



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

Fall 2016

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

CRN: 71631, 3 - Credits

Instructor: Dr. Sarah Nagro	Meeting Dates: 08/29/16 - 12/20/16
Phone: (703) 993-1747	Meeting Day(s): Wednesday
E-Mail: snagro@gmu.edu	Meeting Time(s): 4:30 pm - 7:10 pm
Office Hours: by appointment	Meeting Location: Fairfax, Finley 119

***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.

Prerequisite(s): None

Co-requisite(s): None

Advising Contact Information

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

Advising Tip

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

Nature of Course Delivery

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, Assistive Technology, Early Childhood Special Education, Early Childhood Education PK-3, Dual Licensure Early Childhood Education PK-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

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

Recommended Textbooks

American Psychological Association, Publication Manual of the American Psychological Association, 6th edition, ISBN 9781433805615

Required Resources

Laptop computer and tablet or smart phone for some class sessions.

Additional Readings

Throughout the semester additional peer-reviewed readings will assigned. You will need to log into the George Mason University Library to download these articles. Per copyright laws, I cannot photocopy class sets of articles.

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.

Attendance is expected for **all** class sessions. If you are unable to make any class sessions during the semester, please notify me prior to missing when possible. I will assume if you need to miss class, there is a good reason, but attendance points lost for missed classes cannot be made up. Therefore, missing two or more classes will likely result in a lowered grade for the course. In the case of all absences, it is the student's responsibility to catch up via blackboard or with a colleague in the class. Assignments that are due during a missed class must still be turned in by 4:30pm on the due date.

Participation:

Class participation all class activities are essential to the instructional process. I value student participation, professionalism, promptness, and remaining for the entire class period. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. 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. Frequently missing class time at the beginning or end of class will result in a lower grade.

Professionalism:

Students should follow basic classroom etiquette in regards to respectfully interacting with peers and the professor as well as maintaining a positive learning environment free from external distractions. For example, it is acceptable to bring snacks to class as long as your food does not become a distraction to the professor or fellow students. Additionally, please do not use cellphones, tablets, or laptops during class unless the activities in class require the use of technology. Cell phones and mobile devices should be turned to silent mode or powered off and put away prior to the beginning of class so students can fully participate in class. If you need to have your phone available for an emergency phone call please notify me before class starts and step out of class to answer your phone.

Late Work.

It is expected that students will plan ahead and spread out their work load so that unanticipated events do not result in major delays in meeting course deadlines. A 10% deduction will be taken for 4:30 pm (start of class) on the due date unless otherwise noted in the syllabus. A cumulative 10% deduction will be taken for each calendar day after the due date.

Incomplete Grades:

An I (Incomplete) grade is used when the instructor is not prepared to give a final grade for the course because of some justifiable delay in the student's completion of specific course work. A final grade is submitted to the Records and Registration Office by the instructor after grading only the student's completed work done within the agreed time frame. In the event that the work is not completed within the agreed time frame and no grade is reported within four weeks after the start of the following semester, a grade of F replaces the I on the student's transcript. Any student requesting an incomplete must (1) be passing the course at the time of the request, and (2) create a contract outlining a plan to complete missing coursework with completion dates, and the contract must be signed by the student and division director before turning the contract into the professor prior to the last class.

Academic Integrity:

The University reserves the right to dismiss at any time a student whose academic standing or general conduct is considered unsatisfactory. Violations of academic integrity and ethical conduct include, but are not limited to cheating, plagiarism, or unapproved multiple submissions of the same work. It is important to distinguish between plagiarism and the legitimate presentation of the work of other through quotations or paraphrasing. Please review the rules for quoting and paraphrasing the work of others that are given in sections 3.34-3.41 of the sixth edition of the APA Publication Manual.

