



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

Fall 2017

EDSE 628 630: Elementary Reading, Curriculum, Strategies for Students Who Access the
General Education Curriculum
CRN: 82199, 3 – Credits

Instructor: Dr. Kelley Regan (Co-Teaching with Ms. Gisselle Brown)	Meeting Dates: 09/14/17 – 11/16/17
Phone: 703-993-9858	Meeting Day(s): Thursday
E-Mail: kregan@gmu.edu	Meeting Time(s): 5:00 pm - 9:00 pm
Office Hours: by appointment	Meeting Location: Off-campus/Woodson HS
Office Location: Finley Building Room 201B	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.

Prerequisite(s) None
Co-requisite(s) None

Course Description

Applies research on instructional approaches in elementary curriculum for individuals with disabilities accessing general education curriculum. Includes curriculum and instructional strategies in reading, language arts, mathematics, science, social studies; cognitive strategies in study skills; attention and memory; and peer-mediated instruction. Note: Field experience required. Offered by Graduate School of Education. May not be repeated for credit.

Registration Restrictions:

Enrollment limited to students with a class of Graduate or Senior Plus.

Enrollment is limited to Graduate or Undergraduate level students.

Schedule Type: Lecture

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, 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

Mastropieri, M. A., & Scruggs, T. E. (2018). *The Inclusive Classroom: Strategies for Effective Differentiated Instruction* (6th Ed.). Upper Saddle River, NJ: Pearson. ISBN 9780134716138

Archer, A. & Hughes, C. (2010). *Explicit Instruction: Effective and Efficient Teaching* (1st Ed.). Guilford Press. ISBN 9781609180416. (Chapters 4 & 8 ONLY)

Recommended Textbooks

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

Required Resources

Throughout the semester, we will be using Blackboard and we will be accessing several websites during class sessions and outside of class sessions. Please bring a laptop to class if able.

Additional Readings

Throughout the semester, additional reading assignments may be provided. You will need to login to the George Mason University Library to download these articles.

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 and/or Examinations

Performance-based Assessment (Tk20 submission required)

N/A

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

Strategy Application Project (SAP)

I. Strategy Application Project (SAP) (45 points)

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

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

NOTE: The strategy used in the EDSE 428/628 project may not be one to improve student behavior. To achieve these standards through the Common Assignment, students:

1. Find in a professional, peer-reviewed journal (e.g. Learning Disabilities Research and Practice; Behavioral Disorders; Exceptional Children; Intellectual and Developmental Disabilities; Journal of Special Education); at least one research article that focuses on implementation of a specific evidence-based, scientifically-based, or research-based strategy with elementary students with mild disabilities.
2. Read the article(s) with the purpose of comprehending, then implementing use of the strategy;
3. Discuss how the strategy supports this content mastery;

4. Discuss relevant information about the student subject that verifies the appropriateness of teaching the student to use the strategy (DO NOT use any student names, however, provide a brief description of the class, school, and students using pseudonyms);
5. Describe implementation considerations, especially accommodations that may be made to assist students in using the strategy;
6. Collect baseline data prior to strategy instruction;
7. Implement the strategy with (a) student(s), using explicit steps that can be repeated by another person (consider SRSD approach), in 5 (at a minimum) to 10 instructional sessions of 15-30 minutes each. (NOTE: the number of sessions and the amount of time per session varies appropriately according to the student and the strategy.)
8. Collect and analyze data on student progress; Explain how you measured student progress
9. Make recommendations for further instruction;
10. Reflect on what the researcher (you, the EDSE 428/628 student) learned through the assignment about the student and about your teaching.

A description of the above will be presented in a paper format.

Guiding Headers for the Strategy Application 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 of Instruction you followed
- E. Results
- F. Evaluation/Discussion

Rubric

1. Cite the article. For the citation of the article use APA format. **(5 points)**
2. Provide a Written Summary of the research article. Do not simply copy the abstract, but rewrite in your own words what was undertaken in the study. Your summary will probably be one to two pages double-spaced. **(10 points)**
3. The intervention/strategy that you used should then be described first in detail here with any and all materials described. Provide a rationale as to why the strategy is appropriate for this particular student. **(5 points)**
4. Then...lead into a detailed description of the procedures and methods that occurred during YOUR application of the strategy. The steps followed to teach the student how to apply the strategy. Please make note as to how you amended the procedures/materials/ or made accommodations for using the strategy. 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. **(5 points)**
5. 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. A table or graphs are acceptable in addition to a narrative description. **(10 points)**
6. Then, evaluate and provide some insights as to why you might have obtained the findings. How do the results compare to your expectations? What do you feel influenced the results, if

anything? Could you adapt the strategy for students with other disabilities/needs and/or grade levels 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. (5 points)

7. APA format is used accurately; Free of grammatical errors and typos (5 points)

Field Experience Requirement

A field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or tutor. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THIS COURSE.

