and Demonstration		
<i>Component</i>	<i>Points</i>	<i>Comments</i>
Objective(s): <ul style="list-style-type: none"> Includes a clear, observable, and measureable learning objective 	/1	
Set up: <ul style="list-style-type: none"> Lesson includes an agenda, warm-up, and a motivating activity, and behavioral expectations, and materials. The components are presented clearly and are given practical relevance to the lesson as a whole. 	/2	
Activity(ies): <ul style="list-style-type: none"> Lesson includes a creative and accurate sequence of direct instruction to include modeling, guided practice, and independent practice. The lesson activities are relevant to the designated learning objective(s). The descriptions clearly outline the role of the student (s) AND the teacher. 	/3	
Strategy: Incorporation of varying strategies/materials introduced in this course which support student learning.	/3	
Methods: Incorporates a variety of methods in the lesson in order to facilitate the instructional goals in a motivating way.	/2	
Assessment and accommodations: <ul style="list-style-type: none"> Assessments are relevant to the task demonstrated And identified on the lesson plan Relevant and special modifications/accommodations are noted. 	/2	
Collaborative efforts: <ul style="list-style-type: none"> Everyone has a clear and important role for the development of the lesson. Lesson is clear, creative, and not disjointed. 	/2	
TOTAL	15	

Group Presentation of Elementary Instructional Strategy Training due June 3rd (15 points)

Your group will present a strategy to be used to help students acquire or retain content area information or skills. Your group will choose an instructional area such as Reading, Writing, Spelling,

Math, Science, Social Studies or Study Skills and will teach the rest of the class the strategy. Your strategy should have broad application to be considered effective.

Your presentation should include an introduction which features a statement of the challenges the strategy is meant to address, a research section describing/ supporting the effectiveness of the strategy (at least 3 references), a detailed description of how to implement the strategy, a handout for each of your classmates summarizing the strategy, examples of how the strategy can be adapted for different ages/grades, and a resource/reference section. You will have 20 minutes for your presentation, and each group member must contribute equally to the development and presentation of the content.

Schedule

Tentative Course Schedule: EDSE 428/628

Session Date	Topic	Reading to do after this Session	Assignments Due this Class Session
<p>1 5/16</p>	<p>Introduction to course:</p> <p>Review syllabus, text, Blackboard (Bd), and overview of expectations and assignments.</p> <p>Small group activity - What is a strategy? Identifying a Research-based intervention/strategy</p> <p><u>IRIS Module: Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program</u></p> <p>Chapter 1: Planning & Implementing Instruction Components of an effective lesson using the Active and LEARN Models Evidenced Based Practices (EBP) Teaching methods and strategies</p>	<p>Read Chapter 1: Introduction to Inclusive Teaching</p> <p>Read Chapter 3: Teaching Students with Higher-Incidence Disabilities</p> <p>Read Chapter 4: Teaching Students with Lower-Incidence Disabilities</p> <p>Read Chapter 5: Teaching Students with Other Special Learning Needs</p>	<p>Bring Text:</p> <p>Mastropieri, M.A., & Scruggs, T.E. (2014). <i>The inclusive classroom: Strategies for effective differentiated instruction</i> (5th ed.). Upper Saddle River, NJ: Prentice Hall</p> <p>Bring laptop to review how to access peer reviewed journals</p>

Session Date	Topic	Reading to do after this Session	Assignments Due this Class Session
<p>2 5/18</p>	<p>Approaches to Instruction & Student Learning</p> <ul style="list-style-type: none"> o Direct instruction/systematic/explicit instruction* o Cognitive Strategy Instruction* <ul style="list-style-type: none"> o Modeling o Self-regulating Strategy Development <p>*VAKT/Learning Visual Tools modeled</p> <p>Identifying Lesson Plan Components – In class activity</p> <p>**Review template and articles for Strategy Application Project</p>	<p>Read Chapter 6: Effective Differentiated Instruction for All Children</p> <p>Read Chapter 7: Response to Intervention</p>	
<p>3 5/20</p>	<p>Response to Intervention:</p> <ul style="list-style-type: none"> • Universal Screening • Multi-Tier system of supports (MTSS) • Peer Mediated Instruction* <p>Curriculum Based Measurement (CBM)/Progress Monitoring*</p>	<p>Review IRIS resources</p> <p>Read Chapter 8: Improving Classroom Behavior and Social Skills</p> <p>Bring Blackboard Article “Behavior Management, ADHD & LD: Back to Square One”</p>	<p>Research Review – 5 articles due. Select one strategy topic for application project.</p> <p>Complete IRIS Module in class</p>

