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

Spring 2017
EDSE 628 627: Elementary Reading, Curriculum, and Strategies for Students who Access the General Education Curriculum
CRN: 21084, 3 – Credits

Instructor: Dr. Andrea Boykin	**Meeting Dates**: 01/12/17 – 03/09/17
Phone: 757-985-2702	**Meeting Day(s)**: Thursday
E-Mail: aboykin2@gmu.edu	**Meeting Time(s)**:4:30 pm - 9:00 pm
Office Hours: By appointment	**Meeting Location**: Off-campus
Office Location: By appointment	**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/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 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
Did you know you can evaluate your progress in the program at any time by running a Degree Evaluation in Patriotweb? Step by step instructions are available at http://registrar.gmu.edu/students/degree-evaluation/.

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. 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
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*. (2010). Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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 628, 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)

I.   Strategy Application Paper (40 Points Total/ Paper and Presentation)

The application project is designed to provide experience in designing, implementing, and evaluating a project with students with disabilities in your class or with other teachers in your school. It is recommended that you continue with the strategy that you identified at the start of the semester. Be sure to have your topic and design approved by class instructor before beginning to implement to assist you with the design components.

Prepare a 5 to 10-minute presentation for class based upon the project. You may want a handout/Powerpoint that summarizes each of the points covered below for your presentation. Also, it is recommended that you bring copies of the materials and tests to show the class. It is recommended that the following format be followed:

1. Questions of the Application Project: (2 points)
Sample question: Does teaching using an activities-based approach to instruction facilitate learning and attitudes toward school and learning more than using a textbook approach with students classified as learning disabled (LD) and emotionally disturbed (ED) or those students with intellectual and cognitive disabilities? Or does providing homework assistance teams facilitate the inclusion and school success of a seventh grade student with autism?

2. Design of the Project: (2 points) This section will vary based upon your project. All projects will need to collect some baseline or pretest data prior to implementing the intervention and some post intervention data in order to be able to evaluate the "success" of your project.
Sample design:
Two groups of students with LD and ED will participate in the instruction. One group will be taught information using the activities-oriented approach and the other group will be taught the same information using the textbook approach. Time-on-task will be held equivalent across the teaching methods and all students will be given the same pre- and post- tests.

3. Method: (8 points) In this section you will have several subheadings under which you provide detailed information about what was done, with a description of the target students, including the tests or measures you used to determine whether or not the intervention was effective.
a. Participants: *DO NOT use any student names*, however, provide a brief description of the class, school, and students. For example: This project was undertaken in a fourth grade social studies classroom consisting of 28 students from an average socio-economic background. Three of the students were classified as having learning disabilities and one of the students was classified as having mild mental retardation.

b. Materials: Carefully describe all of the instructional materials, adaptations, and accommodations that were used in your project. Attach copies of the precise materials used in each teaching condition, including any teacher materials and student materials.

c. Testing materials: Carefully describe all of the testing materials that were used. Include copies of the pretest, and all posttests. Remember these measures will be used to describe whether or not your methods were "EFFECTIVE." Append copies of the students' completed measures. You may want to include a pretest of content, a posttest of content, and you may want to include a measure of student involvement during class (e.g., audio or videotape students doing activities and text activities and compute engaged time on task).

d. Procedure: Carefully describe in a step by step fashion what you did during your intervention. Be sure to describe how you incorporated the teacher effectiveness variables and modifications for the students with disabilities. Use the subheadings to describe procedures. Use the subheadings (for example) **Activities Method** or **Textbook Method** to describe what was specific to those instructional conditions.

e. Testing procedures: Describe how the tests were administered. For example, were directions read aloud to the class and students worked independently? or were students given the exams individually?, etc.

f. Scoring procedures: Describe how the tests were scored. For example, if tests consisted of multiple choice items, scoring is usually straight forward, however, if short answer items were used, then what was the scoring criteria? Was partial credit given, if so, explain how those decisions were made. Also, if you were attempting to score an active participation score during instruction, how was that assessed?