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

Assignment	Earned Points	Possible Points
Participation & Professionalism		20
Science Activity with Pyramid Planning (Group)		5
Unit Overview		50
Iris Modules x2		10
Simulated Teaching & After Action Review		5
Strategy Application Project (SAP)		70
Final Presentation		25
Total Course Points		185

Computing Final Course Grades – Divide “earned points” by “possible points” for percentage

A =	A - =	B+ =	B =	B- =	C=	D =	F =
95-100%	90-94%	86-89%	80-85%	77-79%	73-76%	72-65%	< 65%

Assignments

Performance-based Assessment (Tk20 submission required).

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

Other Assignments.

See directions and grading rubrics for all assignments listed in appendix after the schedule.

Schedule

Date	Topics to Cover	Completed Readings	Completed Assignments
Session 1 – 8/31	<ul style="list-style-type: none"> • Introductions • Course Overview • Email Policy 		<ul style="list-style-type: none"> • Concept Map –SRSD • Pre-test on key topics
Session 2 – 9/3	<ul style="list-style-type: none"> • Reviewing the Effects of High Incidence Disabilities on Student Learning • Reviewing and IEP & 504 <ul style="list-style-type: none"> ○ https://vimeo.com/58486686 • Reviewing RTI 	Chapters 1 & Chapter 3	
Session 3 – 9/14	<ul style="list-style-type: none"> • Progress Monitoring & Formative Assessment • Curriculum Based Measures Fuchs Webinar 	Chapter 2 Choose one of the following: Cornelius, K. E. (2013). Formative assessment made easy: Templates for collecting daily data in inclusive classrooms. <i>TEACHING Exceptional Children</i> , 45(5), 14–21. Nagro, S. A., Hooks, S. D., Fraser, D. W., & Cornelius, K. E. (2016). Whole-group response strategies to promote student engagement in inclusive classrooms. <i>TEACHING Exceptional Children</i> , 48(5), 243-249. doi:10.1177/0040059916640749	
Session 4 – 9/21	<ul style="list-style-type: none"> • Classroom Management and Behavior <ul style="list-style-type: none"> ○ Proactive vs Reactive 	Chapter 4 Choose one of the following: Babkie, A. M. (2006). 20 ways to ... Be proactive in managing classroom behavior. <i>Intervention In School & Clinic</i> , 41(3), 184-187. Gable, R. A., Hester, P. H., Rock, M. L., & Hughes, K. G. (2009). Back to basics: Rules, praise, ignoring, and reprimands revisited. <i>Intervention In School & Clinic</i> , 44(4), 195-205.	
Session 5 – 9/28	<ul style="list-style-type: none"> • Evidence-Based Practices for Teaching Literacy <ul style="list-style-type: none"> ○ Review 5 pillars of literacy ○ Foundations of Language Development 	Chapters 6, 7, 8	

Session 6 – 10/5	<ul style="list-style-type: none"> Evidence-Based Practices for Teaching Writing <ul style="list-style-type: none"> SRSD 4 Square 	Chapter 9	Simulated Teaching & After Action Review #1
Session 7 – 10/12	<ul style="list-style-type: none"> Evidence-Based Practices for Teaching Vocabulary in content areas <ul style="list-style-type: none"> Targeting vocabulary with CAPS 	Chapter 10	Simulated Teaching & After Action Review #2
Session 8 – 10/19	<ul style="list-style-type: none"> Evidence-Based Practices for Teaching Mathematics <ul style="list-style-type: none"> Review 8 mathematical practices C-R-A Worksheet on EBP 	Chapter 11 WRW Chapter on math Mancl, D. B., Miller, S. P., & Kennedy, M. (2012). Using the concrete-representational-abstract sequence with integrated strategy instruction to teach subtraction with regrouping to students with learning disabilities. Learning Disabilities Research & Practice (Wiley-Blackwell), 27(4), 152-166.	Simulated Teaching & After Action Review #3
Session 9 – 10/26	<ul style="list-style-type: none"> Early Math Development & Foundations of Mathematic Learning <ul style="list-style-type: none"> Stations: videos with discussion questions Unit Overview Workshop 	Allsopp, D. H. (1999). Using modeling, manipulatives, and mnemonics with eighth-grade math students. Teaching Exceptional Children, 32(2), 74-81. Kalchman, M. (2011). Using the math in everyday life to improve student learning. Middle School Journal, 43(1), 24-31	Bring computer to work on unit overview
Session 10 – 11/2	<ul style="list-style-type: none"> Differentiation/Accommodations/Modifications Analyzing student data 	Reading to be assigned on blackboard	Bring your student data to class to work on SAP
Session 11 – 11/9 TED Conference	We Will Not Meet In Class Please Complete the IRIS Modules		Unit Overview Due by Saturday the 12 th at 11:59 pm
Session 12 – 11/16	<ul style="list-style-type: none"> Collaborating with Education Professionals 	Reading to be assigned on blackboard	Bring your individual science outline and laptop to class and we will have time for groups to meet about science activity due following week

