



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

Summer 2017

EDSE 428 A01: Elementary Reading, Curriculum, Strategies for Students Who Access the  
General Education Curriculum  
CRN: 42207, 3 – Credits

<b>Instructor:</b> Ms. Nichole MacVittie	<b>Meeting Dates:</b> 5/22/2017 – 6/24/2017
<b>Phone:</b> Phone appointments may be scheduled via email.	<b>Meeting Day(s):</b> Monday, Wednesday, Friday
<b>E-Mail:</b> npricket@gmu.edu	<b>Meeting Time(s):</b> 7:00 pm - 10:00 pm
<b>Office Hours:</b> By appointment	<b>Meeting Location:</b> Fairfax, R B218
<b>Office Location:</b> Finley 100	<b>Other Phone:</b> 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.

**Prerequisite(s)** None

**Co-requisite(s)** None

**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. Note: Field experience required.

**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**

*In-person.*

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. 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 teacher candidates/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.

### **Required Textbooks**

Vaughn, S., & Bos, C. S. (2015). *Strategies for teaching students with learning and behavior problems* (9<sup>th</sup> ed.). Boston, MA: Pearson Education, Inc. ISBN: 9780133570731

### **Recommended Textbooks**

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

### **Required Resources**

Laptop computer, tablet, and/or smartphone for some class sessions as well as additional readings as assigned by the instructor.

### **Field Experience Requirement**

This course includes a field experience component. All EDSE students must complete an online form to indicate how your field experience placement will be arranged. If you are a full-time contracted school system employee, you may complete your field experience at your workplace. If you are not a full-time contracted school system employee, the Special Education department will arrange a placement for your field experience. You will complete a form (virtually) that will be emailed to you.

### **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 and/or Examinations**

#### **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.)**

The Performance-based Common Assignment for EDSE 428/628 is the Strategy Application Project (SAP). This assignment is standard to all sections of EDSE 428/628. See the syllabus section below for more details.

#### **Other Assignments/Fieldwork Experience**

***For all course assignments:*** A teacher candidate/student may not use projects, data, or material generated in and submitted for credit in another course or generated by another individual. Violations will result in a grade of ZERO (0) for the assignment.

#### **1. Attendance and Participation (15% of final grade)**

See policies about attendance and participation in the next syllabus section “Course Policies and Expectations”. The expectations must be met to earn attendance and participation points.

At the end of each class session, the candidate writes a “take away” statement that identifies a learning connection/awareness about material in that class session, including WHY that connection personally is relevant (that is, the comments go beyond a simple retelling of information). This reflection will be submitted electronically at the end of class (the last 5 minutes of class time is devoted to the activity).

#### **2. Chapter Quizzes to Guide Reading (10% of final grade)**

This process allows candidates to practice a “during reading” strategy that assists readers in successfully gleaning information from print materials ([http://www.readingrockets.org/strategies/reading\\_guide](http://www.readingrockets.org/strategies/reading_guide)). A reading guide in the form of a quiz is used to emphasize some of the key points in the assigned reading. The quiz is completed outside of class while reading the assigned

chapters. Specifics of the quiz/reading process will be outlined and discussed in the first class. The purposes of the quizzes are to:

- Direct attention to important ideas in the reading material,
- Assist in review of chapter Learning Outcomes (stated at the beginning of each chapter),
- Highlight for the candidate areas of overall mastery of chapter concepts, and
- Identify those concepts needing further study and review.

### **3. Responses to Resources (20% of final grade)**

The candidate responds to designated videos, IRIS modules, or readings. Different resources have different response prompts. Examples and further directions will be shared in class. For all Responses to Resources assignments, use the specific response template on Bb that corresponds to each assigned resource.

For the IRIS modules, students are expected to:

- Work through all pages in each IRIS module (except when only specific pages are noted on the course calendar for that assignment) and
- Come to class prepared to discuss and apply module content.
- **NOTE:** Be sure to use the provided response template for IRIS modules. It is not necessary (not required) to write responses to the Initial Thoughts and Assessment prompts within each IRIS module.

### **4. Team Presentation on a Course Topic (25% of final grade)**

Each candidate participates on a team that develops and leads a group presentation. The presentation focuses on topics addressed in EDSE 628. The topics correspond to content in the course syllabus.