4. Results: Describe all of the testing results. You can present individual scores and then compute a column average (include all individual scores) and report ranges. **(8 points)**

5. Discussion: Provide a discussion of your findings. The first few sentences can provide summary accounts of the findings. For example, the addition of a self-monitoring sheet for increasing attention improved dramatically the attention and academic performance of my students with MR and ED during math, but not during reading. For another example, the activity-approach appeared to work best with students classified as LD and SED, but not those with mental retardation, as all students with LD and SED scored higher in method A, whereas, students with mental retardation performed similarly in both methods.
Provide some insights as to why you might have obtained the findings - Implications. Provide a summary paragraph describing what you learned from the application project and how you could implement projects like this in your teaching to determine which methods work best with your students. **(10 points)**

Scoring Criteria:
Exemplary paper (28-30 points): Appropriate topic, identifies questions for the study, clearly describes design, methods (participants, setting, materials, procedures, and results, appropriate discussion of implications of findings, discussion of how

interventions may be accommodated for students, implications of this intervention for student. Paper is reflective and demonstrates a thorough understanding of the research method. Good writing style, free of mechanical or stylistic errors, appropriate use of APA format.

Adequate paper (24-27 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 (21-23): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style.

Inadequate paper (1-20): 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.

College Wide Common Assessment (Tk20 submission required)

I.   Disposition Survey

For a candidate(s) who was accepted and began the licensure program in or after spring 2016, their disposition will be assessed on three occasions. Dispositions reflect one's attitudes and deeply held beliefs. They can be positive (e.g., committed) or negative (e.g., apathetic). Dispositions are not directly "visible," but are inferred from one's actions. Throughout a candidate's program of study at George Mason, s/he should demonstrate behaviors that reflect positive dispositions befitting a professional.

At the end of this course, the Instructor will rate the degree to which they observe the candidate behave in a fashion consistent with each disposition, 4 being the highest as "Consistently Evident," 1 being the lowest as "Not Evident." At the end of the course, the Instructor of the course will complete a rubric regarding the disposition of the candidate. The rubric will be completed and submitted on Tk20.

Performance-based Common Assignments (No Tk20 submission required.)
N/A
Other Assignments
Students must submit each assignment to blackboard by 11:59 on the due date of the activity.

I.   Apply the Concept Activities (30 points total/5 points each)
Teacher candidates will apply specific concepts learned in class to evaluate a recording of a lesson or a lesson that the teacher candidate conducted or viewed in a K-12 classroom (as proven by a developed lesson plan). Although we will discuss in class, these informal activities do not require a PowerPoint

presentation. Four of these activities will occur throughout the semester. Teacher candidates must submit a short written discussion to blackboard with the following components:

- Discussion of the core components of the effective instructional practice (1 paragraph- 2 points)
- Overview of the viewed lesson (effective and non-effective components – 1 point)
- How an instructional practice could be used to improve the lesson (1 paragraph- 2 points)

II. Simulated Teaching (30 points)

Once 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. The simulated teaching will consist of the following:
- Formal and complete lesson plan that covers 30 minutes of teaching (see rubric)
- 20- minute lesson presentations (independent activities not done in live presentation)
- One-page written self-review (after you watch the recording) of your lesson.
    o 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.

You will be graded on your one-page written self-review and the instructor completed rubric of your teaching.

Course Policies and Expectations
Attendance/Participation

Teacher candidates are expected to attend all classes. Teacher candidates may miss one class with no grade penalty. After that, 5 points will be taken off the final grade for each additional missed class. Teacher candidates are expected to arrive on time and stay for the duration of the class. Tardiness/leaving early (more than twice) will cause 5 points to be taken off the final grade per incident.

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

95-100% = A	90-94% = A-	80-89% = B	70-79% = C	70% = F

Note: The George Mason University Honor Code will be strictly enforced. Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.**" Work submitted <u>must</u> be your own or with proper citations (see http://oai.gmu.edu/the-mason-honor-code/).

