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

Spring 2017
EDSE 428 001: Elementary Reading, Curriculum, and Strategies for Students Who Access the General Education Curriculum
CRN: 10352, 3 – Credits

Instructor: Dr. Marilyn Lovett	**Meeting Dates**: 01/23/17 – 05/17/17
Phone: Telephone appointments may be scheduled via e-mail	**Meeting Day(s)**: Monday
E-Mail: mlovett1@gmu.edu	**Meeting Time(s)**: 4:30 pm - 7:10 pm
Office Hours: By appointment as scheduled via e-mail	**Meeting Location**: Fairfax, KH-17
Office Location: FX – KH17	**Other Phone**: N/A

Note: This syllabus may change according to class needs. Teacher Candidates/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.
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 teacher candidates/students should

contact the Special Education Advising Office at (703) 993-3670 for assistance. All other teacher candidates/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.

Course Delivery Method
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

Learner Outcomes
Upon completion of this course, teacher candidates/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.

Course Relationship 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, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

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 teacher candidates/students with disabilities. We address both promising and emerging practices in the field of special education. This course will provide opportunities for teacher candidates/students to take an active, decision-making role to thoughtfully select, modify, apply, and evaluate EBPs in order to improve outcomes for teacher candidates/students with disabilities.

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.

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

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. 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 January 30th, be sure to come to class prepared with the electronic copies of materials or hard copies (whichever works best for you)! **

Additional Readings
Throughout the semester, additional peer-reviewed readings will be part of course assignments. Specifically, the Research Review Assignment and Strategy Application Project require access to library research resources. Articles will vary depending on individual student interests and assignment ideas. You will need to log into the George Mason University Library to download these articles. A presentation by the GMU Education Librarian has been scheduled for January 30th to review research database access.

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.html. 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 Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Tk20 Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to Tk20 (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to Tk20.

For EDSE 428, the required PBA is (NO ASSESSMENT REQUIRED FOR THIS COURSE). Failure to submit the assignment to Tk20 will result in reporting the course grade as Incomplete (IN). Teacher candidates/students have until five days prior to the University-stated grade change deadline to upload the required PBA in order to change the course grade. When the PBA is uploaded, the teacher candidate/student is required to notify the instructor so that the "IN" can be changed to a grade. If the required PBA is not uploaded five days prior to the University-stated grade change deadline and, therefore, the grade not changed, it will become an F. Please check to verify your ability to upload items to Tk20 before the PBA due date.

Assignments
Performance-based Assessment (Tk20 submission required)
N/A

College Wide Common Assessment (Tk20 submission required)
N/A

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

Course Policies and Expectations
    Attendance/Participation

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.

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%

Assignment Description and Criteria for Evaluation

Course Requirements Evaluation	Possible Points	My Points
1. Attendance / Participation	15	
2. *Strategy Application Project / Written Research Project – Due date: May 1st	30	
3. Strategy Application Project / Oral Presentation – Due date: May 1st	5	
4. Research Review (submit 5 research articles indicating project choice) – Due date: February 13th	15	
5. Learning Visual / VAKT Tool – Simulated Teaching Video (Science or Social Studies) Due date: February 27th	5	
6. Strategy Notebook – Due date: March 20th	10	
7. IRIS Modules "Evidenced-Based Practices" Parts I, II, & III – Due date: April 3rd	10	
8. Group Lesson Plan and Demonstration (English or Math) – Due date: April 10th	15	
Total	**105**	

*Common course assignment

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

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).

- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with

George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/api/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- 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/).

- 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/).

- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://studentsupport.gmu.edu/, and the OSS staff will follow up with the student.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Class Schedule

<u>Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.</u>

Tentative Course Schedule: EDSE 428/628 01

Session Date	Topic	Reading to do *after* this Session	Assignments Due *this* Class Session
1 **1/23**	Introduction to course: Review syllabus, text, Blackboard (Bd), and overview of expectations and assignments. Review Field Experience online process; Review disability characteristics and Evidence-based practices (EBP). Brainstorm Strategy Application Project ideas. Small group activity - What is a strategy? Identifying a Research-based intervention/strategy Chapter 1: Planning & Implementing Instruction Components of an effective lesson using the Active and LEARN Models Evidenced Based Practices (EBP) Teaching methods and strategies	**Complete online Field Experience registration form. **Reminder – check email for directions and important information.** **Read Chapter 1:** Introduction to Inclusive Teaching **Read Chapter 3:** Teaching Students with Higher-Incidence Disabilities **Read Chapter 4:** Teaching Students with Lower-Incidence Disabilities **Read Chapter 5:** Teaching Students with Other Special Learning Needs	**Bring Text:** Mastropieri, M.A., & Scruggs, T.E. (2014). *The inclusive classroom: Strategies for effective differentiated instruction* (5th ed.). Upper Saddle River, NJ: Prentice Hall **Bring laptop to review how to access peer reviewed journals**

Session Date	Topic	Reading to do *after* this Session	Assignments Due *this* Class Session
2 **1/30**	**Approaches to Instruction & Student Learning** Direct instruction/systematic explicit instruction* Cognitive Strategy Instruction*, Modeling, Self-regulated Strategy Development *VAKT/Learning Tools will be modeled. Review video assignment requirements. Identify lesson plan components- in class activity Library Presentation Review template and articles for Strategy Application Project.	**Accessing GMU Library Research Resources – Presentation by Anne Driscoll, Education GMU Librarian** **Read Chapter 6:** Effective Differentiated Instruction for All Children **Read Chapter 7:** Response to Intervention	

3
 	
2/6
	Response to Intervention:
	    Universal Screening
	    Multi-Tier system of
	    supports (MTSS)
	    Peer Mediated
	    Instruction*
	Curriculum Based Measurement (CBM)/Progress Monitoring*
		Review **IRIS** resources
		