The presentation takes course participants into further exploration of the topic by going more deeply into information presented in class and in the course text and by bringing other relevant information and resources to light. It is not a review lecture of factual information in the course text or other required resources. The purposes of the presentation and its activities are:

- To assist class members in processing and applying principles of instruction for that content.
- To experience activities during which presenters model evidence-based teaching practices.
- To facilitate participants in practicing evidence-based strategies that classroom students would use to master content.
- To expand our repertoire of teacher practices and learner strategies learning beyond those focused upon in the required course materials.

The presentation team members are responsible for working as a group to develop and then lead the class in learning experiences that include active participation by classmates. Assume that course members have read the course materials to date and are familiar with course content. Time allocation will be

determined by the professor and is based on the size of the teams (influenced by class membership and on the content focus).

The presentation focuses on assisting participants in gaining understanding of and confidence in implementing verified teaching practices and learning strategies through demonstration and participatory application activities such as: modeling; guided practice strategy steps; role playing student-teacher interactions; reacting to a case study/scenario; observing a video or live skit (e.g., of a demonstration and debriefing about the strategy and instructional practices; using/exploring/creating related artifacts (e.g., materials scaffold; summary chart; thinking map; graphic organizer).

Specific resources and strategies will be required by the instructor—these will be discussed with the presentation team or a team representative. The group members identify additional strategies for mastering key content that are verified as effective learning procedures (evidence-based, scientifically-based, or research-based practices). Sources, in addition to the course materials (including the text and course Bb items), may include the Pearson text resources, professional journals, and materials in the Kellar and Fenwick libraries. The professor is available upon request for consulting about the team's presentation plans. The presentation must include:

- At least two examples of how thinking maps may be applied to elementary student learning and/or to the EDSE 628 participants' learning in the area of focus. The thinking maps must differ from one another. One thinking map must be a tree map, brace map, multi-flow map, bridge map (with relating factor), or double-bubble map. Other graphic organizers also may be included, but are not required.
- Examples of using content, material, and/or task scaffolds (at least two different types) as defined in the associated IRIS module, for mastering the strategy and/or academic content.
- Additional resources used throughout to support taking notes and processing information. Samples will be brought to class.

The materials used and shared must be done in compliance with copyright regulations.

All materials/documents and any PowerPoint presentations used as part of the chapter presentation are due to the professor electronically via the Bb drop box by the start of class the day of the presentation. Please combine as many features into as few documents as possible (while also considering what makes sense to group together). The professor later may post these to the class Bb site.

Following completion of the presentation, the team evaluates the presentation by assigning points earned on the assessment matrix and writing a statement of supporting evidence for each section on the matrix. Additionally each team member writes a concise but substantive reflection on what the individual gained from the assignment related to the course goals. The team and individual self-

assessments are due by noon the Sunday following the presentation via both the Blackboard drop box and to the professor via GMU email.

#### **4. Performance-based Common Assignment: Strategy Application Project (30% of final grade)**

The Strategy Application Project (SAP) is the Common Assignment for EDSE 628 across all sections of the course. The EDSE 628 candidate 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 of self-sufficient implementation by the student (student self-direction in use of the learning strategy). The student who is the subject of the project may be a secondary student; however, the strategy should be one that is applicable to mastering the elementary (K-6) curriculum (for possible exceptions, consult with the professor).

The strategy must be a research-validated approach for mastering knowledge or skills in elementary level reading, language arts (including oral language expression and writing), mathematics, science, or social studies. This may include strategies for vocabulary development or memory or metacognition as specifically applied to mastering content in reading, language arts, mathematics, science, or social studies. In all case, the strategy is one appropriate for use with students working at the elementary level. The teaching methodology follows the Self-Regulated Strategy Development (SRSD) process for teaching a strategy to a student and monitoring student progress. The EDSE 628 candidate uses curriculum-based measure (CBM) or, upon consultation with the professor, another means of data collection, to record the student subject's progress.

**NOTE:** The strategy used in the EDSE 628 project *may not be one to improve student behavior*. Additionally, curriculum-based measurement (CBM) is used to monitor the progress of the student subject of the project and as such, CBM is not the focus strategy of the project.

If you have difficulty finding a K-12 student for this assignment, GMU's Field Experience Office can assist in placing GMU candidates at school sites. If this is the case, the professor will inform you on how to proceed.