1. **Complete the online EDSE Field Experience form.** This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the form, regardless of whether you need assistance in locating a field experience placement or not. This information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

If you are arranging your own field experience because you are a full-time contracted school system employee and will complete the field experience at your worksite, you will be asked to specify the school at which you will be completing the field experience.

If you request a field experience placement to be arranged, you will receive information via your GMU email account about your assigned internship placement from the Clinical Practice Specialist in the College's Educator Preparation Office (EPO). Check your GMU email regularly for important information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement.

2. **View the EDSE Field Experience Introduction presentation.** On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes important information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.
3. **Document your field experience hours.** Your instructor will provide you with access to field experience documentation forms to use. There are two different field experience documentation forms – one for those completing

field experience at their worksite and one for those completing field experiences in other classroom settings (e.g., GMU arranged a placement for you). Use the form that is most appropriate for your field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

4. **Complete the field experience end-of-semester survey.** Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about important features of your field experience placement.

Other Assignments

II. Attendance and Participation (1 point per class session – 10 points total)

Class attendance/participation is an important part of this class due to the compact schedule and foundational nature of the information learned through the course. Class attendance and participation is demonstrated by being psychologically available to learn, completing and handing in weekly class assignments, and participating in class discussions/activities throughout the semester. 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. Points are positively impacted by thoughtful contributions made in class, listening to the ideas of other peers, respectively, and demonstrating an enthusiasm for learning. Also, please display digital etiquette during class sessions. Use of laptops may be used to observe the class PowerPoint/materials, specifically.

Each class (10 sessions; points earned if assigned tasks are completed): .25 = prompt; .25 = psychologically invested, prepared, and present; .5 = participation, thoughtful contributions, completed in-class assignments).

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.

III. IRIS Modules (10 points each; there are three total)

<https://iris.peabody.vanderbilt.edu>

For the IRIS modules, students are expected to:

- Work through all pages in each IRIS module and
- Come to class prepared to discuss and apply module content.
- A specific response template will be provided for each IRIS module assignment. This will be clarified and provided IN CLASS. It is not necessary (not required) to write responses to the Initial Thoughts and Assessment prompts within each IRIS module.

IV. Lesson Plans (10 points each; there are two)

Each lesson plan will be evaluated using a rubric that will be developed collaboratively in class session #2. The lesson plan will include elements of explicit instruction. The first lesson plan to be evaluated will be developed in pairs or small groups. This will focus on learning objectives from language arts. The second lesson plan will be completed individually and will focus on learning objectives from the content areas. These lesson plans will be used for teaching peers in the class in a simulated exercise that will reinforce our skills of explicit instruction. More specific directions for the lesson plan assignments and the rubric will be provided in class.

V. Strategy Application Presentation (10 points)

A complete description of this assignment and a rubric will be provided in class following discussions as to what will be the best format to use for our class.

Course Policies and Expectations

Attendance/Participation

Your attendance, participation, and effort for each class session of EDSE 628 are collectively a part of your commitment to your learning. As teachers you provide an experience for your students to be a community of learners. As graduate students, you are also a part of this community of learners. Within this professional community, you have a responsibility to yourself and to each other to:

- Be on time for each class
- Be prepared for each class by having any assignments done before the start of class
- Complete written copies of assignments in an appropriate format (typed, double spaced, written using APA format, reviewed for spelling/grammar, proofread)
- Demonstrate respect and consideration for all individuals in our community of learners
- Participate meaningfully

Late Work

All assignments must be submitted on or before the assigned due date. In fairness to students who make the effort to submit work on time, 5% of the total assignment points will be deducted each day from your grade for late assignments.

