



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

Spring 2018

EDSE 428 001: Elementary Reading, Curriculum, Strategies for Students Who Access the  
General Education Curriculum  
CRN: 10222, 3 – Credits

<b>Instructor:</b> Dr. Sarah Nagro	<b>Meeting Dates:</b> 01/22/18 – 05/16/18
<b>Phone:</b> (703) 993-1747	<b>Meeting Day(s):</b> Monday
<b>E-Mail:</b> snagro@gmu.edu	<b>Meeting Time(s):</b> 4:30 pm - 7:10 pm
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> Fairfax, KH 17
<b>Office Location:</b> Fairfax, Finley 222	<b>Other Phone:</b> 716-572-4315 (cell)

\*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. Offered by Graduate School of Education. May not be repeated for credit.

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**

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

### **Course Delivery Method**

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

### **Learner Outcomes**

Upon completion of this course, teacher candidates/students will be able to:

1. Describe elementary level intervention research and the associated issues in intervention research as applied to individuals with mild disabilities;
2. Identify and describe elementary level evidence-based curriculum and strategies for teaching reading, language arts, math, science, social studies, and social skills for individuals with mild disabilities;
3. Identify and describe elementary level evidence-based cognitive strategies in self-regulation and metacognition, study skills, attention, memory, and motivation for individuals with mild disabilities;
4. Identify and describe elementary level evidence-based strategies for peer mediation, including peer tutoring and cooperative learning, for individuals with mild disabilities;
5. Develop and plan curriculum instruction inclusive of effective evidence-based strategies that correspond with the Virginia Standards of Learning.
6. Implement an evidence-based strategy in one of the following areas: reading, language arts, math, science, social studies, mediation, peer tutoring, or cooperative learning.

### **Course Relationship to Program Goals and Professional Organizations**

This course is part of the George Mason University, Graduate School of Education (GSE), Special Education Program for teacher licensure in the Commonwealth of Virginia in the special education areas of Special Education: Students with Disabilities who Access the General Curriculum K-12. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization, as well as those established by the Interstate Teacher Assessment and Support consortium (InTASC). The standards addressed in this class include CEC Standard 2: Learning environments (InTASC 3) & CEC Standard 5: Instructional planning and strategies (InTASC 7,8).

### **Evidence-Based Practices**

This course will incorporate the evidence-based practices (EBPs) relevant to elementary curriculum learning strategies, constructing effective lessons, designing instructional procedures.

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. 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.

Archer, A.L. & Hughes, C.A. (2010). *Explicit instruction: Effective and efficient teaching* (1<sup>st</sup> ed.). New York: Guildford Press. ISBN-13: 978-1609180416 (Chapters 4 and 8 only)

### **Recommended Textbooks**

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

### **Required Resources**

Laptop computer, tablet, or smart phone for some class sessions (something with video-recording capabilities).

### **Additional Readings**

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

### **Course 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.)**

Strategy Application Project

#### **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.

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**

See all assignments listed in the schedule below and directions and grading rubrics included in blackboard

## **Course Policies and Expectations**

### **Attendance/Participation**

#### *Attendance:*

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

#### *Participation:*

Class participation all class activities are essential to the instructional process. I value student participation, professionalism, promptness, and remaining for the entire class period. Attendance points are earned for each class to emphasize the importance of engaging in the learning activities and educational environment of the course. Attendance will be maintained through the artifacts students produce during class through group and individual work. For full attendance credit during each class, students must not only attend the full class session, but actively participate, work cooperatively, and turn in high quality class products. Frequently missing class time at the beginning or end of class will result in a lower grade.

#### *Professionalism:*

Students should follow basic classroom etiquette in regards to respectfully interacting with peers and the professor as well as maintaining a positive learning environment free from external

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

### Late Work

#### *Late Work*

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

#### *Incomplete Grades:*

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

### Grading Scale

<b>Assignments</b>	<b>Due Dates</b>	<b>Possible Points</b>
<b>Participation &amp; Professionalism</b>	completed in class	<b>30</b>
<b>Independent Activity 1</b>	<b>2/12 4:30 pm</b>	<b>5</b>
<b>Math Unit Overview</b>	<b>4/6 11:59 pm</b>	<b>25</b>
<b>Independent Activity 2 (IRIS Module)</b>	<b>4/9 4:30 pm</b>	<b>5</b>
<b>Science Activity with Pyramid Planning (Group)</b>	<b>4/23 4:30 pm</b>	<b>10</b>
<b>Simulated Teaching &amp; After Action Reviews x3</b>	completed in class	<b>30</b>
<b>Strategy Application Project (SAP)</b>	<b>4/30 4:30 pm</b>	<b>70</b>
<b>Final Presentation</b>	<b>4/30 4:30 pm</b>	<b>25</b>
<b>Total Course Points</b>		<b>200</b>

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

A = 95-100%	A - = 90-94%	B+ = 86-89%	B = 80-85%	B- = 77-79%	C= 73-76%	D = 72-65%	F = < 65%
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\*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 <https://catalog.gmu.edu/policies/honor-code-system/>).

### Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

### Class Schedule

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

Date	Topics to Cover	Completed Readings	Assignments
Week 1 1/22	<ul style="list-style-type: none"> <li>• Introductions</li> <li>• Course Overview</li> <li>• Email Policy</li> </ul>		(Pre-test on key topics in class)
Week 2 1/29  Last Day to Add	<ul style="list-style-type: none"> <li>• Reviewing the Effects of High Incidence Disabilities on Student Learning</li> <li>• Reviewing Key terms:               <ul style="list-style-type: none"> <li>○ IEP, 504, RTI, MTSS</li> </ul> </li> </ul>	Chapters 1 & Chapter 3	
Week 3 2/5  (CEC conference in Tampa)	<p><b>No Face-To-Face Class</b></p> <ul style="list-style-type: none"> <li>• Research-2-Practice CEC Podcast “Using Whole-Group Strategies to Engage All Students” <a href="http://pubs.cec.sped.org/using-whole-group-strategies-to-engage-all-students/">http://pubs.cec.sped.org/using-whole-group-strategies-to-engage-all-students/</a></li> <li>• Progress Monitoring &amp; Formative Assessment</li> <li>• Curriculum Based Measures Fuchs Webinar <a href="http://iris.peabody.vanderbilt.edu/moodle/gpm/cresource/q1/p03/">http://iris.peabody.vanderbilt.edu/moodle/gpm/cresource/q1/p03/</a></li> </ul> <p>**A supplementary PowerPoint with picture examples and concepts and resources from the readings and presentations is in Blackboard in the Class 3 folder</p>	Chapter 2  Cornelius, K. E. (2013). Formative assessment made easy: Templates for collecting daily data in inclusive classrooms. <i>TEACHING Exceptional Children</i> , 45(5), 14–21.  Nagro, S. A., Hooks, S. D., Fraser, D. W., & Cornelius, K. E. (2016). Whole-group response strategies to promote student engagement in inclusive classrooms. <i>TEACHING Exceptional Children</i> , 48(5), 243-249. doi:10.1177/0040059916640749	<p><b>Independent Activity 1</b></p> <p>After completing all the readings and watching all the presentations and watching all the presentations, choose two of the three presentations from today’s class to compare and contrast them. Use a graphic organizer of your choosing to organize your thoughts. Upload your work to Blackboard under Independent Activity 1 in the Assignments tab before next class.</p>
Week 4 2/12	<ul style="list-style-type: none"> <li>• Universal Design for Learning (UDL)               <ul style="list-style-type: none"> <li>○ <a href="http://www.udlcenter.org/">http://www.udlcenter.org/</a></li> </ul> </li> </ul>	Babkie, A. M. (2006). 20 ways to ... Be proactive in managing classroom	<b>Independent Activity 1</b> -due prior to class – upload to Blackboard