Session 13 – 11/23 (Thanksgiving week)	We Will Not Meet In Class		
Session 14 – 11/30	<ul style="list-style-type: none"> Collaborating with Families of Students with Disabilities 	<p>Nagro, S. A. (2015). PROSE checklist: strategies for improving school-to-home written communication. <i>TEACHING Exceptional Children</i>, 47(5), 256-263. doi:10.1177/0040059915580031</p>	Science Activity with Pyramid Planning
Session 15 – 12/7	Workshop Session to work on SAP		Concept Map & Post Test
Session 16 – 12/14	Presentations & Reception		Strategy Application Project (SAP) Presentations

Appendix

Science Activity with Pyramid Planning

Group Assignment

In groups, you will brainstorm to create a lesson outline for science class that includes Maurice (learn about Maurice below). Individually, each group member will complete the lesson Plan Pyramid handout. Then, as a group, you will review the various lesson outlines and choose one topic to pursue. After selecting your topic, refine the lesson outline to include all group member ideas. This will be the turned in lesson outline, and you will need to each highlight at least one component of the lesson that you contributed to. You will need at least one research-based strategy pulled from a peer-reviewed article to support your activity.

Please be prepared to informally present your lesson outline to the class. I recommend using visuals to help us understand how you see the lesson going and what the students will be doing. I will have markers if you want to draw on the chart paper. You can also draw on the board, you can make a mini PowerPoint, you can bring in manipulatives, an anchor chart, or have handouts to help explain BUT YOU DON'T HAVE TO. Your choice. You do need to explain to your colleagues the research behind your activity (referencing the article you found).

Each group will have about 10 minutes to share with your colleagues.

Meet Maurice:

Maurice is a third grade student with a learning disability. He has trouble remembering formulas and equations. Maurice often jokes around during science class, and draws in the attention of his neighbors by drawing funny pictures on his activity sheets. Maurice receives extended time on his tests. He usually takes science tests at the small group table in the back of the room so the teacher can reread the directions to Maurice and keep him on task. Maurice's class is reviewing their word wall with the vocabulary from this unit in preparation for the test on Friday. The teacher has asked each student to select one term and represent that term in multiple ways (think C-R-A). Then the teacher is going to choose a few students to share one of their ways with the class.

How would you design this activity for the class, and how can you scaffold for Maurice? How will you progress monitor the whole class during this activity?

Please note: This is NOT a full lesson plan so do NOT go overboard – informal; bullets are fine, I just want to see you engaged in the activity. The presentation is where we all what to be impressed with your ideas. Use the Pyramid handout provided to outline the lesson.