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

Class	Topic	In Class Activity	Readings and Assignment Due (for next week)
1/12	- Introduction - Syllabus Review - Research in Special Education - Evidence-based Practices - Response to Intervention - Assessment/Progress Monitoring - Designing Instruction - Instructional Delivery	- Scaffolding Instruction Class Group Work and Discussion - Teaching Presentation Sign Up	- Read Chapter 1, 2, and 3 - Complete the *Evaluating the Instructional Practice Activity* (Posted in Blackboard)

Class	Topic	In Class Activity	Readings and Assignment Due (for next week)
1/19/2017	▪ Applied Behavior Analysis ▪ Cognitive Strategy Instruction	▪ Evaluating the Instructional Process Presentations/ Discussion ▪	▪ Read Chapter 4 ▪ Complete the *Apply the Concept- Cognitive Strategy* Activity (Posted in Blackboard)
1/26/2017	▪ Guest Speaker ▪ Managing Behaviors ▪ Positive Behavior ▪ Functional Behavior Assessment	▪ Cognitive Strategy Activity Discussion	▪ Read Chapter 5 ▪ Complete the *Apply the Concept-Behavior* Activity
2/2/2017	▪ Guest Speaker ▪ Co-teaching and Collaboration	▪ Apply the concept discussion	▪ Read Chapter 6 and 7 ▪ Apply the Concept- Co-teaching and Collaboration
2/9/2017	▪ Oral Language and Reading	▪ Apply the concept discussion ▪ Group 1 (Reading)- Teaching Presentations	▪ Read Chapter 8 and 9 ▪ Apply the Concept- Oral Leaning and Reading
2/16/2017	▪ Writing and Spelling ▪ Content Area Vocabulary	▪ Concept discussions ▪ Group 2 (Writing or Vocabulary)- Teaching Presentations	▪ Read Chapter 10 ▪ Apply the Concept- Content Area Vocabulary
2/23/2017	▪ Assessing and Teaching Mathematics	▪ In class Concept Activity ▪ Group 3 (Math)- Teaching Presentations	▪ Work on SAP Project ▪ Schedule meeting with instructor for additional support (if needed)
3/2/2017	Virtual Class- SAP Project Work Session	N/A	Get ready for presentations…We are almost done! ☺
3/9/2017	SAP Project Presentations		

Assessment Rubric(s)

Strategy Application Project Rubric

PART 1: Summary of Research Article (10 points)	
Background information and purpose	**/1**
Participants and setting	**/1**
Materials	**/1**
Description of intervention/strategy	**/3**
Dependent measures	**/2**
Results	**/2**
PART 2: Your Methods Section (10 points)	
Specific description of participant • Pseudonym, age, grade, sex, disability category, areas of need, etc.	**/1.5**
Setting of the intervention • When and where did you meet with the student? • How often and how long were the sessions?	**/1.5**
Materials • List and describe all specific materials used during the intervention. • Did you use the same materials used in the research article or did you make adaptations?	**/2**
Intervention • What did you actually do? • How did you implement the strategy with the student? • Did you use the same procedures in the research article or did you make adaptations?	**/4**
Dependent measures • How did you evaluate or measure student progress?	**/1**
PART 3: Your Results and Evaluation Section (15 points)	
Results • What happened as a result of the intervention? • Did the student progress? How do you know? • If possible, include graph of student progress.	**/5**
Results comparison • Compare your results to those found in the original research article. • Describe similarities or differences.	**/2.5**
Evaluation • Provide insights into why you may have obtained your findings. • Could you adapt this strategy for other age, grade, and/or ability levels? If so, describe how this could be done.	**/5**
Personal reflection	

• Did you like using this strategy and think it was effective? • Would it be easy for teachers to implement in the inclusive classroom? • Provide a rationale for your opinion using evidence from class discussions, readings, and/or personal experience.	**/2.5**
OVERALL QUALITY OF WRITING (5 points)	
APA Style • Correct use of APA 6th edition format • Free of spelling and grammatical errors and typos • Complete references page with *at least 2 sources* correctly formatted	**/5**

Simulated Teaching Rubric

Lesson Component	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 measurable 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 measurable 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 and old 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

Lesson Component	Exemplary (3)	Meets Standard (2)	Needs Revision (1)
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 than 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 or 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 complimenting 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
Self-reflection	Self-reflection includes a review of each of the lesson components and a discussion of areas of improvement	Self-reflection includes a review, but limited discussion of areas of improvement.	Self-reflection not completed