	<ul style="list-style-type: none"> <li>○ <a href="http://www.ttacnews.vcu.edu/2010/01/universal-design-for-learning-helps-reduce-challenging-behavior/">http://www.ttacnews.vcu.edu/2010/01/universal-design-for-learning-helps-reduce-challenging-behavior/</a></li> <li>● Managing Behavior through Instruction <ul style="list-style-type: none"> <li>○ Proactive vs Reactive</li> </ul> </li> </ul>	<p>behavior. <i>Intervention In School &amp; Clinic</i>, 41(3), 184-187.</p> <p><b>What is UDL?</b>  <a href="http://www.udlcenter.org/aboutudl/whatisudl">http://www.udlcenter.org/aboutudl/whatisudl</a></p> <p><b>The Three Principles of UDL</b>  <a href="http://www.udlcenter.org/aboutudl/whatisudl/3principles">http://www.udlcenter.org/aboutudl/whatisudl/3principles</a></p>	
<p>Week 5 2/19</p> <p>(2/23 is last day to drop)</p>	<ul style="list-style-type: none"> <li>● Evidence-Based Practices for Teaching Literacy <ul style="list-style-type: none"> <li>○ Review 5 pillars of literacy</li> <li>○ Foundations of Language Development</li> </ul> </li> </ul>	<p>Chapters 6, 7, 8</p>	<p><b>Simulated Teaching &amp; After Action Review #1</b> – completed in class</p>
<p>Week 6 2/26</p>	<ul style="list-style-type: none"> <li>● Evidence-Based Practices for Teaching Writing <ul style="list-style-type: none"> <li>○ Self-Regulated Strategy Development SRSD</li> <li>○ 4 Square</li> <li>○ <a href="https://explicitinstruction.org/video-elementary/elementary-video-6/">https://explicitinstruction.org/video-elementary/elementary-video-6/</a></li> </ul> </li> <li>● Evidence-Based Practices for Teaching Vocabulary in content areas <ul style="list-style-type: none"> <li>○ Targeting vocabulary with CAPS</li> <li>○ <a href="https://explicitinstruction.org/video-elementary/elementary-video-4/">https://explicitinstruction.org/video-elementary/elementary-video-4/</a></li> </ul> </li> </ul>	<p>Chapters 9, 10</p> <p>(hand out math chapter for following week)</p>	<p><b>Simulated Teaching &amp; After Action Review #2</b> – completed in class</p>
<p>Week 7 3/5</p>	<ul style="list-style-type: none"> <li>● Evidence-Based Practices for Teaching Mathematics <ul style="list-style-type: none"> <li>○ Review 8 mathematical practices</li> <li>○ C-R-A</li> <li>○ Scaffolding Math Instruction Activity</li> </ul> </li> </ul>	<p>Chapter 11</p> <p>WRW Chapter on math – I will print for you</p> <p>Mancl, D. B., Miller, S. P., &amp; Kennedy, M. (2012). Using the concrete-representational-abstract sequence with integrated strategy instruction to teach subtraction with regrouping to students with learning disabilities. <i>Learning Disabilities Research &amp; Practice (Wiley-Blackwell)</i>, 27(4), 152-166.</p>	<p><b>Simulated Teaching &amp; After Action Review #3</b> – completed in class</p>
<p>Week 8 3/12</p>	<p>Spring Break – No Class</p>		
<p>Week 9 3/19</p>	<ul style="list-style-type: none"> <li>● Early Math Development &amp; Foundations of Mathematic Learning</li> <li>● Differentiation <ul style="list-style-type: none"> <li>○ Differentiation Activity</li> </ul> </li> </ul>	<p>Allsopp, D. H. (1999). Using modeling, manipulatives, and mnemonics with eighth-grade math students. <i>Teaching Exceptional Children</i>, 32(2), 74-81.</p>	<p>Bring computer for stations</p>



	<ul style="list-style-type: none"> <li>○ Stations: videos with discussion questions</li> </ul>	<p>Kalchman, M. (2011). Using the math in everyday life to improve student learning. <i>Middle School Journal</i>, 43(1), 24-31.</p>	
<p>Week 10 3/26</p>	<ul style="list-style-type: none"> <li>● Lesson Planning</li> <li>● Unit Overview Workshop <ul style="list-style-type: none"> <li>○ Accommodations</li> <li>○ Modifications</li> </ul> </li> </ul>	<p>Archer &amp; Hughes Chapter 4: Designing Lessons – Rules</p>	<p>Bring computer to work on unit overview</p>
<p>Week 11 4/2 (Easter Monday)</p>	<p><b>No Face-To-Face Class</b></p> <p>Please Complete the three IRIS Modules (see assignment tab in Blackboard)</p>		<p><b>Independent Activity 2</b> due before next class</p> <p><b>Unit Overview</b> Due by Friday the 6<sup>th</sup> at 11:59 pm – upload to Blackboard</p>
<p>Week 12 4/9</p>	<ul style="list-style-type: none"> <li>● Analyzing student data Workshop</li> <li>● Putting it all Together</li> </ul>	<p>Archer &amp; Hughes Chapter 8: Providing Appropriate Practice</p>	<p><b>Independent Activity 2</b> due prior to class – upload to Blackboard</p> <p>Bring your student data to class to work on SAP</p>
<p>Week 13 4/16</p>	<ul style="list-style-type: none"> <li>● Collaborating with Education Professionals</li> <li>● Collaborating with Families of Students with Disabilities <ul style="list-style-type: none"> <li>○ Collaboration Workshop</li> </ul> </li> </ul>	<p>Chapter 4</p> <p>Nagro, S. A. (2015). PROSE checklist: strategies for improving school-to-home written communication. <i>TEACHING Exceptional Children</i>, 47(5), 256-263. doi:10.1177/0040059915580031</p>	<p>Bring your individual science outline and laptop to class and we will have time for groups to meet about science activity due following week</p>
<p>Week 14 4/23</p>	<p><b>Informal Presentations (5 minutes per group to share ideas with peers)</b></p> <p><b>Putting a Bow On It</b></p> <p>(Review examples and non-examples of presentations)</p>		<p><b>Group Present - Science Activity with Pyramid Planning</b> (upload your lesson and self-assessment to Blackboard before class)</p> <p>Post Test – completed in class</p>
<p>Week 15 4/30</p>	<p><b>Presentations &amp; Reception</b></p>		<p><b>Strategy Application Project (SAP)</b> due prior to class – upload to Blackboard</p> <p><b>Presentations in class</b></p>
<p>Week 16 5/7</p>	<p>Grading &amp; Feedback</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 <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

### Appendix

#### Assessment Rubric(s)

\*\*\*Assignment Rubrics are posted in Blackboard with a description of each Assignment