		Read Chapter 8:
		Improving Classroom Behavior and Social Skills
		
		Prepare Research Review for submission
		
		Bring **Blackboard Article** "Behavior Management, ADHD & LD: Back to Square One"	

Session Date	Topic	Reading to do *after* this Session	Assignments Due *this* Class Session
4 **2/13**	Classroom and Behavior Management 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*	**Read Chapter 2:** Collaboration: Partnerships and Procedures Prepare (Science or Social Studies) Learning Visual/VAKT Video Presentation of Simulated Teaching and After Action Review & Self-evaluation	**Research Review** – 5 articles **due**. **Select** *one* strategy topic for application project.
5 **2/20**	Communication & Collaboration **Differentiated instruction*** Explicit Instruction Framework* Review Active Lesson Plan Model for Group Lesson Plan Presentation (English/Math)	**Read Chapter 14:** Literacy Prepare (Science or Social Studies) Learning Visual/VAKT Video Presentation of Simulated Teaching and After Action Review & Self-evaluation	
6 **2/27**	Reading (Part 1) -Phonological Awareness -Phonics -Word Recognition Mnemonics* Guided feedback* Peer Assisted Learning Strategies*	**Read Chapter 14:** Literacy Bring the following Blackboard article: "Five Big Areas of Reading" http://reading.uoregon.edu/big ideas/index	Learning Visual/VAKT Tool Video Presentation Sharing and Debrief

Session Date	Topic	Reading to do *after* this Session	Assignments Due *this* Class Session
7 **3/6**	Reading (Part 2) Decoding, fluency, and comprehension- Overview of Five Domains*, Direct Instruction *, reading strategies, content enhancements*, and semantic maps*	Prepare Strategy Notebook for submission	Discuss reading article: "Five Big Areas of Reading"
8 **3/13**	**No Class** **Spring Break**	**Read Chapter 15**: Mathematics Prepare Strategy Notebook for submission	
9 **3/20**	Teacher language and questioning techniques Mathematics (Part 1) NCTM Math materials and manipulatives Effective strategies for teaching math to students with disabilities Mathematics Instruction: Basic Concepts and skills –Computer Assisted Instruction* Schema- Based Math Representations* Direct Instruction for math* Concrete- Representational- Abstract (CRA)*	**Group Lesson Plan – team selection and planning time**	**Strategy Notebook Due** **IRIS** Module: High Quality Math Instruction: What Teachers Should Know http://iris.peabody.Vanderbilt.edu/
10 **3/27**	Mathematics (Part 2) Problem Solving: Peer-mediated Instruction* Self- talk/Self-	Read Chapter 16: Science & Social Studies and Transitions	

Session Date	Topic	Reading to do *after* this Session	Assignments Due *this* Class Session
	Instruction* Corrective Feedback		
11 **4/3**	Complete and submit online mathematics module Content Area Learning and Vocabulary Instruction (Social Studies and Science) Content Enhancements* Peer Tutoring* Mnemonics* Semantic Maps*	Prepare Group Lesson Plan and Demonstration materials	**Online mathematics instruction module** (see Blackboard instructions)
12 **4/10**	IRIS Modules - 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 Demonstration**
13 **4/17**	IEP planning and monitoring	Strategy Written Assignment Final Preparation	
14 **4/24**	Discuss preconditions for motivation and affect in the classroom. Identify elements of a positive and motivating learning environment Goal setting* Self-monitoring* Opportunities to Respond* (OTR) Response Cards Feedback*	Strategy Presentation Final Preparation	

Session Date	Topic	Reading to do *after* this Session	Assignments Due *this* Class Session
15 5/1	**Strategy Written Assignment Due** **Strategy Presentations**		
16 5/8	**Course wrap-up** **Course Evaluation**		

Assessment Rubric(s)

See Course Blackboard designated folder for all assignment rubrics.

Appendix

Strategy Application Written Assignment *due* May 1st **(30 points)**

Required Common Assessment

The strategy application written assignment is a multi-part project. Student performance on this project will be greatly enhance 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 February 13th. 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 February 13th.

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 disabilities (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 using pseudonyms)**, methods (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) tradition 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)

Part II

Strategy Application Project Oral Presentation *due* May 1st **(5 points)**
This is a 5-minute formal presentation to highlight your professional growth this semester. This is an opportunity to demonstrate achievement of course objectives. 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. This is an opportunity to experience presenting in a professional manner. As teacher leaders in your field you may be asked 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. Make a cartoon of your professional journey (check out "Toontastic" in the App store)

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!

Research Review *due* February 13th **(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).*

o *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

o *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 February 20th

Learning Visuals/ VAKT Tool - Simulated Teaching Video *due* February 27th **(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 provide a **short 10-minute teaching video** 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. Include a brief statement about your personal growth and learning in executing your plan.

As part of your presentation make sure you **bring a hard copy handout** explaining the essential aspects of development, implementation, and reflective response in executing your visual for everyone in the class.

EDSE 428 students will submit VAKT Tool video -taped lesson and class hand-out.

Group Lesson Plan Written Component and Oral Presentation *due* April 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.

Strategy Notebook *due* March 20th **(10 points)**
An essential course goal 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.

Note: 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
4. **An alternative to the notebook** is an online word document with the same information.

The first notebook entry should be a clear and descriptive statement establishing 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.

IRIS Modules – *due* April 3rd **(10 points)**

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

1. Be sure to have the Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program worksheet available when you complete this 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

1. Be sure to have the Evidence-Based Practices (Part 2): Implementing a Practice or Program with Fidelity worksheet available when you complete this 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

1. Be sure to have the Evidence-Based Practices (Part 3): Evaluating Learner Outcomes and Fidelity worksheet available when you complete this 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.