The study is conducted during the current semester.

The following are steps for completing the Strategy Application Project. The written project paper is presented in APA format.

A. Create an abstract of the EDSE 628 candidate's project that precedes the main body of work. The abstract for the paper clearly and succinctly describes the Strategy Application research (not the research on which the project is based). An abstract includes 4 components:

- The main objective and rationale of the project (which strategy is being used to achieve what academic purpose for which student subject).

- A brief statement about the student subject and summary of the methods used to accomplish the objective (implementation conditions and timeframe; use of the SRSD model for instruction; data collection method).
  - The project's results.
  - Conclusions about the implications of the project.
  - **NOTES:** You cannot complete the abstract until you finish the strategy instruction / application data collection, interpret the results, and determine implications of the study.
  - The abstract follows formatting rules that differ from the body of the paper (e.g., single paragraph; not indented; 150-250 words). Be sure to consult sources that are reliable regarding APA formatting.
- B. Introduce the student subject of the study.
- Provide demographic/background information related to the study.
  - State the academic area of focus (content and topic) of this study and give a rationale for selecting it as the instructional emphasis.
  - Discuss the effects exceptional conditions can have on learning in this content area. Verify statements by citing professional sources.
- C. Describe the selected strategy for the project.
- Introduce the specific strategy by name (states the full name and then, if relevant, provides the acronym or common name).
  - Explain the strategy's specific purpose and/or intended outcomes.
  - Provide a rationale for why the strategy is appropriate for this particular student subject.
  - Recommend accommodations for using this strategy with the student subject, if appropriate.
  - State conditions and materials needed to successfully teach the strategy, including tips for implementation.
  - List the specific, detailed steps of the strategy (not the SRSD model). These steps are presented in a numbered sequence that acts as a task scaffold for someone who wishes to be guided, step-by-step, through using the strategy. The detailed steps include a description of any materials the student might use when applying the strategy.
- D. Present the implementation of the Self-Regulated Strategy Development (SRSD) model.
- Introduce:
    - The use of SRSD as the model of instruction used for this project.
    - The implementation parameters (setting; teacher: student ratio; session lengths; overall timelines; etc.).
    - The log to follow that details how each step of the SRSD model was followed to teach the strategy to the student subject.
  - Display the completed Self-Regulated Strategy Development (SRSD) Lesson Guide, the template for which is a provided course resource in table format. The SRSD Lesson Guide serves as a modified lesson plan with the discrete actions and materials used in a numbered list. The SRSD Lesson Guide is a record of:



- The baseline data that was collected for 3 trials prior to the strategy instruction. (In some situations, depending on the student subject and the focus of instruction, the conditions for collecting baseline data may be different. If this is the case or if you have questions, please consult with the professor.)
  - How each step of the SRSD model was followed. The left column lists the SRSD step while the corresponding right column lists the actions taken by the EDSE 628 candidate to carry out with the student subject that SRSD step. The detail in the right column includes the discrete actions taken in a numbered list and notes what materials were used.
  - The post-assessment data collected.
- E. Display, analyze, and discuss the findings, citing specific evidence, including:
- An appropriate curriculum based measurement (CBM) graph of data (or alternative, as per consultation with the professor) and any accompanying charts, tables, and figures. (If you have not taken EDSE 627 Assessment, refer to resources in the CBM folder in the class Bb site Additional Resources folder.)
  - Evaluation of the effectiveness, including:
    - How these results compared to expectations based on the research and
    - Consideration of influencing factors (e.g., student prior knowledge; level of instructional materials; suitability of the number of sessions implemented over the time frame for the course project; the continuity of instruction, such as interruptions due to student absences).
- F. Make recommendations for next steps for instruction (e.g., additional uses of the strategy; next instructional steps; changes to accommodations for this student).
- G. Reflect on the relevance of the project to personal professional growth. (What knowledge and insights did you gain from this experience?)
- H. Provide a list of references for the paper's citations in APA format.
- I. Attach relevant appendices, including: a copy of any instructional tool/aid used/created for implementation and samples (evidence artifacts) of student work that show application of the strategy.

The organization of the paper should be logical and promote “flow” for the reader. The EDSE 628 candidate is expected to communicate with clarity, precision, and engagement. The project paper should reflect undergraduate school level conception and execution and use current APA format throughout the paper and in the reference list.