Science Activity Plan Pyramid	Earned	Possible
Evidence of a Completed Lesson Outline		2
Evidence of Progress Monitoring		1
Evidence of Research Support		1
Presentation to colleagues was informative and professional		1
Total		5

Unit Overview

Unit Overview Rubric	Earned	Possible
Clearly Defined Timeframe & Grade Level (I recommend planning for 5 days, and number of minutes will depend on content area selected)		1
Write out the standards for this unit you will target with learning objectives		1
Targeted Learning Skills needed to meet this standard Ex. Reading a graph Ex. Expressing self in written form Ex. Sequencing Events		2
Targeted Academic Skills needed to meet this standard Ex. Addition & Subtraction Ex. Main Idea		2
Vocabulary <ul style="list-style-type: none"> • Note when you plan on introducing each word • Are there vocabulary terms you expect students to know upon starting the unit? 		2
Connecting Content <ul style="list-style-type: none"> • Evidence of linking content to daily life & student interests 		2
Activity outline for each day in the 5 day unit <ul style="list-style-type: none"> • Student Learning Objective (Students will be able to...) • Warm-up (accessing prior knowledge) • Activity (short descriptions) <ul style="list-style-type: none"> ○ Example 1: First, Then, Last ○ Example 2: Station 1, Station 2, Station 3 ○ Example 3: During the activity, students will... • Closure (when appropriate: exit tickets, homework, reviewing lesson objectives, etc.) 		20 (4 points for each)
Evidence of Differentiation: <ul style="list-style-type: none"> • point out some possible places to differentiate for students with high, medium, low achievement in the given topic and give an example how this could be done 		5
Evidence of Modification: <ul style="list-style-type: none"> • point out some possible places to modify for students with high, medium, low achievement in the given topic and give an example how this could be done 		5
Evidence of Progress Monitoring & Assessment: <ul style="list-style-type: none"> • point out some possible places for whole group or individual progress monitoring or formative assessments • include some sample questions from your end of the unit assessment (you may want to mention here specifics about format or layout that are important to your assessment) 		5
Organized, Consistent, Easy to follow (If a sub was in for you they should be able to look at your Unit Overview and have some idea of what you were planning even if your lesson plans were not present)		5
Total Points		50

IRIS Modules

This assignment will help deepen your understanding of what an evidence-based practice is, provide examples in relation to special education, and allow you to explore selecting, implementing, and evaluating evidence-based practices with specific populations of students with disabilities. For this assignment you will complete three learning modules through the IRIS center. As you complete the modules you will complete a worksheet that will demonstrate your evidence of completion of each module.

Module 1 (5 points)

1. Be sure to have the Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program worksheet available as you complete the first module.
2. Go to the IRIS Center's Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program - http://iris.peabody.vanderbilt.edu/module/ebp_01/
3. Follow the instructions on the worksheet in blackboard, answering all questions as directed.

Module 2 (5 points)

1. Be sure to have the Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity worksheet available as you complete the first module.
2. Go to the IRIS Center's Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity - http://iris.peabody.vanderbilt.edu/module/ebp_02/
3. Follow the instructions on the worksheet in blackboard, answering all questions as directed.

Module 3 (5 points)

1. Be sure to have the Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity worksheet available as you complete the first module.
2. Go to the IRIS Center's Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity - http://iris.peabody.vanderbilt.edu/module/ebp_03/
3. Follow the instructions on the worksheet in blackboard, answering all questions as directed.

Simulated Teaching & After Action Review

Three times throughout the semester, you will teach a lesson to a small group of peers.

We will video record the lessons so that you can watch yourself teaching and complete an after action report. This type of self-assessment is intended to help you describe, analyze, and judge your implementation of a research-based or evidence-based strategy. You will then apply what you learned and implement this same strategy during your field experience and reflect on your level of improvement over the semester.

For each of the three lessons you teach, you will write a formal and complete lesson plan. You will then have an opportunity to fill out and after action review to determine your level of success in executing your plan. You can consider things like pace, clarity of communication, types of questions asked, etc. and will decide which teaching techniques to continue and which need to be changed.

Lesson Planning

While example formats for lesson plans will be provided, the final decision is yours. Please consider the rubric when writing your lesson plans. Your lesson needs to be 30 minutes. This needs to be something you think through when writing the plan.

You will have exactly 20 minutes to teach to your colleagues. You WILL NOT teach the independent activity portion of the lesson. So you will skip the 10 minutes for independent activities when teaching to your colleagues. Therefore, you will write a 30 minute lesson plan, but teach a 20 minute lesson.