Grading Scale

100 – 95 A
90 – 94 A-
89 – 86 B+
85 – 80 B
79 - 77 B-
76 – 73 C
<73 F

Requirement	Possible Points	My Points
Participation/Attendance	10	
Strategy Application Project (SAP)	45	
Iris Modules #1	5	
Iris Module #2	5	
Iris Module #3	5	
Lesson Plan #1 (Language Arts)	10	
Lesson Plan #2 (Math/Science/History)	10	
SAP presentation	10	

TOTAL 100

*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	Topic	Before the Next class, I need to:	My notes....
Class 1; 9/14	REVIEW SYLLABUS, TEXTS, and BLACKBOARD Overview of Expectations/Assignments; Pre-test Evidence-Based Practices Explicit Instruction Review Methods & Strategies Teaching Objectives	Read over Chapter 6 (Effective Differentiated Instruction for All Learners) Complete Module #1 of IRIS The IRIS Center. (2014). <i>Evidence-Based Practices (Part 1): Identifying and Selecting a Practice or Program</i> . Retrieved from https://iris.peabody.vanderbilt.edu/module/ebp_01/	
Class 2; 9/21	Effective Differentiated Instruction for all Learners...Looks Like? Components of an Effective Lesson EI elements – checklist Self Regulated Strategy Development	Read EI Chapter 4 - come to class with SOL teaching objective of a rule Read Mastropieri & Scruggs Chapter 12 Find research article with strategy investigated for <i>signature assignment</i> and bring to (or send electronically) ME for approval by Class 3, 10/05.	
Class 3; 9/28	Assessment Review of Running Records, miscue analysis Curriculum-Based Assessments (CBA) Accommodations/Modifications Lesson Development and Teaching Day 1 (BRING COMPUTERS TO CLASS)	Read Mastropieri & Scruggs Chapter 13	
Class 4; 10/05	Literacy Part I: Decoding, Fluency, and Comprehension - Overview of Five Domains Direct Instruction, reading strategies, Word Sorts; Elkonin Boxes; *Demo experience charts and literature circles	Read Mastropieri & Scruggs Chapters 10 and 15 Lesson Plan #1 Due 10/12	
Class 5; 10/12	Vocabulary/Literacy in the Content Areas *mnemonics *CAPS *Think Aloud *Meta Cognition Demo *Read Aloud demo (FQC) *QAR (Question/Answer Relationship) strategy *Teacher language and questioning techniques * Graphic Organizers; Semantic Maps Lesson Development and Teaching Day 2 (BRING COMPUTERS TO CLASS)	Complete Iris Module # 2 The IRIS Center. (2006). <i>Improving writing performance: A strategy for writing persuasive essays</i> . Retrieved on [month, day, year] from https://iris.peabody.vanderbilt.edu/module/pow/	

Class 6; 10/19	<p>Writing instruction Complexity of Writing Spelling Instruction Handwriting /Technology *Self-Regulated Strategy Development (SRSD) Approach</p> <p>Lesson Development and Teaching Day 3 (BRING COMPUTERS TO CLASS)</p>	<p>Read Mastropieri & Scruggs Chapter 14</p> <p>Lesson Plan #2 Due 10/26</p>	
Class 7; 10/26	<p>MATH – principles of math instruction ; NCTM *C-R-A</p> <p>Math materials and manipulatives Evaluate math materials, design effective strategies for teaching math to students with disabilities.</p> <p>Lesson Development and Teaching Day 4 (BRING COMPUTERS TO CLASS)</p>	<p>Complete Module #3 of IRIS The IRIS Center. (2008). <i>PALS: A reading strategy for grades 2–6</i>. Retrieved from https://iris.peabody.vanderbilt.edu/module/pals26/</p> <p>Read Mastropieri & Scruggs Chapter 9</p>	
Class 8; 11/02	<p>*Peer Tutoring and *Cooperative learning strategies</p>	<p>Read EI chapter 8: Providing Appropriate Independent Practice</p> <p>Bring Student DATA from SAP to class next week</p>	
Class 9; 11/09	<p>Review Data</p> <p>Components of Explicit Instruction Revisited – Indep. Practice</p>	<p>Finalize SAP for next week</p>	
Class 10; 11/16	<p>SAP DUE TODAY! Strategy Application Presentations</p>		

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 turned off 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/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>.

Appendix

Assessment Rubric(s)

See this syllabus for Rubric pertaining to the common assignment for this course. The SAP.