The following is an example of structure for the paper. The correlated item(s) from the list above are noted in parentheses.

Abstract (item A; An abstract is printed on its own page, separate from the start of the paper—see APA for abstract guidelines.)

Section I: The Student Subject (item B)  
Section II: The Strategy (item C)  
Section III: Study Implementation (item D)  
Section IV: Results (item E)  
Section V: Recommendations (items F)  
Section V: Personal Professional Connections (item G)  
References (item H)  
Appendix/Appendices (item I)

## **Course Policies and Expectations**

### **Attendance/Participation**

Class attendance/participation is an important part of this class due to the compacted schedule and foundational nature of the information learned through the course. Students are expected to arrive on time, participate in all class discussions and activities, work cooperatively, turn in high-quality assignments, and stay until the end of class. If you are unable to make any class session during the semester, please contact the instructor by phone or e-mail before the class session where you will be absent/arrive late/leave early. In the rare event of an emergency or severe sickness, each student is given one “grace” absence without a point penalty, as long as the instructor is notified before the class session. A second absence will result in the final grade dropping by 5 points. A third absence (including your excused absence) will result in a base grade of a C, equivalent to 79 points, from which unearned points will be deducted. Regardless of the reason for absence, the student is responsible for obtaining notes, handouts, and lecture details from another student as well as make-up activities from that class session (in-class activities, etc.). Attendance points missed without instructor contact before class cannot be made up.

### **Late Work**

All assignments should be submitted *on or before* the assigned due date (and time) as outlined in the syllabus and/or on Blackboard. In fairness to students who make the effort to submit work on time, 50% of the total assignment points will be deducted from your assignment grade for late submission(s). Extensions may be granted for extenuating circumstances by the professor in advance.

### **Grading Scale**

90 - 100% = A  
87 - 89% = B+  
80 - 86% = B  
74 - 79% = C  
70 - 73% = 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 must 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.

### Class Schedule

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

Class #/ Date	Topic	Readings Due Before Class	Assignments Due Before Class
1: Monday 5/22/17	Introduction to the Course  Review syllabus, assignments, Blackboard, text, etc.  Evidence-based practices  SRSD  Topics & Teams	Chapter 1	*Preview syllabus (major assignments and schedule), Blackboard, and fieldwork expectations.
2: Wednesday 5/24/17	<i>Chapters 1:</i> Monitoring and Teaching for Understanding  <i>Chapter 2:</i> Approaches to Learning and Teaching	Chapter 2: Read text pg. 27 to top of pg. 28; pg. 35 Stages of Learning – pg. 45 (end) of Chapter 2 “Approaches to Learning and Teaching”	*Chapter 2 Quiz (This quiz should be used to guide your reading).  *Chapter 2 Learning Theories Response  *IRIS Module (SRSD: Using Learning Strategies) Response
3:	<i>Chapter 3:</i>	Chapter 3	*Thinking Map Assignment

Friday 5/26/17	Response to Intervention & Multi-tiered System of Supports		Due  *SAP Topic & Article Due
4: Monday 5/29/17 (NO CLASS)	MEMORIAL	DAY	(NO CLASS)
5: Wednesday 5/31/17	<i>Chapter 4:</i> Managing Behavior	Chapter 4	*Chapter 4 Quiz
6: Friday 6/2/17	<i>Chapter 5:</i> Coteaching and Collaborating: Working with Professionals and Families	Chapter 5	*Chapter 5 Quiz
7: Monday 6/5/17	<i>Chapter 6:</i> Assessing and Teaching Oral Language  <i>Presentation:</i> Oral Language	Chapter 6	*Chapter 6 Quiz  *IRIS: PALS: A Reading Strategy for Grades K-1
8: Wednesday 6/7/17	<i>Chapter 7:</i> Assessing and Teaching Reading: Phonological Awareness, Phonics, and Word Recognition  <i>Presentation:</i> Phonological Awareness, Phonics, and Word Recognition	Chapter 7	*Chapter 7 Quiz  *IRIS: PALS: A Reading Strategy for Grades 2-6
9: Friday 6/9/17	<i>Chapter 8:</i> Assessing and Teaching Reading: Fluency and Comprehension  <i>Presentation:</i> Reading Comprehension	Chapter 8	*Chapter 8 Quiz