The lesson needs to have a beginning middle and end (see rubric below).

After Action Review and Self-Evaluation

You will record yourself teaching and watch the video back to complete and after action review and self-evaluation. You will answer a few prompts and then score yourself. See below for the self-evaluation tool. The after action review and self-evaluation will be distributed and reviewed in class.

For each simulated lesson, you will turn in your formal lesson plan, videotaped lesson, and after action review with self-evaluation (5 points each).

Note:

628 students must present exemplary lesson plans based on the rubric below to receive full credit.

428 students must meet lesson plan standards based on the rubric below to receive full credit.

Lesson Plan Scoring Rubric

Lesson Components	Exemplary (3)	Meets Standard (2)	Needs Revision (1)
Lesson Standards and Objectives	Standards and learning objective are identified. The lesson provides significant and clear connections to state content standards, and the learning objectives are written in a manner that is both measureable and observable.	While the standards and learning objective are identified, either the connection between standards and lesson activities is not explicit or the learning objectives are not written in a manner that is both measureable and observable.	The lesson is loosely focused on a content area. The lesson provides some/limited connection to standards. Learning objectives are not measurable, observable, or are missing.
Introductory / Anticipatory Set	Opening activities are relevant to the objective and provide a creative and motivating background in which to begin the lesson. There is an opportunity for active student participation and a bridge between old and new learning.	Opening activities set the stage for the lesson and are connected to the stated objectives, but lack in motivational or “bridging” value	The lesson introduction is somewhat disconnected from the objectives and distracts students from the learning.
Build / Apply Knowledge	All activities are aligned with the objective(s) build upon each other, are appropriately paced, and developmentally appropriate. The activities are engaging, creative, and innovative. They may make connections between several standards and may provide for real-life application of the standards where appropriate.	All activities are aligned with the objective(s), build upon each other, are appropriately paced, and developmentally appropriate.	Activities are connected to the objective but disconnected from one another.
Guided Practice	Students have opportunity to practice knowledge with teacher feedback	Students have opportunity to practice knowledge but needs more teacher feedback.	Student practice is limited and needs more teacher support
Independent Practice	Students take responsibility for learning and successfully apply knowledge and skills	Practice is provided but does not link back to objectives clearly	Student independent work not clearly identified
Wrap Up / Closure	Synthesis / Review objective and check for understanding	Lesson Objectives are not clearly reviewed	There is no understanding check or review offered in the lesson
Materials & Technology	All necessary materials are identified. Worksheets and other reproducible materials are available for immediate download. A variety of UDL materials listed enhance lesson and student learning, and a variety of technology is integrated appropriately throughout the lesson in a manner that enhances the effectiveness of the lesson and the learning of the student.	Materials necessary for both teacher and student use are listed. Materials listed are appropriate for both lesson and student, and technology is integrated into the lesson to improve the quality of student work and/or presentation	Materials are not listed / attached. Materials listed are inappropriate for lesson or students, or the inclusion of technology is clearly an add on, not complementing the learning activities
Differentiation	Evidence of diverse UDL strategies to help all students experience success, are clearly defined and explained in order to show what some, most, and all students will learn during the lesson (lesson planning pyramid) and how this will be achieved	Evidence of diverse strategies, to help all students experience success, are clear. The diverse strategies are linked to differentiating instruction.	The individual needs of students are not considered. There is not attempt employ diverse strategies or differentiate instruction.
Formative / On-going Assessment	Assessment opportunities are clearly identified. Assessments are differentiated according to student needs and will result in informative data to help with future lesson planning.	Assessment opportunities are identified. Assessments will result in informative data to help with future lesson planning, but are not differentiated according to student need.	Opportunities for student assessment are not provided or are loosely identified and not well connected with content area standards or lesson objectives. Such data will not be informative for future lesson planning.
Professional Presentation	Professional writing style is used and APA references provided	Professional writing style is used	Lacks professional writing style

Strategy Application Project (SAP)

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

The EDSE 428/628 student designs, implements, collects data, and analyzes research. The focus of the research is teaching a student (or group of students) with mild disabilities how to use a strategy for academic learning with the goal to self-sufficient implementation by the student (student self-direction in use of the learning strategy). The strategy must be a research validated approach for mastering knowledge or skills in elementary level reading, language arts, mathematics, science, or social studies. For this assignment, this may include strategies for vocabulary development or memory or metacognition as specifically applied to mastering content in elementary level literacy or mathematics. The strategy is appropriate for use with students working at the elementary level and employs the Self-Regulated Strategy Development process for teaching a strategy to a student.