Session Date	Topic	Reading to do <i>after</i> this Session	Assignments Due <i>this</i> Class Session
<p>4 5/23</p>	<p>Classroom and Behavior Management</p> <ul style="list-style-type: none"> • Applied Behavior Analysis (ABA)* • Reinforcement* • Self-regulatory strategies* • Social Skills Instruction* • Positive Behavioral Interventions and Supports* • Classroom Management Strategies (e.g., routines, structure, safe, positive environments) * • Functional Behavior Assessment FBA/BIP* 	<p>Prepare Learning Visual/VAKT Tool for presentation</p> <p>Read Chapter 2: Collaboration: Partnerships and Procedures</p>	
<p>5 5/25</p>	<p>Communication & Collaboration: Differentiated instruction*</p> <ul style="list-style-type: none"> • Explicit Instruction Framework* <p>Review Active Lesson Plan Model for Group Lesson Plan Presentation (English/Math)</p>	<p>Read Chapter 14: Literacy</p>	<p>Learning Visual/VAKT Tool Presentation</p>
<p>6 5/27</p>	<p>Reading (Part 1)</p> <ul style="list-style-type: none"> -Phonological Awareness -Phonics -Word Recognition <ul style="list-style-type: none"> ○ Mnemonics* ○ Guided feedback* ○ Peer Assisted Learning Strategies* <p>Group project planning time</p>	<p>Read Chapter 14: Literacy</p> <p>Bring the following Blackboard article: "Five Big Areas of Reading" http://reading.uoregon.edu/bigideas/index</p>	
<p>7 5/30</p>	<p>No Class</p>	<p>Memorial Day</p>	

Session Date	Topic	Reading to do <i>after</i> this Session	Assignments Due <i>this</i> Class Session
<p>8 6/1</p>	<p>Reading (Part 2) Decoding, fluency, and comprehension- Overview of Five Domains*, Direct Instruction *, reading strategies, content enhancements*, and semantic maps*</p> <p>Teacher language and questioning techniques</p> <p>Semantic maps and graphic organizers</p> <p>Decoding, fluency, and comprehension- Overview of Five Domains*, Direct, Instruction *, reading strategies, content enhancements*, and semantic maps*</p> <p>Teacher language and questioning techniques</p> <p>Semantic maps and graphic organizers</p>	<p>Prepare Elementary Instructional Strategy Training Presentation (in class planning time)</p> <p>Read Chapter 15: Mathematics</p>	<p>Discuss reading article: Five Big Areas of Reading”</p>

Session Date	Topic	Reading to do after this Session	Assignments Due this Class Session
<p>9 6/3</p>	<p>Mathematics (Part 1) NCTM Math materials and manipulatives Effective strategies for teaching math to students with disabilities</p> <p>Touch Math</p> <p>Mathematics Instruction: Basic Concepts and skills</p> <ul style="list-style-type: none"> • Computer Assisted Instruction* • Schema-Based Math Representations* • Direct Instruction for math* • Concrete-Representational-Abstract (CRA)* 		<p>Group presentation – Elementary Instructional Strategy Training</p> <p>IRIS Module: High Quality Math Instruction: What Teachers should know http://iris.peabody.vanderbilt.edu/module/math</p>
<p>10 6/6</p>	<p>Mathematics (Part 2) Problem Solving:</p> <ul style="list-style-type: none"> • Peer-mediated Instruction* • Self-talk/Self-Instruction* <p>Corrective Feedback</p>	<p>Read Chapter 16: Science and Social Studies, and Transitions</p>	
<p>11 6/8</p>	<p>Content Area Learning and Vocabulary Instruction (Social Studies and Science)</p> <ul style="list-style-type: none"> • Content Enhancements* • Peer Tutoring* • Mnemonics* • Semantic Maps* 	<p>Prepare Group Lesson Plan and Demonstration materials</p>	

Session Date	Topic	Reading to do after this Session	Assignments Due this Class Session
12 6/10	IRIS Modules on Intensive Intervention (Part 1): Using Data-Based Individualization to Intensify Instruction and Intensive Intervention (Part 2): Collecting and Analyzing Data for Data-Based Individualization	Read Chapter 10: Enhancing Motivation and Affect Read Chapter 11: Improving Attention and Memory Read Chapter 12: Teaching Study Skills	Group Lesson Plan and Demonstration
13 6/13	IEP planning and monitoring	Strategy Written Assignment Final Preparation	
14 6/15	Discuss preconditions for motivation and affect in the classroom. Identify elements of a positive and motivating learning environment (videos). Goal setting*; Self-monitoring*; Opportunities to Respond* (OTR); Response Cards; Feedback*	Strategy Presentation Final Preparation	Strategy Written Assignment Due
15 6/17	Strategy Presentations		Course wrap-up Course Evaluation

This syllabus may change according to class needs.

* **If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with instructor or need special arrangements, please call and/or make an appointment with instructor as soon as possible.**