10: Monday 6/12/17	<i>Chapter 9:</i> Assessing and teaching Writing and Spelling  <i>Presentation:</i> Writing, Handwriting, and Spelling	Chapter 9	*Chapter 9 Quiz
11: Wednesday 6/14/17	<i>Chapter 10:</i> Assessing and Teaching Content Area Learning and Vocabulary  <i>Presentation:</i> Content Area Learning and Vocabulary Instruction	Chapter 10	*Chapter 10 Quiz
12: Friday 6/16/17	<i>Chapter 11:</i> Assessing and Teaching Mathematics  <i>Presentation:</i> Teaching Mathematics	Chapter 11	*Chapter 11 Quiz  *IRIS Module (High Quality Math Instruction) Response
13: Monday 6/19/17	SAP Presentations		*SAP Presentation & Draft of Paper for Peer Review Due  *All makeup assignments (or extensions) due by today!
14: Wednesday 6/21/17	SAP Presentations/ WRITING DAY	(Potentially presentations or writing day.)	*Make edits to final paper and submit by Friday.
15: Friday 6/23/17  (no in- person class)	FINAL EXAM DAY	(No in-person class... I will be available via email.)	*Strategy Application Project due on Blackboard

## 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courseessupport.gmu.edu/>.
- The 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 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/>.) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs

and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. 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://ssac.gmu.edu/make-a-referral/>.

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

## Assessment Rubric

### Performance-based Common Assignment: Strategy Application Project Rubric

<b>PART 1: Summary of Research Article (10 points)</b>	
<b>Background information and purpose</b>	/1
<b>Participants and setting</b>	/1
<b>Materials</b>	/1
<b>Description of intervention/strategy</b>	/3
<b>Dependent measures</b>	/2
<b>Results</b>	/2
<b>PART 2: Your Methods Section (10 points)</b>	
<b>Specific description of participant</b> <ul style="list-style-type: none"> <li>Pseudonym, age, grade, sex, disability category, areas of need, etc.</li> </ul>	/1.5
<b>Setting of the intervention</b> <ul style="list-style-type: none"> <li>When and where did you meet with the student?</li> <li>How often and how long were the sessions?</li> </ul>	/1.5
<b>Materials</b> <ul style="list-style-type: none"> <li>List and describe all specific materials used during the intervention.</li> <li>Did you use the same materials used in the research article or did you make adaptations?</li> </ul>	/2
<b>Intervention</b> <ul style="list-style-type: none"> <li>What did you actually do?</li> <li>How did you implement the strategy with the student?</li> <li>Did you use the same procedures in the research article or did you make adaptations?</li> </ul>	/4
<b>Dependent measures</b> <ul style="list-style-type: none"> <li>How did you evaluate or measure student progress?</li> </ul>	/1
<b>PART 3: Your Results and Evaluation Section (15 points)</b>	
<b>Results</b> <ul style="list-style-type: none"> <li>What happened as a result of the intervention?</li> <li>Did the student progress? How do you know?</li> <li>If possible, include graph of student progress.</li> </ul>	/5

<p><b>Results comparison</b></p> <ul style="list-style-type: none"> <li>• Compare your results to those found in the original research article.</li> <li>• Describe similarities or differences.</li> </ul>	/2.5
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Provide insights into why you may have obtained your findings.</li> <li>• Could you adapt this strategy for other age, grade, and/or ability levels? If so, describe how this could be done.</li> </ul>	/5
<p><b>Personal reflection</b></p> <ul style="list-style-type: none"> <li>• Did you like using this strategy and think it was effective?</li> <li>• Would it be easy for teachers to implement in the inclusive classroom?</li> <li>• Provide a rationale for your opinion using evidence from class discussions, readings, and/or personal experience.</li> </ul>	/2.5
<b>OVERALL QUALITY OF WRITING (5 points)</b>	
<p><b>APA Style</b></p> <ul style="list-style-type: none"> <li>• Correct use of APA 6<sup>th</sup> edition format</li> <li>• Free of spelling and grammatical errors and typos</li> <li>• Complete references page with <i>at least 2 sources</i> correctly formatted</li> </ul>	/5

***Other rubrics will be posted to Blackboard.***