NOTE: The strategy used in the EDSE 428/628 project may not be one to improve student behavior.

To achieve these standards through the Common Assignment, students:

1. Find in a professional, peer-reviewed journal (e.g. Learning Disabilities Research and Practice; Behavioral Disorders; Exceptional Children; Intellectual and Developmental Disabilities; Journal of Special Education); at least one research article that focuses on implementation of a specific evidence-based, scientifically-based, or research-based strategy with elementary students with mild disabilities.
2. Read the article(s) with the purpose of comprehending, then implementing use of the strategy;
3. Cite research from others (at least 2 additional sources) that verifies the importance of why is content mastery of the skill important;
4. Discuss how the strategy supports this content mastery;
5. Discuss relevant information about the student subject that verifies the appropriateness of teaching the student to use the strategy (DO NOT use any student names, however, provide a brief description of the class, school, and students using pseudonyms);
6. Describe implementation considerations, especially accommodations that may be made to assist students in using the strategy;
7. Collect baseline data prior to strategy instruction;
8. Implement the strategy with (a) student(s), using the Self-Regulated Strategy Development (SRSD) model, in 5 (at a minimum) to 10 instructional sessions of 15-30 minutes each. (NOTE: the number of sessions and the amount of time per session varies appropriately according to the student and the strategy.)
9. Collect and analyze data on student progress;
10. Make recommendations for further instruction;
11. Reflect on what the researcher (you, the EDSE 428/628 student) learned through the assignment about the student and about your teaching (using after action review and self-evaluation)
12. Create a portfolio for this student and your work with them. The portfolio checklist will be distributed in preparation for completing this assignment. The portfolio will include summaries of research you read, your lesson outlines or plans, details on how each step of the SRSD model was followed, student data, your analyses and recommendations, after action review, and self-evaluation.

Final Presentation

This is a 5 minute formal presentation to highlight your professional growth this semester. I would like to offer you the option to choose how to best demonstrate how you achieved the course objectives. The course learning objectives (page 2), corresponding CEC standards (page 3) and class assignments are listed in this syllabus. Suggestions for your presentation format are included below, but you are not limited to the list. No matter what you decide you should plan to introduce what you did to your colleagues and then conclude with time for questions. I would like you to get experience presenting in a professional manner because as leaders in your field you may be ask to speak to faculty, staff, or at national conferences in the future.

1. PowerPoint Presentation
2. Self-Reflection Video
3. Poster Presentation (www.makesigns.com)
4. Prezi
5. Pecha Kucha (Google it)
6. Make a cartoon of your professional journey (check out “Toontastic” in the App store)
7. Use “Stop Motion” to turn still shots into a movie (check out the App store)
8. Use Blendspace to infuse a multimodal Presentation

There is new technology popping up weekly, so please be empowered to think out of the box and expose all of us to something new!

Final Presentation Checklist	Earned	Possible
Demonstrated Achievement of the course objectives and CEC standards (given the time allotted, choose at least three of the six learning objectives)		5
Included how this course has impacted you as special education professional		5
Showed examples of your ideas, strategies, plans, activities, techniques, etc. that you compiled for teaching math to students with mild to moderate disabilities		5
Present your ideas in an organized and well planned out manner so that any visuals support the information you share verbally		4
Present yourself professionally including how you speak, look, and handle questions from your colleagues		4
Stay within 5 minute time allotment		2
Total Points		25